

Quality Manual

Version 2, November 2009

Dun Laoghaire

Institute of Art Design and Technology



IADT QUALITY MANUAL

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Quality Manual
Dun Laoghaire Institute of Art, Design and Technology

Edition 2
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Executive Summary

Dun Laoghaire Institute of Art, Design & Technology (IADT) was established on the 1st of April 1997. The Institute is composed of three Schools, the School of Creative Arts, the School of Creative Technologies, and the School of Business & Humanities.

The function of this Quality Manual is to set out in a systematic way the policies and procedures practiced by IADT in support of the Learner Experience.

Central to the Learner experience is Programme Development and Delivery. Section 1 outlines IADT's Quality Assurance Policy and Procedures. In Section 2 issues of governance and management are addressed. Section 3, sets out IADT's approach to developing new programmes, while Sections 5 and 6 look at the processes used to monitor and evaluate these programmes. Section 4 addresses the process of assessment and the provision of feedback to our learners, and Section 7 addresses issues around the hiring and support of staff to deliver services to our learners.

The standards of Management and Governance, and the means by which these standards are maintained are outlined in the IADT Quality Manual.

Mission Statement

The Mission of the Institute is as follows:

The IADT mission is to sustain and enhance our reputation as the college of preferred choice in our 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. Our student and staff bodies will reflect the diversity of the new Ireland and will have a strong international contingent. Our graduates will be well-placed to contribute to economic, social and cultural development. With significant growth in numbers, IADT will be a centre for lifelong learning and will be recognised as a significant player in policy and industry development, and as a valued collaborative partner with industry and with other higher education institutions (IADT, Creating Futures 2008 - 2012).

Our core value is 'to do the right think the right way'. This reflects on education, research, funding and innovation. It also applies to social life, moral values, respect and enjoyment of Institute life.

Our core values will be achieved by:

- Respect, to be founded on trust, communications, openness and transparency
- Reputation, to be based on academic standards, innovation, entrepreneurship, competitiveness and empowerment
- Campus life, to be characterised by enjoyment, fulfilment and work-life balance for staff and students
- Diversity and inclusion, to be evident in all our campus activities and in our relations with the community
- Social responsibility

The document Creating Futures, IADT Strategic Plan 2008 - 2012 identified a series of action lines:

Teaching, Learning and Assessment

- To deliver a quality reflective curriculum that readily engages with the changing opportunities of the 21st century
- To prepare students to meet and exceed the needs of enterprise, community and public service
- To use educational media to support learning
- To continually develop and test learning and teaching strategies which meet the needs and opportunities presented by diverse learning groups, emergent technologies and evolving cultures
- To offer our curriculum to a range of learners on and off campus via flexible delivery modes
- To equip students with the tools to become self directed and reflective lifelong learners
- To benchmark our provision against best practice nationally and internationally
- To enhance and strengthen the quality assurance systems with extended participation from academia and industry

The Student Experience

- To graduate skilled and articulate students who are prepared for effective and engaged citizenship, within a global environment
- To provide integrated and campus-wide services that will support and enhance our students' learning
- To engage and communicate more effectively with future, current and past students to enable them to appreciate and participate in the life of IADT
- To add value to the student experience by providing social recreational and cultural activities
- To offer increased opportunities to under-represented groups to participate fully in IADT

Research Development and Innovation

- To support and enhance the status and reputation of IADT's research and commercialisation capability in the selected theme areas of:
 - o Creative Arts and Media
 - o Public Cultures/Entrepreneurship
 - o Psychology/Technology
- To generate Research Funding that will reach a target of 1.5 million euro per annum after a five year period
- To increase the size of IADT's incubation facilities to improve commercial research and technology transfer opportunities, particularly in the area of Digital Media
- To apply knowledge and expertise to support the economic, social and cultural development in the region

External Engagement

- To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets
- To develop and maintain an open and productive dialogue with the stakeholders and communities we serve, and upon whom we rely for advice and support
- To contribute nationally and internationally to professional and academic fora in our areas of specialisation and in the formation of policy.
- To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups
- To enhance the perceptions and reputation of the Institute

The Staff Experience

- To attract and retain motivated, creative and innovative staff, and to support these staff to meet the professional and personal challenges that may arise during their career with IADT
- To engage and communicate effectively with current and past staff to enable them to fully appreciate and participate in the life of IADT
- To embed a culture of equality and diversity within IADT
- To create a work environment that respects the value of each individual and the diversity of staff, which will enable them to contribute fully and gain all the benefits and enjoyment from their involvement in IADT
- To provide adequate social spaces for staff that will enhance good working relationships, based on a culture of partnership, affirmation and respect

The Institute holds a Quarterly Review of the Strategic Plan, carried out by the Executive and Management Teams. Review documentation is disseminated and published within the Institute.

Section 1
Quality Assurance Policy

1.1 Introduction

The Institute is committed to the provision of Higher Education of the highest quality, relevant to the needs of our students, staff and stakeholders; education, which is accessible, flexible and delivered in a professional manner, within a student centred, supportive environment. This manual seeks to set out IADT's general approach to monitoring and reviewing the quality of our services. IADT is guided in this process by the relevant legislation, Qualifications (Education and Training) Acts 1999 and 2006, HETAC procedures Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training (2002) and compliance with Bologna Process guidelines, "The European Higher Education Area", Joint Declaration of the European Ministers of Education (the "Bologna Declaration"). IADT is also mindful of the report recently drafted by the European Association for Quality Assurance in Higher Education (ENQA), *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Quality Assurance is rooted in the Institutional Strategic Planning:

Governance

- To maintain and enhance the highest standards of Governance
- To manage risk appropriately
- To be fully compliant with all requirements specified under the Education and Training Act 1999.
- To achieve delegation at Level 9 (taught and research)
- To be fully compliant with Towards 2016 and any successive agreements
- To optimise the use of our resources

The Institute will maintain this 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.

1.2 Equality

The Institute is committed to promoting equality, diversity and inclusiveness. Staff and students will be made aware of their responsibilities in relation to Equality. We will regularly review all our quality policies and procedures to ensure that our commitment to equality, diversity and inclusiveness is inherent and visible. The Institute has published an Equality Policy and an Access Strategy and Policy.

1.3 Transparency

IADT is committed to openness and transparency in our activities. The Freedom of Information office within the Institute has prepared a manual under section 15 and section 16 of The Freedom of Information Acts 1997 and 2003. The purpose of this manual is to facilitate access to official information held by this Institute, by outlining the structure and functions of the Institute, providing information on the classes of records we hold and information on how to make a request to the Institute under the Freedom of Information Acts 1997 and 2003.

1.4 Learner Population

IADT is committed to making our programmes as widely accessible as possible. We currently offer programmes in full and ACCS mode, and Certification of Special Purpose Awards. A range of non-accredited programmes are also offered. We seek to offer a range of pathways, (flexible learning, modularisation etc.) to ensure a widening access to our programmes, consistent with norms for the IoT sector.

1.5 Student Participation

Introduction and Background

Under national legislation, higher education and training institutions and quality assurance agencies operating in Ireland are required to establish quality assurance procedures for the purposes of further improving and maintaining the quality of education and training which is provided by higher education and training institutions. The participation of students in the established quality assurance procedures is an essential element of such procedures. The requirement to involve students in quality assurance activities relating to programmes and awards is reiterated in the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Institutional and agency quality reviews which have taken place in higher education and training institutions over recent years have considered the issue of student involvement in quality assurance procedures. While such reviews have found that students are involved in most quality reviews undertaken in the Irish higher education system, the limited extent of student involvement at all stages of quality assurance procedures has been noted. A number of reports have recommended that Irish institutions need to ensure that students have the opportunity to provide regular feedback on all modules, programmes and services, that student bodies and students in general become progressively more aware of quality review processes and that they are involved systematically in quality assurance and enhancement initiatives.

Principles for the involvement of students in internal quality assurance within higher education institutions

Quality Assurance Policy

- The institution seeks to enshrine the value of student participation in quality assurance activities at module, programme, unit, departmental, school, faculty and institutional level.
- The policy, associated procedures and calendar for reviews have formal status and are publicly available, actively communicated and known within the institution.
- The institution designs its student representation system to afford opportunities for student engagement in decision-making and quality management arrangements. These opportunities are enshrined and clearly set out in a Quality

Assurance/Enhancement Handbook, Student Handbook or equivalent document and are actively communicated.

- The institution seeks to meet the expectations of students engaging in representation and feedback arrangements.
- As part of the institution's development and implementation of a strategy for the continuous enhancement of quality, a policy and associated procedures for the assurance of the quality and standards of their programmes and awards have been established, setting out a role for students as equal partners in quality assurance.

Quality Assurance Procedures

- Students are represented on all fora that contribute to quality processes at the institution and all such representation arrangements are appropriate, consistent and cover all students.
- The capture and use of informal feedback from students (e.g. feedback from individuals, focus groups etc.) is comprehensive and effective.
- Students participate in all internal quality reviews at module, programme, unit, departmental, school, faculty and institutional level.

Student Feedback on Modules, Programmes and Services

- Coherent and systematic student feedback mechanisms are in place for all modules, programmes and services.
- Student feedback on modules, programmes and services is analysed and such feedback is an explicit input to the quality assurance process at the institution.
- Outcomes of student feedback are reported back to students along with an action plan to address any issues raised.

Principles for the involvement of students in external quality assurance of higher education institutions

External Quality Reviews

- Students are invited to participate in the key stages of each quality review to ensure that the review covers issues of primary concern to learners. These stages include setting the terms of reference for the review, preparation of the self-evaluation report, the review visit by an external panel of experts and the production by the institution of a written response to the review report.
- The external panel of experts includes persons with a learner perspective.

Principles for the involvement of students in reviews of quality assurance agencies

- Students and/or student representative bodies are invited to participate in the key stages of reviews of quality assurance agencies.
- The external panel of experts includes persons with a learner perspective.

1.6 Learner Support

The Institute provides a range of academic and other supports for learners. These include Academic Mentoring by programme leaders, Writing and Research Skills services, and Access Services. We also provide financial aid, accommodation information, counselling, career guidance and job seeking advice, a health service, and sports and culture development. We will continue to review the effectiveness and range of our services.

1.7 Assessment

Learner assessment (specifically the assessment of learning) means inference (*e.g.* judgement or estimation or evaluation) of a learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence (HETAC, 2009, p. 6).

IADT has adopted *Assessment and Standards* (HETAC, 2009). Learner assessment is based on evidence, appropriate standards and judgement of learners' knowledge, skill and competence. Assessment adheres to the principles outlined in the document (HETAC, 2009, pp. 6-8).

Assessment in the Institute has two main functions. It is formative i.e. it provides learners with information about their learning and enables them to develop and improve their work. Secondly it is summative; it enables the Institute to determine if students have met the appropriate awards standards for their qualifications. These purposes of assessment are evident in the IADT Learning, Teaching and Assessment Strategy 2008-2010 and the Institute's Learner Charter issued annually to students.

All IADT programmes and modules have minimum intended learning outcomes that are matched to the HETAC appropriate awards standards. Assessment tasks are developed through constructive alignment of learning outcomes, learning and teaching strategies and assessment. Assessment procedures are fair, consistent and fit for purpose, and subject to regular review. Assessment tasks are clear, accompanied by grading schemes and communicated to students appropriately. The Institute is committed to the use of a range of tools to assess student learning with a balance between continuous and final assessment appropriate to each programme. Examinations are used when appropriate to the programme. The continuous assessment schedule is agreed at Programme Boards and students are informed of this at the start of each academic year. Results of assessments are provided in a timely fashion to students to enable them to better understand their performance. Assessment techniques are fair, consistent and effective in measuring the extent to which students achieve the stated learning outcomes. Assessment tasks and their implementation are subject to external peer review. Appropriate training and development is provided to staff to enable the assessment process to develop as needed.

Programme assessment strategies and module assessment strategies (HETAC, 2009, pp. 13-14) will be developed for all programmes and module in coming years. Assessment is supported and monitored in IADT by the Teaching and Learning Committee and the Quality Enhancement Committee sub-committees of Academic Council.

1.8 Teaching

The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff are involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. (IADT Learning, Teaching and Assessment Strategy 2008-2010, 2008, p. 3)

The Institute Learning Teaching and Assessment Strategy 2008-2010 was developed by the IADT Teaching and Learning Committee. Principles outlined in the mission statement above include;

- the achievement of equity of access, increased participation and improved retention and progression rates for all learners
- to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment
- promoting the increasingly international and culturally diverse nature of IADT

Learning, teaching and assessment has three aims in IADT. They are:

- Aim 1 Developing knowledge, skills and competencies
- Aim 2 Supporting student learning
- Aim 3 Preparing students for life after IADT

These aims are implemented through designing a quality reflective curriculum within the National Framework of Qualifications that readily engages with the changing opportunities of the 21st Century. This means the development of challenging modular programmes with minimum intended learning outcomes that are matched to the HETAC appropriate awards standards. Flexible learning is encouraged in the Institute through the development of Special Purpose and Minor Awards of interest to learners.

The implementation of the curriculum is through the programme boards and teams who organise and manage learning, teaching and assessment. It is student-centred and enquiry-based and student workload adheres to ECTS guidelines. Institute programmes use a wide variety of learning, teaching and assessment strategies with a strong focus on the use of digital media for learning. eLearning is a key approach and use of Blackboard the Institute's virtual learning environment is encouraged and supported by the eLearning Steering Group and ICT. This ensures a variety of learning environments. Flexible learning is developing through pilot blended learning programmes under the SIF2 IOTI Flexible Learning project 2008-2012 and is supported by an eLearning Projects Officer.

Assessment is fair, consistent and fit for purpose and appropriate and timely feedback is provided. Learning is evaluated in a variety of ways as outlined in the IADT Learning, Teaching and Assessment Strategy 2008-2010, p. 7. This quality manual outlines the Institute quality assurance processes.

IADT is committed to supporting the development of teaching by encouraging innovation and the sharing of best practices. There are regular workshops on teaching, learning and elearning for staff. Accredited programmes in teaching and learning are provided when possible e.g. in 2009-2010 a 10 credit level 9 Certificate in Learning and Teaching from Athlone Institute of Technology was run.

Programme Boards regularly review appropriate teaching strategies and ensure a variety of teaching approaches within each programme including lecturers, seminars, case study, tutorials and practicals as appropriate to the programme.

The Teaching and Learning Committee aims to enhance the quality of learning, teaching and assessment across the Institute by providing academic leadership for the continued development of excellence in academic practice. It develops policies and reviews practice as required. It developed the IADT Learning, Teaching and Assessment Strategy 2008-2010 as well as the Institute Accreditation of Prior and Experiential Learning (APEL) policy and has revised (2009) the Institute Plagiarism policy.

Learning, teaching and assessment is supported and monitored in IADT by the Teaching and Learning Committee, the Quality Enhancement Committee both sub-committees of Academic Council and the eLearning Steering Group (a sub-committee of the Teaching and Learning Committee).

1.9 Research and Development

1.9.1 Research Mission and Vision

IADT's research mission is:

- To be a research-informed higher education institution
- To engage in applied and translational research, with specific reference to our clusters of expertise
- To be significantly engaged in collaborative relationships, nationally and internationally, with higher education institutions and industry partners
- To achieve the target of 20% of the registered cohort at Taught or Research Level 9 and Level 10.
- To ensure that all staff are research and/or professionally active and supported in their professional development to meet this goal
- To bring the proportion of PhD bearing full-time academic staff to 50% within 5 years
- To develop the necessary facilities [buildings and equipment] to meet growth targets for research
- To generate funding for RDI activities of €1,5m annually
- To be a valued research partner
- To disseminate and valorize the outputs of research

The following principles underpin the IADT vision for staff, students and the sectors/professions and communities we serve:

- Research is integral to teaching and learning at IADT and to the provision of quality, industry and socially relevant programmes at all levels
- Attracting and retaining highly qualified and motivated staff requires a culture of continuous development and external engagement
- Capacity to attract learners to IADT is enhanced in an environment that values and recognises the inter-dependence of research, teaching and learning

In conjunction with the Institute's Strategic Plan dates and the Team Development Plan (TDP) and Personal Development Plan (PDP) within the PMDS the following priorities for research in IADT are:

- Build capacity of academic staff to undertake research and research supervision
- Grow the numbers of research postgraduates in each of the three Schools
- Develop capacity for RDI collaboration with industry and in consortia projects, with a national and/or international basis
- Develop an awareness of funding mechanisms and the capacity to bid for funding either for individually-led projects or as members of consortia

1.9.2 Key Performance Indicators

Key indicators of progress to date are;

- Research profiles of staff, including publications
- Investment in staff development
- IADT SEED fund applications
- Funding applications under Strand I of the TSR fund
- Funding applications under Strand II [EPP] of the TSR fund
- Collaborative funding application under Strand III of the TSR fund
- Other funding applications
- Registered postgraduate students
- Application to Enterprise Ireland and funding of Incubation Centre
- Successful collaborative funding applications of national scale and significance.

The Institute aims to:

- Support and encourage the Institute's lecturers and research students in their research.
- Increase the linking between teaching and research.
- Promote inter-college collaboration through IADT's involvement with the Graduate School of Creative Arts and Media.
- Pioneer new models for structured doctoral education in areas of creative arts, media and creative technologies
- Develop rigorous models for practice-based PhD through consultation with HETAC and involvement with the Graduate School of Creative Arts and Media.
- Foster research relevant to needs within the community and industry locally and nationally.
- Seek to increase funding for research projects.
- Increase the number of research students within the Institute.
- Foster international research links.

The main challenges that the strategy is addressing are:

- Involving a greater proportion of staff in research activity, notwithstanding the significant pressures on time from delivering on teaching commitments
- Ensuring the continuation of leading edge research within the Institute and with its collaborative partners in the Graduate School of Creative Arts and Media is commensurate with appropriate levels of funding from a broad range of sources
- Developing research infrastructure

In order to foster research it is expected that, together with Heads of School, that staff should show academic leadership by pursuing research, and collaborate in this with other members of the Institute, and with partners external to the Institute.

In general, research activity within the Institute is defined using the criterion that to be research active a member of staff must demonstrate one of the following

- Success in attracting research funding
- Scholarly and Professional activity (e.g. publishing, conference presentations)
- Supervision of postgraduate students
- Practice based/Practice Led Research Activity
- Collaborative Networks
- Self funding projects

1.9. 3 Institutional Supports for Research

Research, Development and Innovation, including incubation activities and CPD (Continual Professional Development) are co-ordinated through the Development Office, working with and across the three Schools. The Secretary/Financial Controller through the Finance, HR, Estates and Facilities and ICT Offices, offers the necessary legal, contractual, infrastructural and reporting support.

IADT's aim is to produce research at the highest international peer review standards and to provide a research-rich environment across the Institute. This application for Level 10 accreditation on a case by case basis is motivated by the recognition of the importance of research as a key economic driver within knowledge production. IADT has identified the cross-disciplinary domains of [Creative Arts and Media Practice and Theory, Public Culture and Enterprises, and Psychology and Technology] as key strategic areas for linking research, innovation and creative enterprise. The Institute wishes to maximize its existing research capacities and current performance by achieving a fully research-active community of Level 9 and Level 10 post-graduate researchers.

1.9.4 Enterprise Development at IADT

The Development Office is actively involved in many strategic projects connected with research, industry, innovation and the community. These include the "Media Cube" Incubation Centre, "Create" Enterprise Platform Programme, Enterprise Development activities and Professional Development initiatives. The Development Office also promotes and coordinates the **Research & Development** activity at IADT as well as promoting the Institute externally through our Marketing and Communications function. IADT's part-time courses are also delivered via the Development Office and include Portfolio Preparation , Life Drawing and Creative Writing.

IADT is uniquely placed to provide enterprise development training and incubation to fledgling digital media enterprises. Current activities focusing on digital media include the Digital Media Incubation Centre – The Media Cube (www.mediacube.ie) - and the "Create" Digital Media Enterprise Platform Programme. IADT is also partner in a consortium of Institutions developing Ireland's National Digital Research Centre (NDRC www.ndrc.ie).

Create Programme

Create is IADT's Digital Media Enterprise Platform Programme. Create provides practical and hands-on business training and mentoring for entrepreneurs who want to offer media services and products.

IADT works in conjunction with key partners in Digital Media including Enterprise Ireland, The Digital Hub, the Irish Management Institute and Bank of Ireland to make a dynamic and necessary contribution to the Government vision of a fully viable digital media industry in Ireland.

1.10 Programmes of Study

We are committed to the provision of a range of programmes at primary degree and postgraduate level, relevant to the needs of individuals, industry, business and organisations. Cognisant of recent fluctuations in the international economy, IADT has committed itself to ensuring learners meet current labour market demands and maximise employment potential. From September 2009, the offers a suite of 10 credit Certified Special Purpose Awards. The aim is to provide learners with a chance to update their skills to provide access to different employment pathways, and to provide an accredited 'taster' module of a level 7 or 8 primary degree programme.

The design and development of all programmes includes inputs from representatives of external organisations, agencies and appropriate professional bodies. Programmes are reviewed on a regular basis, every five years at a minimum, to ensure ongoing relevance to applicants and the target activity area of graduates. They are subject to external peer review.

1.11 Lifelong Learning

IADT is committed to the promotion and delivery of lifelong learning. This is particularly achieved through our programmes which provide opportunities for part-time study, such as accredited Special Purpose Awards, ACCS mode programmes, and Extra Mural studies. The Institute is also actively developing a range of online flexible learning applications to enhance access to education for those at work, or those not able to attend IADT in person.

1.12 Measurable and Verifiable Data

The Institute will gather and collate all necessary data to form the basis for the systematic monitoring of admissions, assessment and results, retention and progression outcomes, learner feedback, external examiner reports, Programme Board reports and graduate destination reports.

1.13 Human Resources

The Institute seeks to attract, recruit and retain committed staff of the highest calibre to deliver and support our programmes and services to learners. We employ teaching and support staff with the appropriate qualifications and experience to deliver our programmes, providing and managing learning opportunities matched to the outcomes of the programmes.

1.14 Campus Environment

IADT manages the campus lands, premises, facilities and equipment, to meet the requirements of students and staff of an institution of Higher Education. Among the objectives of the IADT Strategic Plan *Creating Futures, 2008 – 2012*, is a commitment to developing an accessible and environmentally managed campus, providing campus accommodation (buildings, learning and research areas, ICT etc.) to meet the needs of 2,500 + students.

1.15 Policy Framework

The Governing Body of The Institute has overall responsibility for the formulation of policies concerned with governance, academic matters and quality assurance. The Governing Body is advised by the Academic Council. The Executive Management Team has overall responsibility for the execution of policy as determined by Governing Body. This includes the design and implementation of quality assurance procedures.

Section 2
Management Structures

2.1 Introduction

Dun Laoghaire Institute of Art, Design & Technology (IADT) was established as an autonomous institute of higher education in 1997. The institute is composed of three Schools. The School of Creative Arts, which dates back to the 1960's under its former name of 'Dun Laoghaire College of Art and Design', and the Schools of Creative Technologies, and Business & Humanities, which came into being in 1998.

Dun Laoghaire Institute of Art, Design and Technology (IADT) is the only Institute of Art, Design & Technology in Ireland, offering 2,000 undergraduate and postgraduate places across a range of programmes embracing visual arts, media arts, enterprise, technology and humanities. The clustering of disciplines at IADT and our integration of applied and academic studies is distinct in an Irish context and uniquely places IADT at the meeting point of creativity, technology and enterprise

IADT operates under the primary legislation of the Institutes of Technology Acts 1992 to 2006, and the Qualifications (Education and Training) Acts 1999 and 2006. The Institute additionally complies with all relevant legislation (for example Freedom of Information, Data Protection, Safety, Health and Welfare, Employment and Equality legislation).

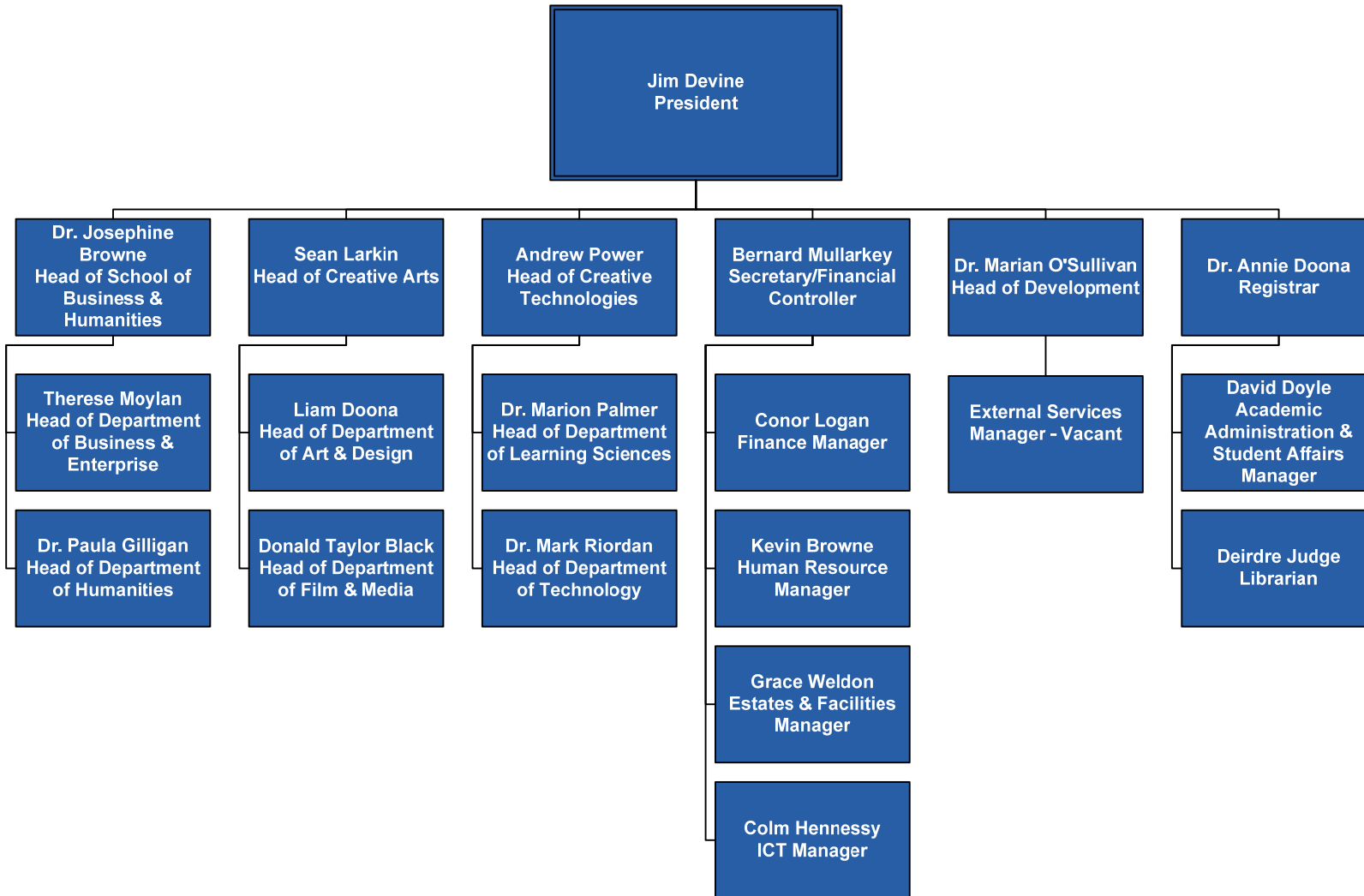
The Governing Body, appointed by the Minister for Education and Science, has ultimate responsibility for the management and control of the affairs of the Institute.

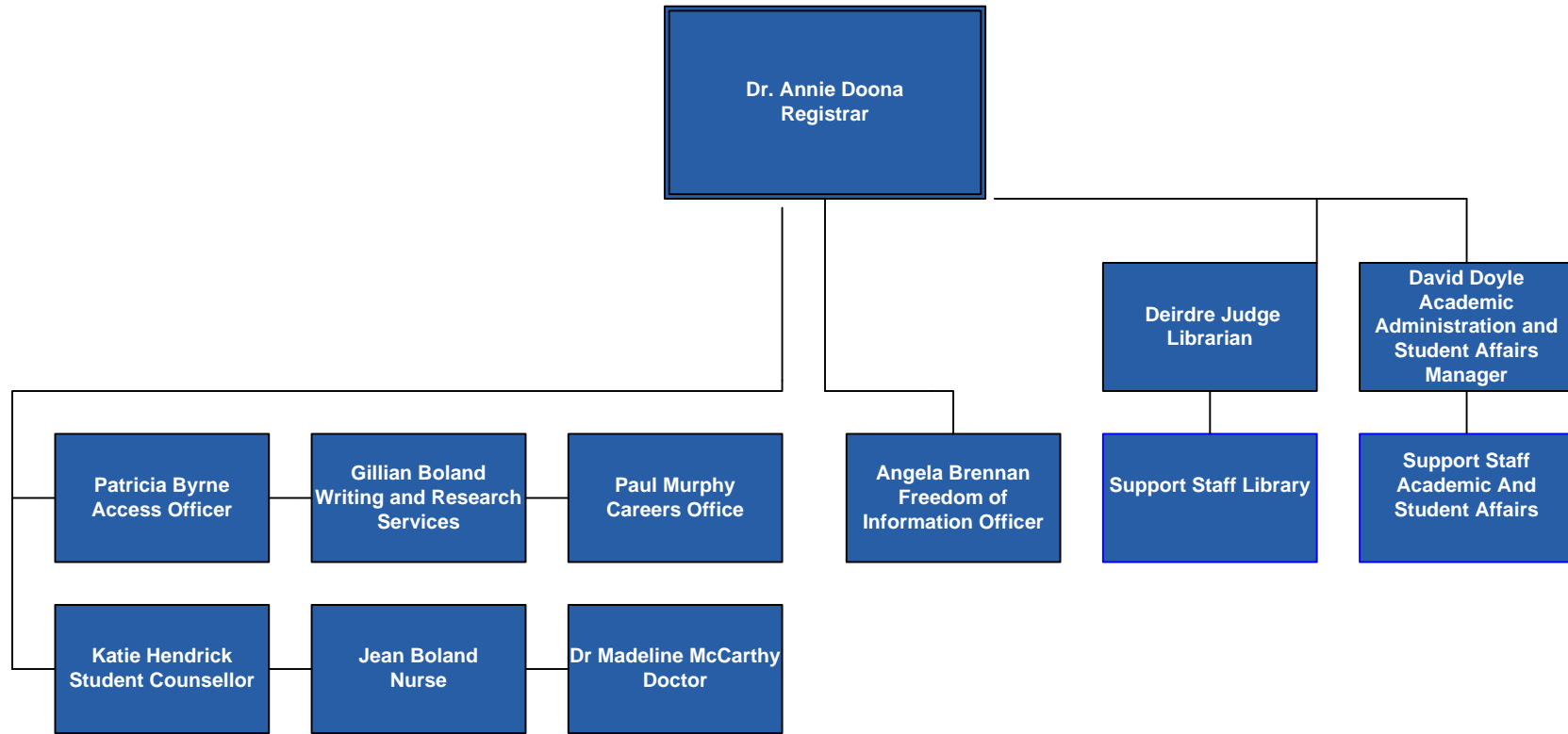
The Institute is required to operate in accordance with the principles of good governance and to comply with such guidelines and practices as deemed appropriate by the Department of Education and Science. The Comptroller and Auditor General (C&AG) audits the accounts of the Institute to ensure that funding granted by the State has been properly used for the purposes for which it was granted. The Governing Body has established an Audit Committee, which has oversight of the C&AG audit, the Internal Audit and the Institute's processes of checks and balances.

The Institute is subject to policies generally falling into the following categories:

- External compliance policies (required by legislation, etc)
- Policies approved by Governing Body
- Executive policies noted by Governing Body

Minutes of all meetings including Governing Body and its Audit Committee, and the Academic Council and its sub committees are published internally on the IADT document archive, accessible to staff of the institute. Agendas are circulated in advance of meetings. The organisational structure is shown below:





2.2 Governing Body

The Governing Body is a statutory body appointed in accordance with the Institutes of Technology Acts 1992 to 2006. Its composition is provided for in the Act. It consists of a Chairperson, seventeen ordinary members drawn from staff and representative organisations, and the President of the Institute.

The Governing Body is appointed for five years by the Minister for Education and Science, and is comprised of the following:

Chairperson	(1)
President	(1)
VEC Nominees	(6)
Staff of IADT	(3)
Students' Union	(2)
ICTU	(1)
Other	(5)

Five other members are nominated on the recommendation of Academic Council, to reflect the nature of the programmes at IADT.

Membership of Governing Body is listed on the Institute website at;
<http://www.iadt.ie/en/InformationAbout/Corporate/GoverningBody>

The Governing Body has reserved functions and so is not involved in the delivery of executive functions of the Institute. Its principal function is the management and control of the affairs of the Institute and all property of the Institute and the performance of functions conferred on the Institute by the Act. All records pertaining to the Governing Body are maintained by the offices of the President and the Secretary/Financial Controller. These include;

- Standing orders
- Minutes of meetings
- President's reports to Governing Body meetings
- General correspondence and reports

The Governing Body manages and controls the affairs of the college, the property of the college and has overall responsibility for institutional policy. Its functions are listed in the Institutes of Technology Acts 1992 to 2006.

The Governing Body focuses on the overall direction and strategic management of the Institute. It has a formal schedule of matters specifically reserved to it for decision to ensure that the direction of the Institute remains within the scope of the IoT Acts. In this regard, it considers proposals presented to it by the President. Items falling within its remit include acquisitions and disposals, major investments and capital projects, treasury and risk management policy and approval of major contracts. It also ensures that the Institute is fulfilling its strategic purposes, operating in accordance with its statutory obligations and that appropriate reporting systems are in place to support it in meeting its responsibilities.

The Governing Body meets once a month with the exception of July and August.

Extraordinary meetings of the Governing Body are called if required, and that meeting schedule is agreed in advance.

2.3 Academic Council

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. The Academic Council is appointed in accordance with Section 10 of the Institutes of Technology Acts 1992 to 2006.

The composition of the Academic Council is in accordance with the guidelines set out in Section 10 of the Institutes of Technology Acts 1992 to 2006. The Governing Body confirmed the composition of the IADT Academic Council and its sub committees most recently in September 2006. For details on Academic Council Membership and Terms of Reference, see Appendix 2.

2.3.1 Academic Council Sub-Committees

The Academic Council has appointed the following 6 sub-committees which report to it:

- Programme Validation Committee
- Academic Planning, Co-ordination & Review Committee
- Research & Development Committee
- Library Committee
- Teaching and Learning Committee
- Quality Enhancement Committee

Each Programme Board is also formally a sub committee of Academic Council.

Sub-committees can be appointed on both a standing and ad-hoc basis, as required, to address Institute-wide academic matters. All recommendations are presented to the Academic Council for adoption. Sub-committees consist of a chairperson, and the key stakeholders for the issue in question. This may include ordinary members of Academic Council, staff co-opted in as appropriate, and a representative of the student body. Each sub-committee agrees an annual work schedule with the Registrar and reports at least once each year to the Academic Council.

2.4 Management Groups

The Institute has established a number of groups to ensure the good management of the Institute. The schedule of meetings is prepared annually by the President.

2.4.1 Management Teams

- Institute Executive
- Institute Management Team
- Academic Management Group
- Health and Safety Committee
- Space Planning and Utilisation Group: Teaching/Research Spaces

2.4.2 Steering Groups

- MIS Steering Group
- Access Working Group

2.5 Roles and Responsibilities of Institute Management

This section gives a summarised description of the roles of the Management Team of the Institute. The actual terms of employment and job descriptions are subject to national agreements between the Council of Presidents of the Institutes of Technology, the Department of Education and Science and the relevant trades unions. These are available from the Human Resources Department.

2.5.1 President

The role of the President (Director), who is the chief officer of the College, is described in the Institutes of Technology Acts 1992 to 2006 as follows:

1. The President of a college shall, subject to this Act, manage and direct the carrying on by the college of its academic, administrative, financial, personnel and other activities and for those purposes has such powers as are necessary or expedient.
2. In performing his or her functions the President shall be subject to such policies as may be determined from time to time by the Governing Body and shall be answerable to the Governing Body for the efficient and effective management of the college and for the due performance of his or her functions.
3. (1) A President may delegate any of his or her functions to another member of the staff of the college, unless they are delegated to the President subject to the condition that they shall not be delegated further; that other member shall be answerable to the President for the performance of those functions.
(2) Notwithstanding any such delegation, the President shall at all times remain answerable to the Governing Body in respect of the functions so delegated.
4. A President shall not hold any other office or position without the consent of the Governing Body.
5. A President shall be entitled to be a member of, and preside over, any and every committee appointed by the Governing Body, except where the Governing Body with the concurrence of An tÚdarás decides otherwise.
6. A President shall be entitled to be a member of the Academic Council and, if present, shall preside at all meetings of that Council; he or she shall be entitled to be a member of every committee established by that Council.
7. Unless he or she resigns, retires or is removed from office, a President shall hold office for a period of 10 years.
8. A President shall, whenever required to do so by the Committee of Dáil Éireann established under the Standing Orders of Dáil Éireann to examine and report to Dáil Éireann on the appropriation accounts and reports of the Comptroller and Auditor General, give evidence to that Committee on —
 - (a) the regularity and propriety of the transactions recorded or required to be recorded in any book or other record of account subject to audit by the Comptroller and Auditor General that the college is required by this Act to prepare,
 - (b) the economy and efficiency of the college in the use of its resources,
 - (c) the systems, procedures and practices employed by the college for the purpose of evaluating the effectiveness of its operations, and

(a) any matter affecting the college referred to in a special report of the Comptroller and Auditor General under section 11(2) of the Comptroller and Auditor General (Amendment) Act 1993, or in any other report of the Comptroller and Auditor General (in so far as it relates to a matter specified in subparagraph (a), (b) or (c)) that is laid before Dáil Éireann.

9. A President, if required under paragraph 8 to give evidence, shall not question or express an opinion on the merits of any policy of the Government or a Minister of the Government or on the merits of the objectives of such a policy.

10. From time to time and whenever so requested, a President shall account for the performance of a college's functions to a Committee of one or both Houses of the Oireachtas and shall have regard to any recommendations of such Committee relevant to these functions".

The President is, *ex officio*, a member of the Governing Body and of Academic Council and is entitled to be a member of any sub-committee established by them. The President, if present, presides at Academic Council meetings.

The President participates in the Council of Directors of Institutes of Technology which acts to promote the sector and to establish common policy and procedure and acts collectively on Industrial Relations matters.

2.5.2 Registrar

The Registrar is responsible for inter alia:

- Creation, retention and maintenance of data relating to the registration and examination performance of students, programme validation and content
- The admission, registration and deregistration of students
- The management of examinations
- The promotion of quality assurance and liaison with accreditation bodies
- The provision of student services: counselling, access, career guidance, health, learning and financial supports, sports and culture,
- Supporting the business of Academic Council
- Freedom of Information
- The provision of the library services
- The provision of student affairs including discipline
- Liaison with the Student Union
- Post-primary Schools liaison and programme promotion
- The Registrar participates in the Council of Registrars, which acts to promote good practices and consistency, in areas pertaining to the Registrar's role across the sector

The Registrar reports to the President.

2.5.3 Librarian

The Librarian is responsible for the provision of the Library and Information Service for students and staff, including:

- The development of appropriate library and information resources
- Ensuring the optimum availability of the library services
- Liaising with the Institute community in identifying materials to support learning and research activities
- The training and development of Library staff
- The promotion of library services

The Librarian reports to the Registrar.

2.5.4 IT Manager

The IT Manager is responsible for inter alia:

- the general IT services for the Institute – internal networks, internet and World Wide Web connections
- The safety and security of users, data and systems
- Maintenance and integrity of systems
- Access and control to IT services
- Provision of general academic and administrative computing hardware and support
- Provision of reprographics and printing services
- Prepare and promote procedures for the ethical use of computing and the establishment of an appropriate code of discipline.
- Advising and develop the strategic development of computing services and ICT for the Institute
- Overall management of MIS with-in Institute

The IT Manager reports to the Secretary/Financial Controller.

2.5.5 Academic Administration and Student Affairs Manager

The Academic Administration and Student Affairs Manager is responsible for the management of operations in the Registrar's Office including:

- Student Admissions and Registration
- Examinations
- Student records
- Graduation Ceremonies
- The management of staff and systems in the Registrar's office
- Overall management of Student Services
- Contributing to the development and implementation of appropriate management information systems.

The Academic Administration and Student Affairs Manager reports to the Registrar.

2.5.6 Head of School

The Head of School has a critical role to play in promoting and implementing programme policy, both at school level and within the Institute strategy framework. In guiding the academic direction of the school, a Head of School will;

- a) Assist in the development of Institute strategy, by contributing to and promoting the Institute's profile as a centre for innovation and creativity, and ensuring the Institute is well positioned to meet the current and future academic needs of students
- b) Provide visible leadership in the school, while fostering inclusive team management, which acknowledges the contribution and achievements of staff.
- c) Play a major role in developing and maintaining a high standard of programme content and delivery, and implement effective quality measurement and tracking systems
- d) Advise and assist in the recruitment of staff. An effective Head of School will identify and develop talent, encouraging professional development of staff through mentoring and skills development
- e) Manage staff, facilities and finance resources within the school.

The Head of School reports to the President.

2.5.7 Head of Department

The Head of Department plays an important role as a two way communication channel, dispensing department views across the wider Institute, while transferring Executive decisions and policies back to department staff. A Head of Department will;

- Manage the department efficiently
- Lead and manage the academic programmes of the Department
- Advise on and implement quality assurance procedures
- Direct and supervise the work of Department staff
- Advise and assist with the recruitment of staff
- Help to promote the Department, School and Institute

The Head of Department reports to the appropriate Head of School.

2.5.8 Secretary/Financial Controller

The Secretary/Financial Controller is responsible for inter alia:

- The legal affairs of the Institute
- Institute Health & Safety requirements
- Financial Management of the Institute
- The Human Resources Services, including Recruitment, IR and Staff Policies
- Estates and Facilities Management
- ICT Services
- Insurance matters
- General Institute Administration
- Secretariat services to the Governing Body

The Secretary/Financial Controller reports to the President.

2.5.9 Estates Manager

The Estates Manager is responsible for inter alia:

- The management of the estates and buildings of the Institute
- The management of the accommodation strategy of the Institute
- The development and implementation, in conjunction with Institute management, of the campus development plan
- The management of Institute building projects including planning, tendering, contractor liaison and supervision

The Estates Manager reports to the Secretary/Financial Controller.

2.5.10 Finance Manager

The Finance Manager is responsible for inter alia:

- The operational management of the finance function of the Institute
- The preparation of budgets, reports and annual accounts
- Liaison with heads of function concerning the financial aspects of the Institute's development and operations
- assisting the Secretary/Financial Controller in the development and implementation of an overall financial control environment
- contributing to the development and implementation of information systems

The Finance Manager reports to the Secretary/Financial Controller.

2.5.11 Human Resources Manager

The Human Resources Manager is responsible for inter alia:

- The management of staff recruitment, progression and retirement
- The coordination of staff development and training
- The monitoring of staff salary entitlements
- Ensuring compliance with legislative and statutory requirements in relation to employment
- The administration of pensions
- The management and coordination of industrial relations

The Human Resources Manager reports to the Secretary/Financial Controller.

2.5.12 Head of Development

The Head of Development is responsible for inter alia:

- Consultancy, information services to industry
- Applied research/collaborative research
- Programmes/training for industry and for those in employment
- Industrial incubation units
- EU and international development programmes
- Centres of excellence
- Industrial liaison and services to industry
- Joint initiatives with other Institutions in or outside the state.
- Campus development plan
- Development of the Institute as conference/meeting venue
- Campus commercial activities
- Facilitating the development and ongoing review of the Institutes' Strategic Plan
- Promotion of the Institute
- Developing a framework for accessing Institute facilities for commercial entities, agencies and communities.

The Head of Development reports to the President.

2.5.13 External Services Manager

The External Services Manager is responsible for inter alia:

- The promotion of links with the wider community and with business and other enterprises, especially in the Institute's region
- The overall management and promotion of Research and Development and Consultancy
- The development of partnerships, nationally and internationally
- The promotion of enterprise development
- The promotion of services, especially education and training, to external organisations
- The promotion and coordination of the part-time and extra mural programmes.

The External Services Manager reports to the Head of Development.

Section 3
Procedure for Design and Approval of new
Programmes, Subjects and Modules

Edition 1 of the IADT Quality Manual was adopted and agreed with HETAC in May 2005.

Dun Laoghaire Institute of Art, Design and Technology was granted Delegated Authority by HETAC in February 2006, to confer awards, up to and including Level 8 programmes.

The IADT Strategic Plan for 2008 – 2012 has, as one of its eight high level goals, the achievement of Delegated Authority by HETAC for taught and research programmes at Level 9

The Institute is currently working towards a submission to HETAC of an application for a case by case registration at Level 10.

3.1 Purpose of the Procedures

The purpose of these procedures is to ensure that new programmes up to and including Level 8 developed by the Institute are:

- Compliant with the strategic plan of the Institute
- Fulfilling an identifiable need for industry or the local community
- Compliant with the policies and procedures of NFO and HETAC
- Of appropriate academic breadth and depth with learning outcomes that are consistent with the levels of knowledge skill and competence as prescribed by the National Framework of Qualifications
- Vehicles which maximise opportunities for learners to avail of access, transfer and progression routes.
- Developed via a process that is consistent and identifies academic, physical and human resources required to deliver the programme.

3.2 Scope

This procedure applies to all IADT accredited programmes of study. Relevant HETAC documents available from the HETAC website www.HETAC.ie should be referenced when applying these procedures. The IADT documents listed below also contain the key academic procedures adopted by HETAC/IADT.

- Guidelines & Criteria for Quality Assurance Procedures - IADT Manual
- Administrative Protocol for Exchange Programmes – still in development
- IADT Postgraduate Research Degree Policy and Procedures
- HETAC Assessment and Standards Policy

Updates to policies and new policies appear on the HETAC website and the NFO (<http://www.nfq.ie/>) from time to time and these websites should be referred to as required.

3.3 Background to Procedure

Programmes are conceptualised and brought forward within the framework of the existing Strategic Plan of the Institute. The development of the Institute is guided by its Strategic Plan, *Creating Futures, IADT Strategic Plan 2008 – 2012*, as agreed by the Executive of the Institute and approved by the Governing Body. This plan is reviewed regularly and updated as required.

The Strategic Plan includes the plan for Programme Programme development, which informs and is informed by planning process within the individual Schools.

The Registrar has responsibility for Institute-wide academic planning and quality assurance in academic matters and collaborates with the Schools in the progression and management of such matters. The Secretary/Financial Controller has responsibility for Institute-wide resource and financial planning and collaborates with Schools in the preparation and management of pay/non-pay budgets and projects of a capital nature.

Development of programmes involves a twin-track approach, both internally and externally:

- Internally: Academic Planning
- Externally: Resource Planning
- Accreditation through IADT Programme Validation
- Resources through the Higher Education Authority (or through fees or other sources of funding)

3.4 Process for Creation of Programme Proposal

In summary the process moves through the following phases

- Outline proposal
- Development of Programme Document
- Submission to IADT Programme Validation Committee (PVC)
- Final Draft
- Submission to Academic Council for final approval
- IADT Validation by Panel of Internal and External Academic and Industry Experts

3.4.1 Outline Proposal

New programme proposals may arise from a variety of sources including:

- (i) An individual staff member
- (ii) A group of lecturers
- (iii) An existing Programme /Departmental/School board
- (iv) The Academic Council
- (v) External bodies or employers
- (vi) The Governing Body

- The Outline Proposal should be submitted to the Programme Validation Committee. Outline proposals will be considered within the framework of the overall Institute Strategy and Academic Plan.

The outline will address the following:

- How the Programme fits within the strategic plan for the School/Institute
- How the Programme addresses modularisation
- Rationale for the programme
- Demand for the programme
- Indicative enrolment targets
- Aims and objectives
- Indicative structure and content
- Indicative pedagogical approach/modes of assessment
- Opportunities for Erasmus and other international exchange students
- How the Programme responds to the needs of life-long learners for flexibility, e.g. blended learning
- Requirements for Library/Learning Resources
- Requirements for ICT resources
- Any other requirements, e.g. specialised resources, dedicated space
- Proposed membership of Programme Development Board

Presentation of this initial outline provides PVC with an opportunity to provide feedback to the proposers against the criteria listed above and provides a basis for endorsing the development of the detailed Programme Specification.

- It is important that new programme proposals are submitted well in advance of the proposed starting date, to allow time for the validation process to take place, and to ensure timely dissemination of information to potential applicants, CAO etc.

3.4.2 Development of Programme Document

With the approval of PVC, the School(s) will undertake the detailed research, development and drafting process required to prepare a Programme Specification document to meet the requirements of the Institute and HETAC. A Programme Development Board will normally be established, which will include the relevant internal academic experts. External experts may be co-opted to this Board to assist the design process.

3.4.3 Submission of Financial Plan

In addition to seeking the approval of PVC, the Head of School will submit a Financial and Staffing Plan for all new Programmes to the Executive management team, for review of potential costs associated with any new programme of study to be offered by the institute. Examples of such potential costs should include but not be limited to the following.

Students

Planned student intake per year

Level of Programme

Classification of Programme (Science, Business, Arts, etc)

Pay

Academic staff required to deliver the programme

Part time hours budget

Technician staff required

Attendant posts required

Demonstrator posts required

Visiting Lecturers

Non Pay

Programme materials

Programme development fees

Advertising/Promotion

Recruitment Costs

Travel and Subsistence

Equipment hire

Staff training costs

Library costs

Insurance costs

Incremental facilities costs

Once the Executive signs off the Financial Plan, the final draft document is submitted to the Programme Validation Committee.

3.4.4 Submission of Final Draft

The final draft of the Programme Document should be submitted by the School(s) to the Registrar for inclusion on the agenda of PVC. Subject to the approval of PVC, the Programme Development Board will finalise the Programme Document, making such minor revisions as are appropriate having regard to the recommendations of PVC.

Should PVC indicate that major revision to part or all of the Programme Document is required, the revised document should be submitted in full to a subsequent PVC meeting.

Once the proposal has been approved by PVC, the final document is submitted to Academic Council for sign off.

3.4.5 Submission of Final Draft to Registrar

The final copy of the Programme Document, as approved by the Programme Validation Committee and Academic Council, will be forwarded by the Head of School(s) to the Registrar, who is then responsible for organising the Programme Validation Process.

3.5 The Validation Process for Programmes up to and including Level 8

The steps in the Validation process include:

- Establishing a Programme Validation Panel
- Internal preparations for Panel visit;
- Panel Visit;
- Decision of Panel
- Panel Report to Academic Council for approval
- Issue of Certificate of Programme Approval
- Modification of Programme Document to reflect conditions/recommendations of Panel
- Notification to HETAC
- Prior to convening an External Validation Panel, to assess the programme, the Registrar may decide to run a rehearsal validation process, the aim of which is to identify any remaining issues with the standard and content of the proposed programme.

3.5.1 Establishing a Programme Validation Panel

The Registrar is responsible for setting up the Validation Panel. The panel typically comprises:

- Head of School or Registrar from another Institute of Technology to act as Chair
- Head of Department from Institute of Technology or University sector with expertise in the area of the proposed Programme
- Academic experts(s) from Institute of Technology or University sectors
- Industry expert(s) to reflect industry needs

3.5.2 Administration of the Validation Process

Responsibility for administrative arrangements around the external programme validation process rests within the Registrar's area, and is managed by the Cross Institute Administrator. Duties include:

- Contacting and liaising with prospective panel members
- Arranging any travel and accommodation requirements for panel members
- Collating required information (tax status, bank details etc) from panel members in order to ensure payment for site visits, and sending the information to HR and Finance departments for set up and processing
- Ensuring the school(s) deliver the final programme document within an agreed time limit to Registrar's office for final approval, prior to distribution to panel members
- Proof reading the document to ensure it conforms to IADT/HETAC template guidelines, and checking accuracy of standard information in relation to IADT policies (i.e. admissions, eligibility)
- Distributing the programme document and agenda (e-mail is the preferred 'green' option for distribution) to the external panel members, along with any other relevant information.
- Organising the schedule of events on the day of the validation process (venue, lunch, taxis etc.) and any other duties to ensure the smooth running of the validation process
- Attending the validation process and taking minutes of the procedure
- Writing a report of the process, based on the minutes, and recording the decision of the panel, to include recommendations, conditions and observations of the panel
- Sending the completed draft report initially to the Registrar, and then to the Chair and members of the validation panel for sign off
- Making any amendments or additions to the report proposed by the Chair or panel
- Submitting the final report to the Registrar and Head of School(s) for consideration of the panel's findings

3.5.3 Internal Meeting

Prior to the Panel visit, an internal preparation meeting will take place. This meeting will be convened by the Head(s) of School concerned and will normally include, Head(s) of School and Department, academic staff involved in Programme Development Board and may also include the external experts on Programme Development Board.

The object of the meeting is to provide a final briefing for all concerned, in advance of the Panel visit. The Head of School(s) will also liaise with the Registrar in preparation for the Panel visit.

3.5.4 Panel Visit

The School(s) should prepare bound copies of the document(s) for each panel member, and provide in advance of the validation process to the Cross Institute Administrator, who will distribute the documents to the panel.

During the visit to the Institute, the Panel will typically follow a full-day agenda as follows:

- Initial session, private to Panel
- Panel meets with President, Registrar and Head(s) of School
- Panel goes into full session with Head of School(s), Head(s) of Department [as appropriate] and academic staff associated with the proposal
- A tour of Institute facilities follows
- Panel meets in private session
- Panel meets with President, Registrar and Head(s) of School to convey decision/recommendations

3.5.5 Panel follow-through

The Panel report may indicate a recommendation that the development of the proposed programme should not proceed. When a programme does not received approval, it may not proceed. Alternatively, the Panel report may contain a set of Recommendations and/or Conditions for consideration by the Programme Team, and may include suggestions for modifying or developing further the programme document. If the Panel sets conditions or makes recommendations requiring the proposed programme to be modified, the Programme Development Team will meet to plan and execute any additional work.

The Programme Team will compile a response to the Recommendations/Conditions. The response will outline how any conditions stipulated by the panel will be addressed, to include a timeframe within which the condition(s) will be met. The response will also include a rationale for how the recommendations of the panel may or may not be incorporated into the programme structure.

On completion of this work, the full programme response will be submitted by the Head of School/Department to the Registrar for verification that the recommendations as laid down by the external validation panel have been satisfactorily addressed. The Registrar's Office ensures that the revised full programme document is subsequently circulated for approval to all members of the external validation panel, confirming that the stipulated conditions have been addressed.

When the proposed programme has received final approval for accreditation from the external validation panel, the final report is sent to the Academic Council of IADT for noting. The Certificate of Approval for the programme issues from IADT, and is sent to HETAC for noting.

3.5.6 Approval to Offer the Programme

Once the Certificate of Programme Approval has been issued, the Institute must formally seek approval from the Higher Education Authority to recruit a defined cohort of students to the programme. In seeking this approval, the Institute must ensure that all conditions relating to staffing and resourcing of the programme are provided for in the context of the programmes and budgets estimates provided to the Department.

In effect, the twin track approach reaches closure at this point – the Programme has been approved by IADT and is underpinned by a commitment of staff/other resources from the Higher Education Authority.

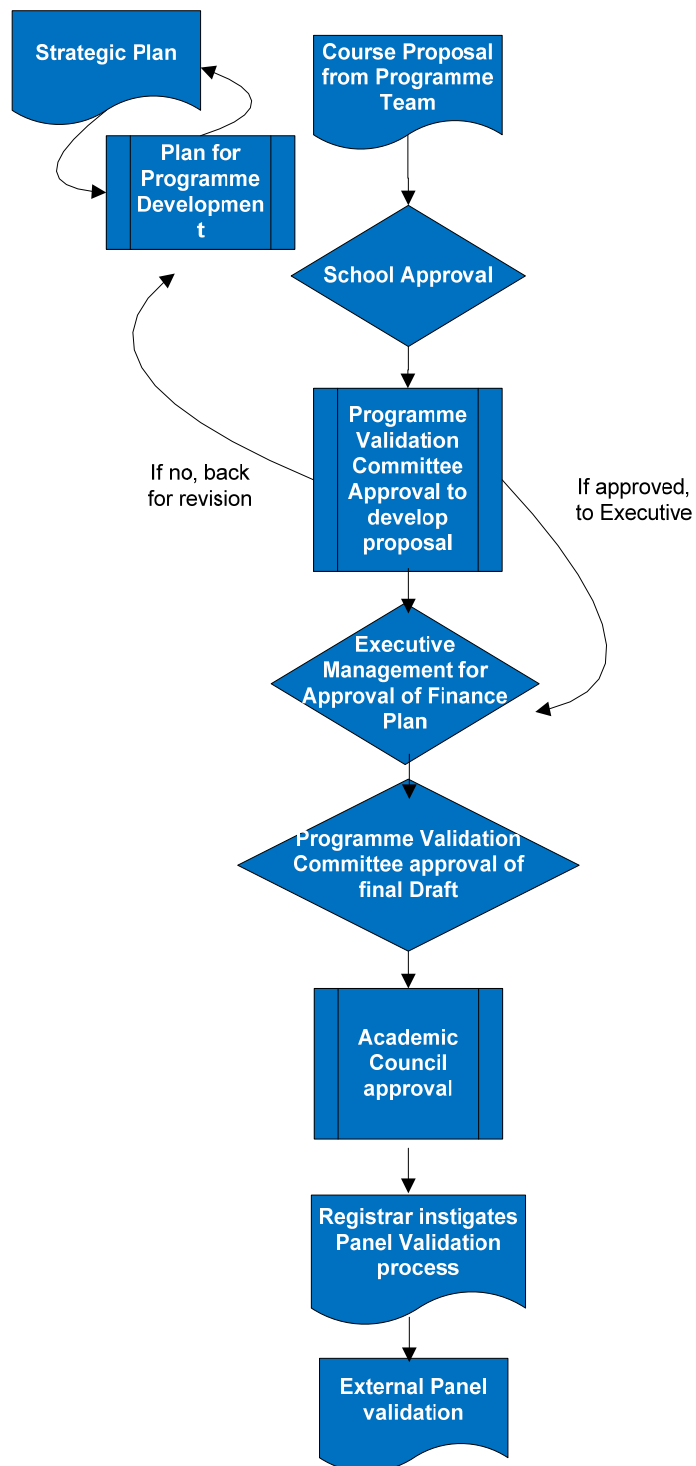
3.5.7 The Programme in Operation

Once the programme moves to the operational phase, details of the Approved Course Schedule for the programme are submitted to the Manager of Academic Administration and Student Affairs, who will enter the programme details on the Banner database system. The Programme Board is established and a Programme Co-ordinator is designated. The programme falls within the remit of the ongoing cycle of evaluation and updating.

- The programme is subject to annual review by the Programme Board
- The programme is subject to agreed Institute-wide procedures for evaluation
- A report from the Programme Board is presented annually at Academic Council
- Major revisions arising from reviews are communicated to HETAC via the Registrar
- The programme forms part of 'Programmatic Reviews'.

The process for new level 8 programme development and accreditation is outlined in the flow chart as shown below:

Note: Currently for Level 9 awards, the Institute establishes an External Validation Panel, subject to HETAC criteria and guidelines for Masters' programmes.



Section 4
Procedures for Ongoing Monitoring of Programmes

Internal Quality Assurance Procedures

4.1 Introduction

IADT operates a number of internal quality assurance procedures, which are also subject to external review, via programmatic review and institutional review. Procedures are also in place for amending programmes currently running within the institute's five year programmatic review cycle.

A Programme Board is set up in the case of every programme of study at IADT, up to Level 8 and leading to an IADT award, and at Level 9 leading to a HETAC award. Each Programme Board is a Sub-Committee of Academic Council and reports annually to Academic Council. The Programme Board provides a consultative mechanism to support School management in the effective management, operation and review of the programme, within the wider context of the School's/Institute academic plan. Programme Boards operate within the framework of regulations set down by Academic Council.

4.2 Functions of the Programme Board

4.2.1 Monitoring and Review

The Programme Board monitors the implementation of the relevant validated programme of study as defined in the Programme Specification and Approved Course Schedule. The Boards will also review annually the structure, content, entry requirements, curriculum, programme assessment strategy and resources of the programme of study to ensure its continued academic and professional coherence and relevance and to maintain academic and professional standards. Student participation is an essential part of Programme Boards.

Programme Boards also review statistical information pertaining to retention, attrition rates, progression etc. Programme Board Agenda templates are available, which list issues to be considered at Programme Board meetings.

The Programme Board will review any suggested changes to the programme. Major changes will be submitted to and approved by the Programme Validation Committee for forwarding to HETAC for their approval, prior to their implementation, while minor changes are recorded in the minutes of the Programme Board and PVC meetings at which they were agreed, are approved by Academic Council and are incorporated in the Programme Schedule.

The Programme Board updates the Programme Specification annually and maintains a record of the evolution of the programme of study since its approval by IADT. This record should itemise subsequent revisions as approved by Programme Validation Committee and Academic Council.

Programme Boards ensure that definitive Programme Schedules are available at the commencement of each academic year. Copies of these documents are available in the office of the Registrar.

Programme Boards contribute as appropriate to the definition, implementation and ongoing review of policy and procedures within the Institute, including, those relating to:

- evaluation of student experience
- optimising student retention
- admission of non-standard categories of applicants

4.2.2 Operational Matters

Operationally the Programme Board provides a consultative mechanism to support School Management in dealing effectively with matters of a routine and operational nature throughout the academic year.

The Programme Boards also provide the relevant Head of School with information on resourcing, accommodation and staffing needs.

The Programme Boards monitor and record student performance on each stage of the programme in line with the programme assessment strategy approved for the programme as a whole and providing the School Office with the necessary information to keep and maintain formal records of assessment for each student. This includes grades for all work assessed in each year of study and in addition any other relevant information pertinent to an individual student e.g. medical certificates, warnings etc.

The Programme Boards prepare an annual report for Academic Council. The report focuses on the areas that have formed the templates for the 3 Programme Boards, incorporating recommendations and areas for improvement.

4.2.3 Implementing Minor Programme Changes

Minor programme changes (up to and including level 8) include credit weightings, Exam/CA assessment breakdown, module titles etc. Such changes, which do not affect the learning outcomes of a module, are signed off internally by the Institute Programme Validation Committee, without need of notification to HETAC.

4.2.4 Implementing Major Programme Changes

Major programme changes constitute any alteration to Major, Specialisation, Award level, Award title, or adjustments that affect the learning outcomes of a module. Such changes are signed off internally by the Institute Programme Validation Committee, Academic Council and externally by HETAC.

4.3 Membership

The Programme Board consists of the Programme Co-ordinator, each full-time member of academic staff teaching on the programme and part-time members are co-opted as appropriate. The Head of School and Head of Department are ex officio members.

Student representative(s) are elected according to the procedure outlined in the Programme Boards Procedures and Terms of Reference (See Appendix 1, Section 4).

4.4 Procedures

Detailed procedures are laid out in the Terms of Reference and Procedures, however the general provisions of Standing Orders of Academic Council apply to all sub-committees of Academic Council, including Programme Boards and their sub-committees.

4.5 External Examiners' Report

In addition to Programme Boards, the IADT External Examiners Report (compliant with HETAC External Examiners document 2009) provides feedback under a number of headings;

- Standards set for the programme
- Standards achieved by students
- Operation of the Assessment processes
- Quality of learning
- Learning and teaching environment
- Action taken on points raised in Reports

Section 5
Procedures for the Assessment of Learners

5.1 Introduction

These procedures will guide all staff with responsibilities for learner assessment. It is also relevant to all staff and external assessors involved in the validation of new programmes and the periodic programme evaluation process. The documents shown in the table at the end of this chapter support the assessment process or form part of the procedure.

The Qualifications (Education and Training) Acts 1999 and 2006 requires that IADT/ Higher Education and Training Awards Council ensures that the Institute establishes procedures for the assessment of learners that are fair and consistent and for the purpose of compliance with structures determined by the Council. The Institute will have systematic arrangements for evaluation and for auditing the effectiveness of learner assessment procedures to ensure that they are in practice, fair and consistent and in compliance with HETAC standards, in the context of the National Framework of Qualifications. The Regulations are in line with the HETAC Assessment and Standards Sectoral Conventions and Policy document 2009.

5.2 Purpose of the Procedures

The purpose of these procedures is to ensure that the Institute operates assessment methods that:

- provide clear communication to students through the Learner Charter, and through the Regulations in the Student Handbook
- are fair, consistent and transparent
- comply with standards determined by HETAC (Assessment and Standards 2009), or other approved validating bodies
- comply with the standards in respect of the National Framework of Qualifications
- evaluate student learning on the programme
- are effective in measuring the achievement of the desired learning outcomes of the programme
- provide students with opportunities to demonstrate application of knowledge, attitudes or skills where appropriate
- provide feedback to students to assist them in improving their performance

These procedures apply to all taught programmes at the Institute, including IADT programmes Level 6 – 8 and HETAC validated Level 9 programmes.

5.3 The Regulations Concerning Assessment

The regulations concerning assessment are described in the Marks and Standards document of IADT, and the Student Handbook. Copies of these documents are located in the Registrar's Office and School Offices. Information is provided on;

- Responsibility for examinations within the Institute.
- Role and responsibility of Internal Examiners.
- Role and specific duties of External Examiners.
- Return of examination marks/grades by Internal Examiners.
- Meeting of Board of Examiners.
- Granting of HETAC Awards.
- General requirements for examination and awards.

- Approved Programme Schedules
- Grading System
- Minimum pass marks
- Award classifications
- Post-award achievements
- Compensation Rules
- Procedures of Deferral of Examinations and Appeals

5.4 External Examiners

External examiners act as independent and impartial advisers providing the Institute with informed comments on the standards set and the student achievements in relation to those standards. External Examiners are required to use their expert judgement to consider and comment on;

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

IADT's External Examination Procedure, approved by Academic Council Jan 2008 covers the nomination, approval, appointment and number of external examiners. In addition the relationship with the Board of Examiners and the reporting relationships are outlined.

5.5 Programme Assessment Strategy

The Approved Programme Schedule for each approved programme sets out the approved Examination Subjects for the programme. The Schedule for each programme of study, which is produced to conform to the HETAC programme schedule guidelines, shows the following:

- Modes of learning
- Subjects to be taken in each academic year stating whether the modules are mandatory, elective, group elective or optional.
- Contact hours per week
- Credits allocated to each module
- Marks allocation for each method of assessment divided between continuous assessment, project work and examinations
- Programme Assessment Methodology

The Approved Programme Schedule is implemented through the programme assessment strategy. In general, the term 'assessment' or 'continuous assessment' applies to all written or practical work/projects undertaken, including formal or informal class tests. The term 'examination' refers to formal written examinations conducted by the Institute. Formal written examinations take place within the Schools of Creative Technologies and Business and Humanities. Assessment has two purposes. Continuous assessment of work in particular areas provides an opportunity to develop knowledge and skills and an opportunity for tutors to provide feedback and advice.

5.6 Continuous Assessment

Continuous assessment forms part of the overall result. The Approved Programme Schedule specifies the breakdown of the % of marks awarded by continuous assessment for each programme. Students' work is subject to continuous assessment during the year (including panel assessment in the case of the School of Creative Arts) and to a final assessment at the end of the year.

The Programme Board has responsibility, together with the relevant Head of Department, for ensuring that students are informed of the continuous assessment schedule and the dates for submission of continuous assessment material including project reports, and presentations to be undertaken. This is an important element of the programme assessment strategy.

Internal Examiners are responsible for marking continuous assessment material and the provision of appropriate feedback. If a lecturer is concerned about the academic standing of a student in continuous assessment work, the student is advised verbally. If an improvement is not seen, the Head of School or Department will advise the student of this in writing. HETAC Assessment and Standards 2009 document defines the procedures to be followed where students are failing to perform satisfactorily in continuous assessment or are carrying forward grades.

5.7 Registration for Examinations

Assessment/Examination at the end of each year of study is carried out and the results are presented to a formal Examination Board and ratified by the Academic Council. All students must formally enter for Examinations by paying the prescribed fee to the Institute. The Examination fee is included in the Student Services Charge collected each year from each student. ACCS mode (part-time) students must pay the appropriate examination fee(s) for the programmes or the modules for which they are registered.

The procedure for registering for examinations is the responsibility of the Registrar. The examination broadsheets show the modules on which students are registered. This highlights those situations where students did not present for examination.

Students who have special learning needs or disability may apply for special arrangements for sitting assessments/examinations in accordance with the Institute procedure which is available from the Registrar's Office. This procedure is managed by the Institute's Access Office.

The procedures for conduct of candidates during examinations are detailed in the Student Handbook and through the Office of the Registrar. All registered students are issued with a copy of the Student Handbook.

5.8 Examination Papers, Solutions and Marking/Grading Schemes

Lecturing staff prepare examination papers, solutions and marking schemes. The scope and standard of all examination papers will be appropriate to the level for which they are intended. Lecturers will normally act as Internal Examiners for those examinations.

The examination papers, solutions and marking schemes are reviewed by External Examiners. The duties of both the Internal and External Examiners are detailed in the External Examiner Procedures document.

Dates for submission of examination papers to the Examinations Office are determined by the Registrar annually and are published in the Academic Calendar.

5.9 Regulations for Examination Invigilators

Regulations are contained in the IADT Regulations for Examination Invigilators. These regulations have been compiled for the guidance and instruction of examination Invigilators and to ensure the professional and proper conduct of examinations at the Institute. The Registrar has overall responsibility for ensuring conformance to these procedures. Guidance on the following items are included;

- preparation of examination centre
- admission of candidates
- instructions to candidates at the start of the examinations
 - details of these are now posted to student with timetable
- distribution of examination papers
- conduct of examinations
- use of equipment
- supply of stationery
- duties of the examinations officer
- dealing with emergencies
- Supervise any additional support provided

5.10 Assessment of Scripts

The role and responsibility of internal examiners in providing marking schemes and in marking scripts in a transparent, fair and consistent manner are included in the Institute's Marks and Standards document.

5.11 Review of Exam Scripts by Students

It is the policy of the Institute to make available to students their marks/grades, including on an ongoing basis the breakdown of marks/grades for elements of continuous assessment. Systems and procedures have been designed by Schools to meet requirements at School, Departmental and Programme levels to dovetail with Institute-wide requirements co-ordinated by the Registrar.

Marks/grades for continuous assessment are communicated to individual students during the year at an appropriate time after the relevant submission. Marks/grades for continuous assessment are advised on a provisional basis as they are always subject to approval of the Examination Board.

Overall results will be published online following the relevant Examination Board meeting. The dates for Examination Board meetings are published in the academic calendar.

The Office of Student & Academic Affairs will issue a transcript of results to each student in the period following the meeting of the relevant Examination Board.

Informal feedback from lecturers to student is available, as is a viewing of the marked exam script. If necessary further review and/or appeal is possible and the process a student can follow to avail of this is outlined in the Student Handbook.

5.12 Compiling of Grades

The process for the submission and compilation of examination/grades is included in the HETAC Assessment and Standards 2009 document. The results are uploaded onto the information system known as Banner. This system produces a broadsheet of the results and statistics.

5.13 Meeting of Examination Board

It is normal practice in the Institute for each Department to hold a collation and verification of results meeting prior to the meeting of the Examination Board. After each examination period a meeting of the Examination Board takes place to consider examination results. Procedures for the conduct and operation of the meeting of the Board of Examiners are included in the Institute's Marks and Standards document.

5.14 Notification of Examination Results

Provisional examination results will be published online after the Examination Board Meeting at a time notified to students. Students are identified only by their examination number. Dates for posting of results are determined by the Registrar. Students receive a transcript of their results after the summer examination Board meeting. Transcripts are also issued to those whose results are considered at the autumn meeting of the Board of Examiners. The results posted online and transcripts sent to candidates are the only official communication of results between the Institute and its students. General queries relating to examination results, after they have been posted, can only be dealt with through the Examination Office.

Students have access online to their results. Students access their results using a secure PIN number.

5.15 Procedures for Recheck and Review of Assessment/Examination

Procedures relating to the rechecking and review of examination scripts are available from the Registrar's Office and the Student Handbook. These procedures detail the process by which requests from students for examination rechecks and reviews are addressed.

Grounds for an Appeal

An appeal of an examination result shall be considered if:

- 1.1 A student believes they were adversely affected by an irregularity in how the examination was conducted (for example, in written exams insufficient or inaccurate information on examination papers, or faulty IT equipment)
- 1.2 A student believes they were adversely affected by factors which the Examination Board was unaware of when making its decision (for example, personal or medical reasons)
- 1.3 A student believes they were adversely affected by an administrative or assessment error, resulting in an incorrect mark being awarded
- 1.4 A student believes due process was not followed: verification that their examination was assessed in accordance with IADT procedures, and that the process was conducted in a complete and impartial manner. This will include reference to:
- »schedule of assessment (modes, timing, weightings of elements of the assessment and their relationship to the calculation of the final mark)
 - »criteria for each element of the assessment
 - »communication to the student of requirements for assessment
 - »feedback (verbal and written) provided for the student as appropriate to the schedule
 - »validation processes that were applied, e.g. the role of the External Examiner

In exceptional circumstances, the Appeals Board may, at its absolute discretion, decide to consider an appeal at any time.

General information

A student may obtain a recheck or a review of marks by following the procedures outlined below. Appeals will not be accepted unless students have signed the appropriate form and paid the appropriate fee. Forms are available from the Office of Academic & Student Affairs. Third party appeals will not be accepted. This form should be lodged with the Office of Academic & Student Affairs within 5 working days of the formal (online) publication of results. This deadline will be strictly adhered to. The submission must clearly identify the element or elements of the assessment/examination for which the appeal is being sought. It must also specify the grounds on which the appeal is sought and must contain all information the student requires to have taken into account for the review.

Documentary Evidence

Documentary evidence will be required to support an appeal application.

5.16 Post Graduate Research Students

IADT has a number of students pursuing Post Graduate qualifications. In the case of these students all procedures relating to the admission, registration and examination are found in the IADT Procedures and Guidelines for Research Degrees, adopted by Academic Council December 2007, and the HETAC *Postgraduate Research Degrees Policy*.

The Postgraduate Student Handbook contains information relating to all aspects of a Research student's study at IADT, including policies for research and submission procedures.

Section 6
Procedures for Evaluation of each Programme
at Regular Intervals

External Quality Assurance Procedures

6.1 Introduction

The Programmatic Review is a self-study process whereby each School and Department conducts a critical evaluation of its own activities and produces a Self-Study Report. A Peer Review Group (PRG), is appointed in accordance with the guidelines laid down in *IADT Programmatic Review*. This PRG considers the Self-Study Report and prepares a report, which may include recommendations. The chair of the PRG is responsible for preparing the Peer Review Report, which is forwarded to the Academic Council, the President, and the Governing Body. The report, when adopted by the Governing Body is forwarded to HETAC for noting.

The Programmatic Review Procedures outline in detail the requirements for the Panel make up and guidelines for the production of the self assessment report. Templates for the documentation required are produced and disseminated by the Registrar's Office as part of the procedures.

6.2 Legal and Regulatory Basis

Regular review of the programmes and activities of the institute is a central component of contemporary best practice in higher education. This is reflected in the requirement under section 28 of the Qualifications (Education and Training) Acts 1999 and 2006, that:

... the procedures [for quality assurance of providers] ... shall include—

- *evaluation at regular intervals and as directed from time to time by the Council [HETAC] of the programme of education and training concerned, including evaluation by persons who are competent to make national and international comparisons in that respect,*
- *evaluation by learners of that programme, and*
- *evaluation of services related to that programme, and shall provide for the publication in such form and manner as the Council thinks fit of findings arising out of the application of those procedures*

(3) The Council shall consider the findings arising out of the application

- *of procedures established under subsection (1) and may make recommendations to the provider of the programme concerned which that provider shall implement*

The Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training published by HETAC in 2002 devote section 3.4 to procedures for the evaluation of each programme (or evaluation unit comprising of a group of programmes, such as a school) at regular intervals, at least once every five years.

6.3 Objectives of Programmatic Review

The emphasis of Programmatic Review is mainly on evaluation of quality and flexibility of response to changing needs. The Programmatic Review centres on a review of the development of programmes over the previous five years, with particular regard to the achievement and improvement of educational quality. Specifically its objectives are to:

- Analyse the effectiveness and the efficiency of each of the programmes approved, e.g. student numbers, trends, retention and success rates.

- Review the development of the suite of programmes having regard to the views of education interests, employers, professional bodies, needs of the Irish economy, and global development.
- Evaluate the physical facilities and resources provided by the Institute for the provision of the programmes.
- Review the Institute's research activities and projections in the area of study under review.
- Evaluate the School/Department flexibility in responding to market requirements and educational developments.
- Evaluate the formal links the Institute has established with industry/business and the wider community in order to maintain the relevance of its programmes.
- Evaluate the Institute's projections for the succeeding five years in specific areas.
- Evaluate the student feedback mechanisms and the process for acting upon student feedback

6.4 Scope of the Review

The programmatic review covers the following areas and is detailed further in the policy document IADT Programmatic Review 2009

6.5 The Review Cycle

There are a number of phases to the review cycle:

- The School/Programme under review carries out a self-evaluation process, culminating in a self-evaluation report, according to procedures provided by the Registrar's Office
- The Self evaluation report is submitted to the Registrar who reviews it, with regard to Quality Assurance guidelines
- Self-evaluation report sent to Academic Council for review
- An external expert panel reviews the self-evaluation report, makes a review visit and prepares a peer evaluation report
- Academic Council and Governing Body consider the self evaluation report and the expert evaluation report and make recommendations on foot of these reports
- The report is then forwarded to HETAC for noting
- The Institute monitors the implementation of changes recommended by Academic Council, Governing Body or HETAC? on foot of the evaluation process
- This process is itself a mechanism for the review of course schedules and a ratification of new, or changes to existing, course schedules

6.6 Schedule of Programmatic Reviews

Programmatic reviews take every five years. The School of Creative Arts is scheduled to hold Programmatic Review in Autumn 2009, while the Schools of Business & Humanities and Creative Technologies are scheduled to hold Programmatic Review in Spring 2010. Functional areas of IADT are subject to five yearly review eg. Student Support, Estates etc. Internal Audits are also carried out on a regular basis.

6.7 Institutional Review

Institutional Review are part of the Institute's external quality review procedures. These are carried out by IADT via their Internal Review processes. The next IADT Institutional Review is due to take place in Autumn 2010. Institutional reviews are subject to HETAC guidelines, as outlined in the *Policy on Institutional Review of Providers of Higher Education and Training, December 2007*.

6.8 Academic Review Cycle

On completion of the current cycle of Programmatic reviews, it is the intent of IADT to instigate a rolling, cyclical, five year review process. This would involve a major review of five distinct areas, one per year during each five year cycle.

Section 7

Procedures for the Selection, Appointment, Appraisal and Development of Staff

7. Introduction

The vacancies page on our IADT web site proclaims the following:

IADT: Dun Laoghaire Institute of Art, Design and Technology is an innovative and dynamic Institute of Technology. 'Creating Futures' our current strategic plan provides the developmental context for the Institute to 2012. Our vision is 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.

Realising our vision requires the collective energies, focus and commitment of all our stakeholders. In particular it requires capable, dynamic, experienced and professional staff. Individuals who are not only passionate about their role in shaping the future but also enthused by the opportunity to work with the management team, staff and students to achieve our medium term goals to 2012 and add to our capacity to deliver our vision of IADT now and into the future.

In the above context the following procedures for the Recruitment, Selection, Appointment, Appraisal and Development of Staff are reviewed regularly so as ensure that our policies, procedures and practices are in harmony with the stated goal of recruiting and retaining talented and committed staff.

7.1 Purpose of the Procedures

The purpose of the procedures underpinning the Recruitment, Selection, Appointment, Appraisal and Development of Staff is to ensure Equality of Opportunity through the application of consistent and fair employment, procedures, practices and development processes. The Institute strives at all times to ensure compliance with (i) such regulations as may be determined from time to time by the Minister for Education and Skills and (ii) our legislative obligations as enshrined in the Institutes of Technology Act 1992 to 2006 and the Employment Equality Act 1998 to 2008.

The recruitment, selection and appointment of staff assumes sanction to do so within the context of such Employment Control Frameworks as may be issued by the Department (s) of Finance and Education and Skills and the Higher Education Authority.

7.2 Scope

The procedures set out below apply to all posts being advertised on a Permanent or Fixed Term Whole-time or Pro-rata part-time basis. They do not apply to the filling of Casual or Hourly paid posts. They do not apply to the filling of posts advertised internally i.e. when the position being offered is a short term one, (Maternity Leave cover / Career Break cover / Acting up Positions etc). Such temporary posts do not require a Governing Body member to be a member of the Selection Board.

7.3 Procedures

It is Institute policy to recruit staff of the highest calibre through the consistent application of necessary and appropriate recruitment and selection processes and procedures. The principles underpinning the recruitment and selection process are those of transparency, equity, fairness, suitability and appointment on merit.

Staff members involved in the recruitment and selection process are required to adhere to Institute Policy and are fully briefed on our recruitment and selection processes. Progress has been made in the move to competency based recruitment and selection interviewing and our annual training plans from 2009 provide for further refresher and initial training in interview skills, recruitment and selection policies, procedures and practices.

Decisions to recruit will be made in the context of an overall staffing plan, which seeks to take into account medium to longer-term academic or operational needs, known retirements and resignations. Two Executive Sub Groups have recently been established to enhance planning and execution in relation to the overall staffing plan for IADT. The first such group will focus on Academic Manpower Planning and will be chaired by the Registrar. The second group will focus on all other Manpower Planning needs and will be chaired by the Secretary / Financial Controller.

The Human Resources Manager is responsible for the development, management, evaluation and implementation of appropriate recruitment, selection and appointment practices and procedures which are consistent with regulations issued by the Minister for Education and Skills and the principles set out in 7.3.1 above. To the extent that each manager is involved in the process, s/he is responsible for ensuring compliance with the Institutes Recruitment, Selection and Appointments Policy and Procedures.

General principles governing recruitment of all permanent and fixed term posts referred to above, except the post of President, are set out in Selection Procedures and agreements approved by the Minister for Education and Skills in accordance with section 11(1)(b) Regional Technical Colleges Act, 1992.

It is the responsibility of the President and the Human Resources Manager to ensure that these procedures are adhered to.

7.4. Procedures for the recruitment of Pro Rata Part-time Assistant Lecturer Posts

The recruitment of such staff is governed by procedures agreed following the enactment of the Protection of Employees (Part – Time Work) Act 2001 and also the Protection of Employees (Fixed Term Work) Act 2003. All such staff are now recruited in accordance with the provisions set out in 7.3 above.

7.5. Procedures for the recruitment of the President of the Institute.

Selection Procedures for the Post of President of an Institute of Technology are set out in correspondence issued by the Higher Education Authority on the 18th May 2007. These require that the Governing Body put in place arrangements for the administration of the selection process by engaging a professional recruitment organisation for the purpose.

The Selection Board shall comprise the following.

- a. A member of the Governing Body nominated by the Governing Body, excluding staff and student members of the Institute, who shall be chairperson of the Selection Board.
- b. The President/Director or former President/Director of an Institute of Technology other than the Institute to which the appointment is to be made.
- c. The President or former President of an Irish university or university college.
- d. The President or Chief Officer of a comparable institution outside the jurisdiction.
- e. One appropriate senior person drawn from business/industry or a Chief Executive of a State Agency other than a member of the Institute.

The Board shall appoint a person to act as Secretary to the Board.

7.6 Reports

The output from any Selection Board is a "Selection Board Report". For all permanent whole-time posts, pro rata assistant lecturer posts and any post which is for longer than 1 year, a report must be sent to the Governing Body setting out the recommendation of the Selection Board. The Governing Body can either accept or reject the report and recommendation.

All applicants, successful or otherwise, may seek feedback from the Institute at each stage of the Recruitment, Selection and Interview Process.

7.7 Records of the Process

The records generated by the Recruitment and Selection process are retained by the Human Resources Department for the necessary period of time as set out in the Institute FOI Record Retention Schedule.

7.8 Procedures for the Appraisal of Staff

While no formal appraisal systems for staff have been agreed the Institute has in place annual routines associated with certification of satisfactory service in respect of the:

- a. Termination of Probation.
- b. Award of annual salary increments.
- c. Progression from the grade of Assistant Lecturer to Lecturer.

These routines and associated Standard Operational Procedures (SOP's) are subject to regular review.

7.9. Performance Management and Development.

The Institute has in place an annual Performance Management and Development System on foot of a sector wide National Agreement (Sustaining Progress) with staff representatives. The PMDS annual cycle in IADT applies to all employees and it is the responsibility of Heads of School / Departments /Functions to determine training and development needs within their area of responsibility. The goal from an Institute perspective is the successful implementation of our Strategic and Operational Plans. Our PMDS cycle is designed to facilitate ongoing consultation with all levels of staff and to maximise their involvement in, and ownership of the process through their work in developing Team Development Plans (TDP) – in effect combining a Top - Down / Bottom -Up approach.

The output from the annual TDP process for all Whole-time and Pro-rata Part-time Staff is an annual Personal Development Plan (PDP) which is completed in consultation with their Line Manager. An extract from the finalised PDP is sent to the HR Office. This extract informs the annual Staff Training, Learning and Development Plan published by our Staff Training, Learning and Development Officer.

7.10 Procedures for Staff Training & Development

It is the policy of the Institute to prioritise investment in Staff Training, Learning and Development initiatives which support IADT to implement our Strategic Plan and achieve the operational goals identified through the Annual Performance Management and Development (PMDS) cycle. The Institute aims to maintain, where possible, an allocation of 3% of prior year payroll costs to support the implementation and roll out of this policy.

A Staff Training and Development Policy (2009) is in operation with the objective of having in place arrangements which will:

- Provide tangible support to staff members, within such financial resources as may be available.
- Enable staff to develop within their role and career in accordance with the Institute's priorities as expressed through the Institute's Strategic Plan as translated into the Annual Team Development Plans (TDP) and the staff members Personal Development Plans (PDP).
- Ensure, where possible, that all staff benefit from training and development initiatives offered annually subject to the priorities of the institute.

Full details on the operation of the policy and the processing of applications for funding are contained in the Staff Training and Development Policy which is located on the Document Store on the Internal Server accessible to all Staff.

Section 8
Procedures for Evaluating Premises, Equipment and Facilities

8.1 Introduction

IADT is committed to providing the most appropriate and sufficient physical resources on campus in relation to its programmes of higher education. IADT ensures that adequate accommodation for classrooms, lecture theatres, studios, and workshops are provided and suitably equipped for the educational and training programmes offered to students.

IADT further endeavours to provide adequate study, research space and facilities for staff. As part of the IADT development plan there is an intention to expand the space and facilities for social and recreational purposes

The effectiveness of premises, equipment and facilities, is reviewed in IADT's Annual reports to ensure their continuing adequacy and effectiveness in relation to the programmes of higher education and training provided. IADT also reviews physical infrastructure as part of an annual review of the Strategic Plan and updates as required the IADT development plan.

The physical accommodation of IADT currently comprises: buildings, ICT infra-structure, access to equipment, facilities and knowledge and learning information resource. The campus consists of a 27.8 acre site, of which 10% is developed, buildings providing current accommodation of 11,728sq.m. These are used for academic, central services and administration purposes.

IADT has significant facilities, including:

- Studios,
- 3D workshops
- Film editing suites (analogue and digital)
- Computer labs.
- Usability Lab.
- Language lab.
- Fully wired lecture theatres
- Conference facilities
- Library and information resource centre
- Canteen
- All weather soccer pitch
- Immersive Environment Lab
- Contemplative external space
- CAVE Laboratory

The Estates and Facilities Office is committed to the provision of a high quality environment which is conducive to the efficient and safe use of the Institute facilities for all students, staff and visitors.

8.2 Development Plan

In early 2005, the Department of Education and Science agreed IADT's master development plan. This document outlines in detail the existing facilities and infrastructure along with the phased development of future building works. This development plan formed the basis for IADT's submission to the Department of Education and Science for publication as part of the *Review and Prioritisation of Capital Projects in the Higher Education Sector*.

8.3 Timetabling

The Institute uses the CMIS computer based timetabling package from which the following information can be obtained:

- Individual class timetable
- Individual lecturer timetable
- Individual room timetable
- Vacant rooms
- Statistical data

The Institute is committed to publishing class timetables and placing timetables outside every classroom, lecture theatre and laboratory in the Institute at the start of teaching each week.

8.4 Room Audits

As part of its remit, the Space Planning and Utilisation Group at IADT review the use of space for teaching/research and report and make recommendations to Executive as appropriate.

8.5 EU and National Procurement Procedures

The major on-going service contracts such as catering, cleaning, security, landscaping and minor works, are put to public tender every three years. Where the value of these contracts exceeds the EU thresholds, a procurement procedure through the Official Journal of the European Communities is pursued. All contracts which are subject to public procurement procedures are advertised on the "e-tenders" web site. The Estates and Facilities Office project manages all major capital development projects. EU procedures are used for the selection of design teams and for the drawing up of tender lists of contractors and nominated sub-contractors.

8.6 Premises Servicing and Maintenance

8.6.1 Standard Operating Procedures

The Estates and Facilities Office holds a comprehensive set of standard operating procedures (SOPs) for the caretaking function.

8.6.2 Maintenance/Minor Works Requests

Unscheduled maintenance requests and requests for minor works are sent to the Estates and Facilities office via email. Unless these works are a health and safety risk they are scheduled at the Estates and Facilities weekly meeting. This e-mail address is used by all personnel within the Institute to communicate with the Estates Office concerning all matters within the remit of that function.

8.6.3 Health and Safety

The Estates and Facilities Office arranges staff training in Fire Marshall training. In addition, the Institute provides in-house first aid training, which is organised by the Human Resources Office.

The Estates and Facilities Office procures and manages the following services – all of which are provided by external contractors: Security, Grounds Maintenance, Cleaning, Waste Disposal, Pest Control, Utility Suppliers (Gas, Electricity, Water). In addition maintenance contractors are employed to carry out preventative maintenance in Mechanical Services.

Every item of plant and equipment that requires a level of maintenance is periodically checked and maintained, either by in-house staff or by external contractors to ensure that all foreseeable maintenance works can be carried out in order to reduce the likelihood of breakdown. A prompt reactive maintenance service is a requirement for all contractors employed by the Institute to minimise downtime of all plant and equipment.

Dedicated physical and equipment resources are reviewed as part of regular Programme Board reviews and programmatic and Institutional reviews.

The Health and Safety committee, chaired by the Secretary/Financial Controller, takes a pro-active approach to promoting a “safety culture” within the Institute. Further information is available in IADT’s Safety Statement, and in the Student Handbook.

8.6.4 Feedback on Service Levels

Each year the Estates and Facilities Office undertake a self-assessment as part of the creation of the IADT Annual report. This provides an opportunity to review progress against stated goals, a reporting of progress on capital projects, and an assessment of service levels. Details of this can be found in the *IADT Executive Functional Areas Annual Reporting Templates* or in various Annual reports, available from the Office of the President. In addition certain individual services under the control of the Estates and Facilities office, such as the catering service, carry out customer satisfaction surveys to establish performance levels and areas for review.

Section 9
Procedures for Evaluating Services Related to Programmes of Higher Education and
Training

9.1 Introduction

IADT provides a range of services and facilities to support the intellectual and personal development of its learners, including such non-academic services and facilities as are required to provide a safe and supportive learning environment. IADT systematically identifies the characteristics and learning needs of its learner population and makes provision for responding to them. This is done through the various review processes operated in IADT. Internal audits have taken place in the areas of Academic Computing Strategy, Procurement, Governance and Health and Safety. This is a rolling process which examines all aspects of the workings of the institute and whose findings are reviewed and implemented by the Internal Audit Implementation Group. In relation to learners academic needs this is achieved through Programme Board and Programmatic review.

IADT also strives to assist learners in other areas of developmental or physical needs. The institution provides its learners with appropriate and effective induction, academic counselling, career development and placement counselling together with access to professional health care, including psychological health care. The institution supports opportunities for learners to participate in campus organizations and governance. IADT provides funds for clubs, societies and such extracurricular agencies as provide a collegiate environment supportive of self-development and self-learning. Policies on learner rights and responsibilities, including guidelines for appeal, are readily available to all students in the student handbook.

The services provided to learners in IADT are broken down in this section under the following headings:

- Library and Information Services
- Information Communication Technology (ICT) Services
- Learner support, academic and non academic
- Student Services

The institution regularly determines the effectiveness of its services and facilities using the mechanism of the IADT Annual Review of Strategy. This provides an opportunity to review progress against stated goals, and an assessment of service levels. IADT Team Development Plans cover the Schools and Functional areas. In addition the annual reports from each of the service areas are stored in the Document Archive, which is located on the Institute Intranet, and available to all staff and students. Ongoing review and evaluation of service is captured through the Annual Reports of the Student Services Committee, including the individual reports from the various services described below. The services make annual recommendations to the Student Services Committee regarding development of individual services and of the student services area as a whole.

9.2 Library and Information Services

The Library and its associated information services supports the educational teaching and research needs of the Institute. The Library Charter can be accessed on the IADT Document Store (see Appendix 1, Section 9). The Library subscribes to core texts, electronic journals and aggregated databases which are listed on the Library catalogue at <http://library.iadt.ie>

The Library service provides ongoing monitoring and review of usage data by program, year, staff/student, etc. This information is presented to Committee members at Library Committee. This process provides a valuable picture of usage levels and demand, across a range of users, and assists the Library with its strategic plan and ongoing reviews.

9.2.1 Library Commitment

The Library is committed to:

- providing resources in a variety of media to permit continuous on and off campus access
- providing current information resources in support of academic programmes delivered in IADT
- utilising developments in ICT as fully as possible to support staff and students in using the Library
- communicating with library users to maximise use of resources and accept suggestions for improving and enhancing the library service
- providing resources and training for users of Assistive Technology
- providing ongoing user education in the form of library orientation tours, workshops and information skills seminars

9.2.2 Library Service Objectives

- To acquire, organise and provide access (electronic or print) to resources on campus /off campus using ATHENS or similar software.
- To provide access to adequate up-to-date materials without undue reliance on other libraries and external sources.
- To provide space conducive to study and enabling users to access all library materials.
- To contribute to the policy making structure in the Institute.
- To ensure resources are in place to meet the needs of all our users
- To promote the education of all users so that they acquire the ability to effectively source, retrieve and exploit material for themselves
- To publicise resources, promoting their exploitation by all learners

9.2.3 Evaluation

The library has a number of continuous improvement and feedback mechanisms in place in order to evaluate the provision of service on a regular basis and ensure that the library service is effective in meeting the learning community's needs. A variety of performance measures will be reviewed on an annual basis e.g. usage.

Feedback and suggestions from the learning community is invited via the library website <http://library.iadt.ie/suggest/>

Requests to purchase /replace item(s) <http://library.iadt.ie/acquire/> and through the links from the main Institute web-site <http://www.iadt.ie>

Library Staff meetings take place on a weekly basis. These meeting provide the Librarian with the opportunity to review policy and procedures or to identify where a new policy, procedure or service is required. Currently the Library is engaged in tendering for an RFID ¹solution which would assist and further enhance self service for the user.

All library staff have input to the Annual Library Report. The overall responsibility for the production of the Library Annual Report lies with the Librarian. Information gathered for the Library Report assists the library management team plan for the following year. The Library Review is sent to the Registrar and President each year.

9.3 Information Communication Technology (ICT) Services

IADT offers an extensive range of computing and audiovisual services to all staff and students. The ICT Office is a specialist team of professionals who deliver ICT and AV services throughout IADT. The Office provides consultation and support on the use of all technological resources and works very closely with the Student Union to try and improve and enhance the service to all IADT Students.

All programmes with-in IADT involve the use of ICT resources, from the simplest use for word-processing assignments to state-of-the-art usage. These areas include: digital/interactive media, sound engineering, computer animation, CAD, film/video editing, and digital photography.

9.4 Reprographics

The Institute has a number of high end printers and photocopiers (both colour and black and white) located in strategic locations across the campus.

Students can contact the ICT Service Desk at support@iadt.ie, or the ICT Helpdesk located in the Library.

¹ Radio Frequency Identification Detection

9.4.1 Code of Practice for Copyright Work

It is the policy of the Institute to ensure that all users comply with the requirements of the law of copyright, as currently formulated in the Copyright and Related Rights Act 2000 (the "Act"). The law imposes responsibilities and grants privileges to educational institutions, and the Institute will undertake its best endeavours to meet these obligations and not abuse the privileges granted by law.

Guidelines on Copyright Regulations are on display in the Library and must be adhered to at all times. It is the intention of the Institute to ensure that the provisions of the Copyright Act are understood and observed by all staff and students in respect of the use of copyright work.

Copyright is an area of central concern to both Institute staff and students. The law on copyright is evolving rapidly at a national level and it is the Institute's intention to update its policy on copyright on a regular basis.

Details on IADT's code of practice on copyright are provided to each student in the student handbook on an annual basis.

9.5 Learner Support, Academic and Non Academic

9.5.1 Overview

IADT provides a wide range of support services, both administrative and student support, to assist all students to access and participate in programmes, to enhance their learning experiences and opportunities for academic success, and to encourage their career development.

9.5.2 Aims

The aim of Student Services is to provide a comprehensive level of support and services to enable students to achieve their full academic and personal potential. Services aim at encouraging self reliance and the development of life long learning skills.

9.5.3 Roles and Responsibilities and Line of Accountability

Student Services is managed by the Academic Administration and Student Affairs Manager, who in turn reports to the Registrar. The Office of Academic & Student Affairs is the administrative centre responsible for all matters relating to academic and student affairs. This includes a broad range of activities including admissions, registration, examinations, grants and fees, and the provision of student support services.

Services offered by the Office include information about financial matters, deferrals, student ID cards, the provision of student exam transcripts, academic records, examination timetables and related matters and the organisation of graduations.

The Academic Administration & Student Affairs Manager is also responsible for the provision of student support services.

9.5.4 Academic Administration

The Institute, through the Registrar's Office, provides a range of student administrative services to ensure that

- Prospective students have appropriate access to accurate information about programmes and support services
- The selection and enrolment of applicants on programmes is based on merit and follows approved and advertised criteria and processes
- Student assessment, examinations, academic progress, individual academic records and student's eligibility to graduate in Higher Certificates, Ordinary Bachelor Degrees, and Honours Bachelor Degrees are properly and systematically managed.

9.5.5 Admissions

The Registrar's Office organises the administration of admissions activities in accordance with agreed policies approved by Academic Council, Senior Management and Governing Body in a fair and transparent manner. There are also national sectoral agreements with bodies such as the Central Applications Office in relation to the admission of first year students.

9.5.6 Programme Information and Advice

A range of printed and web based publications provide information about programmes, minimum entrance and study requirements. Registrar's Office and staff, faculty and administrative staff provide information sessions and individual advice for prospective and continuing students about programmes and study related issues. An extensive campaign of targeted school visits, careers exhibitions, open days, parent nights, information seminars for career guidance teachers, advertising in press/journals/TV /radio is organized by the Development Office in liaison with the various Schools.

9.5.7 Application

Admission requirements are published in the Institute prospectus and on the web. All applications for admission to the first year of initial entry undergraduate programmes approved by HETAC must be made through the Central Applications Office. Applications for add on Degree programmes, Special Purpose Awards, Postgraduate and non first year entries are made directly to the Institute. The Office of Student and Academic Affairs, co-ordinates the receipt, distribution, checking and processing of all direct entry applications. All applications are logged onto the student record system.

9.5.8 Registration

Registration is required for all full-time and part-time third level students, including repeat and transfer students. Registration and any required documentation and payment of fees must be completed and lodged in the Institute's Office of Academic & Student Affairs by the date indicated on the letter of offer of a place on a specific Institute programme. IADT is committed to furthering the development of online registration. More registration details are available in the IADT Student Handbook.

9.5.9 Assessment

All students following programmes leading to a recognised award shall be required to take such assessments as may be prescribed for the programme. Programme Co-ordinators will provide details for each programme and year group. Students in the School of Creative Arts do not take formal end-of-year written examinations, but will be required from time to time to take supervised written tests as part of their overall assessment. Details of the procedures for examination appeals and rechecks are provided to students in the Student Handbook or on www.iadt.ie.

9.5.10 Student Records

Each student's academic record contains the results of all modules for which the student has enrolled, including those failed or withdrawn from together with the level of award for programmes completed. Students can access their results, using their security PIN number, on the IADT website.

Transcripts are not released to a third party without the written consent of the student. IADT will issue European Diploma Supplements, along the lines of those developed by the European Commission.

9.5.11 Grants

Grants and Scholarships

Third Level Trainee (TLT) maintenance grants are payable to eligible students attending a full-time or Ordinary Degree programme at IADT. Grants to applicants are subject to a means test. Different grant amounts apply, depending on family income and the number of children in the family. Allowance is made for families which have more than one member of the family in higher education at the same time. Similarly, different amounts apply to students living at home or away from home.

Students on Honours Degree programmes may qualify for a grant or scholarship by application to their Vocational Education Committee or Local Authority. When a grant is approved, students complete the appropriate form available from the Academic & Student Affairs Office to facilitate payment of the grant directly into the bank account of their choice. They must complete all aspects of the registration process in order to be paid the grant.

Students who qualify for a Third Level Trainee (TLT) maintenance grant will be paid at regular intervals throughout the academic year. As a recipient of this grant they are formally regarded as a trainee and are expected to abide by the normal discipline of the workplace regarding timekeeping, absenteeism, etc. Records of attendance are maintained and any absence from class must be approved by the relevant Head of Department. Medical certificates must be submitted if students miss classes due to illness. Unapproved absences may result in a deduction from a grant. The continued payment of a grant is subject to satisfactory attendance and performance.

9.5.12 Academic Information System - Banner

The Institute uses the Banner Student Records System, through the Institute of Technologies shared service provision of An Chéim. The system, provides the following services:

- Entry/provision of examination results via web interface
- Generation of examinations broadsheets
- Set up of Approved Course Schedules for all programmes
- Build general and specific programme requirements
- Process CAO applicants including portfolio submissions and process direct applicants
- Determine student and programme registration status
- Apply tuition and fees policy
- Register students on individual programmes
- Prepare bills and invoices
- Processes refunds and grant payments
- Relevant reports (HEA statistics, annual statistical returns, and ad hoc reporting as required)
- Download data to ID card system
- Download data to Millennium (Library system)

Banner has the capability to provide access by students internally and via web to current status and results.

9.6 Student Services

The Institute is committed to providing support services in line with best practice as outlined under the Higher Education Authority (HEA) guidelines. Service levels are agreed between students, staff and schools. These services include inter alia:

- Accommodation Information
- Access Service
- Disability Support
- Careers & Appointments
- Health Centre
- Counselling & Psychological Service
- Health Safety and Welfare
- Sports & Recreation
- Writing & Research Skills Service

9.6.1 Student Handbook

Every student is given a copy of the Student Handbook and the IADT Learner Charter at registration. Students are encouraged to refer to it regularly throughout the academic year. It outlines the range of services and facilities available to students. It also introduces students to the personnel involved in the delivery of student support services. The handbook also contains a summary of many of the Rules and Regulations and general Code of Discipline.

9.6.2 Access

Widening access is an important part of the mission of IADT. The Access Office is responsible for the co-ordination of specific initiatives and activities that aim to increase the participation of students from specific under-represented target groups including students with a disability, adult learners and students who are socio-economically disadvantaged.

The Access Officer will:

- assist students from the target groups, who may not have had previous experience of college life, in their preparation for and integration into third level education by providing confidential, personal support in an informal way
- continue to offer practical advice to students during their time in the Institute
- interlink between access students, student services and college life

Particular sensitivity at all times to the needs of access students is recognised. IADT has a policy and procedure to inform the work of the Access Office.

9.6.3 Writing and Research Skills Service

This confidential and free service provides practical support for all students with the writing and research requirements of their chosen programme. Seminars and individual tutorials are run throughout the academic year and are open to all students.

They provide support in areas of difficulties such as:

- Writing essays
- Report writing
- Research skills
- Note taking/note making
- Study skills
- Time management and goal setting
- Thesis writing
- Examination techniques
- Assistive technology training and access

Dyslexia Support Service

IADT is firmly committed to supporting students with Dyslexia and has put in place a support service on campus which is available throughout the academic year. This is an additional specialist service provided by the Writing & Research Skills Service.

- Students who have Dyslexia can get practical support and help in appropriate compensatory techniques that help maximise potential and minimise learning difficulties
- Access to and training in the use of assistive technology facilities are available
- Applications for appropriate considerations in examinations are organised
- Individual Educational Profiling

9.6.4 Disability Support

IADT is committed to creating an accessible and open learning environment for all its students. It is particularly important that students clearly identify to IADT (via the Access Officer or Student Services Manager) at the outset, any needs (e.g. in relation to disability, medical or psychological) that may impact on their academic progress. Subject to appropriate professional assessment and guidance, IADT will provide as much support as possible. Non-disclosure of special needs cannot be taken into account by examiners at the time of assessments/examinations.

The Access Officer, Heads of Department, academic staff, and other relevant Institute personnel work together to facilitate students' learning and support needs.

9.6.5 Counselling and Psychological Service

The Student Counselling Service is available to IADT students offering individual support and help with the aim of maximising the experience of being a student at the Institute. Education encompasses not only academic achievement but also includes the personal and social elements, with the aim of supporting the whole person during this educational experience.

Most of the work of Student Counselling is directed through individual appointments. Many students have found that through sharing what is troubling them, in a confidential space, they have experienced positive benefits that have helped them negotiate their way through Institute life successfully.

9.6.6 Accommodation Service

While the Institute does not have accommodation units on campus at present it does provide an accommodation information service to registered students by providing them with an accommodation register on request. The register is compiled for student information purposes from details supplied by people offering accommodation in the local catchments areas. In compiling the register the IADT facilitates initial contact between the student and those providing accommodation.

9.6.7 Careers and Advisory Service

The Careers Advisory Service is available to all students and recent graduates to help with career planning and job seeking. Among the services provided are:

- confidential career counselling, including individual assessment and vocational testing
- up to date information on career opportunities, progression to further studies, job vacancies and employer recruitment
- web-based and hardcopy careers information resources
- a programme of careers education seminars
- graduate destination surveys
- participation in relevant careers events such as the annual Gradireland Graduate Careers Fair and Postgradireland Fair

Current careers information is made available through the 'Jobs Noticeboard' on the Student Union website: www.iadtsu.ie and also in the Careers Section of the Studentcare Website: www.iadt.ie/studentcare.ie

Graduate Destination Surveys:

Surveys of the career progressions of the preceding year's graduate cohort are carried out each year by the Careers Advisory Service and detailed reports are made available within the Institute to students and staff. (See: T:\Paul@careers\Graduate Destinations Survey)

As separate projects, the Careers Service has assisted with longitudinal surveys of graduates of the Film School and of the Department of Business Enterprise.

9.6.8 Health Centre

The Health Centre provides access to a medical doctor four days weekly and to a full time nurse. In addition to providing a general medical service, there is also an emphasis on preventative medicine and health education. Absolute confidentiality is maintained and all medical records are retained in the Centre.

9.6.9 Health, Safety and Welfare

The Institute is committed to providing a healthy and safe environment for students and staff in accordance with the Health & Safety and Welfare at Work Act 1989. IADT recognises its responsibility to ensure, in so far as it is reasonably practicable, the safety, health and welfare at work of its academic and non-academic employees and those who are on the premises occupied by IADT, acknowledging in particular, full and part time students. Full details of IADT's policies and procedures are available in the IADT Safety Statement.

9.6.10 Sports and Recreation Service

The Student Services team are responsible for developing sport, recreational and cultural activities across the Institute. IADT has recently acquired its own all weather pitch on campus. The Sports and Recreation Officer is responsible for developing external links with sport and recreation facilities in the area to facilitate the sporting and recreational needs of our student population. The Sports & Recreation Officer will also provide coaching, organise sporting events, and advise on the management and development of student clubs and societies. IADT has recently acquired its own all weather pitch and basketball court on campus.

9.6.11 Student Union

IADT Students' Union is autonomous from IADT and all other organisations but is affiliated to USI, the Union of Students in Ireland, who represent students campaign to further students' rights nationally. The Chapel is a student space managed by the Students' Union. It is located in the Quadrangle building, and is a recreational space with games and couches. The SU office is located at the back of The Chapel.

The Student Union is made up of all registered students engaged in full or part time HETAC approved programmes at IADT. The Union is recognised by the Institute as the representative body for students and participates fully in the life of the Institute. The President and Vice-President, both fulltime positions, are elected annually by vote of the total student body. Separate elections are conducted annually for Student representation on the Governing Body (1 male and 1 female). It has been practice for the President and one other Student Union Committee member to put their names forward, usually uncontested. Independently audited accounts are prepared annually and submitted to the Governing Body of the Institute.

The staff of the Registrar's Office, in particular student services staff, work closely with the Student Union in assisting in the development of students. The Student Union provides peer advice, supports a wide range of clubs and societies and activities and opportunities for personal and social development of students.

Details of the nature, structure, aims and objectives of the Students Union can be found in the IADT SU constitution, which is available from the offices of the Students Union. The constitution sets out procedures for elections, and referendums, as well as its system of governance and standing orders.

9.6.12 Student Induction

The Institute has established the practice of having an introductory week for new students. During this week students register on their programme, are issued with their ID card and participate in a range of induction activities including tours of the buildings and library. The induction process is organised by the Registrar's Office in cooperation with academic staff, the Student Union and the various Schools of study. Student Services staff and Student Union leaders are actively involved in the design and delivery of the induction programme. It is reviewed each year to ensure its relevance and attraction to students. Following the completion of the initial induction process students join their respective faculties and participate in further induction activities specific to their particular Programmes.

9.6.13 Freedom of Information Acts

Freedom of Information Acts 1997 and 2003

IADT came under the terms of the Freedom of Information Act (FOI) with effect from 1st October 2001. The FOI Act asserts the right of members of the public to obtain access to official information consistent with the public interest and the right to privacy of individuals.

Applications under the FOI Act

The Freedom of Information Acts 1997 & 2003 established three new statutory rights:

- A legal right for each person to access information held by public bodies;
- A legal right for each person to have official information relating to him/herself amended where it is incomplete, incorrect or misleading;
- A legal right to obtain reasons for decisions affecting oneself

The FOI Act is designed to allow public access to information held by public bodies which is not routinely available through other sources. Access to information under the Act is subject to certain exemptions and involves specific procedures and time limits.

Details of the IADT FOI Responsibilities and Procedures can be found at;
<http://www.iadt.ie/en/InformationAbout/Corporate/FOI>.

Applications for information under the FOI Act should be addressed to:
 Freedom of Information Officer, IADT

9.7 Communications

9.7.1 Print Publications

The strategic plan document, *Creating Futures*, IADT Strategic Plan 2008 - 2012, outlines the vision, goals and objectives of IADT.

The production and updating of the Strategic Plan is the responsibility of the President. The President is responsible for advising the Governing Body on the revision of the Strategic Plan.

The IADT Learner Charter outlines the mutual responsibilities of students and staff at the Institute, and is guided by the principles of partnership, with the aim of cultivating an understanding between IADT and its learners.

Annual Reports are prepared each year for each of the three Schools. Other functional areas such as the Development office also prepare annual reports.

Information on Full-time Undergraduate and Postgraduate programmes is available in the Prospectus and in the Student Handbook. These publications are issued annually and are designed to meet the information needs of prospective full-time students, guidance counsellors, teachers, parents, employers, the media and the general public. Responsibility for their drafting and publication lies with the Registrar's Office.

Information on Part-time courses is available in the Part-time Brochure and on the Institute website (www.iadt.ie/en/InformationAbout/SchoolsCourses/Part-timeCourses/). This brochure is issued bi-annually and is designed to meet the information needs of prospective part-time students. The Development Office is responsible for the Brochure.

The School of Creative Technologies produces annually a student showcase catalogue. The School of Creative Arts produces an annual graduate exhibition.

With the forthcoming Programmatic Review in Spring 2010, it is intended that:

"The School of Business and Humanities produces annually a bibliography of student dissertations and student led events"

Information at; <http://www.iadt.ie/en/InformationAbout/NewsEvents>

9.7.2 IADT Website

The Institute website at www.iadt.ie is used to communicate information about the Institute's operations and activities to the public. A particular purpose of the site is to make information available in a timely fashion to prospective and current students. The Institute's Full-Time Prospectus and Guide to Part-Time Programmes are posted on the site, as is information on events, job vacancies, research positions and postgraduate studentships. Editorial responsibility for the website lies with the Head of Development.

9.7.3 Events and Activities to Promote the Institute's Programmes

IADT organises and participates in a number of events and activities for the purpose of promoting and providing information on the Institute's full-time Programmes. Events from each school include:

- Institute Open Days for second level students, guidance counsellors and teachers
- Visits to individual second level schools
- Visits to the Institute by groups of second level students
- The annual School of Creative Arts exhibition to showcase the work of graduates
- The annual School of Creative Technologies showcase that presents the work of graduates
- Higher Options
- Opportunities (FAS)

9.7.4 Advertising, Marketing and Corporate Communications

The Institute uses a variety of media to advertise its mission, programmes, operations and activities, including newspapers, and local and national radio.

Employment opportunities, research positions and studentships are advertised mainly in the national press. Programmes are advertised in national newspapers and occasionally locally. Advertisements are also placed in booklets and other publications aimed at school leavers and Guidance Counsellors. Radio advertising, on both national and local stations, is used at times leading up to CAO closing dates.

Section 10
Procedures for Evaluating the Effectiveness of
Quality Assurance Procedures

10.1 Introduction

The Academic Council of IADT is the body which has overall responsibility for the direction, implementation, and review of the quality systems and initiatives within the institute. Academic council works to enhance the learning, teaching and assessment experience in IADT and to operate its statutory responsibility *“to protect, maintain and develop the academic standards of the programmes and the activities of the college”*.

This is driven through its work on individual Programme Boards, and 6 sub committees;

1. Academic Planning, Co-ordination & Review Sub Committee
2. Programme Validation Sub Committee
3. Teaching and Learning Sub Committee
4. Library Sub Committee
5. Research and Development Sub Committee
6. Quality Enhancement Sub Committee

The Quality Enhancement mandate is to facilitate an integrated approach to monitoring and maintaining quality of content and delivery of academic programmes, from an overall Institute perspective. The Committee's mandate is academic quality control. The Institute Procedures are audited for quality control purposes, and this Committee provides guidance to the Academic Council on quality issues

IADT strives to ensure that Quality Assurance procedures are implemented in an effective manner and that appropriate continuous improvement activities occur. The Governing Body, conscious of the need to operate at the highest standards of corporate governance, as outlined in the Code of Practice for the Governance of Third Level Institutions (Draft), has instituted its own Code of Business Conduct for members of the Governing Body. In addition, the Code of Practice for the Governance of Third Level Institutions (Draft) has been included in both the Internal Audit Strategy and the Annual Internal Audit plan. Workshops have been run for key staff on the process of internal audit and an Internal Audit Implementation group has been established consisting of key members of the executive.

10.2 Scope

IADT is committed to ensuring that both the operation and control of its quality assurance processes are effective and that they contribute to an on-going process of continuous improvement. The objective is to provide a mechanism for obtaining objective evidence to assess whether the quality process or system under review is meeting existing requirements by establishing that it is being implemented as defined in the Institute procedures, is adequate for purpose and by identifying scope for improvement.

These audits can be divided into three separate modes;

1. Internal audits
2. External Statutory audits
3. Academic Reviews
 - Programme Boards including External Examiners
 - Programmatic Reviews
 - Institutional Review

Reports from the audits and reviews will be available to Governing Body, Senior Management, and Academic Council as appropriate and as defined in the Standard Operating Procedures.

10.2.1 Internal Audits

The Institute, in conjunction with the Institutes of Technology Ireland, has engaged *Deloitte [2009]* as consultant auditors to provide an independent audit and appraisal of systems within the Institute. This is a risk assessment and internal control audit which is conducted by the consultant audit team and consists of a review of the specific processes or systems, including adherence to agreed Institute quality procedures, designated by the Institute. The systems examined are of a significant nature, focused on governance, management and administration and the audits form a key part of the risk management and internal controls in the Institute. Mazars performed the function of internal auditor in the period 2006 – 2009 and Deloitte performed the function in the period 2003 – 2006.

In all cases it is the responsibility of executive to review the findings of these audits and to identify and implement follow up actions. The reports of these audits are issued to the Audit Committee of the Governing Body and the Internal Auditor meets with the Committee on each audit, they are also made available to Governing Body and to the Comptroller and Auditor General

10.2.2 External Statutory Audits

The Comptroller and Auditor General (C&AG) conducts an annual audit of the financial statements of the Institute and reports on whether, in his opinion:

- proper books of account have been kept
- the financial statements are in agreement with the books of account
- the financial statements give a true and fair view of the state of affairs of the Institute at the balance sheet date and of its income, expenditure and cash flow for the year

The C&AG also reviews the annual statement on the system of internal financial control for compliance with the Code of practice for the Governance of Institutes of Technology 2009 issued by the Higher Education Authority and adopted by the Governing Body in April 2009 and for its consistency with other information available to him as a result of his audit.

The C&AG may also investigate any other matters which he deems worthy of closer scrutiny which could include whether value for money has been achieved, whether funds have been expended for the purposes intended by the funding authorities, whether various procurement and other regulations have been adhered to and whether all relevant legislation has been complied with.

In this context the Institute also produces regular programme and budgetary and expenditure reports which are monitored by the Higher Education Authority. The Institute is also subject from time to time to audit in respect of European Funds (e.g. ESF or Research Grants).

The Institute is also subject to periodic audit by the Revenue Commissioners.

Appendix 1: Policies & Procedures

Section 1 Quality Assurance

Document	Online Address
Regional Technical Colleges Act 1999, and Institutes of Technology Act 2006	IADT Document Store\Governance
HETAC Guidelines and Criteria for Quality Assurance Procedures	http://www.hetac.ie/publications
The Bologna Declaration	www.ec.europa.eu/education/policies/educ/bologna
Standards and Guidelines for Quality Assurance in the European Higher Education Area	www.bologna-bergen2005.no/Docs
IADT Equal Opportunities Policy	IADT Document Store\HR & Staff Development
IADT Access and Participation Policy	IADT Document Store\Access & Widening Participation
Freedom of Information Acts	IADT Document Store\Freedom of Information
IADT Learning, Teaching and Assessment Strategy	IADT Document Store\ Teaching and Learning
Creating Futures	IADT Document Store\IADT Strategy
IADT Acceptable Users Policy	IADT Document Store\ICT Services & Support

Section 2 Management Structure

Document	Online Address
Governing Body	IADT Document Store\Governance
Governing Body Minutes	IADT Document Store\Governance
Executive Management Minutes	IADT Document Store\Management
Academic Council and Sub Committees Minutes	IADT Document Store\Academic Council Documentation

Section 3 Procedures for Design and Approval of new Programmes, Subjects and Modules

Document	Online Address
Accreditation Policies and Procedures	www.nfq.ie
Validation Documentation	www.hetac.ie/validation
Taught and Research Accreditation Policy	www.hetac.ie/policies
IADT Quality Assurance Manual	IADT Document Store\Quality Assurance

Section 4 Procedures for Ongoing Monitoring of Programmes

Document	Online Address
IADT Programme Boards – Terms of References and Procedures	IADT Document Store\Quality Assurance
External Examiner Procedures	IADT Document Store\Quality Assurance
Programme Board Agenda Template	IADT Document Store\Quality Assurance

Section 5 Procedures for the Assessment of Learners

Document	Online Address
HETAC Assessment & Standards 2009	www.hetac.ie/docs/Assessment
HETAC Postgraduate Policy	www.hetac.ie/policies
IADT Learning, Teaching and Assessment Strategy	IADT Document Store\Teaching & Learning
IADT Learner Charter	IADT Document Store\Student Services & Support
IADT Student Handbook	IADT Document Store\Student Services & Support
IADT Marks and Standards	IADT Document Store\Academic Administration
IADT Examination Procedures	IADT Document Store\Academic Administration
IADT Research Procedures and Guidelines	IADT Document Store\Research & Development
IADT Postgraduate Handbook	IADT Document Store\Student Services & Support
IADT Prospectus	www.iadt.ie/Information For
IADT Complaints Procedure	www.iadt.ie/Information About
Erasmus Procedures	IADT Document Store\Student Services & Support

Section 6 Procedures for Evaluation of Each Programme at Regular Intervals

Document	Online Address
HETAC Guidelines and Criteria for Quality Assurance Procedures	www.hetac.ie/publications
Policy on Institutional Review of Providers of Higher Education & Training, Dec. 2007	www.hetac.ie/docs/policy
IADT Programmatic Review 2009	IADT Document Store\Programmatic Review

Chapter 7 Procedures for Selection, Appointment, Appraisal & Development of Staff

Document	Online Address
IADT Staff Training & Development Policy	IADT Document Store\HR & Staff Development
IADT Mutual Respect Policy	IADT Document Store\HR & Staff Development

**Chapter 8 Procedures for Evaluating Premises,
Equipment & Facilities**

Document	Online Address
IADT Health and Safety Policy	IADT Document Store\Health, Safety & Welfare

**Chapter 9 Procedures for Evaluating Services Related to
Programmes of Higher Education and Training**

Document	Online Address
IADT Learner Charter	IADT Document Store\Student Services & Support
IADT Library Charter	IADT Document Store\Library
IADT Access and Participation Policy	IADT Document Store\Access & Widening Participation
IADT Equal Opportunities Policy	IADT Document Store\HR & Staff Development
Freedom of Information Acts	IADT Document Store\Freedom of Information

**Chapter 10 Procedures for Evaluating the Effectiveness of
Quality Assurance Procedures**

Document	Online Address
IADT Quality Assurance Manual	IADT Document Store\Quality Assurance

Appendix 2: Working Groups, Membership & Terms of Reference

Governing Body

Membership:

Chairperson	(1)
President	(1)
VEC Nominees	(6)
Staff of IADT	(3)
Students' Union	(2)
ICTU	(1)
Other	(5)

Five other members shall be nominated on the recommendation of Academic Council, to reflect the nature of the programmes at IADT.

Terms of Reference:

Save as otherwise provided by this Act, the Governing Body of a college shall manage and control the affairs of the college and all property of the college and shall perform the functions conferred on the college by this Act, and shall have all such powers as are necessary or expedient for the purpose of those functions subject to such policies as may be determined by the Minister from time to time and to the programmes and budget approved annually by the vocational education committee and the Minister under *section 13* of this Act.

Audit Sub-Committee of Governing Body

Membership:

- 4 members of the Governing Body, excluding staff/student nominees.
- 1 Independent Chairperson
- In attendance
 - President
 - Secretary/Financial Controller
 - Other staff members, as and when required

Note:

Membership limited to a maximum of seven persons, with a majority of non-executive members required.

Terms of Reference:

- To assist the Governing Body in fulfilling its oversight responsibilities as set out in the Code of Practice for the Governance of State Bodies as amended for Third Level Institutions.
- To review Annual Budget and Programmes & Budgets submissions prior to presentation to Governing Body.
- To review draft audited financial statements prior to presentation to Governing Body for approval.
- To periodically review with management and the Internal Auditors the Institute's Risk Register and Audit Plan.
- To meet with the Internal Auditor to obtain feedback on the areas to be audited and to formally review the subsequent audit reports.
- To follow up with management on the implementation of the internal audit recommendations
- To meet with the external Auditors at least once a year.

Executive

Membership:

- President (Chair)
- Secretary/Financial Controller
- Heads of School
- Head of Development
- Registrar

Terms of Reference:

1. The Executive Management Team will have primary responsibility for Institute-wide matters relating to:
 - Strategic planning and implementation
 - Setting goals and monitoring performance
 - Key operational issues, including resource planning and allocation
 - Policy and procedures (excluding those areas that fall within the remit of Academic Council)
2. The Executive Management team will be a primary channel of communication between the major functional areas that fall within the remit of the individual members
3. The Executive Management team will report to the Governing Body, or to Sub-Committees of Governing Body as appropriate, through the President or his/her nominee. Recommendations requiring approval of the Governing Body will also be made through the President.
4. Decisions will normally be arrived at by consensus. Where consensus cannot be achieved, the President will make a decision having regard to all points of view expressed.
5. Where an urgent decision is required in case of an item that would normally be considered by the Executive Management team, the President will seek to convene an extraordinary meeting or, if that proves to be impossible, will, in consultation with the relevant Head(s) of Function make such decisions as are necessary and will advise the Team at the next meeting.
6. Items presented for Executive consideration and decisions should have gone through the appropriate consultative procedures within the relevant functional areas.
7. Day to day operational matters will not be dealt with at the Executive meetings.
8. The work of the Executive Management Team will be undertaken in a confidential manner. It will be the responsibility of each member of the Executive to communicate decisions of the Team as agreed and to ensure effective implementation within their own area(s).
9. The Terms of Reference and Standing Order will not detract from the statutory function of the President. The President reserves the right, having consulted with the members of the Executive Management team, to discontinue these arrangements or to vary the Terms of Reference and the Standing Orders from time to time.

Management Team

Membership:

- President (Chair)
- Executive
- All Functional and Academic Area Managers

Terms of Reference:

The role of the Management Team is to:

1. Provide a forum for cross-Institute information sharing and the circulation of relevant information from external sources.
2. Act as a communication forum for discussion and review of cross-Institute operational issues (inter-school/department and cross-function)
3. Act as an advisory group to the Executive on matters including, inter alia, quality assurance and benchmarking of operational matters.
4. Provide input, as appropriate, to Executive and other cross-Institute working groups/ teams in relation to Institute policy and strategy.

Academic Management Group

Membership:

- Chair (Heads of Schools, on a Rotation Basis)
 - Heads of School
- Management Team
 - Heads of Department

Terms of Reference:

1. The membership is the Registrar and the permanent and acting heads of school and heads of department.
2. The group shall elect its own chair, normally for a term of one academic year.
3. The group shall normally meet approximately once per month.
4. Records of the group's proceedings shall be made available to the executive and published on the document store.
5. The group shall consider common issues in the operation of academic programmes in the institute.
6. From time to time the group as whole, or through nominated representatives shall meet with the heads of the various support services or their representatives. These include ICT, facilities, academic affairs and student services, human resources, finance.
7. The group shall also consider issues of academic leadership, with a view to advancing matters through academic council, and by working with the registrar and the SL2 academic project leaders.

Health & Safety Committee

Membership:

- President/Nominee (Chair)
- Executive
 - Secretary/Financial Controller
 - Heads of School/Nominee
- Management Team
 - Estates
 - HR
 - IT
 - External Services
- Elected Staff Safety Representative – All Institute staff)
- 3 Staff Safety Nominee (Academic Staff)
- Students' Union Nominee
- Technical Staff
- Co-opted Technical/Other Staff

Terms of Reference:

- a) To act as an Advisory Committee of the Executive of the institute on all aspects of safety, health and welfare in relation to staff, students, visitors and contractors of the Institute
- b) To prepare the Safety Statement for the Institute and to ensure that it is reviewed and updated on a regular basis
- c) To undertake regular audits of the Institute's safety procedures, as set out in the Safety Statement, to ensure that best practice is being complied with and to suggest corrective action to be taken where appropriate
- d) To examine the methods of operation in each academic department and functional area of the Institute to ensure proper safety procedures are in existence and that there is appropriate awareness of proper health and safety standards by staff and students alike. Where relevant, information should be documented in the Safety Statement.
- e) To ensure the Institute is in compliance with its legal obligation under Occupational Health & Safety legislation and to appraise the Executive on the implications of any changes in legislation
- f) To provide a positive attitude to Health & Safety within the Institute
- g) To foster an awareness and understanding of the importance of staff welfare in the Institute
- h) To identify the necessary safety training needs of the Institute and, subject to availability of funding, to formulate, manage and implement a program of training each year
- i) To identify all funding requirements associated with Health & Safety and to make application to the Executive for a Health & Safety budget each year in accordance with those requirements
- j) To allocate the Health & Safety budget, once it has been approved by the Executive

- k) To ensure there is an effective accident/incident reporting procedure in place in the Institute and to ensure there is a regular review of all accidents and incidents reported with a view to identifying trends and problem areas, and to recommend the corrective action to be taken to the Executive of the Institute
- l) To establish Sub-Committees as and when required
- m) To provide an annual report to Executive Management on the workings of the Committee

Space Planning and Utilisation Group

Membership:

- Executive
 - Chair: Heads of School, on a rotation basis;
 - Head of School of Creative Arts
 - Head of School of Business & Humanities
 - Head of School of Creative Technologies
- Management Team
 - Estates & Facilities Manger
 - Head of Department from each School
 - ICT Manager
- In Attendance
 - School Administrators from each School
 - Estates Office Administrator

Terms of Reference:

1. To optimise spaces used for teaching and research in order to underpin the planning and timetabling processes.
2. To co-ordinate the planning process annually for the allocation of space for the totality of teaching/research requirements, having regard to:
 - a) Planned academic activities [programmes/numbers] approved by Executive
 - b) Existing/available space
 - c) Cost/other constraints of any changes that may be proposed
3. To review use of space for teaching/research and to report and make recommendations to Executive as appropriate
4. To agree the allocation of spaces between individual Schools/Departments and what spaces will be managed centrally and locally: the purpose is to distribute management/control of the timetabling system to individual Heads of Department as appropriate.
5. To agree a process whereby available locally managed space capacity is made available to other Departments and/or released back to the central booking system
6. To advise on the availability of rooms/facilities for Autumn School, Summer School, ACCS and other part-time activities in order to realise the programme targets agreed by Executive, being mindful of planned maintenance/refurbishment of space.
7. To recommend to the Executive any re-organisation of teaching/research space aimed at improving utilisation in the context of minor work rather than major refurbishment
8. To identify and optimally address needs for academic staff offices/desks
9. Monitoring utilisation of Teaching and Research space, and using feedback to assist planning.

Catering Services Committee

Membership:

- Executive
 - Secretary/Financial Controller (Chair)
- Management
 - Academic & Student Affairs Manager
 - Librarian (acting as Staff Representative)
- Students' Union Representative
- Canteen
 - Catering Manager
 - Area Manager

Terms of Reference:

1. To critically evaluate the catering service in terms of:
 - Quality of fare
 - Choice/variety of fare
 - Hours of opening
 - Value for money
 - Staffing levels
 - Cleanliness and hygiene
2. To receive details of the Monthly Evaluation and Quarterly Reviews on quality standards carried out by the franchise, and to debate the implication of same and agree action plans
3. To ensure Customer Comment Cards are freely available in the canteen and to be informed of the comments received and any corrective actions to be taken
4. To ensure Customer Surveys are carried out on a regular basis, and to receive and review the results of same and to agree on any action points. All results must be published on notice boards in the Institute
5. To receive feedback from the franchisee on health and safety matters, in particular details on any accidents reported
6. To be advised by the franchisee of any fundamental changes, legislative or otherwise, that would impact on the agreed service
7. To consider any other relevant matters in relation to the service

Student Services Committee

Membership:

- Management Team
 - Finance Officer
 - Academic Administration & Student Affairs Manager (Chair)
- Administrative Office – Registrar’s Area
- 1 x member of Staff representative of Counselling/Chaplaincy/Welfare services
- The nominated member of staff with responsibility for Recreation/Personal Development/Sport
- Students’ Union
 - President
 - Vice President
 - Three whole-time registered students nominated by SU President

Terms of Reference:

General Functions

1. The SSC will encourage, promote and co-ordinate activities which cater for all students, male and female. Activities may include the development of societies and clubs, for example those supporting:
 - The fine arts
 - The performing arts
 - Languages
 - Media
 - Writing and composing
 - The debating of economic, cultural, social, scientific and technological issues, particularly those issues which affect:
 - The professional lives of students
 - The intellectual and creative recreation of students
 - Sports and fitness
 - Any other activities consistent with these aims
2. The SSC will encourage
 - The ongoing development of existing Institute societies and clubs
 - The development of new Institute societies and clubs
 - The participation of students and staff in the activities of all societies and clubs, as appropriate
 - The affiliation of societies and clubs to regional and national bodies where this is appropriate
3. The SSC shall oversee, where appropriate:
 - The allocation of finance for student services and facilities from Capitation fees and other sources of finance
 - The allocation of finance from the services fee and other funds to the individual societies and clubs and for major events, cultural or sporting
 - The allocation of physical resources to the individual societies and clubs
 - The effective use of resources by individual clubs and societies
 - The obtaining of sponsorship, cups, shields and other trophies for clubs and societies
4. The SSC shall promote and develop student welfare services in the Institute

Academic Council

Membership:

- Academic Council membership shall not exceed 22 members
- Membership will be represented as follows:
Elected: 3 academics per school (9), part-time academic (1), students (3 to include part-timer)
Ex-Officio – Director (1), Registrar (1), Head of Development (1), Head of School or Head of Department (3), staff members reporting to Registrar (2), SU President or Education Officer Total =22
- Academic Council to meet once per month during term time
- The term of Office will be three years, the new structure to be reviewed after the first academic year of operation
- A quorum is 10 members

Terms of Reference:

The Governing Body of IADT Dun Laoghaire appoints the Academic Council of IADT. The Terms of Reference of Academic Council outline the duties, responsibilities and functions of Academic Council as well as the membership and Terms of Office.

These terms of reference were developed with reference to the Regional Technical Colleges Acts, 1992 and 1994, the Institutes of Technology Act, 2006 (hereafter the RTC Acts) and the Qualifications (Education and Training) Act, 1999 (hereafter the Qualifications Act).

1. Academic Council has been appointed by the Governing Body of IADT to assist in the planning, co-ordination, development and overseeing of the educational work of the college and to protect, maintain and develop the academic standards of the programmes and the activities of the college
2. The membership and terms of office of Academic Council are as follows:
Elected members: 3 academics per school (9), part-time academic (1), students (3 to include part-timer)
Ex-Officio members – Director (1), Registrar (1), Head of Development (1), Head of School or Head of Department (3), staff members reporting to Registrar (2), SU President or Education Officer

There are twenty-two members of Academic Council, the majority of members are holders of academic appointments within the college and registered students are members.

The Term of Office will be three years, with a review after the first academic year of operation.

3. The duty and responsibility of Academic Council is on behalf of the Governing Body:
 - 3.1. To uphold the standards of knowledge, skill or competence to be acquired by the learners. These standards have been stated in the National Qualification Framework and adopted by the Higher Education and Training Awards Council.
 - 3.2. To ensure that procedures established for the assessment of learners are fair, consistent and compliant with the standards approved by the Higher Education and Training Awards Council.
 - 3.3. To monitor and evaluate the quality of programmes of education in the college both those awarded by IADT and recognised by the Higher Education and Training Awards Council and those awarded by the Higher Education and Training Awards Council.
4. Academic Council has the following particular functions:
 - 4.1. to design, develop and assist in the implementing of programmes of study consistent with the functions of the college
 - 4.2. to make recommendations to the Governing Body for the establishment of appropriate structures to implement the programmes of study referred to above
 - 4.3. to make recommendations to the Governing Body on programmes for research and development work
 - 4.4. to make recommendations to the Governing Body for the selection, admission, retention and exclusion of students
 - 4.5. to be responsible, subject to the approval of the Governing Body, for making the academic regulations of the college
 - 4.6. to propose to the Governing Body, subject to the requirements of the Higher Education & Training Awards Council or any university or other authority to which section 5 (1) (b) of the IoT applies, the form of regulations to be made by the Governing Body for the conduct of examinations and for the evaluation of academic progress
 - 4.7. to make recommendations to the Governing Body for the award of scholarships, prizes or other awards
 - 4.8. to make general arrangements for tutorial or other academic counselling
 - 4.9. to exercise any other functions, consistent with the IoT Act, which may be delegated to it by the Governing Body
 - 4.10. to assist in implementing any regulations which may be made by the Governing Body concerning any of the matters aforesaid.
5. Academic Council, with the approval of the Governing Body may
 - 5.1. establish committees, consisting either wholly or partly of persons who are not members of the college, as it thinks proper to assist the Academic Council to discharge its duties and responsibilities as well as functions under the Qualifications Act and IoT Act and
 - 5.2. determine, subject to the provisions of the IoT Act, the functions of any committee established under paragraph 5.1 of this subsection.
6. The acts of a committee established under section 5 shall be subject to confirmation by the Governing Body unless the Governing Body dispenses with the necessity for such confirmation.

7. In order to fulfil its duties, responsibilities and functions under the relevant Acts of the Oireachtas Academic Council shall review all matters of academic business including:
 - 7.1. reports and recommendations from Programme Boards and other committees of Academic Council
 - 7.2. reports and recommendations of the Appeals Board as constituted by Academic Council
 - 7.3. reports and recommendations of the Disciplinary Committee as constituted by Academic Council
8. Subject to the provisions of the appropriate legislation and to the directions of the Governing Body, Academic Council may regulate its own procedure.

Programme Validation Committee of Academic Council

Membership:

- Executive
 - Registrar (Chair)
 - Heads of School (or their Head of Department if unable to attend)
- Elected members
 - Academic Staff - Academic Council Member (1 permanent/1 pro-rata per School)
 - One drawn from among the following - Librarian/External Services/Academic Administration and Student Affairs Manager/Access Officer
- Students' Union
 - President or Education Officer

Terms of Reference:

Committee will meet once a month to consider and reach decisions with regard to:

- ◇ all routine matters of academic business including:
- ◇ reports and recommendations from Programme Boards
- ◇ recommendations for new programmes (internal validation)
- ◇ draft programme documentation, prior to its submission to HETAC or other accreditation agencies
- ◇ reports and recommendations of the Appeals Board as constituted by Academic Council
- ◇ reports and recommendations of the Disciplinary Committee as constituted by Academic Council
- ◇ matters referred to the Committee by the Academic Council for consideration and recommendation
- ◇ all items of such urgency that they require some action before the next scheduled meeting of Academic Council

Academic Planning Co-ordination & Review Committee

Membership:

- Executive
 - Heads of Schools (or senior member of Academic Staff)
- Management Team
 - External Services Manager
 - Academic & Student Affairs Manager (Chair)
- Academic Staff – 1 per School
- Administrative Staff
 - Admissions Officer
 - Examinations Officer
- Students Union – President or Education Officer
- Schools Liaison Officer

Terms of Reference:

To deal with all relevant matters of a cross-institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations as appropriate to Academic Council.

Matters to be dealt with, include inter alia:

- Planning: calendar of academic and related events;
- Publications: prospectus, student handbook etc;
- Open days, exhibitions, visits to schools etc;
- Portfolio assessment/interviews;
- CAO process
- Examinations co-ordination
- Exam Boards co-ordination
- Graduation
- Prizes/awards

Research & Development Committee

Membership:

- Executive
 - Head of Development (Chair)
 - Secretary/Financial Controller
 - Heads of School/Nominee
- Management Team
 - External Services Manager
 - Librarian (Nominee if unable to attend)
- Academic Staff – 2 per School
- Students
 - President or Education Officer
 - Research Student

Terms of Reference:

- to foster a culture of collaborative research and development, innovation and technology transfer in the context of the strategic plan for the Institute;
- to develop a research strategy for the Institute in collaboration with the 3 Schools to ensure the Institute's strategic goals are met;
- to review on an annual basis, the effectiveness of the Institute's research strategy and to make recommendations on amendments which inform both the research strategy and the overall strategic plan for the Institute;
- to formulate, monitor and review a Research and Development policy for adoption by the Governing Body, having taken appropriate legal and financial advice internally to assist in the establishment and maintenance of internal standards of research which are consistent with national and international standards and shall review research standards;
- to determine appropriate performance indicators in relation to the Institute's research and development activities;
- to advise the Executive of the Institute on the necessary infrastructure and environment required to underpin a vibrant research culture;
- to prepare an annual Research Report on all such activities within the Institute, including the Seed Fund;
- to carry out such other functions as may be assigned to it from time to time by the President.

Library Committee

Membership:

- Executive
 - Registrar
 - Heads of School/Senior Member of Academic Staff
 - Secretary/Financial Controller
- Management Team
 - Librarian (Chair)
 - IT Manager
- Nominated Member of Library Staff
- Nominated members of Academic Staff (2 from each School)
- One co-opted member of non-School staff
- Student Union
 - President or Education Officer
 - Student Union rep.

Terms of Reference

- a. To advise, develop and monitor policies on information storage, retrieval and dissemination.
- b. To advise on the development of Library resources in order to support teaching, learning and research in the Institute.
- c. To review on an annual basis the effectiveness of IADT's Library resources and to prepare an annual report on the activities of the committee. (to be reviewed)
- d. To advise the Executive of the necessary infrastructure and environment to support LILRC.
- e. To carry out such other functions as may be assigned to it from time to time by the President and/or Academic Council.

Quality Enhancement Committee

Membership:

Student Union President or Education Officer
 Student Union rep.
 Head of Department from each school
 1 Administrator
 Registrar
 Lecturer from each school.
 Head Department of Humanities (Chair)

Terms of Reference:

1. Background information

Currently the Academic Council of IADT is the body which has responsibility for the direction, implementation, and review of the quality systems and initiatives within the institute. Academic Council works to enhance the teaching and learning experience in IADT and to operate its responsibility "to protect, maintain and develop the academic standards of the programmes and the activities of the college". This is driven through its work on individual Programme Boards, Academic Planning, Co-ordination & Review Committee, and ICT for Teaching and Learning Sub-committees.

2. The purpose for the team

As IADT has grown in size and complexity the subcommittees of Academic Council have served the function of Quality Control. It is the intent that this approach will be updated to better match the needs of IADT's future development. Consequently need for the establishment of a Quality Enhancement sub-committee of Academic Council to facilitate an integrated approach to academic quality was recognised.

3. The work of the sub-committee

1. To provide guidance to AC on issues of Quality
2. To provide a forum for reviewing Quality Processes and Procedures
3. Provide an ad-hoc audit function of the academic quality systems of the Institute. For example external examiners reports, program board reports, etc, may be reviewed to ensure compliance with standards.
4. Monitoring of the review cycles within IADT to ensure compliance (DA review, Programmatic Reviews, Quality Manual Reviews etc.
5. Review of good practice for third level institutions and other similar organizations.

The Quality Enhancement Sub-Committee is central forum for monitoring and improving standards of academic quality. Reviewing, improving, and standardizing policies and procedures within Schools and across the institute as they relate to admissions, examinations, program review and development, and so on.

4. The principles and approach that will used

The committee will be guided by the approach outlined in the Quality Manual and by the relevant institute procedures. The approach will be strategic rather than tactical and were changes in practice are identified the work will be carried out by the appropriate functional or academic area.

5. The methodology

The methodology will be informed by the HETAC guidelines relating to QA/DA/programmatic review and other related publications

6. Reporting requirements

The committee will report to Academic Council at least bi annually or as frequently as requested

Teaching and Learning Committee

Membership:

2 Lecturers from each school
 1 staff member Library
 Access Officer
 e-Learning representative
 Student Union President or Education Officer
 Student Union rep.
 Registrar
 Head of Department of Learning Sciences (Chair)
 Staff Training, Learning and Development Officer

Terms of Reference:

Academic Council delegated in January 2007 the following duties, responsibilities and functions to the Teaching and Learning Subcommittee.

1. The duty and responsibility of Academic Council is on behalf of the Governing Body:
 - 1.1 To uphold the standards of knowledge, skill or competence to be acquired by the learners. These standards have been stated in the National Qualification Framework and adopted by the Higher Education and Training Awards Council.
 - 1.2 To ensure that procedures established for the assessment of learners are fair, consistent and compliant with the standards approved by the Higher Education and Training Awards Council.

2. Academic Council has the following particular functions:
 - 2.1 To make recommendations to the Governing Body for the award of scholarships, prizes or other awards

In the light of these duties, responsibilities and functions the Teaching and Learning aims:

- To document/ review existing practice in teaching, learning and assessment
- To research and disseminate best practice in teaching, learning and assessment
- To coordinate and lead teaching and learning efforts across the Institute
- To advise on the appropriateness (or otherwise) of the learning environment
- To investigate teaching and learning methodologies and make recommendations as appropriate
- To support tutorial and other academic counselling
- To advise on staff training and development in the teaching and learning area
- To link to wider teaching, learning and assessment initiatives, internally and externally.

Disciplinary Committee

Membership:

- Executive
 - Registrar (Chair)
 - Head of School other than that in which student(s) registered
 - Secretary/Financial Controller

Terms of Reference:

Only major breaches of discipline will be dealt with by the Disciplinary Committee i.e. breaches for which a sanction of suspension or expulsion would be considered, e.g. serious breaches of exam regulations, plagiarism or gross misconduct. Other matters of discipline will be dealt with at School level. Persistent minor breaches may be referred to the Registrar at the discretion of the Head of School

Examinations Appeals Committee

Membership:

- Executive
 - Registrar (Chair)
 - Head of School other than that in which student(s) registered
- Academic Staff – 1 person drawn from full-time staff membership of Academic Council
- Academic Administration and Student Affairs Manager

Terms of Reference:

- To review the first stage of formal Appeals and reach a decision on such Appeals
- To hear Second Stage (Oral) Appeals and reach a decision on such Appeals

Programme Boards

Membership:

- Executive
 - Head of School (responsible for that programme)
- Management Team
 - Head of Department (responsible for that programme)
- Academic Staff
 - Programme Co-ordinator
 - Each full-time member of academic staff teaching on that programme
 - Part-time members of academic staff teaching on the programme – co-opted as appropriate
- External members with relevant academic, professional and/or industrial expertise and qualifications – co-opted as appropriate;
- Student representative(s) from within each academic programme, the number being determined by individual Schools, subject to the requirements of each programme and subject to: -
 - (a) the selection of such student members by democratic election by their class group with due respect to gender balance;
 - (b) the exclusion of such student members during discussion of reserved items, e.g. matters relating to individual students
 - (c) The Chairperson (usually the Programme Coordinator) of the Programme Board shall vary according to the needs to be determined within each School.
 - (d) The Chairperson of the Programme Board may issue invitations to others to attend, without voting rights, where such attendance is considered to be beneficial to the Board.

Terms of Reference:

Monitoring and Review:

- To monitor the implementation of programmes of study as defined in the Programme Specification and Approved Programme Schedule;
- To review annually the structure, content, entry requirements, curriculum and assessment strategies of the programme of study to ensure:
 - a) its continued academic and professional coherence and relevance
 - b) the maintenance of academic and professional standards for the programmes/disciplines concerned, ensuring they conform to benchmarks and sectoral conventions determined by HETAC and the criteria contained in the National Framework of Qualifications
 - c) that all proposed major changes to Programmes are submitted to and approved by the Programme Validation Committee, Academic Council and in the case of Level 9 programmes, sent to HETAC for approval prior to their implementation
 - d) that minor changes are recorded in the Minutes of the Programme Board meeting at which they were agreed, and sent to the Programme Validation Committee for approval, prior to being incorporated into the Programme Schedule

- To update the Programme Schedule annually and maintain a record of the evolution of the programme of study since its approval by IADT and or HETAC. The Programme Board must ensure that a definitive Programme Schedule is available at the commencement of each academic year, and that the Registrar's Office is furnished with a copy of same.

Quality Assurance

- To participate in the Quality Assurance Procedures as defined and agreed by Academic Council in relation to internal evaluation of programmes and to participate in such external peer review exercises as may required from time to time, e.g. Programmatic Reviews, and Institutional Reviews.
- To contribute as appropriate to the definition, implementation and ongoing review of Quality Assurance policy and procedures within the Institute, including, inter alia, those relating to:
 - evaluation of student experience;
 - optimising student retention;
 - admission of non-standard categories of applicants, including transfer applicants entitled to apply directly to the Institute for admission or applications from students seeking internal transfer from their existing programme of study;

Operational Matters:

- To ensure that adequate consultative mechanisms are in place and to support School Management in dealing effectively with matters of a routine and operational nature throughout the academic year, including where appropriate, liaison with the Registrar and the Office for Student and Academic Affairs [Appendix A]
- Providing the Head of School (or Heads, where the programme is of an interdisciplinary nature) on a regular basis with sufficient information on the resourcing, accommodation and staffing needs, identified as being required for the programme to be run in a cost –effective and efficient manner but to note, in the provision of such information, that the Heads of School have responsibility for the management of staffing, accommodation and other resources, which must be taken into account, particularly where additional resources are being sought ,and that the prior agreement of the Heads(s) to the provision of such resources must be obtained.

Monitoring and recording student performance on each stage of the programme in line with the assessment strategies approved for the programme as a whole, and providing the School Office (Programme Co-ordinator and/or School Administrator), with the necessary information to keep and maintain formal records of assessment for each student; this will include grades for all work assessed in each year of study and in addition any other relevant information pertinent to an individual student e.g. warnings, medical certificates etc.

Media Cube Advisory Board

Membership:

Secretary/Financial Controller, IADT

Head of Development, IADT

Head of Department of Business & Enterprise, School of Business & Humanities IADT

Chairman, Dublin Business Innovation Centre

Chairman, Dun Laoghaire Rathdown County Enterprise Board

Representative from the Business Community

Manager Digital Media Section, PwC,

Service Delivery Manager, Ericsson

Development Advisor, Enterprise Ireland

Manager, Media Cube

Note: One position currently vacant

Terms of Reference:

The primary role for the Advisory Board is to consider and make recommendations on the challenges that are outside the ongoing responsibilities of the Cube's management team.

It is anticipated that the combined knowledge and skills of this group of individuals will be leveraged to help drive the direction of the Media Cube.

The broad themes that the Board will address include:

- Strategic direction and policy development.
- Setting key goals and helping to put in place meaningful ways of measuring progress towards those goals.
- Reviewing the activities of the incubator and providing guidance on good practice in client support programmes.
- Supporting and promoting the goal of the Cube in becoming a catalyst in the field of digital media.
- Ensuring that stakeholder views are considered and, as far as possible, accommodated within the strategy of the Cube.
- Promoting the activities of the Cube in the members' own spheres of influence.
- Providing access to relevant contacts and networks.
- Identifying new and innovative support mechanisms for consideration.

Process

- Meetings
 - The Advisory Board shall meet four times per year.
 - An agenda will be sent to members two weeks prior to the meeting. The Media Cube Manager will prepare the agenda and possible relevant papers in consultation with and for the Chair's approval. Board members will be encouraged to contribute to the agenda.
 - Meetings will focus on strategic issues; the intent is to create an environment that is stimulating and challenging for those involved.

- Secretarial Support
 - The Cube Manager shall act as a secretary to the Board administrative support. Administrative support shall be provided by the development department/Media Cube.

MIS – Steering Group

Membership:

- President
- Executive
 - Registrar
 - Secretary/Financial Controller (Chair)
- Management Team
 - IT Manager
 - Academic & Student Affairs Manager
- Systems Testing nominee
- Banner Project Personnel
 - Project Manager
 - IT Support Team Member
- Academic Representatives
 - School of Creative Arts
 - School of Business & Humanities and School of Creative Technologies
- An Chéim Representative

Terms of Reference:

To maintain strategic oversight of the implementation of the Banner Student/Programmes Records system

Access Working Group

Access Working Group

Membership:

- Executive
 - Registrar (Chair)
- Two reps. per school, consisting of one from each Department
- Access Officer
- Access Project Co-Ordinator
- Librarian
- Student Counsellor
- Manager Academic & Student Affairs
- Students' Union
 - Equality Officer

Terms of Reference

Strategic Objectives as outlined in Access Strategic Action Plan:

- To mainstream access as reflected in strategic planning of IADT
- To offer increased opportunities to underrepresented groups to participate fully in IADT
- To provide a fully integrated seamless range of support for target groups
- To develop and deliver lifelong learning strategies
- To develop mutually beneficial partnerships and supportive collaborations with community groups
- To sustain and further develop best practice in line with international, national and local policy
- To progress projects funded under Dormant Accounts.