

HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

**Institutional Review of Dún Laoghaire
Institute of Art, Design and Technology**
17 – 19 January 2011
Report of Expert Panel

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HETAC Institutional Review

Introduction

This is the Report of the Expert Panel, appointed by the Higher Education and Training Awards Council (HETAC), which carried out the Institutional Review of Dún Laoghaire Institute of Art, Design and Technology (IADT) in January 2011.

HETAC is the qualifications awarding body for third-level educational and training institutions outside the university sector in Ireland. All providers offering HETAC awards are subject to external quality assurance review of their institutions. HETAC carries out such reviews as part of its Institutional Review process.

HETAC appointed an expert panel to carry out the Institutional Review on its behalf. Under the chairmanship of Professor David Vaughan, membership of the expert panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. HETAC wishes to record its thanks to the members of the panel for accepting this task and for their generous and professional commitment to the review.

Dún Laoghaire Institute of Art, Design and Technology will submit a follow-up report to HETAC not more than 12 months after the publication of this report. Its follow-up report will outline how it has implemented the recommendations, as set out in its response to the Institutional Review, and evaluate the initial impact of such implementation. The follow-up report, including a commentary by the HETAC Executive, will be considered by the Academic Committee of HETAC. The Academic Committee may adopt the Institute's follow-up report and may consider further conditions. Following adoption by the Academic Committee of HETAC, the follow-up report will be published on the Council's website.

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Note

HETAC's Institutional Review process is designed to address only those objectives described in the Terms of Reference included in Appendix A.

The Expert Panel points out that it cannot make any findings regarding:

1. *The financial standing and commercial viability of the institution reviewed*
2. *The institution's compliance with its general statutory obligations*
or
3. *The general fitness of the institution's systems and arrangements for the governance and management of financial matters.*

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

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

Executive Summary — Report of the Expert Panel

This is the Report of the Expert Panel appointed by HETAC to undertake the Institutional Review of Dún Laoghaire Institute of Art, Design and Technology on 16-19 January 2011. The review process was carried out in accordance with the HETAC *Policy on Institutional Review of Providers of Higher Education and Training*, 2007.

Findings

Overall recommendation to Awards Body, including details of any conditions attached

The following is an Executive Summary of the panel's key findings:

- The effectiveness of the Quality Assurance arrangements operated by Dún Laoghaire Institute of Art, Design and Technology has been assessed and the arrangements have been found to be effective in accordance with the seven elements of Part One of the *European Standards and Guidelines for Quality Assurance* 2009, Helsinki, 3rd edition, and the HETAC *Guidelines and Criteria for Quality Assurance Procedures in Higher Education*, 2002.
- Dún Laoghaire Institute of Art, Design and Technology has implemented the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.
- Dún Laoghaire Institute of Art, Design and Technology meets the criteria for the delegation of authority to make awards that relate to Operations and Management; Education and Training Programmes; Council Conditions related to Delegation of Authority and the Objects of the Qualifications (Education and Training) Act 1999.

Commendations and Recommendations

The panel made a total of 10 commendations and 31 recommendations, identified in the body of the report, in relation to the Objectives for Institutional Review to which each corresponds.

The panel is grateful to Dún Laoghaire Institute of Art, Design and Technology for the full cooperation and assistance provided to the panel and wishes it well in its future work.

Background to Dún Laoghaire Institute of Art, Design and Technology

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997 as an Institute within the Institutes of Technology (IoT) sector of Irish higher education. For convenience and branding purposes it adopted the abbreviated form of its title, IADT. The IoT sector is comprised of fourteen institutions of which IADT is among the most recently established.

IADT is governed by the Institutes of Technology legislation which underpins its educational and social remit. Since its establishment, its role has been differentiated from that of other Institutes of Technology in having a greater emphasis on serving the needs of cultural and creative industries. This role is reflected in its title.

On its establishment, IADT incorporated a pre-existing institution, the Dún Laoghaire College of Art and Design. This subsequently evolved into the School of Creative Arts and constituted one of the three schools of the Institute. The other two schools that were established in 1997 were the School of Business and Humanities and the School of Science and Technology. The latter subsequently became the School of Creative Technologies.

Each school contains two academic departments. In the School of Business and Humanities these are the Department of Business and Enterprise and the Department of Humanities. The School of Creative Technologies contains the Department of Technology and the Department of Learning Sciences. The two departments in the School of Creative Arts are the Department of Film and Media and the Department of Art and Design.

In the School of Creative Technologies, two honours bachelor degree programmes are offered at Level 8 of the National Framework of Qualifications (NFQ), honours bachelor degree level. Two are also offered at Level 7, ordinary bachelor degree level. The school also offers a Level 9 taught Master of Science programme, and five Special Purpose Awards (one at Level 7 and four at Level 8). The School of Creative Arts offers seven undergraduate programmes at Level 8. It also offers three taught Master of Arts programmes at Level 9. The School of Business and Humanities offers one Level 7 award, three at Level 8 and a post graduate diploma and one Master of Arts programme at

Level 9. It also offers four Special Purpose Awards- one at Level 6, one at Level 7 and two at Level 8. IADT also runs a cross-institute Master of Arts/Master of Science in Digital Media.

For the academic year 2009/10, IADT reported an enrolment of 2,188 learners. These were on programmes at Levels 7 to 9 of the NFQ. This number had grown from 1,473 in a five-year period, an increase of over 50%. The learners are distributed across the three schools with 42% in the School of Creative Arts, 34% in Business and Humanities and 24% in Creative Technologies. The increase in learner numbers since 2005 has been equally distributed across the three schools.

Learners are predominantly enrolled on Level 8 programmes. There are less than 300 registered on Level 7 programmes and approximately 100 at Level 9. In addition to its accredited programmes, IADT offers a range of short non-accredited extramural programmes with enrolments of approximately 600 learners. These programmes include, for example, Portfolio Preparation, Photography and Fine Art.

The Institute has a small number of research students studying at masters Level 9 on the NFQ. These average approximately 10 per annum. It has obtained research funding from a range of external sources. Its strategic plan, adopted in 2008, envisages expansion of research activity across all disciplines and extension to Level 10 of the NFQ, Doctorate level. The IADT Research Strategy was approved by its Academic Council in 2010.

In 2010, IADT had a total of 459 staff, including both full-time and part-time. This number equates to 201.8 full-time equivalents (FTEs). 340 members of staff or 117 Full Time Equivalents (FTEs) are academic staff and 119, or 84.8 FTEs are administrative and support staff. Approximately 35% of the academic staff hold doctoral qualifications.

The Institute is accommodated on a single campus of approximately 20 acres. It is located in the outskirts of Dún Laoghaire in the greater Dublin area. There are three main teaching buildings on the campus, the Quadrangle, the Atrium and the Carriglea building. The Carriglea building also houses many of the student services. Roisín Hogan House, a refurbished 18th century building, houses the offices of the Executive and corporate services such as Human Resources, Estates and Finance. The most recently constructed building on the campus is the Media Cube, a business incubation centre opened in 2007.

A new building to house the National Film School has been approved for the campus as a Capital Project. Initial construction works for this school commenced in 2010 and while delays have been encountered and the project was stopped at the time of the site visit, the Institute expects it to recommence in the coming months and be completed in 2012. Three other building projects, funded under Public Private Partnership¹ (PPP), are also expected to commence construction in 2011. These will provide a digital media teaching facility, a workshop building and a sports hall.

IADT co-operates with a range of other Irish higher education institutions (HEIs). It does so through its involvement with the corporate body, Institutes of Technology Ireland, and by direct links with other HEIs. IADT is a partner in a number of collaborative Strategic Innovation Fund projects funded by the Higher Education Authority. It is also a partner in research projects funded by the National Digital Research Centre and the Programme for Research in Third Level Institutions.

An Erasmus charter was awarded to the Institute in 2008 and it commenced its first student exchanges under the Erasmus programme in 2009. IADT also operates an exchange programme with Loras College in the US. It has bi-lateral agreements with HEI partners in eight European countries and has recently concluded an agreement with a HEI in Singapore.

IADT engages with a wide variety of bodies representative of the arts, cultural and creative industries and the business and technology sectors. These include the County Enterprise Board, Dún Laoghaire Rathdown County Council, IBEC Audiovisual Federation and the National Film Board. In the education sector, it links to schools at first and second level and with further education colleges and also links to statutory and voluntary community development organisations.

The Governing Body of IADT has 19 members appointed in accordance with the terms of the Institutes of Technology Acts 1992 to 2006. It includes the Chairperson, the President, members drawn from Vocational Educational Committees, other external bodies that reflect the nature of IADT programmes, staff members and learners.

Management of the Institute is conducted by the Executive and Management teams. The Executive team is comprised of the President, the Registrar, the Secretary/Financial Controller, the Head of Development and the three Heads of School, giving seven members in total. The Management team,

¹ Public Private Partnership (PPP) is an arrangement between the public and private sector for the purpose of delivering infrastructure or services, which were traditionally provided by the public sector.

which has 19 members, is comprised of the Heads of the Academic Departments, the Managers of Human Resources, Estates, ICT, Finance and Student and Academic Affairs as well as the Executive Team members.

The Academic Council is appointed by the Governing Body to assist it in the planning, co-ordination development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and activities of the Institute. It has 22 members including the six members of the Executive Team, ten elected staff members, two other appointed staff, and three elected students and one ex-officio student. The Academic Council has appointed six sub-committees to assist it in the discharge of its functions.

IADT initially agreed its quality assurance procedures with HETAC in 2005. In the following year it was granted delegated authority by HETAC for awards up to and including Level 8 on the NFQ. Awards for learners at the Institute at Level 9, both for taught and research programmes, are made by HETAC. IADT intends to apply for delegated authority for taught programmes at Level 9 in 2011.

Additional background on the profile of the Institute is set out in the Terms of Reference, Appendix A.

Institutional Review Methodology

The Institutional Review process was carried out in accordance with HETAC's *Policy on Institutional Review of Providers of Higher Education and Training*, 2007. The process consisted of the following six phases, with the Report of the panel coming at the end of phase 3.

1. HETAC sets the Terms of Reference following consultation with the Institution.
2. Self-evaluation carried out by the Institution, followed by the production of a written Self-Evaluation Report (SER).
3. Visit of the panel appointed by HETAC, followed by the written Report of the panel.
4. Institutional response to the panel's report, including its implementation plan.
5. Publication of the Report of the panel and the Institution's subsequent response.
6. Follow-up report submitted by the Institution.

The Terms of Reference for Dún Laoghaire Institute of Art, Design and Technology were discussed with HETAC over the period from April to September 2010. The objectives of the Institutional Review of Dún Laoghaire Institute of Art, Design and Technology were set by HETAC as follows:

1. To enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made. With the following special consideration for Dún Laoghaire Institute of Art, Design and Technology.
 - *LADT would draw the panel's attention to its plans for campus development; in particular the building of the National Film School to become a national and international centre of excellence to enhance education and training in the area of film and television and audiovisual sectors and integration with the industry as a whole. The Institute considers this development to be a significant endorsement of confidence in LADT. Work on the School commenced in July 2010.*
2. To contribute to coherent strategic planning and governance in the Institution with the following special consideration for Dún Laoghaire Institute of Art, Design and Technology
 - *LADT welcomes the opportunity to highlight the development and success of the Media Cube, LADT's incubation centre for digital media businesses. The Media Cube provides a platform for the realisation of LADT's strategic commitment to the continued development of the digital media industry in Ireland and to the convergence agenda highlighted in the LADT strategic plan.*

3. To assess the effectiveness of the Quality Assurance arrangements operated by the Institution.
4. To confirm the extent to which the Institution has implemented the National Framework of Qualifications (NFQ) and its procedures for access, transfer and progression with the following special consideration for Dún Laoghaire Institute of Art, Design and Technology.
 - *IADT would like to highlight the commitment to Access and retention and the associated wide range of initiatives at the Institute. These include:*
 - *The Dormant Accounts projects*
 - *The Community Digital Media Centre*
 - *The FÍS (Film in Schools) project*
 - *The Writing and Research Support Service*
 - *The support provided for disadvantaged learners e.g. dyslexia*
 - *The Community and Service Learning*
5. To evaluate the operation and management of delegated authority where it has been granted. IADT has delegated authority for programmes up to and including Level 8 Honours Bachelor Degree which was granted by HETAC in 2006.
6. To provide recommendations for the enhancement of the education and training provided by the Institution.

For the complete Terms of Reference for Dún Laoghaire Institute of Art, Design and Technology see Appendix A.

HETAC appointed a panel of experts to carry out the Institutional Review on its behalf. Under the chairmanship of Professor David Vaughan, membership of the panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. Panel members were asked to declare any potential conflicts of interest prior to their appointment. No such conflicts were declared. Panel members received induction training on the conduct of Institutional Reviews in advance of the site visit. Panel membership is outlined in full in Appendix B.

Prior to the panel's visit, Dún Laoghaire Institute of Art, Design and Technology engaged in a self-study exercise. The overall process was managed by the Registrar, working with the Cross-

Institutional Administrator and an Executive administrative team. An Institutional Review Steering Group with a number of sub-groups was established in April 2010 to guide the process.

In preparation for the Institutional Review, the IADT Quality Manual was reviewed and updated in the period September to December 2009. A comprehensive series of briefing sessions on the Institutional Review process was organised with the Governing Body, management groups, academic staff, administrative staff and support staff. Briefing sessions with learners and the Students Union also took place.

Important features of the self-study were self-evaluations carried out by different areas of the Institute. These included self-studies by nine functional areas including for example, Estates and Facilities, the Library, Student Services and the Finance Office. Key sub-committees of the Academic Council, the Quality Enhancement Committee, the Research and Development Committee and the Teaching and Learning Committee also engaged in self-studies. The Governing Body also carried out a self-evaluation. Programmatic Reviews for each of the three schools were scheduled during the academic year 2009/10.

The general approach to the self-studies included a review of processes in terms of adhering to internal and external quality assurance procedures and Strengths, Weaknesses, Opportunities and Threats (SWOT) type analyses. Feedback from focus groups of stakeholders, such as learners, alumni, external groups and other staff of IADT fed into the self evaluations. A report on each of the self-evaluations was generated and these reports contributed to the overall Institutional Review. Another result of the processes was the approval of new, updated or revised policies and procedures that were approved by the Executive, the Academic Council and the Governing Body.

In advance of the site visit, Dún Laoghaire Institute of Art, Design and Technology submitted a Self-Evaluation Report (SER) and additional supporting documentation. A desk-based review of the SER was undertaken by HETAC prior to forwarding the report to the review panel. The panel assessed the SER in advance of the site visit and forwarded their initial thoughts to HETAC and the Review Chairperson.

The SER set out the background to the establishment and subsequent development of IADT. In separate chapters it addressed each of the objectives of the Institutional Review and included a summary chapter of key recommendations for improvement and enhancement arising from the self-

evaluation. A number of other documents were submitted in support of the self-evaluation report including: IADT's Quality Manual, the Institute's strategic plan, Creating Futures, Prospectuses, other strategy and policy documents and internal self-study reports. A list of the 27 documents submitted in support of the SER is contained in Appendix C.

An advance meeting was held between the Review Chairperson, Review Secretary, HETAC Head of Institutional Review and representatives of the Institute on 9 December 2010. That meeting:

1. Confirmed the panel composition and noted that there were no declarations of any potential for conflict of interest;
2. Discussed and agreed the attendance of two independent observers during the site visit;
3. Agreed an outline agenda and on-site arrangements for the visit;
4. Reviewed the Terms of Reference and some emerging themes and issues raised by panel members having read the Self Evaluation Report;
5. Agreed further documentation to be provided in advance of the site visit;
6. Agreed documentation to be available to panel members during the site visit;
7. Discussed distinctive aspects of the Institute; and
8. Discussed the timeframe for the panel report and the Institute's response.

The panel assembled on 16 January 2011 and the site visit took place on the following days, 17 -19 January 2011, in Dún Laoghaire Institute of Art, Design and Technology. Because of the physical and technological resource intensive nature of much of the provision at IADT, the panel took the unusual step of undertaking a brief tour of the facilities prior to commencing scheduled Institutional Review meetings with staff as set out in the agenda. This provided a useful context for the site visit in relation to the IADT Institutional Review documentation and discussions with the various groups of stakeholders.

The full panel met with members of the Institution, learners and other stakeholders according to an agenda drawn up by the panel in consultation with the Institution. The agenda for the site visit, agreed in advance with representatives of Dún Laoghaire Institute of Art, Design and Technology, is set out in Appendix D. With minor changes, that agenda was followed during the visit. Lists of persons with whom the panel met is provided in Appendix E.

The members of the panel were satisfied that they received full cooperation from Dún Laoghaire Institute of Art, Design and Technology and that they had the necessary documentation and

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discussions with Institute personnel and stakeholders to reach their conclusions and produce their report.

Findings in relation to objectives of Institutional Review

Objective 1 — Public Confidence

To enhance public confidence in the quality of education and training provided by the Institute and the standards of the awards made

This overarching objective covers all areas of the Institute's activity. The quality of the Institutional Review process itself is a critical part of this, as is the publication of the self-evaluation report (SER), the report of the panel, and the Institute's own response and action plan. The information provided by the Institute to the public is part of this objective.

- 1.1 The Terms of Reference for the Institutional Review were agreed with HETAC in September 2010. An Institutional Review Steering Group had been established in April 2010. The Institutional Review process was managed by the Registrar working with the Cross-Institutional Administrator and an Executive administrative team.
- 1.2 In the previous academic year the Institute had started its preparations for the review and had commenced its self-evaluation process. Presentations were made by the Executive to the Governing Body, Academic Council, each of the three schools and to the functional areas. Briefing sessions were also held with the Students Union and student representatives.
- 1.3 Programmatic Reviews were completed in each of the three schools in the 2009/10 academic year and their outcomes were fed into the Institutional Review process. Self-evaluation processes were established for each of the functional areas, including Estates and Facilities, Human Resources, Information and Communications Technology and the operation of the Governing Body. The production of self-evaluation reports by Academic Council sub-committees and by the Student's Union were further key facets of the process. Focus groups of staff, learners, external stakeholders and alumni assisted with the review processes.
- 1.4 The outcomes of the self-evaluations of the different areas formed the basis of the Institutional SER. The final report was approved by the Executive, the Academic Council and the Governing Body.

- 1.5 An important feature of the SER was the identification of actions for improvement and enhancement. The report collated these under the headings of each of the objectives of the Institutional Review, it assigned priority ratings to each and outlined the institutional capacity and effort required to address them.
- 1.6 In general, the panel found that the self-evaluation process had conducted an appropriate study of the institution and its operation. The SER had been structured to address each of the objectives of the Institutional Review and had correctly identified significant areas for enhancement and improvement under each of these headings.
- 1.7 The panel considers, however, that while the SER provided a good description of structure and activities of the Institute, the self-study would have benefitted from greater emphasis on reflective analysis in the SER. The self-study and the SER would also have been assisted by a greater involvement with the Institute's external stakeholders during the process. The panel also considers that more tangible and less open ended action plans should be produced. There should be more defined methods for addressing the issues identified with clear ownership and delivery dates and methods for measuring progress in implementation.
- 1.8 During the site visit, the panel met a wide range of IADT's external stakeholders. A full list of these is contained in Appendix E. They included representatives from major arts organisations and other cultural bodies, local authorities, state development agencies, employers, second level feeder schools, further education colleges and community development organisations. The stakeholders expressed a uniformly positive attitude to IADT, support for its mission and confidence in its awards. Other evidence of this confidence was provided at the site visit by the views expressed by current learners and graduates and by the acceptability and successes of graduates in employment and graduates that transferred on to post graduate studies in other higher education institutions.

Provision of Information to the Public

- 1.9 Means by which the Institute communicates with the public are described in the SER. They include prospectuses, student handbooks, the strategic plan, other strategy documents, and

documents on policies and procedures. Information is made available to the public on the Institute's website and in various publications. Formal meetings are held annually with Guidance Counsellors and each academic year, staff of the Institute attend a significant number of careers fairs. The general Public Relations function is exercised by the Development Office and a variety of public events such as student exhibitions, serve to inform the public about IADT.

- 1.10 While the above represents a comprehensive range of interactions with the public, it was not apparent to the panel that the information is as accessible as it might be or that there had been a suitable review of the effectiveness of its provision. A specific area referred to at the site visit was the need to continue to improve the information available to the public on the website. The SER had identified the need to place a strategic focus on communications, including the use and management of different channels and the use of new media. The panel recommends that, in this context, the Institute should keep under review the effectiveness of the means by which it communicates with the public. It should ensure that there is clear ownership at a senior level of the responsibilities in regard to this area and that it is properly resourced.
- 1.11 The panel considers that, having been established in 1997, the Institute is at a relatively early stage of development and that the IADT brand is comparatively new. The panel is of the view that there is a need for further sustained effort to fully establish and maintain the brand. This view was endorsed by comments of the external stakeholders with whom the panel met during the site visit.
- 1.12 The panel agrees with the Institute that building public confidence is assisted by its identified areas of special strengths. These include, but are not confined to, the Access Programme, the Media Cube and the National Film School. The Institute should project its successes and strengths more strongly, for example, the unique programmes and skills of the Institute - particularly at a time of impending change in higher education. The panel considers that this would assist IADT in its stated aim of positioning itself to play the fullest role possible in any new higher education configuration.

National Film School

- 1.13 As a special consideration under this objective, IADT drew the panel's attention to its plans for campus development; in particular the building of the National Film School. The panel considers that the National Film School and the approval of the three Public Private Partnership projects to be a significant endorsement of the mission of IADT, of its standing and its capacity for development.

Commendation

- 1.14 In relation to Objective 1 (Public Confidence) the panel commends IADT on the very good evidence of the confidence in the awards of the Institute and the high standing it has achieved among external stakeholders.

Recommendations

In relation to Objective 1 (Public Confidence), the panel recommends the following:

- 1.15 The Institute should keep under review the effectiveness of the means by which it communicates with the public. It should ensure that there is clear ownership at a senior level of the responsibilities in regard to this area and that it is properly resourced.
- 1.16 There should be further sustained effort to fully establish and maintain the IADT brand.
- 1.17 The Institute should project its successes and strengths more strongly, particularly at a time of impending change in higher education.

Objective 2 — Strategic Planning and Governance

To contribute to coherent strategic planning and governance in the Institute

The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning.

- 2.1 The Governing Body is appointed in accordance with the terms of the Institutes of Technology Acts (1992-2006). The panel was informed that the term of office of the current members is nearing completion. New members are to take up office in March 2011 and arrangements for their appointment were in hand. It was stated that the Governing Body has adopted the Code of Governance of Irish Institutes of Technology and was operating in accordance with this and other public policy and legislative requirements.
- 2.2 Management of the Institute is conducted by the Executive and Management teams. The Executive team is comprised of the President, the Registrar, the Secretary/Financial Controller, the Head of Development and the three Heads of School, giving seven members in total. The Management team, which has 19 members, includes the Heads of the Academic Departments, the Managers of Human Resources, Estates, ICT, Finance and Student and Academic Affairs as well as the Executive members. With the retirement of the President of IADT due to take place in April 2011, the Governing Body has approved procedures for appointing his successor. The Governing Body was confident that these procedures would lead to an appointment in a timely manner.
- 2.3 The Academic Council is appointed by the Governing Body to assist it in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and activities of the Institute. It has 22 members including the six members of the Executive Team, ten elected staff members, two other appointed staff and three elected students and one ex-officio student. The Academic Council has appointed six sub-committees to assist it in the discharge of its functions.
- 2.4 The Strategic Plan of IADT, ‘Creating Futures’, covers the period 2008–2012. This is a detailed document and has an associated action plan which specifies objectives, actions to be

- taken, persons responsible, planned timelines and progress. The Strategic Plan is reviewed on a quarterly basis.
- 2.5 The Academic Council reports regularly to the Governing Body and includes reports on quality assurance within these reports. A schedule is operated whereby Heads of Function make presentations to the Governing Body on an annual basis.
- 2.6 Since its establishment in 1997, IADT has had a differentiated role within the Institutes of Technology sector. It has significant strengths in arts, technology and enterprise. In accordance with its stated vision, it has considerable potential to build on these strengths and to be at the forefront of the convergence of these areas.
- 2.7 The panel found that clear statements of the mission and vision for IADT were set out in the Strategic Plan and other documentation with which it was supplied. Throughout the site visit the panel found that these were well understood and subscribed to by learners, staff, the Executive and Management teams, the Governing Body and external stakeholders. This coherence represents a considerable strength of the Institute.
- 2.8 The panel considers that the Institutional Review process and the production of the Self Evaluation Report had benefited strategic planning in IADT. Through the involvement of a wide range of staff, learners and other stakeholders, it contributed to the sense of mission and to institutional cohesion.
- 2.9 The panel agrees with the Institute that the unique characteristics of IADT should be preserved and developed in any future re-alignment of higher education that may arise in the context of the report on the *National Strategy for Higher Education to 2030*. IADT would bring to any partnership of higher education institutions a range of expertise, abilities and resources, which would enhance and enrich future structures.
- 2.10 In the Self Evaluation Report, the '*review of technical and administrative supports to better align existing resources with known needs and priorities*' was identified as an area for improvement and enhancement and one to be prioritised. The panel concurs with this view.

- 2.11 The panel further considers that as a development of the Strategic Plan and the Action Plan, there needs to be an associated resource plan. This should review current operations to ensure their effectiveness, ensure that they are functioning as intended and are properly resourced. This planning exercise should address both timelines and resources and be cognisant of the implications that any proposed developments may have on existing services.
- 2.12 As a case in point, the panel noted the proposal to significantly increase the number of international learners in IADT in a relatively short period within the timeframe of the strategic plan. Consideration needs to be given to the resource implications associated with recruiting these learners. Planning would be required for the provision of the physical and human resources required to support the learners while they are in the Institute and for determining the potential impact they would have on the existing services, such as student services.
- 2.13 The panel, while recognising that IADT is a relatively new institution and has made major progress since its establishment, considers that there is significant scope for cross-institutional academic developments. The vision for the Institute, as articulated in its Strategic Plan, refers to its role “*at the convergence of arts, technology and enterprise*”. Planning to develop this role appears to be limited. Learners and recent graduates pointed to specific areas where cross institutional programmes may have benefitted them. These for example, related to Fine Art graduates who felt that they would have benefited from business elements in their undergraduate programmes, or learners from business or technology who sought a greater understanding of the arts programmes. The panel recommends that stronger links between the three schools be created and that there should be a greater emphasis on cross-institutional academic developments.
- 2.14 The panel was impressed by the respect and enthusiasm for the Institute shown by external stakeholders, alumni and learners met by the panel during the site visit. All expressed views supportive of the mission of the Institute and of the quality and standing of its programmes and awards. Learners and alumni, however, expressed serious concerns about certain matters at an operational level which they said adversely affected the Institute. They pointed particularly to a lack of effectiveness and slow response times in dealing with problems that arose with information technology and with repairs to buildings.

- 2.15 When the panel raised these matters with senior management at the site visit, it found there was a wide divergence between the views of learners and graduates and those of the senior management team. The panel was seriously concerned at this disconnect. It has immediate effects in dealing with problems affecting learners that arise in the normal course of operations. Beyond that it has its implications in regard to communications between management and learners and in regard to the coherence and connectivity between the executive perspective and the learner experience. The panel strongly urges the Institute to address these matters. The Institute should review the existing problems and to prioritise actions to address them. The Institute should also address underlying matters that give rise to such problems. While the panel would not be prescriptive about the means for addressing the problems, it suggests that consideration might be given to structured, formal meetings with learners to address operational matters of concern with an openly available record of agreed actions and timescales for further review. The panel also draws attention to the risk to reputational damage to the Institute, both internally, and externally, that may arise from these difficulties.

Media Cube

- 2.16 As a special consideration under the Terms of Reference, the Institute highlighted the development and success of the Media Cube, IADT's incubation centre for digital media businesses.

LADT welcomes the opportunity to highlight the development and success of the Media Cube, LADT's incubation centre for digital media businesses. The Media Cube provides a platform for the realisation of LADT's strategic commitment to the continued development of the digital media industry in Ireland and to the convergence agenda highlighted in the LADT Strategic Plan.

The Media Cube was opened in March 2007 and among its key objectives is that of promoting the developments of relationships between IADT and the companies in the Media Cube.

- 2.17 The panel was provided with evidence which demonstrated the success of the Media Cube including the 100% occupancy achieved and sustained. Among the benefits which it has brought have been those of providing some IADT staff with opportunities for working with Media Cube companies or for acting as mentors to directors of companies. The Media Cube has also been a fruitful outlet for graduate employment or project work. Since its

establishment, the building has had high levels of occupancy and notable successes in assisting start-up businesses. While the Media Cube currently requires an operating subsidy, plans are in place to achieve a financial break-even position by 2011. Its concentration on commercial areas related to the academic programmes of IADT, together with its successes as an incubation centre, has helped to increase the profile of the Institute and build public confidence in it.

- 2.18 The panel commends the Institute on the Media Cube and acknowledges its successes to date. It recognises its interactions with the wider Institute and considers that there is further scope for enhancement by building on the relationships with three schools within IADT. This would assist with the convergence of “arts, technology and enterprise” and with campus integration.
- 2.19 The panel recommends that the Institute should now consider how best it can maximise the benefits for its programmes and learners of having a successful incubation centre within its remit.

Commendations

In relation to Objective 2 Strategic Planning and Governance, the panel commends IADT on:

- 2.20 The clear statements of the mission and vision for IADT set out in the Strategic Plan and other documentation.
- 2.21 The extent to which the mission and vision are well understood and subscribed to by learners, staff, the Executive and Management teams, the Governing Body and external stakeholders.
- 2.22 The establishment and operation of the Media Cube and its successes to date.

Recommendations

In relation to Objective 2, Strategic Planning and Governance, the panel makes the following recommendations:

- 2.23 As a development of the Strategic Plan and the Action Plan, an associated resource plan should be produced. This should review current operations to ensure their effectiveness, ensure that they are functioning as intended and are properly resourced. The planning exercise should address both timelines and resources and be cognisant of the implications that any proposed developments may have on existing services.
- 2.24 Stronger links between the three schools should be created and there should be a greater emphasis on cross-institutional academic developments.
- 2.25 The Institute should address the response times in dealing with problems that arise with information technology and repairs to buildings. It should also address the disconnect between the views of learners and senior management concerning these matters and ensure there is listening and responding to learner concerns. The Institute should address the wider implications of the divergence between the Executive perspective and the learner experience, particularly in regard to communications and in regard to the coherence and connectivity within the Institute.
- 2.26 The Institute should consider how best it can harvest the benefits for all its programmes and learners of having a successful incubation centre within its remit.

Objective 3 — Quality Assurance

To assess the effectiveness of the Quality Assurance arrangements operated by the Institute

This is based on Part One of the *European Standards and Guidelines for Quality Assurance* (QA).² By including this in the Institutional Review process, the statutory requirement for the review of QA is met. How the Institution reviews the effectiveness of its QA for the *seven elements* of the *European Standards and Guidelines* should be explicitly addressed by the review process.

The seven areas covered by the *European Standards and Guidelines for Quality Assurance* (QA) are:

- i. Policy and procedures for quality assurance
- ii. Approval, monitoring and periodic review of programmes and awards
- iii. Assessment of learners
- iv. Quality assurance of teaching staff
- v. Learning resources and support
- vi. Information systems
- vii. Public information

Overview

- 3.1 The quality assurance system in IADT was first approved by HETAC in 2005. Following the report of the panel which considered the Institute's application for delegated authority in 2006, changes were made to the system in areas such as the structure of the Academic Council, the operation of Programme Boards, and staff development. The QA system has continued to evolve and its structure and operation had been a major focus in the self-study and in the Self Evaluation Report (SER).
- 3.2 The self-study and the SER addressed each of the seven elements specified in Part 1 of the European Standards and Guidelines for Quality Assurance. The Institute had evaluated itself under these seven headings and had recommended areas for further improvement and enhancement.

² "Standards and Guidelines for Quality Assurance in the European Higher Education Area". *European Association for Quality Assurance in Higher Education*, 2009, Helsinki, 3rd edition.

- 3.3 In advance of the site visit, the panel was provided with extensive documentation on the QA system and its operation. This was augmented by further documentation made available at the visit itself including that relating to selected programmes and the minutes and reports of bodies with quality assurance functions. The full list of documentation is available in Appendix C.
- 3.4 The QA system was the subject of meetings of the panel with senior management, with staff who serve on various committees, with non-committee staff and with support staff. It was also integral to meetings with learners, graduates, external stakeholders and Governing Body members.
- 3.5 The key finding of the panel in relation to quality assurance in IADT is as follows.

The effectiveness of the Quality Assurance arrangements operated by the Dún Laoghaire Institute of Art Design and Technology has been assessed and the arrangements have been found to be effective in accordance with the seven elements of Part One of the *European Standards and Guidelines for Quality Assurance* 2009, Helsinki, 3rd edition, and the HETAC *Guidelines and Criteria for Quality Assurance Procedures in Higher Education*, 2002.

Element 1- Policy and procedures for quality assurance

- 3.6 The policies and procedures for quality assurance are comprehensively addressed in IADT's Quality Manual and supporting documentation. This was structured to address each of the seven elements of the European Guidelines. The 2nd edition of the manual was approved by the Academic Council in November 2009.
- 3.7 The panel found that the quality assurance system was well integrated into the operation of the Institute. Throughout all levels there was a sense of ownership of the system and a commitment to making it work. Following the granting of delegated authority, significant improvements had been made and quality assurance had become more embedded in the Institute. This was reflected in the culture and ethos of IADT as encountered by the panel.

- 3.8 Learner involvement in quality assurance in IADT occurs in a variety of ways. The Quality Manual specifically addresses learner participation and this sets a framework for involvement of learners in quality assurance. Learners are represented on fora that contribute to quality processes at the Institute, including the Governing Body, Academic Council, sub-committees of the Academic Council, Programme Boards and various other committees in the Institute.
- 3.9 An emphasis has been placed on enhancing teaching and learning and a Teaching and Learning Unit has been established. The panel regards this as a particular strength. The Teaching and Learning Unit has had a significant effect on the pedagogy and assessment and has had a major impact on the quality assurance culture. The panel was pleased to note the general learner satisfaction with the quality of the teaching they receive.
- 3.10 The panel acknowledges that areas for further improvement and enhancement of policies and procedures have been identified by IADT in the SER. Among these are matters relating to improving the functioning of Programme Boards, the ongoing review of teaching, learning and assessment practices and improving the connectivity between sub-committees of the Academic Council. These are endorsed by the panel and it recommends proceeding expeditiously to address them.
- 3.11 The Quality Enhancement Committee, which is a sub-committee of the Academic Council, has devoted substantial time and effort to establishing protocols for use across the Institute. These protocols were aimed at harmonising practices and building confidence in the quality assurance system. As examples, the Committee generated new templates for external examiner reports and for the operation of Programme Boards.
- 3.12 The panel considers that, while issues of consistency should continue to be considered, the Quality Enhancement Committee should address other areas of quality enhancement. The panel found numerous examples of good practice in the Institute, for example, in certain areas of Teaching, Learning and Assessment, and considers that the Quality Enhancement Committee should commence to focus on the sharing of such practices and their cross institutional integration.

Commendations

The panel commends the following:

- 3.13 The emphasis that had been placed on enhancing teaching and learning and the establishment of the Teaching and Learning Unit. This has had a significant effect on the pedagogy and assessment and had a major impact on the quality assurance culture.
- 3.14 The institutional reflection that has taken place on the quality assurance policies and procedures, the sense of ownership of the system and the ethos and culture of quality that has developed.
- 3.15 The professionalism and formalising of the quality assurance procedures and the quality of the documentation that has been developed.
- 3.16 The successful committee structure that is operating and the contributions that committees make to quality assurance.

Recommendations

The panel make the following recommendations:

- 3.17 The Institute should proceed expeditiously to address areas for further improvement and enhancement of policies and procedures that have been identified in the SER.
- 3.18 The Quality Enhancement Committee should widen its approach to quality enhancement and focus on the sharing of good practices and their cross-institutional integration.

Element 2- Approval, monitoring and periodic review of programmes

- 3.19 IADT operates approved procedures for the validation of new programmes. As described in the Quality Manual, these are rigorous and effective. They include the use of validation panels with significant external membership.

- 3.20 A new development in recent years has been the validation of Special Purpose Awards. The Strategic Plan and the Self Evaluation Report emphasise the future expansion of the suite of these awards. The validation process for Special Purpose Awards was reviewed and amended by IADT. While it continues to be based on the processes for major awards, the procedures were revised and simplified to suit the shorter nature of the programmes. The panel recommends that the Institute ensures that it has captured the revised procedures in its quality assurance documentation.
- 3.21 Programmatic Reviews had successfully taken place in each of the three schools during the 2009/10 academic year. The reports of the Programmatic Review panels included recommendations for improvements and enhancement. Each school responded to the findings and the recommendations of the reviews. Cross institutional issues arising from the reviews had also been identified and had fed into the self-study for the Institutional Review.
- 3.22 Programmes in the Institute operate under the aegis of Programme Boards, the functioning of which has been strengthened in recent years. Each Programme Board is composed of staff on the programme and student representatives from each stage of the programme. Annual reports on programmes are prepared by the Programme Boards and provided to the Academic Council. The reports have common templates and incorporate areas for improvement.
- 3.23 Student feedback on their programmes formally takes place through the student members on Programme Boards. It also occurs through the QA1, QA2 and QA3 feedback forms, which are agreed throughout the IoT sector. A variety of informal methods are also used and these are assisted by good staff-student relations and interactions. However, the panel found some evidence that students felt inhibited from raising some issues at Programme Boards in the presence of all staff members on their programmes. The panel recommends that the Institute should review the effectiveness of the student feedback mechanisms. This should include a review of the feedback mechanisms to individual students on their academic performance so that the good practice which the panel encountered becomes embedded in all areas.
- 3.24 External examiners have key roles in the monitoring of standards and in ensuring consistency. Their reports are essential documents used by staff, Programme Boards and

Academic Council for the ongoing monitoring of programmes. The panel considers that the Institute should reflect on the consistency of approach taken by different schools towards the processes in place for external examiners. The Institute should look at a cross-institutional approach to briefing and inducting of external examiners and their involvement in the final determination of award classifications.

Recommendations

The panel makes the following recommendations.

- 3.25 The Institute should ensure that it has captured the revised procedures for validation of Special Purpose Awards in its quality assurance documentation.
- 3.26 The Institute should review the effectiveness of the student feedback mechanisms.
- 3.27 The Institute should reflect on the consistency of approach taken by different schools towards external examiner processes in place. The Institute should look at a cross-institutional approach to briefing and inducting external examiners and their involvement in the final determination of the award classifications.

Element 3- Assessment of learners

- 3.28 In September 2010, IADT adopted the sectoral conventions and protocols contained in the HETAC policy document *Assessment and Standards* (2009). A revised IADT Marks and Standards was approved in October 2010 in accordance with these standards. This is being implemented in the current academic year 2010/11.
- 3.29 IADT adopted its Learning, Teaching and Assessment Strategy in 2008. A revised strategy document for the period 2010–2012 was approved by the Academic Council in October 2010. Its aims included specific references to learning outcomes and programme assessment strategies. The SER states that IADT is currently developing revised programme and module assessment strategies in line with the HETAC policy document *Assessment and Standards (2009)*. At the site visit, the panel was informed that a number of teams were working on this with the intention of having the strategies published in advance of the next academic year.

- 3.30 The panel acknowledges the work that has been done on learning outcomes, on assessment strategy and on associated staff development. It also notes the plans to enhance these and other aspects of the assessment of learners through the Learning, Teaching, and Assessment Strategy 2010. The panel endorses this approach. In this context, it draws attention to the need to monitor the consistency of feedback to learners on assessment.
- 3.31 The panel was concerned that in one school there was a derogation from the normal recommended practice regarding the attendance of external examiners at Examination Board meetings. It recommends that this practice be addressed to ensure consistency in the Institute and adherence to best practice and HETAC *Effective Practice Guideline for External Examining* 2010.
- 3.32 With its differentiated role within the IoT sector, IADT has a number of programmes which have either limited or no parallels within the sector. This places particular requirements on the Institute in regard to ensuring the robustness of its systems and ensuring standards. IADT has already established a number of important international links in its discipline areas and these have significant potential for benchmarking IADT with institutions outside of the country.

Recommendations

The panel makes the following recommendations:

- 3.33 As part of its assessment strategy, the Institute should monitor the consistency of feedback to learners on assessment.
- 3.34 The Institute should standardise its practices in regard to the attendance of external examiners at Examination Boards to ensure consistency across the Institute and adherence to best practice.
- 3.35 IADT should seek to look beyond the sector and benchmark its standards with international peers.

Element 4- Quality assurance of teaching staff

- 3.36 Staff in IADT are appointed in accordance with the agreed Department of Education and Skills regulations and the procedures conform to the sectoral norms.
- 3.37 Since the granting of delegated authority in 2005, IADT has taken significant steps to address staff training and development, an area that had been highlighted at that time as one of weakness. Staff Development for teaching and learning falls within the remit of the Teaching and Learning Sub-committee of the Academic Council. This is chaired by a Head of Department who has also been assigned a cross-institute role for teaching and learning. There has been an emphasis on the parallel approaches of staff involvement in accredited programmes and more informal workshop training sessions on a diverse range of topics. Among the other initiatives were the appointment of a Staff Training and Development Officer and the allocation of budgets.
- 3.38 Staff members participate in the Performance Management and Development System (PMDS). In accordance with this, each staff member has an annual individual meeting with his or her Manager or Head of Department to agree priorities and objectives for the coming year, including a summary of an agreed development and training plan.
- 3.39 The panel recognises the operation and the beneficial influence of the PMDS. It also commends the positive attitudes to staff development that it encountered. Initiatives in Teaching and Learning were particularly highly regarded by staff.
- 3.40 Practices in relation to staff appraisal were found by the panel to be somewhat varied and informal. The panel recommends that the Institute review the quality assurance of all staff with a view to ensuring that staff development is aligned with the requirements of the Institute's strategic objectives.

Commendation

- 3.41 The panel commends the positive attitudes to staff development that it encountered.

Recommendation

3.42 The panel recommends that the Institute review the quality assurance of all staff with a view to ensuring that staff development is aligned with the requirements of the Institute's strategic objectives.

Element 5- Learning resources and support

3.43 Over a relatively short period of time there has been a significant level of investment in the physical development of the IADT campus. Further capital projects are planned and the Institute expects construction to recommence on the National Film School in 2011. It also expects that, during the current year, construction will also start on a digital media building, a consolidated workshop building and a sports hall. These three buildings are to be provided through Public Private Partnership and the panel was assured that, at the time of the site visit, the appointment of the preferred bidder was imminent.

3.44 Learner numbers have grown considerably in the past five years, rising by over 50% in that time. This has placed increased demands on the learning resources and other student services. Areas of deficiencies that were highlighted to the panel included the physical space available, estates and facilities, upkeep of the building fabric, information technology and the library. Views of graduates and current learners were particularly strongly expressed regarding what they perceived to be shortcomings in responding to identified problems with information technology and with repairs to buildings. These were not considered to be in accordance with the provisions of the Learner Charter.

3.45 The panel considers that the above difficulties are impacting negatively on the learner experience in IADT. It also considers them to be a potential source of risk of reputational damage to the Institute. As indicated earlier in this report, it found a disconnect between the perceptions of learners and graduates regarding the maintenance of resources and those of senior management. The panel recommends that the Institute address these matters.

3.46 Blackboard is the Virtual Learning Environment (VLE) in use in IADT. The Institute has identified the use of online learning as a major area of development. This is being coordinated through the Teaching and Learning Committee. At the site visit the panel was provided with a number of good examples of the use of Blackboard as a resource for

learning and for communicating with learners. The panel recommends the extension of these good practices.

3.47 The SER recognises the link between strategic planning, programme development and student numbers. It refers to areas for improvement and enhancement as:

- *Review technical and administrative supports to better align existing resources with known needs and priorities and*
- *Review and manage expectations regarding response times to ICT support/maintenance requests.*

(SER, pages 63 & 66)

The panel agrees with these recommendations. It considers, however, that the Institute needs to link resource planning and management closely to its strategic planning and quality assurance. The panel did not find evidence at the site visit that this is occurring and recommends that IADT address this matter.

Student Services

3.48 IADT provides a comprehensive range of student services aimed at providing academic and personal supports for learners and for enhancing the learner experience. They include services for careers, health, counselling, sport and recreation and accommodation information. As well as other supports, the Access Service incorporates certain financial assistance mechanisms to its target groups and a Writing and Research Skills service is also provided.

3.49 While individual services were favourably commented on by staff, learners and other stakeholders met by the panel during the site visit, it was not apparent to the panel that the different services were working closely together. The panel recommends building a cohesive corporate identity for student services and that it be structured to reflect the operations on the ground. It also recommends that student services develop its own strategic plan with explicit links to the Institute's strategy.

3.50 The panel was impressed with the widespread support for student services among other staff. Support for the role of academic staff in managing diversity or in initial pastoral care for learners with personal difficulties were quoted as examples where the expertise of student

services staff would benefit academic staff. The panel recommends that student services should include within its development strategy the building of closer relationships with other staff.

- 3.51 Reference was made, at meetings with learners, to the difficulties which student clubs and societies encounter with regard to continuity, organisation and support. Within the current student services function, the panel considers that there is scope for improvements in support for student clubs and societies and other extra curricular activities. The panel suggests that consideration be given to clearer and more realistic budget planning for this purpose. It also suggests that consideration be given to how best the Institute might support student clubs and societies so that they can enhance student life and the learner experience in IADT.

Recommendations

The panel recommends the following:

- 3.52 The extension of the good practices in the use of Blackboard as the resource for learning and for communicating with learners.
- 3.53 The Institute should prioritise its proposed review of technical and administrative supports and response times as outlined in the SER and link the review to resource planning.
- 3.54 The Institute builds a cohesive corporate identity for student services and that it is structured to reflect the operations on the ground.
- 3.55 Student services develop its own strategic plan with explicit links to the Institute's strategy.
- 3.56 Student services should include within its development strategy the building of closer relationships with other staff and it should ensure that staff are informed and aware of the available student services on campus.
- 3.57 The Institute should consider how best it can support student clubs and societies so that they can enhance student life and the learner experience in IADT.

(Note: recommendation 2.23 under Objective 2- Strategic Planning and Governance in relation to resource planning and responding to identified problems.)

Element 6- Information systems

- 3.58 The Banner Student Record System is used to collect data for a number of purposes. This is a common system used in all Institutes of Technology and a number of upgrades have been introduced in recent years. A further development of the system is planned - the Curriculum Advising and Programme Planning (CAPP) module.
- 3.59 The Banner system provides information for day-to-day management of programmes as well as providing general statistical data. Information generated by the system is used by bodies such as individual Programme Boards and Examination Boards. This information assists with the review and monitoring of programmes and with reporting.
- 3.60 The Institute considers that currently Banner provides learner data information in the Institute in a way that meets data needs. The panel agrees with this view.
- 3.61 However, the Institute has also identified benefits that would be derived from developing the Banner system to better meet the Institute's management information requirements. The panel concurs with this and recommends the development of a cycle of Management Information System (MIS) reports to support decision making.

Recommendation

- 3.62 The panel recommends the development of a cycle of Management Information System (MIS) reports to support decision making.

Element 7- Public information

- 3.63 A number of aspects of public information are dealt with earlier in this report in the section dealing with Public Confidence.

- 3.64 The content of key publications, such as the Prospectus and the website is overseen by senior personnel to ensure their accuracy. The quality of these publications was considered by external stakeholders, such as guidance counsellors, to have improved in recent years. The panel was also informed that the Institute had been responsive in listening to external feedback and making appropriate changes to its publications.
- 3.65 The Institute recognises the importance of the provision of information on programmes and awards to a range of stakeholders. The SER and the Strategic Plan identified institutional strengths and shortcomings in relation to this. The need for more effective communications internally and externally was also referred to at the site visit by external stakeholders and graduates. Placing a strategic focus on communications was specified as an area for improvement and enhancement in the SER..
- 3.66 The panel concurs with the Institute's own findings and recommendations in relation to the provision of information to the public. The panel also suggests that it may be beneficial to consider clarifying and streamlining responsibilities in this area.

Recommendation

- 3.67 The panel recommends that IADT clarify and streamline responsibilities in regard to the provision of public information.

Objective 4 — Qualifications Framework, Access, Transfer and Progression

To confirm the extent to which the Institute has implemented the National Framework of Qualifications (NFQ) and its procedures for access, transfer and progression

This objective has two main strands:

1. Review of the Institution's activity in implementing the National Framework of Qualifications.
2. Procedures for access, transfer and progression.

The National Qualifications Authority of Ireland has produced guidelines in relation to this.³ They include issues such as credit, transfer and progression rules between levels and award types, entry arrangements, information provision, and policies and procedures for the Recognition of Prior Learning (RPL).

As a special consideration under this objective, IADT highlighted the commitment to access and the associated wide range of initiatives at the Institute. These include;

- The Dormant Accounts projects
- The Community Digital Media Centre
- The FÍS (Film in Schools) project
- The Writing and Research Support Service
- The support provided for disadvantaged learners e.g. dyslexia
- The Community and Service Learning agenda

Key Findings

The panel is satisfied that IADT has implemented the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland (NQAI).

- 4.1 The award types provided by the Institute conform to those on the National Framework of Qualifications. These are predominantly major awards at Levels 7, 8 and 9 of the NFQ.

³ "Policies, Actions and Procedures for Access, Transfer and Progression". National Qualifications Authority of Ireland, 2003. www.nqai.ie.

However, Special Purpose awards at these levels are increasingly being developed in accordance with the strategic plan.

- 4.2 The Access, Transfer and Progression Policy of NQAI requires providers to establish and apply policies and procedures for their programmes in relation to credits, transfer and progression routes, entry arrangements and information provision. It also requires providers to make arrangements for Recognition of Prior Learning (RPL). IADT has addressed each of these requirements.
- 4.3 To facilitate progression from further education programmes within the NFQ, the Institute has established formal articulation schemes with programmes in a number of further education colleges. This is in addition to the national arrangements operated through the Central Application Office by Institutes of Technology for admission of FETAC award holders. Information on the scheme is provided through the prospectus and direct contacts by IADT staff with the further education colleges.
- 4.4 All programmes in IADT are modularised and one programme in one school is fully semesterised. Credits are assigned to modules in accordance with the European Credit Transfer System (ECTS). Information is provided in the Institute's publications, website and programme documentation on awards, award types, level on the NFQ, entry requirements, transfer and progression routes and the Recognition of Prior Learning (RPL).
- 4.5 The panel had fruitful and open engagements on access, transfer and progression at a number of meetings during the site visit. The panel was impressed by the range of access initiatives operating in IADT and by the success in obtaining funding and support for access from diverse sources. External stakeholders met by the panel confirmed the high standing and success of the range of access initiatives. They also confirmed the views of the panel that IADT has a wide commitment to access across the Institute.
- 4.6 IADT has adopted an equal access and participation strategy which incorporates a policy, procedures and an action plan. A booklet containing these is published and it is also available on the website. The access activities target categories of learners that are under-represented in higher education, mature learners, socio-economically disadvantaged learners, learners with disabilities and ethnic minorities. Specific initiatives are engaged in with each of these

groups and the programme includes both pre-entry initiatives and supports for current learners. Important features of the Access Programme are the links that operate with external agencies and bodies. These include socio-economically disadvantaged communities, area partnerships, first and second level schools, disability organisations and other higher education institutions.

- 4.7 The panel considers that although the supports which are provided to access learners are well regarded by key external stakeholders, the Institute should publicise the Access Programme more and give it a higher profile. It considers, for instance, that the undergraduate prospectus could contain clear and comprehensive information about the supports currently provided to learners with disabilities.
- 4.8 A number of higher education institutions co-operate in the provision of special admissions schemes for learners with disabilities, the DARE⁴ scheme, and for socio-economically disadvantaged learners, the HEAR⁵ scheme. The panel recommends that IADT should consider involvement in these or in similar schemes.
- 4.9 The policies and procedures for Recognition of Prior Learning (RPL) are applied to both prior accredited learning and experiential learning. They are used for both admissions purposes and for the award of credits on programmes. More than 100 learners benefitted from application of the RPL policy and procedures in 2010. This represented a significant increase in activity in this area.
- 4.10 The panel welcomes the success of the RPL service and its benefits for learners. The increased levels of activity and the wider range of programmes involved has led to increased demands on the RPL service. In view of this, it recommends that the training of staff in the assessment of prior learning be prioritised.

⁴ The Disability Access Route to Education (DARE) is a college and university admissions scheme which offers places on a reduced points basis to school leavers with disabilities.

⁵ The Higher Education Access Route (HEAR) is a college and university admissions scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds.

Commendation

- 4.11 The panel commends the Access Programme in IADT. Commitment to increasing access to higher education is wide-ranging in the Institute; fruitful partnerships with external agencies have been built; it has successfully engaged in an extensive range of access activities internally and externally and has integrated access into the life of IADT.

Recommendations

The panel recommends the following.

- 4.12 The Institute should publicise the Access Programme (range of initiatives) more and give it a higher profile.
- 4.13 The undergraduate prospectus should contain clear and comprehensive information about the supports provided to learners with disabilities.
- 4.14 IADT should consider involvement in the HEAR and DARE schemes or in similar schemes.
- 4.15 The training of staff in the assessment of prior learning should be prioritised.

Objective 5 – Operation and Management of Delegated Authority

This objective is to evaluate the operation and management of delegated authority (where applicable) for both taught and research programmes

The Institutional Review process will satisfy the statutory requirement for the review of Delegated Authority (DA) for recognised institutions, once Objective 5 of the Institutional Review process is included in the Terms of Reference. The majority of the Delegated Authority criteria are covered under the prescribed objectives of Institutional Review.

The key finding of the panel is as follows.

IADT meets the criteria for the delegation of authority to make awards that relate to Operations and Management; Education and Training Programmes; Council Conditions related to Delegation of Authority and the Objects of the Qualifications (Education and Training) Act 1999.

- 5.1 Delegated authority was granted by HETAC to IADT in 2006 for awards up to Level 8 of the National Framework of Qualifications. It did not seek delegated authority for awards at higher levels or for an extension of delegated authority in the intervening time. It has however notified HETAC that subsequent to the institutional review, it intends to seek delegated authority for taught Master Degree programmes at Level 9 of the NFQ. In an initial presentation by the President of IADT to the panel at the site visit, it was stated that delegated authority had been the subject of a strategic focus since 2006. This was elaborated on in the Self Evaluation Report and in subsequent meetings during the site visit.
- 5.2 The granting of delegated authority in 2006 took place subsequent to the appointment by HETAC of an evaluation group and the production of a report by the group. The report considered that many of the policies and procedures of the Institute at that time were at an early stage of development and it outlined a number of key areas for the Institute to address. These included the structure and operation of the Academic Council and sub groups; development of coherent policies and procedures; embedding of QA procedures; operation of Programme Boards; closing the loop on Quality Assurance issues; a more strategic approach to staff development and improved communications with learners.
- 5.3 The panel acknowledges the considered and responsible manner in which the Institute has managed its delegated authority. Recommendations arising from the 2006 report had been

accepted, each of the areas identified for attention had been acted upon and substantial progress had been made.

- 5.4 The panel also acknowledges the feeling of ownership, confidence and sense of empowerment that delegated authority has brought. This has had effects in developing protocols and procedures to meet the needs of the Institute. It has also enabled IADT to be more responsive in developing new programmes, has assisted in building the IADT brand and in enhancing its standing with other higher education institutions.
- 5.5 The panel notes the proposal to seek an extension of delegated authority to taught programmes at Level 9 which will be the subject of another HETAC process. It recommends that should this extension of delegated authority be granted, care should be taken that the Institute maintain and develop the resources required for the provision of programmes at and up to Level 8.

Recommendations

The panel makes the following recommendations:

- 5.6 That Delegated Authority granted to Dún Laoghaire Institute of Art, Design and Technology be continued as provided for in the Qualifications (Education & Training) Act 1999.
- 5.7 The Institute should maintain and develop the resources for programmes up to and including Level 8.

Objective 6 — Recommendations for Enhancement

To provide recommendations for the enhancement of the education and training provided by the Institute

This includes both the recommendations arising from the external peer review process and the recommendations arising from the internal self-evaluation process.

- 6.1. The panel very much appreciated the considerable recent achievements and developments in various areas of the Institute and its work. However, it was clear that where there was the strongest evidence of successful progress having been made this was more often than not underpinned by identifiable positive leadership and co-ordination in the operational management of the area, for example, quality enhancement and learning and teaching. The panel considers that the Institute would do well to find ways to mirror this approach where recommendations are made for further review and action in this report.
- 6.2. The Self Evaluation Report specified 37 areas for improvement and enhancement. These were compiled by reference to objectives 1-5 of the Terms of Reference for the Institutional Review. They were categorised as existing processes or new areas to be addressed. Each area for improvement and enhancement was assigned a priority rating and the risk to successful implementation was assessed. The assessment was based on existing capacity or expertise and the estimated overall effort required.
- 6.3. The panel acknowledges the good efforts that have been made in the self-study and in the Self Evaluation Report in identifying areas for improvement and enhancement. It also acknowledges the openness to recommendations that would arise from the Institutional Review.
- 6.4. The panel considers that the Institute needs to take further steps to ensure that enhancement and improvement plans are as effective as possible. It should move beyond the current structure of its plans and engage in action planning. Proposed actions and plans should have clear ownership; there should be measurable and reviewable outcomes and progress on implementation should be monitored. The action plans should be living documents and should allow for contingencies and updating.

Recommendation

- 6.5 The panel recommends that implementation of improvements and enhancements arising from the self-study, the Self Evaluation Report and the Institutional Review should be addressed by the Institute through action planning processes.

Appendix A Terms of Reference

Higher Education and Training Awards Council
TERMS OF REFERENCE FOR INSTITUTIONAL REVIEW OF
Dún Laoghaire Institute of Art, Design and Technology (IADT) in January 2011
STATUS: SET

Section 1. Purpose

The purpose of this document is to specify the Terms of Reference for the Institutional Review of Dún Laoghaire Institute of Art Design and Technology in January 2011. The HETAC Institutional Review policy applies to all institutions providing HETAC accredited programmes, or programmes accredited under delegated authority. These Terms of Reference are set within the overarching policy for institutional review as approved in December 2007 and should be read in conjunction with same. These Terms of Reference do not replace or supersede the agreed policy for Institutional Review. The Terms of Reference once set may not be amended and any significant revision required to the Terms of Reference will result in a new Terms of Reference to be set by HETAC following consultation with the college. These Terms of Reference should be read in conjunction with the supplementary guidelines for institutional review.

The objectives of the institutional review process are

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the institution;
3. To assess the effectiveness of the quality assurance arrangements operated by the institution;
4. To confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the institution.

It is possible that, within the objectives outlined above, Institutions may have specific sub-objectives to which they will attach particular importance and wish to emphasise in their TOR. To maximise the benefits of the review process, Institutions may also consider including additional objectives relevant to its context.

The approach taken by HETAC to institutional review will:

- Acknowledge that institutions have ownership of and responsibility for their activity;
- Be conducted in a spirit of partnership with institutions, with a view to improvement and enhancement, whilst acknowledging statutory requirements for accountability;
- Be conducted in a manner which adds value to the institution, minimises overhead and assists in building institutional capacity;
- Be flexible, adaptable and scalable in order to meet the needs of diverse institutions;
- Be conducted in an open, consistent and transparent manner;
- Be evidence-based in accordance with established criteria;
- Promote learning and development for all involved;
- Reward innovation and experimentation when it seeks to enhance our understanding of good practice;

- Promote collaboration and sharing of good practice between institutions;
- Take cognisance of international best practice and contribute to European and international developments in this area.

Section 2. Institution Profile

Dún Laoghaire Institute of Art, Design and Technology (IADT) is located on the outskirts of Dún Laoghaire within the greater Dublin area. IADT is situated in Dún Laoghaire and it is located 10 kilometres from the centre of Dublin city on the east coast of Ireland. IADT has one main campus in Dún Laoghaire. The campus has good transport links, served by a local bus and light railway service, and is close to main road networks to the North, South and West. Dún Laoghaire is also home to a ferry port linking directly to the UK.

IADT was established as an Institute of Art, Design and Technology in 1997 and has a national and international constituency for many of its programmes. Prior to this it was a College of Art and Design. The Institute has three schools; the School of Creative Technologies; the School of Business and Humanities and the School of Creative Arts. The School of Creative Arts had a long established reputation under the former name of Dún Laoghaire College of Art and Design which can be traced back to the 1960's. In 2009/2010 IADT had 2,188 students, including 70 at Level 9, and is set to grow to 2200+ full-time places by 2012. IADT has an additional 550 students on part-time extra mural programmes.

IADT says it holds a unique position within the Institutes of Technology (IoT) sector centered on the remit to provide specialist programmes that are based on the creative and cultural industries, linking the creative artistic elements, the technology and media elements and entrepreneurship and business acumen. According to the Institute, this platform linking the practice based approach, the technological and the professional is central to the vision of the Institute and the cornerstone of the current strategic plan: Notably the vision to be “at the forefront of teaching research and innovation at the convergence of the arts technology and enterprise and to contribute to Ireland’s development as a creative knowledge economy”.

The undergraduate programmes offered at IADT indicate the specialist status within the IoT sector as follows:

The School of Creative Arts offers Level 8, Honours Bachelor Degree programmes in Animation, Photography, Visual Communication Design, Visual Arts Practices, Film and Production, Modelmaking Design and Digital Effects, and Design for Stage and Screen. Taught Postgraduate programmes at Master of Arts, Level 9 are offered in Screenwriting for Film and Television, Broadcast Production for Radio and Television and Visual Arts Practices.

The School of Creative Technologies offers Level 8, Honours Bachelor Degree programmes in Computing in Multimedia Systems/Web Engineering, and Applied Psychology and Level 7, Ordinary Bachelor Degree programmes are offered in the areas of Audio Visual Media Technology and Computing in Multimedia Programming. A Master of Science, Level 9 in Cyberpsychology is offered along with 10 credit Special Purpose Awards in Human Computer Interaction, Data Visualization, Sport Psychology, Cyberpsychology and Organisational Psychology.

The School of Business and Humanities offers Level 8, Honours Bachelor Degree programmes in English Media and Cultural Studies, Business Studies and Arts Management and Entrepreneurship, and Level 7, Ordinary Bachelor Degree programmes are offered in Business in Enterprise. Special

Purpose Awards are also offered in Enterprise Development, Online Business Trading, Citizenship and Society and Creative Writing. At Level 9, a Postgraduate Diploma is offered in Business in Cultural Event Management and a Master of Arts in Public Culture Studies.

IADT also has a Master of Arts / Master of Science, Level 9 in Digital Media that is a cross-School collaborative programme.

IADT says it has specialist expertise in Creative Arts and Media, Psychology/Technology and Entrepreneurship and Public Culture Studies and that these are all areas that have been prioritised by the Government for strategic development⁶.

According to IADT, its mission is to sustain and enhance a reputation as the college of preferred choice in these areas of specialisation. This will be achieved by providing professional and industry relevant programmes, innovative approaches to teaching, learning and assessment, and by engaging in research, enterprise development and innovation. IADT says its graduates will be well-placed to contribute to economic, social and cultural development.

The Institute has delegated authority to make awards for programmes up to Level 8, Honours Bachelor Degree which was granted by HETAC in 2006. IADT's awards cover Levels 7 to 9; Level 9 includes students studying for taught Masters Degrees and for Masters by Research.

Student profile summary

In 2009/2010 IADT had 2188 students on programmes at Levels 7 to 9 on the NFQ including 70 at Level 9.

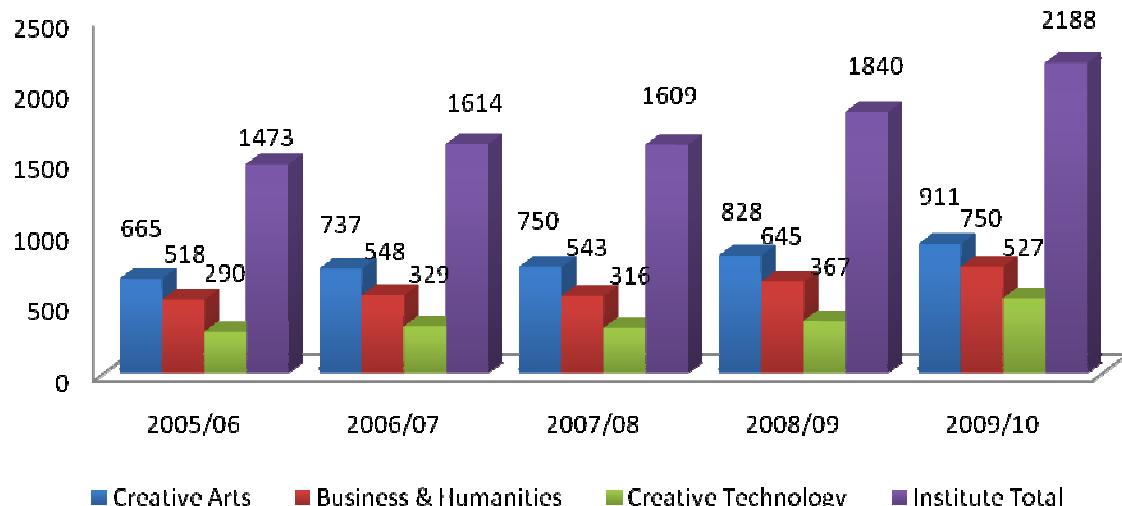


Table 1: Growth in Student Numbers at IADT 2005 to 2010

⁶ For example in “Future Skills Requirements of the International Digital Media Industry: Implications for Ireland” A study for the Expert Group on Future Skills Needs and Forfás 2006 and “Science Technology and Innovation” the recent report (November 2009) from the Department of Enterprise Trade and Innovation.

IADT continues to grow a national and international student profile, whilst still attracting students from the local and regional areas. In 2009, 416 out of a total of 704 of the new students recruited to the Institute came from the Greater Dublin area. IADT says a number of its programmes attract students nationally and internationally in line with the aspirations in IADT's strategic plan. The Institute claims its student population is becoming more diverse particularly in terms of socio economic disadvantage and in terms of the numbers of student with identified physical disabilities or learning difficulties. Fifteen percent of registered students in IADT in 2009 were adult learners (or mature students over 23 years). IADT considers this to be a high percentage compared to many other IoT's. There were 30 non EU students and 48 EU based students at IADT during 2009/2010. The number of students with disabilities continues to increase and IADT considers them to be an integral part of the student community. In 2004/5 there were 66 IADT students with disabilities but by 2007/8 this figure had risen to 94. In 2009 the figure was 114. There were 30 registered students from seven local disadvantaged Link Schools.

Staff profile

IADT has a total of 459 staff (201.8 Full-time equivalents -FTEs). 340 (117 FTEs) are academic staff and 119 (84.8 FTEs) are administration and support staff. The gender balance across the Institute is 55% male and 45% female. The Executive team comprises 57% male and 43% female, and the IADT Management Team, consisting of academic and functional area managers is 56% male and 44% female. IADT says these figures reflect a higher than sector average in terms of gender equality at senior level. Around 35% of staff at IADT are qualified to PhD level.

Strategic partnerships – Higher Education Institutions

IADT has an exchange programme with Loras College in the USA which involves Loras College students coming to IADT to study modules in the School of Business and Humanities each year. IADT also has a memorandum of agreement with Temasek Polytechnic in Singapore for student intake into IADT. The Institute was awarded its Erasmus Charter in 2008 and the academic year 2009 saw the first student exchanges under Erasmus, with IADT students from Business and Arts Management and Visual Communications programmes participating in exchanges to France, Germany and Portugal and students from France and Germany coming to IADT. IADT also has bilateral agreements with Higher Education partners in France, Germany, Turkey, Spain, Portugal, Hungary, Finland and the UK. This international development is a key platform in IADT's strategic plan over the next five years.

Strategic partnerships and links with industry

The Institute says it has a number of important and strategic partnerships and relationships with bodies representing the Arts, Cultural and Creative Industries and the Business and Technology Sectors both regionally and nationally, and with organisations fostering and promoting entrepreneurship. It is actively involved with the County Enterprise Board, Dún Laoghaire Rathdown County Council, the IBEC Audiovisual Federation and The Irish Film Board. The Film Board is a key adviser and player in the development of the National Film School and in supporting programme development across IADT. IADT is also a member of CILECT⁷. In the Digital Media area IADT is a founding partner of the National Digital Research Centre (NDRC)⁸; a member of the

⁷CILECT (Centre International de Liaison des Ecoles de Cinéma et de Télévision) - was founded in Cannes in 1955 and is the association of the world's major film and television schools. Its goals are to provide a means for the exchange of ideas among member schools, and to help them understand the future of education for creative personnel in film, television, and related media. <http://www.cilect.org>

⁸NDRC is an independent enterprise dedicated to accelerating research from idea to income – a collaborative project working with technology and business innovation <http://www.ndrc.ie>

Digital Hub⁹; and a member of the Digital Media Forum¹⁰. According to IADT, it has established excellent working relationships with Enterprise Ireland who supported and funded the development of The Media Cube, the Digital Industry's incubation centre located on the main campus at IADT. During 2009 the Institute received Research & Development infrastructure funding from Enterprise Ireland to develop an immersive virtual reality system, VLAB (a Computer-generated Automatic Virtual environment). IADT says this system has immediate practical relevance both for academic and industry research in the Institute. A graduate enterprise programme [called CREATE], is based at IADT, providing an opportunity for up to 10 graduates to undertake a year-long programme designed to prepare them for business start-up in the creative industries.

IADT is a partner in a number of collaborative projects funded by the Higher Education Authority (HEA) through Strategic Innovation Funding (SIF) 1 and 2. SIF 1 projects include: CONTINUE-an Assistive Technology project; Institutes of Technology Ireland (IOTI) Governance and Leadership and the Learning Innovation Network (LIN) project in which IADT runs a joint Certificate in Teaching and Learning for staff with Athlone Institute of Technology. SIF 2 projects include: the Dublin Regional Higher Education Alliance (DRHEA); Enhancement of Learning and Widening Participation and the IOTI projects - Supported Flexible Learning and Research Support and Innovation Office.

IADT is also a partner in two transnational research projects with industry, funded by the National Digital Research Centre (NDRC). One project focuses on the visualisation of data and has two partners, University College Dublin and Twelve Horses¹¹. The second project is a feasibility project on searching data; the partners are IADT and Interleaf.

IADT is a partner in the Programme for Research in Third-Level Institutions (PRTLI) funded by Gradcam (the Graduate School for Creative Arts and Media) with the National College of Art and Design (NCAD), Dublin Institute of Technology (DIT) and the University of Ulster (UU).

Quality Assurance at IADT

IADT has delegated authority for programmes up to and including Level 8 Honours Bachelor Degree which was granted by HETAC in 2006. IADT's awards cover Levels 7 to 9; Level 9 includes students studying for taught Masters degrees and also students studying for degrees in Masters by Research. IADT intends to apply to HETAC for delegated authority for taught programmes at Level 9 on the National Framework of Qualifications (NQF) in 2011.

IADT agreed a set of initial quality assurance procedures with HETAC in 2005. The Institute publishes and disseminates a Quality Assurance Manual as a clearly stated set of policies and procedures for the delivery of quality services and for the assessment and review of the delivery of those services. The most recent revised Quality Manual was published in November 2009. Key changes included the streamlining of Academic Council sub-committees and clarification of their remit, the introduction of a number of key policies and procedures to assist quality enhancement including the strengthening of Programme Board processes.

⁹The Digital Hub is a community of people – artists, researchers, educators, technologists, entrepreneurs and consumers – all working together to create innovative and successful digital media products and services which support their future. <http://www.thedigitalhub.com>

¹⁰The Digital Media Forum is an enterprise network that develops and administers enterprise resources for companies in the digital media industry. <http://www.digitalmediaforum.net>

¹¹Twelve Horses is an online agency developing web and online communications programmes.

Self evaluation is carried out through quinquennial programmatic reviews of programmes in each individual School. Self evaluation and audits are also carried out for functional areas including Student Services, Finance and Estates and Human Resources. Three School programmatic reviews have been carried out in 2009 and 2010 in the Schools of Creative Arts, Business and Humanities and Creative Technologies; data from these reviews and from the functional area reviews will input into the Institutional Review process. According to the Institute stakeholder feedback is an integral and regular activity throughout the Institute's activities. Student involvement is an integral feature of IADT's commitment to quality improvement with strong student involvement in Programme Boards and other Quality Assurance mechanisms.

Strategic Planning

The existing strategic plan, Creating Futures, covers the period 2008 – 2012. The IADT Executive and the IADT Management Team formally review the operational plan which underlines the strategic plan on a quarterly basis. IADT says it is operating in a period of dynamic change as are all higher education institutions. The term of office for the current Governing Body will come to an end in April 2011. The President's term of office will end in Spring 2011.

Campus Development

The campus at IADT has seen significant change and development over the last ten years. As student numbers have grown the Institute has added a range of new buildings to its main campus. There are three main teaching buildings on the campus, the Quadrangle, the Atrium and the Carriglea buildings. Development of the Media Cube, IADT's incubation centre for the digital media industries and the development of an all weather sports pitch are described by IADT as significant developments in 2004. Further developments include the construction of the National Film School Building which commenced in July 2010. IADT has also received approval to proceed with three projects to be funded through Public Private Partnership – a digital media technology building, a consolidated workshop building and a sports hall. It is anticipated that the construction of these buildings will ease the pressure on existing teaching and learning spaces at IADT.

Section 3. Institution's Team

- President – Jim Devine, 01 239 4604, jim.devine@iadt.ie
- Registrar – Dr Annie Doona, 01 239 4606, annie.doona@iadt.ie
- Project Manager – Dr Annie Doona/Liaison for institutional review – Laura Devlin – Cross Institute Administrator, 01 239 4624, laura.devlin@iadt.ie

Section 4. HETAC objectives for institutional review

There are six prescribed objectives for institutional review as outlined below. Institutions may wish to highlight any areas of specific importance to the Institution within each of the objectives.

Objective 1: To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made

This objective is to enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made. This is an overarching objective which covers all areas of the Institution's activity. The quality of the institutional review process itself is a critical part of this as is the internal self study, the publication of the Self Evaluation Report and panel report. The information provided by the Institution to the public falls within this objective.

Special consideration for IADT

- IADT would draw the panel's attention to its plans for campus development; in particular the building of the National Film School to become a national and international centre of excellence to enhance education and training in the area of film and television and audiovisual sectors and integration with the industry as a whole. The Institute considers this development to be a significant endorsement of confidence in IADT. Work on the School commenced in July 2010.

Objective 2: To contribute to coherent strategic planning and governance in the institution

This objective is to contribute to coherent strategic planning and governance in the institution. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning. For recognised institutions with delegated authority this objective also includes the Operation and Management criterion of the review of delegated authority (governance, management, administration, planning and evaluation) and the Objects of the Qualifications Act criterion relating to national contributions *etc.*

Special consideration for IADT

- IADT welcomes the opportunity to highlight the development and success of the Media Cube, IADT's incubation centre for digital media businesses. The Media Cube provides a platform for the realisation of IADT's strategic commitment to the continued development of the digital media industry in Ireland and to the convergence agenda highlighted in the IADT strategic plan.

Objective 3: To assess the effectiveness of the quality assurance arrangements operated by the institution

This objective is to assess the effectiveness of the quality assurance arrangements operated by the institution. This will be based on Part One of the European Standards and Guidelines for Quality Assurance¹². By including this in the institutional review process the statutory requirement for review of QA is met. How the Institution manages its QA for the “seven elements” of Part One of the European Standards and Guidelines should be explicitly addressed by the review process including: Policy and procedures for quality assurance; Approval, monitoring and periodic review of programmes and awards; Assessment of students; Quality assurance of teaching staff; Learning resources and support; Information systems; Public information.

Special considerations for IADT

- None

Objective 4: To confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression

This objective is to confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression. The National Qualifications Authority of Ireland has produced guidelines in relation to this¹³. For example, this includes issues

¹² “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. European Association for Quality Assurance in Higher Education, 2007, Helsinki, 2nd edition.

¹³ Policies, Actions and Procedures for Access, Transfer and Progression”. National Qualifications Authority of Ireland. 2003. www.nqaie.ie.

such as credit, transfer and progression routes between levels and award types, entry arrangements and information provision. As part of this objective, HEA-funded Institutions should be mindful of the goals of the HEA's National Plan for Equity of Access to Higher Education (2008-2013) and pay particular attention to the objectives relevant to Higher Education Institutions.

Special consideration for IADT

- IADT would like to highlight the commitment to Access and retention and the associated wide range of initiatives at the Institute. These include:
 - The Dormant Accounts projects
 - The Community Digital Media Centre
 - The FÍS (Film in Schools) project
 - The Writing and Research Support Service
 - The support provided for disadvantaged learners e.g. dyslexia
 - The Community and Service Learning agenda

Objective 5: To evaluate the operation and management of delegated authority where it has been granted

This objective is to evaluate the operation and management of delegated authority (where applicable) for both taught and research programmes. The institutional review process will satisfy the statutory requirement for the review of delegated authority for recognised institutions, once Objective 5 of the institutional review process is included in the Terms of Reference. The majority of the delegated authority criteria are covered under the objectives of institutional review. Additional criteria which relate specifically to the operation of delegated authority are included in the Supplementary Guidelines and should be addressed in the Institution's submission. Institutional review will cover all areas for which IADT has Delegated Authority (both taught and research).

IADT has delegated authority for programmes up to and including Level 8 Honours Bachelor Degree which was granted by HETAC in 2006.

Special considerations for IADT

- None

Objective 6: To provide recommendations for the enhancement of the education and training provided by the institution

This objective is to provide recommendations for the enhancement of the education and training provided by the institution. This will include both the recommendations arising from the external peer review process and recommendations arising from the internal self study process.

Special considerations for IADT

- None

Section 5. Institution-specific objectives

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, there is an option to include additional objectives to maximise the benefits of the review process.

Additional Institutional Objectives

- None

Section 6. Schedule for IADT

As outlined in the Institutional Review policy, the process consists of six phases

1. HETAC sets terms of reference following consultation with institution;
2. Self-study by the institution;
3. Visit by expert panel appointed by HETAC and written panel report;
4. Institutional response including implementation plan;
5. Panel report and response published;
6. Follow-up report submitted by the institution.

The major milestones in the timeframe for the institutional review of IADT are outlined below. This should be read in conjunction with the supplementary guidelines for institutional review.

Relative timeframe	Actual Date	Milestone
At least 6 months before panel visit	May 2010	Institution indicates timeframe for institutional review as per overall HETAC schedule of reviews
At least 6 months before panel visit	July – September 2010	Terms of Reference set following consultation with Institution and post on HETAC website
3 to 6 months before panel visit	July – October 2010	Institution undertakes self study process and produces self evaluation report
Approx. 8 weeks before site visit	1 November 2010	Submission of Self Evaluation Report (SER) and other supporting documentation
1 week following receipt of SER	11 November 2010	HETAC Desk based review of SER and feedback to Institution
Approx. 3 weeks before site visit	9 December 2010	Advance Meeting between Chair, Secretary and Institution
Panel Visit	17 – 19 January 2011	Site visit by external peer review panel (3 days approximately as determined by TOR) Preliminary (oral) feedback on findings
Approx. 12 weeks after site visit	<i>Estimated: 29 April 2011 Actual: 12 May 2011</i>	Draft report on findings of panel sent by HETAC to Institution for factual accuracy
Usually 4 days following this	17 May 2011	Final report on findings of panel sent by HETAC to Institution
6 weeks following receipt of final report	21 June 2011	Response by Institution to HETAC including plan with timeframe for implementation of any changes
Next available HETAC Academic Committee meeting	4 July 2011	Consideration of report and institutional response by HETAC Academic Committee Publication of report, response and SER on website once adopted
12 months after adoption	July 2012	Follow up report by Institution to HETAC on implementation of recommendations

Appendix B Panel Membership

Chairperson

Professor David Vaughan

Former Principal of Cumbria Institute of the Arts

Secretary

Mr. Brendan Goggin

Former Registrar of Cork Institute of Technology

Ms. Carolyn Campbell

Head of International Affairs at the Quality Assurance Agency for Higher Education (QAA)

Mr. Frank Turpin

Former Government Affairs Manager at Intel

Ms. Cathy Pembroke

Southern Area Officer with the Union of Students in Ireland (USI)

Mr. Michael Kelleher

Former Secretary/Bursar of University College Cork (UCC)

Independent Observers

Mr. Gordon Clark

Formerly of the European Commission, responsible in the DG Education and Culture for the EU's lifelong learning policy and strategic framework for cooperation supporting national reforms in education and training

Prof. Howard Colley

Senior Associate with the Higher Education Academy in the UK

Appendix C Supporting Documentation

Documentation submitted in support of the Self Evaluation Report

1. Student Handbook
2. Learner Charter
3. Undergraduate Prospectus
4. Postgraduate Prospectus
5. Part-time Programme Brochure
6. Media Cube Brochure
7. National Film School Brochure
8. Delegated Authority Report and IADT Response
9. Programmatic Review School Reports and Responses
10. Creating Futures, Strategic Action Plan 2010 Quarterly Review and January 2011 Action Plan
11. Staff Training, Learning and Development Policy
12. APEL Procedures
13. Programme Board Composite Report and Responses
14. External Examiners Procedures
15. Research Strategy
16. Academic Council Sub-Committee Reports
17. External Examiners Composite Report
18. Functional Area Self Evaluation Reports
19. Quality Manual
20. Access Strategy
21. Learning, Teaching and Assessment Strategy
22. Programme Board Procedures
23. Postgraduate Research Procedures
24. Marks and Standards
25. Institutional Review Process
26. Special Considerations for IADT Institutional Review
27. Programme Board Composite reports 2007/2008 & 2008/2009

Documentation provided at the site visit

Governing Body Agendas and Minutes-Academic Year 2009-2010
Strategy Development
Creating Futures- Quarterly Reports
Risk Register
Management Team Minutes - Academic Year 2009-2010
Staff CVs Academic Business & Humanities, Creative Arts, Creative Technologies
Membership IADT Committees (Current named membership)
Academic Council- Recent Agendas and Minutes, Tracking of preparation for Institutional Review
Quality Assurance Documentation relating to:

- Bachelor of Arts Honours in Visual Arts Practice
- MSc in Cyberpsychology
- Bachelor of Engineering in Audio Visual Media Technology

Institutional Review of Dún Laoghaire Institute of Art, Design and Technology – January 2011
Report of the Expert Panel
Final Report

- Bachelor of Business in Enterprise
- Special Purpose Award in Sports Psychology

IADT Teaching & Learning Assessment strategy Document

IADT Programme Assessment Strategy

IADT Assessment & Standards Document

VLE Blackboard Report 2010

VLE Creating Futures Report 2010

Quality Assurance/tracking -Marks versus Grades, External Examiners

Access Transfer & Progression Case Studies

Programmatic Review Documents for three schools- Business & Humanities, Creative Arts, Creative Technologies

Student Statistics

Human Resources: PMDS, Staffing numbers

Appendix D Agenda for Site Visit

Agenda for Institutional Review of IADT

17-19 January 2011

Professor David Vaughan, Review Chairperson to chair all plenary sessions unless otherwise indicated. The format of each session is a discussion in question and answer format unless otherwise indicated.

Sunday 16/01/11	(Evening before first day) 5.00pm- 8.00pm - Panel Induction and planning in Royal Marine Hotel, Dún Laoghaire (private meeting for panel)
Day One Monday 17/01/11	<p>Private meeting of panel and briefing session at IADT</p> <p>8.30am-12.00pm - Panel Induction (continued) and panel planning and review of documentation provided by the Institute.</p> <p>12.00pm –12.30pm Lunch at Institute– Panel private lunch and opportunity for panel members to continue review of supplementary evidence – documentation.</p> <p>12.30pm- 1.15pm- Tour of College, including CPU labs, studio spaces, lecture theatres etc.</p>
Afternoon	<p>Meeting with Senior Management /Governing body representative</p> <p>1.15pm– 2.30pm- Session One –Objective 2: Strategic Planning and Governance; Brief presentation by President (<u>10 mins</u>) -an overview of the Institute and the institutional review self study process. Links between internal reflection and strategic planning decision making. This meeting will involve setting the scene - Institution overview, context, mission, and vision. Clarification on structure and roles and overall activities the Institute is engaged in. Environmental factors including competitive position.</p> <p>2.30pm- 2.45pm Coffee break and panel discussion</p> <p>2.45pm-3.45pm – Session Two- Objective 1: Public Confidence – Institutional review self study process- demonstrating evidence of public confidence in the quality of education and training and standards of awards made. Information provided by the Institute; Overall approach taken to self study for Institutional Review (outline of self study process etc).</p> <p>3.45pm – 4.15pm Coffee break and panel discussion</p> <p>4.15pm-5.45pm – Session Three- Objective 3: Quality Assurance (Seven Elements Review): Overview of QA System - Presentation by Registrar on the overview of the Quality Assurance System/structures (<u>10 mins</u>) The “seven elements” covered by the European guidelines and the stage of development of the Institutes QA system in each area ; evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes,</p>

	(governance, management and planning etc)- committee linkage – Institute QA recommendations for enhancement plan – summary changes to the QA procedures over the last 5 years. 5.45pm – 6.30pm Private meeting of panel/panel reflection
Day Two Tuesday 18/01/11	<p>All meetings take place at the Institute</p> <p>9.00am–10.00am – Session Four- Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System - Committee staff The “seven elements” covered by the European Standards and Guidelines. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc.</p> <p>10.00am – 10.15am Coffee break and panel discussion</p> <p>10.15am-11.15am- Session Five- Objective 3: Quality Assurance continued (Seven Elements Review) - Overview of QA System - Meeting with Learner Support/ Service Staff / Administrative Staff on the QA seven elements as appropriate.</p> <p>11.15am – 11.40am Coffee break and panel discussion</p> <p>11.40am-12.40pm- Session Six- Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System – Non Committee staff The “seven elements” covered by the European Standards and Guidelines. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc.</p> <p>12.40pm – 2.00pm Lunch at Institute– Panel private lunch and opportunity for panel members to continue review of supplementary evidence – documentation.</p>
Afternoon	<p>2.00pm–3.00pm- Session Seven- Parallel sessions (2 groups) Meeting with learners (student union representatives) and Graduates representing a variety of students across the schools and programme levels including postgraduate and non-standard students.</p> <p>3.00pm- 3.15pm- Coffee break and panel discussion</p> <p>3.15pm -4.15pm – Session Eight- Objective 4: Access, Transfer and Progression: Review of Implementation of the National Framework of Qualifications and procedures for Access, Transfer and Progression; learning outcomes; learner assessment; recognition of prior learning (RPL).</p> <p>4.15pm - 5.00pm Coffee break and private panel discussion/ review of documentation</p>

	<p>5.00pm - 6.00pm Session Nine- Parallel sessions (2 groups) Meeting with Stakeholders including Second level representatives.</p> <p>Possibly two groups: (further/second level/third level, development/collaborative stakeholders and Industry, multinationals; SMEs; employers etc.)</p> <p>Grad Cam/Media Cube/ Major employers/ Partnerships</p> <p>6.00pm– 6.30pm Private panel discussion/ planning</p>
Wednesday 19/01/11	<p>All meetings take place at the Institute</p> <p>9.00am-10.00am – Session Ten- Objective 5: Operation of Delegated Authority - operation and management of DA.</p> <p>10.00am- 10.15am – Coffee break and panel discussion</p> <p>10.15am- 11.15am Review of documentation</p> <p>11.15am- 11.30am Coffee</p> <p>11.30am - 12.45pm – Private panel meeting</p>
Afternoon	<p>12.45pm – 1.45pm Private lunch for panel (at Institute)</p> <p>1.45pm- 2.15pm - Clarification meeting with Institute staff on any outstanding issues/ documentation if required.</p> <p>2.15pm – 4.30pm- Private meeting of panel to consider findings and recommendations.</p> <p>4.30pm–4.45pm - Meeting with President, Registrar (and Institute's team) to provide preliminary feedback on findings and recommendations.</p>

Appendix E List of People met by the Panel

Monday 17 January 2011

1.15pm– 2.30pm-Objective 2: Strategic Planning and Governance

Jim Devine	President
Dr. Annie Doona	Registrar
David Harvey	Chair, IADT Governing Body
Cllr. Donal Marren	Member, IADT Governing Body
Bernard Mullarkey	Secretary/Financial Controller
Grace Weldon	Estates and Facilities Manager
Kevin Browne	HR Manager
Dr. Marian O'Sullivan	Head of Development

2.45pm-3.45pm – Objective 1: Public Confidence

Jim Devine	President
Dr. Annie Doona	Registrar
Sean Larkin	Head of School of Creative Arts
Dr. Josephine Browne	Head of School of Business and Humanities
Andrew Power	Head of School of Creative Technologies
Bernard Mullarkey	Secretary/Financial Controller
Dr. Marian O'Sullivan	Head of Development
Conor Logan	Finance Manager
Joseph Geary	President, IADT Student's Union
Paul Murphy	Careers Officer
Elena Somoza	Schools Liaison Officer
Martin Hogan	Media Cube Manager

4.15pm-5.45pm – Objective 3: Quality Assurance (Seven Elements Review): Overview of QA System

Dr. Annie Doona	Registrar
Dr. Paula Gilligan	Head of Department of Humanities, School of Business and Humanities and Chair of IADT Quality Enhancement Committee
Dr. Marion Palmer	Head of Department of Learning Sciences, School of Creative Technologies and Chair of IADT Teaching and Learning Committee
Sean Larkin	Head of School of Creative Arts
Elaine Sisson	Lecturer, School of Creative Arts
Donald Taylor Black	Head of Department of Film and Media, Creative Director National Film School
Therese Moylan	Head of Department of Business and Enterprise
Andrew Power	Head of School of Creative Technologies
Laura Devlin	Cross-Institute Administrator
Mary Ann O'Carroll	Staff Training, Learning and Development Officer

Tuesday 18 January 2011

9.00am–10.00am –Objective 3: Quality Assurance - Committee staff

Dr. Irene Connolly	Lecturer in Psychology, Programme Coordinator for Applied Psychology – School of Creative Technologies
Catherine Noonan	Lecturer in Mathematics, Programme Coordinator for Multimedia Programming and Web Engineering – School of Creative Technologies
David Smith	Lecturer in Graphic Design/Visual Communications and Programme Coordinator in Visual Communications – School of Creative Arts
Keith Foran	Lecturer in Animation and Programme Coordinator in Animation – School of Creative Arts
Sharon McGreevy	Lecturer in Business/HR + programme Coordinator Arts Management – School of Business and Humanities
Dr. Carol MacKeogh	Lecturer in Humanities – School of Business and Humanities
Paul Freaney	Lecturer in Screenwriting and Academic Lecturer in Film and Programme Coordinator Screenwriting – School of Creative Arts
Conor Heagney	Lecturer in Business/Finance – School of Business and Humanities
Liam Doona	Head of Department of Art and Design – School of Creative Arts
Dr. Timm McNichols	Lecturer in Computing – School of Creative Technologies
Barry Dignam	Lecturer in Film – School of Creative Arts

**10.15am-11.15am- Objective 3: Quality Assurance - Learner Support/Service Staff/
Administrative Staff**

David Doyle	Academic Administration and Student Affairs Manager
Dr. Josephine Browne	Head of School of Business and Humanities
Colm Hennessy	IT Manager
Eoin Kelly	Admissions Officer
Elena Somoza	Schools Liaison Officer
Katie Hendrick	Student Counsellor
Patricia Byrne	Access Officer
Deirdre Judge	Librarian
Derek Larkin	Technician/Workshop Attendant, School of Creative Arts
Paul Smith	Caretaker
Sylvia Wrynn	School Administrator, School of Business and Humanities
Barry McIntyre	Lecturer in Business/Marketing and Programme Coordinator Add-on Degree in Business Entrepreneurship – School of Business and Humanities

11.40am-12.40pm- Objective 3: Quality Assurance – Non Committee staff

Frances McSwiggan	Lecturer in Electronics – School of Creative Technologies
Andrew Errity	Lecturer in Computing – School of Creative Technologies
Dr. Olivia Hurley	Lecturer in Psychology, Programme Coordinator for Special Purpose Award in Sports Psychology and Cyber Psychology – School of Creative Technologies
Cliona Flood	Lecturer in Psychology – School of Creative Technologies

Sherra Murphy	Lecturer in Academic Studies, Dept. of Art and Design and Department of Film and Media – School of Creative Arts
Martin Marley	Lecturer in Model-making/Design in Stage and Screen, Programme Coordinator for Degree in Design for Stage and Screen – Dept. Film and Media – School of Creative Arts
Michael Murphy	Lecturer in Music Management – School of Business and Humanities
Dr. Catherine Rossiter	Lecturer in Marketing, Programme Coordinator yr. 3 + 4 of Bachelor of Business and Enterprise – School of Business and Humanities
Dr. Kelly Davidson	Lecturer in Humanities – School of Business and Humanities

**2.00pm–3.00pm- Meeting with learners (Student's Union Representatives) and Graduates
Parallel sessions (2 groups)**

Group A- Learners

Name	Programme	Stage
Killian Luby	BA Honours in Visual Arts Practice	Year 1
Eoin Shiel	BA Hons Photography	Year 4
Matthew Stanford	BA Hons in Model Making , Design and Digital Effects	Year 3
Padraig Baggott	BA Hons in Film and Television Production TV & Film	Year 4
Samantha Flynn	Bachelor of Engineering in Audio-Visual Media Technology	Year 3
Kevin Holler	BSc Hons in Computing in Multimedia Systems/ Web Engineering	Year 3
Sally O' Dunlaing	BA Hons Business Studies & Arts Mgmt	Year 4
Eoin Dixon Murphy	BA Honours in Business Studies & Arts Mgmt	Year 2
Lisa Murphy	BA Honours in English, Media & Cultural Studies	Year 2
Michael Goss	Bachelor of Business Honours in Entrepreneurship and Management	Year 4
Michael Casey	Extra Mural Programme – Oil and Acrylics	n/a
Mary Aitkin	MSc in Cyber-Psychology	Year 2
Joe Tanhan	Sports Psychology (Special Purpose Award)	
Joe Geary	SU President	

Group B- Graduates

Name	Programme	Graduated
Mark O'Connor	BA (Hons) in Business with Arts Management	2008
Tommy Fitzpatrick	BA (Hons) in Film and Television Production	2009
Louise Glynn	BSc in Multimedia Programming BSc (Hons) in Multimedia Systems	2007 2008
Aisling Ryan	BA (Hons) in Business with Arts Management	2008
Erich King	Higher Certificate in Audio Visual Media Technology Add-on in Digital Media Technology	2009 2010
James Kinsella	BA (Hons) in Visual Arts Practice MA in Visual Arts Practice	2008 2009
Anthony Muldoon	BA Hons in English Media and Cultural Studies	2007
Denise Rush	BA (Hons) in Business with Arts Management	2008
Margaret Brown	BA (Hons) in Photography	2008
Patrick Butler	BA (Hons) in Film and Television Production	2009
Kevin Power	BSc (Hons) in Psychology applied to IT	2008
Jamie Maxwell	BA (Hons) in Photography	2009
Gordon Curtis	Bachelor of Business Honours in Entrepreneurship and Management	2009
John Mills	Student's Union	

3.15pm -4.15pm – Objective 4: Access, Transfer and Progression

David Doyle	Academic Administration and Student Affairs Manager
Patricia Byrne	Access Officer
Joan Broderick	Access Office Project Coordinator
Gillian Boland	Learning Support Tutor – WRSS
Dr. Marion Palmer	Head of Department of Learning Sciences, School of Creative Technologies and Chair of IADT Teaching and Learning Committee
Eoin Kelly	Admissions Officer
Muiris O'Grady	E-Learning Projects Officer
Elena Somoza	Schools Liaison Officer
Dr. Sue Riordan	Lecturer in Programming, School of Creative Technologies and Retention Officer for Multimedia Computing
Dr. Carol MacKeogh	Lecturer in Humanities – School of Business and Humanities

**5.00pm - 6.00pm Meeting with Stakeholders including Second-level representatives
 Parallel sessions (2 groups)**

Group A- Industry

Name	Position/ Title	Company/ Organisation	Collaboration/link to college
Mary Cloake	Director	Arts Council	Major national agency for the policy and funding of culture and the Arts – central to core mission of IADT and the future of many of graduates
Dermot Rogers	Chief Executive	Channel Content	Long established e-learning and digital media company and offer industry-relevant advice for programme development and updating
Andrew Freedman	Producer	Venom Films	Film producer, co-owner of independent film production company of a kind very typical of the future opportunities of graduates – specifically film and animation; interacts frequently with IADT in the context of the National Film School. Also graduate of IADT.
Wessel Badenhorst	Economic Development Officer	Dún Laoghaire Rathdown County Council	Works with IADT on Campus Development, DLR Development Plan, Economic Development Committee and Enterprise Development
Lisa Moran	Education Officer	IMMA – Irish Museum of Modern Art	Ongoing relationship and active projects between IADT and IMMA – both staff and student projects
Judy Nix	Services Delivery Manager	L M Ericsson	Member of Media Cube Advisory Board, Collaborative Research Projects
Maria Ginnity	Enterprise Policy and Communications	Forfás	Policy Development in the area of Creative Media Industries
Tony Donohue	Head of Education Policy	IBEC – Irish Business and Employers Confederation	Interact regularly with IBEC through the Audio Visual Federation, as members of the Dublin Regional Assembly and also in relation to the ICT Ireland Agenda
Frank Keane	Partner	MKO Consultants	Business specialist and interacts frequently with us in relation to programme development and updating
David Keegan	Marketing Manager	Pavilion Theatre	Local civic theatre, IADT is a member of the Board of the Theatre and is building closer ties through the new Design for Stage and Screen programme
Emma Scott		Irish Film Board	Chair of the FIS Advisory Board and works with IADT on the National Film School Lecture Series

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Name	Position/ Title	Company/ Organisation	Collaboration/link to college
Clare Duignan	Managing Director – Radio	RTE	Member of the National Film School Advisory Board and advises on development of the National Film School building and project
Janice Feighery	Manager	SWICN Computer Clubhouse	A number of IADT students are placed within the SWICN as part of their Altruism module
Ben Hurley	Chief Executive Officer	National Digital Research Centre	Links with potential research projects and enterprise training in the area of digital media
Nikki O'Connor	Programme Manager - Campus Incubation Research & Innovation	Enterprise Ireland	Links with the Media Cube and digital media
Mick Wilson	Dean	GradCAM – Graduate School of Creative Arts and Media	GradCAM is a collaboration of the three colleges, through which we have engaged in a number of funded projects.

Group B- Schools/ Community

Name	Position/Title	Company/ Organisation	Collaboration/link to college
Aileen O'Brien	Education Co-Coordinator	Southside Partnership	Strong links with Access office / Partnership re DEIS schools / outreach projects / FIS/Access Community Digital Media Centre / Traveller groups / Refugees
Allison McNamara	Founder and Director	Children's Hope	Student Projects in the area of communications and social enterprise
Ann Helan	Director	AHEAD – Association for Higher Education Access & Disability	National Policy and Procedures in relation to Students with Disabilities Access Officer Board Member of AHEAD / National conference on Dyslexia organized by AHEAD/IADT held on campus March 2010
Rebecca Fozzard	Social Inclusion Officer	Dún Laoghaire Rathdown County Council	World Refugee Day / Social Inclusion Week, DLRCC Inter-diversity Group
Ciara Stephens		Ballsbridge College of Commerce	Advanced Entry Feeder College

Name	Position/Title	Company/ Organisation	Collaboration/link to college
Deirdre Hanamy	Principal	Dún Laoghaire Senior College	Advanced Entry Feeder College
Ken Cook	Career Guidance Teacher	St. Tiernan's Community School	DEIS School / pre-entry activities / taster programmes etc + School Visits/Student Recruitment
Honor McAndrew	Guidance Counsellor	St Andrew's College	Student Recruitment/School Visits
Ingrid O'Connor	Guidance Counsellor	Loreto Secondary School	Student Recruitment/School Visits
Lillian Devlin	Career Guidance	Holy Child Community School	Student Recruitment/School Visits

Wednesday 19 January 2011

9.00am-10.00am –Objective 5: Operation of Delegated Authority

Jim Devine	President
Dr. Annie Doona	Registrar
Andrew Power	Head of School of Creative Technologies
Dr. Marion Palmer	Head of Department of Learning Sciences, School of Creative Technologies and Chair of IADT Teaching and Learning Committee
Therese Moylan	Head of Department of Business and Enterprise – School of Business and Humanities
Liam Doona	Head of Department of Art and Design, School of Creative Arts
Dr. Marian O'Sullivan	Head of Development
Laura Devlin	Cross-Institute Administrator
David Doyle	Academic Administration and Student Affairs Manager
Elizabeth Stunell	President's Office Administrator