

Institute of Art, Design + Technology Dún Laoghaire

Higher Education Institution Self-Evaluation Report


Reporting Period

1st September 2019 – 31st August 2020

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS



Higher Education Institution Self-Evaluation Report — 1st September 2019 – 31st August 2020

<p>Institution Name</p>	<p><i>Institute of Art, Design and Technology (IADT)</i></p>
<p>Overview of institutional progress</p> 	<p><i>Many issues will be raised and flagged by HEIs, including IADT, concerning the impact of COVID-19 during the reporting period and beyond as we plan for Academic Year 2020/21.</i></p> <p><i>The unprecedented challenges and disruptions we faced since February/March have framed all activity, informed all our priorities (strategic and operational), and determined the extent and quality of all engagements with our stakeholders and partners.</i></p> <p><i>Critically and most importantly, the Institute, our staff, and our students responded commendably and collegiately to these challenges to ensure the safety and well-being of all were secure. We are immensely proud and take great confidence that we had no illness or on-campus transmission within the IADT community during the first-wave of this pandemic, despite good on-campus student and staff presence.</i></p> <p><i>The strategic focus of this report, and the record of achievement reported here, should in no way ameliorate the impacts experienced or the challenges faced by all.</i></p> <p><i>IADT faced these challenges during a period of great change and transition both within the Institute and across HE. The retirement of former president Dr Annie Doona and President David Smith’s appointment (on April 1 2020) coincided with the pandemic’s first-wave and the adoption/implementation of strict public health guidelines. The acceleration of the Technological University project and wider transformation within HE – demanded a continuous and fluid strategic response from the Institute in the face of the most unprecedented operational, public-health and academic demands. Furthermore, it is regretful that during the reporting period, IADT operated without a Head of Research* and for a substantive period without an Executive Officer* with responsibility for RDI. These are strategic pillars of our Compact – and while they remain relative weaknesses for IADT, the activity recorded here is a testament to our commitment to improve and fulfil our obligations under this Compact.</i></p> <p><i>There are notable successes and achievements captured here – the successful completion of the Programmatic Review between April and June 2020, ensuring that all of IADT’s programmes have been assessed and benchmarked to the highest international standards. It ensures that our students will graduate from programmes focused on meeting the future knowledge and skills needs of the Irish economy. The success and completion of this Programmatic Review is integral to IADT’s ability to progress year on year and fully deliver on this Compact.</i></p> <p><i>When taken alongside the record and measurement of activity</i></p> <ul style="list-style-type: none"> • <i>within our Registry and Student Experience teams;</i> • <i>our increased international activity and engagement with EU partners towards establishing an EU University of Film & Media;</i> • <i>our continued high-level of compliancy and high-standard of Corporate Governance;</i> • <i>our staff and student-centric appraisal and implementation of various policies and procedures;</i> • <i>our wide-ranging industry engagement and our increasing regional impact;</i> • <i>our renewed commitment to achieving Athena Swan and advancing EDI across all aspect of our business;</i> <p><i>it is clear that even in the most challenging circumstances the Institute is building momentum, progressing at pace and is confident of meeting and delivering upon the overarching aims of this Compact.</i></p> <p><small><i>*This reporting period culminated with the retirement, due to illness, of the Head of Research and the resignation of the Executive Officer in August 2020.</i></small></p>
<p>Please note: Each numbered heading below refers to the Key System Objectives, as provided in the <i>System Performance Framework 2018 – 2020</i>.</p>	

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

Within the period of this compact both Faculties in IADT have committed to ensuring that all programmes meet the system objective above by:

- **Implementing a skills, attributes and competencies framework that responds to stakeholder needs**
- **Ensure employability is embedded in all programmes and curricula**
- **Expand our offering at all levels – with a focus on short form programmes that respond to employability needs in core disciplines**
- **Engage more deeply at a European level to meet this system objective and to drive advancements at all levels**
- **Provide staff and students with greater opportunities for teaching and learning**

These strategic goals, as discussed below, have been or are being met in large part through our programmatic review process. The initial research and development phase saw the introduction of an overarching attributes framework that informed and continues to shape all programme development with a bias towards future “world of work” needs. Community, cultural and societal imperatives are also important factors that shape our thinking.

All post graduate programmes were re-validated in 2017 which facilitated significant growth at Level 9. As listed below this was mainly in the form of short modular programmes where discrete modules on PG Dip and MA were further developed to provide accredited short professional courses and micro credentials.

*All undergraduate programmes were revalidated between April and June 2020 at the height of the first wave of the Covid-19 pandemic. This was a notable success for the Institution with all programmes successfully revalidated **without** conditions. The National and International review panels cited numerous commendations w.r.t developments and changes implemented during the Review. This has resulted in significant positive advancements in fulfilling our strategic priorities under the Compact. It has allowed for all curricula, in the form of distinct modules and placement opportunities, to integrate employability objectives at all levels.*

Educational partnerships – in particular, our European initiatives have taken a significant leap forward with the development of additional Erasmus partnerships, Erasmus mobility and an EU University bid. The expanded offering has provided opportunities for all staff to diversify their teaching and has provided students with new opportunities for advanced learning.

Strategic Priority 1a: To attract, retain and grow student numbers through our unique suite of courses within the HEI sector, to include flexible and part-time learning, regionally and nationally to meet the skills needs of the Creative and Cultural Industries (CCI) sector, as well as the public and community sectors. –

i. Institution Strategic Initiative

- 1.1 **Develop new courses to meet industry demand as identified by the IADT Academic Plan and Strategic Plan;**
- 1.2 **Increase the numbers engaged in lifelong learning by 2020;**
- 1.3 **Every programme to have a minimum of one module delivered exclusively online to support flexible and distance learning for students by end 2021;**
- 1.4 **Develop a suite of new professional certificates (SPAs) and postgraduate programmes by 2021 to meet identified industry needs**
- 1.5 **Intake in animation, film, applied psychology and creative music production to be increased by 15% per annum to meet demands of industry**

	<p>1.6 Expansion of portfolio courses at IADT to meet progression demand</p> <p>1.7 Increase the numbers studying in our two city centre locations by 2021</p> <p>1.8 Review and grow sustainable part-time and continuing professional development provision with a focus on industry provision</p> <p>1.9 Explore opportunities for joint programme development and delivery with other education providers and private training companies, both nationally and internationally</p> <p>1.10 Review and explore opportunities to develop a higher apprenticeship programme for the creative industries sector.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<p>Number and % of students studying on a flexible basis</p>	<p>6.7%</p>	<p>Overall percentage not provided.</p>	<p>Increase to 10%</p>	<p>The number of students studying on a flexible basis during the reporting period are as follows and is in excess of the 10% target for 2019.</p> <ul style="list-style-type: none"> • Faculty of Film, Art & Creative Technologies — 15.1% (261 Learners) • Faculty of Enterprise & Humanities — 5% (27 Learners) • Total 288 flexible learners 11.5% <p><i>Students studying flexibly at IADT are predominantly studying Part-time at Level 9 (70%), followed by students studying (26%) at L8 Special Purpose Awards and L9 Masters programmes (<5%)</i></p> <p>The Following are examples of programmes that offer flexible learning (pre-Covid)</p> <p>Masters & Postgrad Diploma</p> <ul style="list-style-type: none"> • MA Creative Production and Screen Finance 90credit (<i>New MA programme developed with Screen Skills Ireland and is taught in blocks to allow freelance practitioners to work alongside their studies).</i> • Level 9 Post Grad Dip in Digital Entrepreneurship 60c

				<p>Springboard</p> <ul style="list-style-type: none"> • L9 Certificate Production Management for Animation 10credit <p>Short Courses / SPAs</p> <ul style="list-style-type: none"> • L9 Certificate Writing TV Drama 20c • L9 Certificate Radio Production 10c • L9 Certificate Multi Camera TV 10c • L9 Certificate Single Camera Factual 10c
<p>Number of new programmes to meet industry demand</p>	<p>Many of IADT's programmes are directly responding to industry demand.</p>	<p>2 new programmes have been developed in the Faculty of Enterprise and Humanities, and 1 new programme has been developed in the Faculty of Film, Art and Creative Technologies.</p> <p>Two programmes have been developed to be offered through the Springboard initiative – one in each Faculty. These programmes will be offered in 2019/2020.</p>	<p>No specific target set</p>	<p><i>The following new programmes and courses were developed in direct response to industry demand during the reporting period;</i></p> <p>Faculty of Film, Art & Creative Technologies</p> <p>New BA Level 8</p> <ul style="list-style-type: none"> • DL839 BA (Hons) Interaction and User Experience Design <p>Springboard Level 9</p> <ul style="list-style-type: none"> • L9 Certificate Production Management for Animation 10c <p>Short Courses / SPAs</p> <ul style="list-style-type: none"> • L9 Certificate Writing TV Drama 20c • L9 Certificate Radio Production 10c • L9 Certificate Multi Camera TV 10c • L9 Certificate Single Camera Factual 10c <p>Programmatic Review – significant revisions in response to Industry Demands</p> <ul style="list-style-type: none"> • BA (Hons) Design for Film • BA (Hons) Graphic Design • BA (Hons) Film • BA (Hons) TV • BA (Hons) Interactive & User Experience Design <p>Selected Key Industry Partners FFACT</p> <ul style="list-style-type: none"> • Psychology Society of Ireland • Screen Ireland • Institute of Designers Ireland • Arts Council

				<ul style="list-style-type: none"> • Raidió Teilifís Éireann • Virgin TV & Media <p>-----</p> <p>Faculty of Enterprise & Humanities</p> <ul style="list-style-type: none"> • Programme development was undertaken in 2019/20 for the Springboard call in 2020. <i>Note 2019/20 was Programmatic Review (u.g.) and no additional programme at L8 or L9 development was carried out by FEH teams.</i> • The Springboard programme developed during the reporting period was; Level 9 Postgraduate Diploma in Digital Entrepreneurship • <i>The following key industry partners, professional representative bodies and agencies were consulted during the review, design and development of these new programmes in response to Industry demands;</i> • Dublin Regional Skills forum, • LEO Dún Laoghaire • DLR Chamber of Commerce • FEH Alumni • Digital Dún Laoghaire • IADT Media Cube
<p>Number of new entrants on ICT based programmes.</p>	<p>67 students on ICT-based programmes in 2017/2018</p>	<p>136 new entrants on ICT—based programmes in 2018/2019</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • The number of new entrants on ICT programmes • In 2020 we received funding for an additional 77 places on ICT programmes. The funding is based on previous years' reporting. We have seen an increase of over 100% p.a. on the pre-compact baseline figure reported with positive growth year on year w.r.t additional places secured. • <i>In 2019/20 we had the following number of students:</i>

				<ul style="list-style-type: none"> - Undergraduate Students: 53 - Postgraduate: 32 - L8 & L9 Certificate: 43 - Total: 128
<p>Number of students engaged in lifelong learning</p>	<p>Special Purpose Awards in 2017/2018: 188</p> <p>Adult Education: 204</p>	<p>Special Purpose Awards: 135</p> <p>Adult Education: 198</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • <i>IADT is committed to lifelong learning in all its short-form and postgraduate teaching. All programmes are industry focused with a particular focus on helping graduates into specific industries and upskilling those currently in employment. IADT has seen steady growth in this area and several programmes were in development in this area also.</i> • Total Postgraduate full time: 134 Students • Total Portfolio Programmes: 204 students <p><i>IADT runs several evening/weekend and summer portfolio programmes by way of developing access to our creative programmes.</i></p> <ul style="list-style-type: none"> • Total Springboard & SPA/Certificate: 254 Students <p>Springboard Registered Students</p> <ul style="list-style-type: none"> • L9 Certificate Production Management for Animation 10c = 10 Students • PG Dip in Digital Entrepreneurship = 22 • MA in Digital Entrepreneurship = 5 • DL906 PG Dip Cultural Event Mgt = 1 • DL916 Masters in Cultural Event Mgt. = 5 • DL805 B.Bus Digital Marketing and Sales = 1 <p>Short Form SPA Registered Students</p> <ul style="list-style-type: none"> • L9 Postgraduate Certificate in Writing TV Drama 20c = 15 Students • L9 Postgraduate Certificate Radio Production 10c = 2 Students • L9 Postgraduate Certificate Multi Camera 10c= NONE • L9 Postgraduate Certificate Single Camera Factual 10c = 2 Students • L9 Postgraduate Certificate Research Methods for Creative Practice 10c = 0

				<ul style="list-style-type: none"> • L8 Certificate Sport Psychology 10c = 29 • L8 Certificate Cyberpsychology 10c = 20 • L9 Postgraduate Certificate Cyberpsychology 10c = 35 • L8 Postgraduate Certificate Data Visualisation 10c = 19 • L9 Postgraduate Certificate Design Thinking 10c = 23 • L9 Certificate Fundamentals of User Experience Design 10c = 24 • L9 Certificate Critical Research (Foundation) Futures and Skills 10C = 6
<p>Number of programmes with at least one module delivered online</p>	<p>IADT had no modules delivered online in 2017/2018.</p>	<p>Consideration of online delivery for modules/ programmes will take place as part of Programmatic Review.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • <i>In 2019/20 Programmatic Review was completed successfully with all programmes committed to introducing an online component. In March 2020 in response to the Covid crisis – ALL IADT Programmes were completed either fully online/ or blended mode and successfully met the learning outcomes.</i> • As part of that 5 yearly undergraduate Programmatic Review process, it was agreed that we would move to a 10% minimum of all content online/remote with one professional module delivered entirely online. <i>This undertaking has been validated externally and agreed internally.</i> • Based on the successful adoption of online/blended learning we anticipate that post Covid-19 crisis this figure of 10% will be revised upwards. All programmes are currently being delivered/adapted to remote learning. Significant challenges and risks are associated with the translation of project based, practical and craft subjects to online however the learning to-date from this crisis will help in the roll out and implementation of additional online modules.

<p>Number of professional certificates (SPAs) and postgraduate programmes to meet industry needs.</p>	<p>IADT has 7 Special Purpose Awards and 8 full-time and 5 part-time Postgraduate programmes in 2017/2018</p>	<p>IADT has 13 Special Purpose Awards and 7 full-time and 4 part-time Postgraduate programmes in 2018/2019.</p> <p>Special Purpose Awards in UX and Creative Media Technology developed during 2018/2019 and will be offered in 2019/2020.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • IADT remains wholly focused on developing, all our ‘professional certificate’ programmes (SPAs) at L8 & L9; short-form courses leading to micro-credentials at L8 & L9; <i>and</i> taught MA programmes in response to the wider needs of industry and the Creative, Cultural and Technological sectors. All programme development takes cognisance of our sectoral partner’s recommendations; the National Jobs Strategy and any Expert Group for Future Skills reports relevant to our disciplinary focus. • IADT total number of programmes wholly meeting and developed in response to Industry needs <ul style="list-style-type: none"> - L8 & L9 Certificates/SPA = 12 - L9 Taught MA PT & FT = 14 • The Faculty of Film Art and Creative Technologies (FACT) <i>New Programmes that ran for the first time in the reporting period;</i> • MA 3D Animation 90C <i>Joint MA programme that ran for the first time in partnership with Sheridan College Canada</i> • Industry partnership with Screen Skills Ireland and Animation Ireland • MA Design for Change 90c • <i>Joint MA programme that ran for the first time in partnership with George Brown college Canada</i> • Other industry partners Include: <ul style="list-style-type: none"> • Screen Skills Ireland • Raidio Teilifís Éireann • Aniar Productions • Virgin Media • TG4
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				<ul style="list-style-type: none"> • Irish Film Institute • Screen Directors Guild • Screen Producers Ireland • Egg Post Production • Piranha Bar • Shinawill • Kite Entertainment • Short Form/Certificate L8 & L9 - FFACT - L9 Postgraduate Certificate in Writing TV Drama 20c - L9 Postgraduate Certificate Radio Production 10c - L9 Postgraduate Certificate Multi Camera 10c - L9 Postgraduate Certificate Single Camera Factual 10c - L9 Postgraduate Certificate Research Methods for Creative Practice 10c - L8 Certificate Sport Psychology 10c - L9 Postgraduate Certificate Cyberpsychology 10c - L8 Certificate in Cyberpsychology 10c - L9 Postgraduate Certificate Data Visualisation 10c - L9 Postgraduate Certificate Design Thinking - L9 Certificate Fundamentals of UX Design 10c - L9 Certificate Critical Research 10C • The Faculty of Enterprise and Humanities (FEH) • MBus in Business in EDI was developed in response to a market opportunity and industry needs. This programme was validated in June 2019 and is scheduled to commence in October 2020. • Consultation with industry for this programme involved: - CIPD. - DLR Chamber
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				<ul style="list-style-type: none"> - South Dublin Chamber - HR Consultants – Voltedge - Dublin Regional Skills Forum - FEH Alumni
<p>Number of new entrants on programmes in specified disciplines:</p> <ul style="list-style-type: none"> - Animation - Film - Applied Psychology - Creative Music Production 	<p>IADT’s student intake for specified disciplines 2017/2018 was as follows:</p> <ul style="list-style-type: none"> - Animation–21 - Film–34 - Applied Psychology–61 - Creative Music Production Level 7 –31 	<p>The intake in students to specific disciplines was:</p> <ul style="list-style-type: none"> - Animation*–32 - Film*–34 - Applied Psychology –59 - Creative Music Production Level 8 –36 <p>*IADT’s ability to grow student numbers on these programmes is limited by available campus resources</p> <p>The above numbers compare 2018 1st year intake to 2017 1st year return.</p>	<p>Increase numbers by 15% on 2018/19</p>	<p><i>In 2019/2020 the numbers of new entrants in these specified disciplines as follows:</i></p> <ul style="list-style-type: none"> • Animation: 34 • Film: 33 • Applied Psychology: 64 • Creative Music Production: 45 <ul style="list-style-type: none"> - This is a growth of 9% against the target of 15% from 2018/2019. It is also a growth of 20% against the baseline 2017/2018 figures. - Development here is slower that we had hoped due to physical space limitations* and in the difficulty in recruiting additional staff due to government restrictions. This is especially the case at undergraduate level rather than postgraduate. *Please see challenges and issues raised in Section 5b • As part of our 5-yearly Programmatic Review of all undergraduate programmes, one of the criteria we used was planned sustainable growth in key discipline areas. <p>This resulted in the following</p> <ul style="list-style-type: none"> - A split in BA (Hons) Film and Television into two by distinct but complementary Degrees in order to accommodate and manage sustainable growth - Similarly – and in response to market demand we have implemented a plan for Animation where we will create 3 additional BA (Hons) Degrees –

				<ul style="list-style-type: none"> - 3D Animation - Animation Art - Animation Technology. <ul style="list-style-type: none"> • In the short-term we are hampered by same due to the lack of resources and limited access to specialist facilities / technologies (prior to the delivery of the Digital Media Building post 2024). The demand is there with c.300 applicants (CAO 2020) for 33 places on existing BA(Hons) Animation. • The new digital media building offers a way to address these issues but has been delayed in its construction. * again please see challenges and issues raised in Section 5b • Similar strategies are being developed to manage growth in Psychology. • There is a strong desire on our partners in Sound Training College to develop another BA programme. The current BA in Creative Music Production contains a strand in music practice, which has resulted in a 20% increase in intake year on year in that degree. There is potential here to develop a separate degree if space needs and technical resources can be met. <i>However and as reported in Section 5b – IADT has been frustrated in our attempts to secure additional short-term space in Dún Laoghaire or Dublin City Centre.</i> • Postgraduate options are being explored at all levels in these subject areas and in the short-term we anticipate more success in growing these priority disciplines at L9 over L8.
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<p>Number of portfolio courses</p>	<p>2* portfolio courses offered at IADT in autumn 2017/2018 and 2*portfolio courses offered in summer 2018.</p> <p>*IADT has developed 2 portfolio courses in Art and Animation. These courses are offered to multiple cohorts of students in each academic session.</p>	<p>2*portfolio courses offered in autumn 2018/2019 and 2*portfolio courses offered in summer 2019.</p> <p>A portfolio course specifically designed for Film and Television programmes is in development and will be offered from January 2020.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • In the reporting period IADT ran several dedicated portfolio programmes in the areas of Art, Animation and Photography. • Total Portfolio Programme students: 204 students • A portfolio programme in Film & TV was developed and was due to be run summer 2020 but this was not possible due to Covid. • FFACT has a variety of plans to develop transitional programmes at entry level to help with the transition to Level 8 programmes. These include an Animation Academy and other related creative disciplines, which will create a bridge between school and FE to level 8. • Other outreach and supporting activities have progressed including, Project Days which ran for the first time in 2020. Project Days were conceived as an alternative mode of entry (professional assessment) to the standard portfolio submission. • Open Day and other programme information sessions have all moved online successfully and will be made available as recorded webinars with an accompanying FAQ record of applicant questions. • 'Taster Days', and 'Portfolio Clinics' ran during midterm breaks (2019 & 2020) allowing for applicants to get a sense of programmes prior to application. • FEH Entrepreneur Boot Camp aimed at DEIS schools was suspended due to COVID. • IADT's recruitment and Portfolio Assessments and Submissions were dramatically and irrevocably impacted due to Covid-19. In response to the C-19
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				<p>emergency in March 2020 IADT had to swiftly respond to the challenges posed and moved to develop and implement an online Digital Portfolio assessment Portal. Following consultation with schools and FE colleges all our standard portfolio applications moved to the online portfolio platform and IADT assessed and evaluated over 1000 submissions using this new system. This new system and process has been declared a universal success by both staff, applicants and art-teachers. Such was the success of IADTS system that other specialist HEIs have built and developed new application systems based on our model and experience in March 2020.</p>
<p>Number of students studying in two city centre campuses</p>	<p>127 students BA/BA(Hons) in Creative Music Production</p> <p>19 students MA in Art Research Collaboration</p>	<p>131 BA/BA(Hons) Creative Music Production</p> <p>17 MA in Art Research Collaboration</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> IADT has ambitions generally to expand and find additional space to grow these city-centre programmes but face limitations/restrictions. <i>Please see section 5 for further discussion on this note.</i> BA (Hons) Creative Music Production total years 1-4 = 113 students (2019/20) delivered in partnership with Sound Training College, Temple Bar MA Art Research and Collaboration (ARC) = 22 students @ The Lab, Dublin City Arts Office, Foley Street.
<p>Review and grow sustainable part-time and continuing professional development provision with a focus on industry provision</p>	<p>A number of industry and professional programmes are in place at IADT.</p>	<p>A Masters in UX Design has been developed to meet identified industry needs.</p> <p>New Springboard programme in Animation.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> As stated above, IADT remains wholly focused on developing, all our 'professional certificate' programmes (SPAs) at L8 & L9; short-form courses leading to micro-credentials at L8 & L9; <i>and</i> taught MA programmes in response to the wider needs of industry and the Creative, Cultural and Technological sectors

				<ul style="list-style-type: none"> ● IADT total number of programmes ● L8 & L9 Certificates/SPA = 12 ● L9 Taught MA PT & FT = 14 ● The Faculty of Film Art and Creative Technologies <i>New Programmes that ran for the first time in the reporting period</i> ● MA 3D Animation 90C <i>Joint MA programme that ran for the first time in partnership with Sheridan College Canada</i> ● Industry partnership with Screen Skills Ireland and Animation Ireland ● MA Design for Change 90c <i>Joint MA programme that ran for the first time in partnership with George Brown college Canada</i> Other industry partners Include: <ul style="list-style-type: none"> ● Screen Skills Ireland ● Raidio Teilifís Éireann ● Aniar Productions ● Virgin Media ● TG4 ● Irish Film Institute ● Screen Directors Guild ● Screen Producers Ireland ● Egg Post Production ● Piranha Bar ● Shinawill ● Kite Entertainment Short Form/Certificate L8 & L9 - FFACT <ul style="list-style-type: none"> ● L9 Postgraduate Certificate in Writing TV Drama 20c ● L9 Postgraduate Certificate Radio Production 10c ● L9 Postgraduate Certificate Multi Camera 10c ● L9 Postgraduate Certificate Single Camera Factual 10c
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				<ul style="list-style-type: none"> • L9 Postgraduate Certificate Research Methods for Creative Practice 10c • L8 Certificate Sport Psychology 10c • L9 Postgraduate Certificate Cyberpsychology 10c • L8 Certificate in Cyberpsychology 10c • L9 Postgraduate Certificate Data Visualisation 10c • L9 Postgraduate Certificate Design Thinking • L9 Certificate Fundamentals of UX Design 10c • L9 Certificate Critical Research 10c <ul style="list-style-type: none"> • The Faculty of Enterprise and Humanities (FEH) – • MBus in Business in EDI was developed in response to a market opportunity and industry needs. This programme was validated in June 2019 and is scheduled to commence in October 2020. • Consultation with industry for this programme involved: <ul style="list-style-type: none"> • CIPD. • DLR Chamber • South Dublin Chamber • HR Consultants – Voltege • Dublin Regional Skills Forum • FEH Alumni <p>Scheduled for Development following further industry engagement and a review of market needs (2020/21)</p> <ul style="list-style-type: none"> • L9 Postgraduate Certificate in Digital Sculpting (20c) • L9 Postgraduate Diploma in Series Production (60c) • L9 Postgraduate Certificate in Creative Development (10c)
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				<ul style="list-style-type: none"> • L9 Postgraduate Certificate in Edit Production (10c) • L9 Postgraduate Certificate in Producers as Leaders (10c) • L9 Postgraduate Certificate in User Research and UX Design (10c) • L9 Postgraduate Certificate in Interaction Design Principles (10c) • L9 Postgraduate Diploma in Data Literacy & Digital Innovation (60c) • L8 Higher Diploma in Business in Digital Content Creation (60c) • L9 Certificate in Cultural Event Management (15c) • L8 Certificate in Strategic Finance and Taxation (10c)
<p>International agreements for joint programme development and delivery</p>	<p>International agreements in place with:</p> <ul style="list-style-type: none"> - George Brown College, Canada - Loras College, USA 	<p>Agreement with Sheridan College, Canada, signed re MA in Animation;</p> <p>MOU with École Supérieure des Arts Visuels de Marrakech signed re exploring Erasmus+ and Youth Film opportunities.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • IADT continues to actively engage and develop new agreements with National and International Partners. During the reporting period additional agreements were established with: <ul style="list-style-type: none"> - <i>Polish Japanese Akademy, Poland</i> - <i>Aalto, Finland</i> - <i>Swinburne, Australia</i> • IADT continues joint programme development and delivery with: <ul style="list-style-type: none"> - <i>George Brown College, Canada</i> - <i>Loras College, USA</i> - <i>Sheridan College, Canada</i> • The National Film School at IADT successfully secured in excess of €1.1 million in funding to explore and develop an EU University for the Film & Media Arts. The European Universities initiative is a key milestone for the EU in building the Universities of the future IADT is

				<p>joined by the Department of Cinema and Media Arts at Lusófona University in Lisbon which leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. Overall, the consortium secured €5 million.</p> <ul style="list-style-type: none"> • Opportunities with École Supérieure des Arts Visuels de Marrakech have not progressed as planned due to C-19 travel restrictions. • New Erasmus partnerships established during the reporting period that contribute to the widening of our International activities, include; <ul style="list-style-type: none"> - Ecole Européene Supérieure de Bretagne (EESAB), France - Escola Municipal d'Art I Disseny Terrasa, Spain - Hogeschool Rotterdam (Rotterdam University of Applied Sciences), The Netherlands - Universidad Camilo Jose Cela (UCJC), Spain - Universidade Lusófona de Humanidades e Tecnologias, Portugal - University of Silesia (Krzysztof Kieslowski Film School), Poland
<p>Review and explore opportunities to develop a higher apprenticeship programme for the creative industries sector.</p>	<p>No Higher Apprenticeship programmes offered at IADT</p>	<p>In development as part of Programmatic Review</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • The Faculty of Film Art & Creative Technologies has seen significant re-engagement with Screen Skills Ireland and Animation Skillnet with a view to developing and pursuing programme development opportunities – including training and apprenticeships. • Greystones Film & Media Campus – IADT entered consultation to be GMC's preferred education and training partner.

				<p>This may result in traineeships and apprenticeships as part of a suite of possible programmes.</p> <ul style="list-style-type: none"> • Faculty of Enterprise and Humanities has begun consultation on Level 9 apprenticeship in the area of business and entrepreneurship is under review including consultation with the Dublin Regional Skills Forum.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Based on the data outlined above IADT is progressing “on target or ahead of target” in the areas of flexible learning and industry focused programme development. Despite the challenges presented by Covid and the impact on practice-based learning, engagement with applicants has been positive and significant learnings have been made. The online platform for portfolio applications has proven transformative in how we assess, support and resource portfolio submissions for all IADT Practice Based programmes. Industry engagement, at a regional and national level, has increased and continues to develop as does our international partnerships, evidenced in particular by the EU University funding. “Space to grow” staffing and investment in technology remain the biggest obstacles as we seek to resource and drive positive growth in many of our specialist disciplines.</i></p>			

Strategic Priority 1b: To transfer and embed knowledge, skills and employability in IADT students and graduates for leadership roles regionally and nationally, that respond to Europe’s skills needs in the CCI sector as well as the public and community sectors.

<p>i. Institution Strategic Initiative</p>	<p>1.11 Review of all programmes for entrepreneurship and employability skills content; 1.12 Embed digital literacy across all programmes. 1.13 Offer increased opportunities for cross-institute modules in key employability skills development; 1.14 Establish an integrated curriculum and extra curricula programme of personal and professional education for all stages. 1.15 100% of undergraduate programmes to have an embedded work placement or work-based project by end 2021. 1.16 Create opportunities for developing employability outside the curriculum through voluntary and community work and placements.</p>
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<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
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<p>Review of all programmes for entrepreneurship and employability skills content</p>	<p>IADT has entrepreneurship and employability embedded in programmes across IADT</p>	<p>In preparation for Programmatic Review, entrepreneurship and employability will be reviewed in relation to all programmes offered at IADT to enhance our current provision.</p>	<p>No specific target set</p>	<p>This process is complete at undergraduate level across all programmes.</p> <ul style="list-style-type: none"> • Both Faculties completed a successful Programmatic Review during April – June 2020. • Under Programmatic Review – all new, re-designed and revalidated undergraduate programmes were developed in consultation with Industry, Civic and Community partners. • 100% of IADT Programmes have been validated with a formal accredited placement / professional experience module. The roll out begins in September 2021. • Programmes in FFACT include at least one new module in Business & Entrepreneurship for Creative Practices • Programmes in FFACT include a new module in Professional Practice & Placement in Year 3. • IADT Employability Statement was published. The statement reflects the authentic and creative nature of the programmes as well as the technology, entrepreneurial and collaborative content
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				<p>with a key emphasis on the employability of graduates. The statement can be viewed here.</p> <ul style="list-style-type: none"> • Programme specific skills and attributes are available to learners and external stakeholders and continually reflect the industry-led and professionally focused programmes at IADT.
<p>Digital literacy embedded across all programmes</p>	<p>Not formally embedded across all programmes</p>	<p>The formal embedding of Digital Literacy across all programmes offered at IADT will be considered as Self-Evaluation Report part of Programmatic Review</p>	<p>No specific target set</p>	<p>Digital literacy has been embedded across all programmes as part of programmatic review.</p> <ul style="list-style-type: none"> • As part of programmatic review in FFACT, a ‘Digital First’ policy was implemented where all modules integrated digital components as part of all curricula. This ensures project work and digital skills acquisition as part of the learning rather than discrete, disconnected and separate learning. • All IADT programmes were reviewed during the recent Programmatic Review 2019/20. Digital literacy is recognised as a key employability skill and is embedded across all IADT programmes. • Examples include: FEH <ul style="list-style-type: none"> — Finance. All Finance modules, traditionally analogue in practice, now incorporates software packages and digital tools to reflect industry practice and in response to industry feedback. — Social Media Practice and Theory. This module is incorporated into New Media Studies and Arts Management — Digital Skills is a core component of humanities programmes in Years 1 & 2; — Digital Marketing is a core module in Arts Management – Year 2.

<p>Opportunities for cross-institute modules in key employability skills development;</p>	<p>Cross-Institute Modules in place in some programmes</p>	<p>IADT's two Faculties currently operate a shared module model to drive efficiencies in both staff and campus facility resources. A shared model approach is incorporated where possible into the design of new programmes and is outlined in the Business Case and in the Programme Documents which are considered as part of Programmatic Review.</p>	<p>No specific target set</p>	<p>Significant realignment has been achieved on foot of undergraduate programmatic review (PR) in 2019/20.</p> <ul style="list-style-type: none"> • Shared delivery and merged year groups exist not for the first time between both faculties. • As part of PR – greater alignment has been achieved to allow for future shared module delivery and interdisciplinary practices • Common Curriculum Framework resulted in common per Stage Design, Schedule and Module Alignment to allow for more interdisciplinary, electives or shared Modules • IADT's Final Year Matters Programme was initiated. This is a pilot project funded by the National Forum for Enhancement of Teaching and Learning. The programme is open to all Final Year Students with a key emphasis on collaboration, personal and professional development and graduate employment. • Additionally, IADT provides opportunities for students to acquire key employability skills development through a range of mechanisms, including: employability modules, career guidance, industry visits, industry guest lectures, networking opportunities using Alumni events; In addition, IADT graduates receive transferable and transversal Skills relevant to a broad range of occupations and sectors.
<p>Integrated curriculum and extra curricula programme of personal and professional education for all stages</p>	<p>In place in some programmes in 2018</p>	<p>Integrate into all programmes as part of Programmatic Review</p>	<p>Integrate into all programmes as part of Programmatic Review</p>	<p>Significant progress has been achieved on foot of undergraduate Programmatic Review (PR) in 2019/20.</p> <p>Faculty of Film, Art & Creative Technologies</p>

				<ul style="list-style-type: none"> • The Common Curriculum Framework resulted in a unified year by year design – this allows for a greater emphasis on interdisciplinary and transdisciplinary practices to include ‘real world’ projects and scenarios. • In addition, dedicated shared faculty modules were introduced including: <ul style="list-style-type: none"> • Stage 1 – A masterclass technical module where students can choose elective skills based intensive masterclasses to improve technical deficiencies, they feel they have. • Stage 2 – Elective module where students chose to explore other disciplines. • Stage 3 – Business & Entrepreneurship module now sits in all newly validated programmes and will provide all students in creative practice with business and entrepreneurship skills • Stage 3 – Professional Placement module – is a 20c module that will allow students to gain first hand industry experience through undertaking professional projects with industry mentors and/or accredited work-placement /industry experience. • Moreover, there is now a common and shared Visual Culture Curriculum across all design and visual art programmes and a shared emphasis for all programmes on project-based learning. <p>Faculty of Enterprise and Humanities:</p> <ul style="list-style-type: none"> • Students who engage with ENACTUS as a student society can get this work recognised and accredited in their CA work as part of their programme. For example; Year 3 Social Enterprise Module (DL701). • Students who wish to start a business can do so and get credit for this work in their
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				<p>Enterprise Practice Module or their Work Placement Modules.</p> <ul style="list-style-type: none"> Students who start up Student Societies can also acquire credits and use this activity as part of their accredited programme, for example: Social Enterprise module or Enterprise Practice Module.
<p>% of undergraduate programmes that have an embedded work placement or work-based project</p>	<p>75% had opportunities for Work-Based Projects or placements</p>	<p>90% of all Undergraduate programmes between the Faculty of Enterprise & Humanities (FEH) and Faculty of Film, Art & Creative Technologies (FACT) provide for "live" professional projects and work-based project learning. All programmes support and facilitate professional placements at Stage 2 and Stage 3. With the exception of selected programmes in FEH all placements take place outside of curriculum. This will change in 2020 when all programmes will have embedded professional placements at Stage 3.</p>	<p>Working towards target for end 2021: 100% of undergraduate programmes to have an embedded work placement or work-based project by end 2021</p>	<p>Faculty of Film, Art & Creative Technologies</p> <ul style="list-style-type: none"> This process is complete at undergraduate level across all programmes in FFACT. As discussed above as part of Programmatic review 2019/20 an embedded work placement module has been included in stage 3 of each undergraduate programme. <p>Faculty of Enterprise and Humanities:</p> <ul style="list-style-type: none"> Arts Management, Business Management and New Media programmes completed a 30 ECTS Work Placement component in Year 3. <p>This amounts to 75% of FEH undergraduate programmes.</p> <ul style="list-style-type: none"> Embedded work placement designed into Stage 3 of all faculty programmes. This target is well underway and IADT's most recent programmatic review 2019/20 included the embedding of work placement or a work-based project in all programmes by the end of 2021. This goal has been achieved in most IADT programmes. Those that have not yet achieved this target are currently undergoing revision (e.g. EMCS) and will include a work placement or a work-based project in the revised programmes.

<p>Programmes with opportunities for developing employability outside the curriculum through voluntary and community work and placements.</p>	<p>A number of programmes have voluntary and community placements.</p>	<p>Voluntary and community placements now in place for a number of programmes including the BA (Hons) in Design for Stage and Screen, BSc (Hons) in Applied Psychology and BA (Hons) in Creative Music Production.</p>	<ul style="list-style-type: none"> • FFACT – as part of all placement options in Stage 3 of the new undergraduate programmes, students have the option of the ‘altruism project’ as a placement option following its success in the Psychology programme. Essentially, in identifying a work placement, students are free to apply their skills in a voluntary and or community work environment. • During the reporting period IADT initiated a consultation with Foróige about an ongoing relationship with them as part of this development. • FEH — Placement is an accredited part of all undergraduate programmes, and this includes placement in a community or voluntary setting. Outside the formal curriculum students engage in volunteerism and community activities, which enhances their learning. <ul style="list-style-type: none"> - <i>e.g. IADT students have worked both in a voluntary capacity and as part of their credited programme, with organisations such as National Rehab. Hospital, Laura Lynn, etc.</i> - <i>Embedded work placement which includes community and charity option designed into stage 3 of all faculty programmes.</i> • IADT students are active in extracurricular activities including voluntary and community work as well as sports activities and have achieved significant success in this area to-date. This has provided opportunities to IADT students in the areas of coaching and mentoring on a voluntary basis within their own communities. Activities in which IADT students are engaged on a voluntary basis include: soccer, rugby, boxing, kick boxing, GAA and golf. Participation in voluntary and community work provides IADT students with opportunities for
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				<p>networking and the acquisition and implementation of employability skills.</p> <ul style="list-style-type: none"> IADT students are also very active in other extra-curricular activities through clubs and societies across the institute and external to the Institute (including Drama, Enterprise, LGBTQSA, Game and RPG) as well as involvement with the Spoken Word and Slam Poetry communities across Ireland.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>In the reporting period, the emphasis on strategic development was on the successful completion of Programmatic Review for all Undergraduate programmes (Postgraduate Review completed in 2017). As noted above the successful completion of Programmatic Review by both Faculties has resulted in significant advancements in all areas relevant to these KPIs.</i></p> <ul style="list-style-type: none"> <i>All programmes were revalidated with significant commendations by National and International academic and industry panels.</i> <i>All programmes have clear Graduate attributes accounting for knowledge, skills and competencies, including relevant transversal skills and experience.</i> <i>All programmes were reviewed and developed in consultation with industry.</i> <i>All programmes have defined employability statements and provide the option of accredited work placements and including voluntary and community work placements.</i> 			

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

*As noted, without an Executive member with responsibility for International, the Institute faced specific challenges in maintaining positive growth and momentum with respect to International recruitment, RDIE partnerships and staff/student collaborations. Despite this the officers with delegated responsibilities continued to build on strong organic growth with new and existing national and international partners. The 100% growth in Erasmus Mobilities and the addition of new EU Erasmus partners is reflective of the increasing 'international outlook' among our staff and students – our lack of engagement and activity with EU partners was a particular weakness pre-Compact and very good progress has been made across a number of specialisms. Continued recognition for the National Film School was evidenced in the success of consortia funding to explore and develop an **EU University for the Film & Media Arts**. While indicative targets w.r.t. to establishing an International Office and publishing an International Strategy have not been achieved we are of the view that immediate corrective action is not required and that we are broadly compliant in this category and making satisfactory progress give the challenges and circumstances faced.*

Strategic Priority 2a: Increase IADT's international profile to include increases in international student numbers, joint projects and partnerships.

<p>i. Institution Strategic Initiative</p>	<p>2.1 Development and Implementation of a Strategic Partnership Development Plan with key identified partners in key identified territories;</p> <p>2.2 Explore opportunities for joint programme development and delivery with other education partners and private learning companies, both national and international;</p> <p>2.3 Development and implementation of a Student Recruitment Business Plan to increase student numbers in target territories</p> <p>2.4 Creation of an International Office to assist in the widening of international activities</p> <p>2.5 Increase representation of students from the Island of Ireland, EU and international;</p> <p>2.6 Identify a priority list of international high ranking institutional partners/collaborators on priority programmes, mobility and RDIE opportunities in priority regions.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Strategic Partnership Development Plan with key identified partners in key identified territories</p>	<p>Although IADT has partnerships with international partners, no formal strategy is in place</p>	<p>In progress –a draft International Strategy has been written and will be presented to the Executive for consideration shortly. Following agreement of the International Strategy, a Development Plan will be drafted for agreement by the end of 2019.</p>	<p>Strategic Partnership Development Plan finalised</p>	<p>*** Additional Context *** <i>It is regretful that during the reporting period IADT operated for a substantive period without an Executive Officer with responsibility for RDI and International.</i></p> <p><i>This reporting period culminated with the resignation of the Executive Officer in August 2020.</i></p>

				<p><i>In order to minimise disruption and provide continuity, responsibilities and duties were delegated to other Managers and the Executive with varying degrees of completion/execution due to the prioritisation of C-19 Emergency provisions. The Institute hopes to recruit for the vacant post in Q4 of 2020.</i></p> <ul style="list-style-type: none"> • IADT's <i>Strategic Partnership Development Plan</i> remains partial and incomplete. The completion of the Plan will be a priority task for the incoming Executive Manager in Q4 2020. • IADT does have a policy and set of procedures for the Quality Assurance of Collaborative Provision which is published on our website and available here
<p>International and national agreements for joint programme development and delivery</p>	<p>International agreements in place with:</p> <ul style="list-style-type: none"> - George Brown College, Canada - Loras College, USA 	<p>Agreement with Sheridan College, Canada, signed re MA in Animation;</p> <p>MOU with École Supérieure des Arts Visuels de Marrakech signed re exploring Erasmus+ and Youth Film opportunities.</p> <p>Nationally, IADT is working with the Computer Society of Ireland to offer programmes to meet identified national skills needs.</p> <p>MOU signed with College of Further Education</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • IADT continues to actively engage and develop new agreements with National and International Partners. During the reporting period additional agreements were established with: <ul style="list-style-type: none"> – <i>Polish Japanese Academy, Poland</i> – <i>Aalto, Finland</i> – <i>Swinburne, Australia</i> • IADT continues joint programme development and delivery with: <ul style="list-style-type: none"> – <i>George Brown College, Canada</i> – <i>Loras College, USA</i> – <i>Sheridan College, Canada</i> • The National Film School at IADT successfully secured in excess of €1.1 million in funding to explore and develop an EU University for the Film & Media Arts. The

				<p>European Universities initiative is a key milestone for the EU in building the Universities of the future. IADT is joined by the Department of Cinema and Media Arts at Lusófona University in Lisbon which leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. Overall, the consortium secured €5 million.</p> <ul style="list-style-type: none"> • The EU also announced the continued funding of Kinoeyes a joint Erasmus Mundus MA in Film (fiction) of which IADT is the newest full partner. Now in its 3rd iteration, Kinoeyes has a strong history of trans-national film education and programme development at Level 9. • Nationally IADT has MoUs signed with six colleges in the Further Education sector which relate to progression pathways. Further scope for programme development is under consideration. • IADT welcomed the announcement by the HEA and the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris T.D. which confirmed that the institute will receive seed funding via the Technological Universities Transformation Fund (TUTF) to explore further formal partnerships nationally. • IADT, UCD & NCAD has established a consortium to pursue an Industry facing collaboration for the Creative Industries. This consortium is
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				<p>seeking funding under HCI Pillar 3 for the establishment of the Creative Futures Academy. This Academy will empower creative practitioners from a range of disciplines, and at different stages of their learning to shape the future of Ireland’s creative sector. It will seek to prepare graduates for work in a major sector of the national economy.</p>
<p>Student Recruitment Business Plan</p>	<p>No formal plan in place. A number of partnerships in place in key identified territories.</p>	<p>International Student Recruitment Strategy in draft and will be agreed by the end of 2019</p>	<p>International Student Recruitment Strategy finalised and published</p>	<ul style="list-style-type: none"> • IADT has a clear student recruitment plan as set out in the Institute strategic plan. There are a number of dependencies, such as the completion of the new Digital Media teaching building, but student numbers continue to grow steadily year on year. • A key component of the plan is to develop a higher proportion of students at Level 9, both taught and research. PG students as a % of total cohort grew from 12% in 2018/19 to 15% in 2019/20 • IADT’s <i>International Student Recruitment Strategy</i> is still in the early stages of development. The number of international students has been growing organically with the development of targeted, taught Masters programmes which have been developed in partnership with European and North American partners. For example, in 2019 IADT registered students from 45 different countries outside the island of Ireland, representing a fee income of over half a million euro.

<p>International Office to assist in the widening of international activities</p>	<p>International activity currently operates across two offices.</p>	<p>Support for Erasmus programmes has been increased from a 0.5 FTE to a 1.0 FTE, and reports to the Head of Creative Engagement within the Directorate of Creativity, Innovation and Research.</p>	<p>International office established.</p>	<ul style="list-style-type: none"> • As of August 2020, IADT does not have the resources under the ECF to establish an International Office. However, changes in the reassignment of staff in 2021 will allow the Institute to broaden the remit of the Erasmus officer to assume some additional responsibilities. This may include a change of title to International Officer, although in reality 90% of the activity will remain on the necessary work of supporting Erasmus activity in the Institute. Nevertheless, it will signal an intent by the Institute to look beyond the confines of Erasmus to the broader International recruitment agenda and establish a foothold from which to grow should current ECF restrictions ease. • New Erasmus partnerships established during the reporting period that contribute to the widening of our International activities, include; <ul style="list-style-type: none"> - Ecole Européene Supérieure de Bretagne (EESAB), France - Escola Municipal d'Art I Disseny Terrasa, Spain - Hogeschool Rotterdam (Rotterdam University of Applied Sciences), The Netherlands - Universidad Camilo Jose Cela (UCJC), Spain - Universidade Lusófona de Humanidades e Tecnologias, Portugal - University of Silesia (Krzysztof Kieslowski Film School), Poland
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<p>Number of students from the Island of Ireland, EU and international</p>	<p>In 2017/2018 IADT had</p> <ul style="list-style-type: none"> - 78 full-time international students (32 EU students; 46 non-EU students) 	<ul style="list-style-type: none"> - 107 full-time international students - 40 part-time international students - 24 Erasmus study mobilities inwards in 2018/2019 - 18 Erasmus study mobilities outwards 	<p>No specific target set</p>	<ul style="list-style-type: none"> • IADT continues to see positive growth in Erasmus mobilities and stable numbers w.r.t. International Students. Details for the reporting period are as follows: • International students 2019/2020 <ul style="list-style-type: none"> - 107 full-time international students – excluding Erasmus - 21 part-time international students • Erasmus student figures for 2019/2020: • Incoming students: <ul style="list-style-type: none"> - 44 (41 on studies – including 2 students from George Brown College Canada; 3 on traineeships – including 2 from SSU Ukraine) • Outgoing students: <ul style="list-style-type: none"> - 23 on studies + 17 on traineeships*. <p><i>* An Additional 11 traineeships were cancelled because of Covid-19. Excluding the 11 cancelled traineeships, this is a 100% increase year on year of Erasmus mobilities.</i></p>
<p>Identify a priority list of international high ranking institutional partners/ collaborators on priority programmes, mobility and RDIE opportunities in priority regions.</p>	<p>A number of partnerships in place with priority regions</p>	<p>In progress – a draft International Strategy has been written and will be presented to the Executive for consideration shortly. Following agreement of the International Strategy, a Development Plan will be drafted for agreement.</p>	<p>International Strategy and Development Plan finalised and published, including list of international high ranking institutional partners...</p>	<ul style="list-style-type: none"> • IADT’s International Student Strategy and Development Plan remains partial and incomplete for reasons captured above. The completion of the Plan will be a priority task for the incoming Executive Manager in Q4 2020. • Despite the limited progress in publishing an “International Plan”, IADT has been proactive at Faculty and Department Level, in developing relations with High Ranking international partners in our priority

				regions, including many new collaborators as listed above.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>There are clear risks associated with the continued absence of Leadership in this area and the Institute needs to appoint a Director of RDI as soon as possible in Q4 of 2020 or Q1 2021 with a longer-term commitment (subject to ECF) of establishing an International Office. “International at IADT” can clearly learn from the noteworthy progress and success achieved in “EDI at IADT”. The appointment of an experienced manager committed to driving a key strategic priority (in this instance EDI) is evidence of what can be achieved if the institute commits the necessary resources to deliver its strategic commitment and grow such opportunities. Interim targets for 2019/20 must be prioritised to ensure the overarching Strategic Priorities captured here (2a) do not move towards RED and pose additional and future risks to our International Ambitions.</i></p>			
<p>Please colour code this box in line with progress achieved</p>				

Strategic Priority 2b: Increase the output value of internationalisation per annum by 2020				
i. Institution Strategic Initiative				
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (1 Sept 2019 – 31 Aug 2020)
Output value of internationalisation per annum	No baseline identified	No progress provided	No specific target set	<ul style="list-style-type: none"> • International Fee income in 2019, €558,000. • European Universities initiative value in excess of €1.1 million over 5 years. • Value of Kinoeyes funding is c.€110K per annum to IADT over 5 years • <i>Other recent International projects funded by the EU</i> TREND 2017 – 2020 Partners on TREND include: Foreningen Mikrofinans Norge (lead partner), Norway; The Academy of Entrepreneurship (AKEP), Greece; EPS Jemappes, Belgium; KulturLife, Germany and IADT. <i>Value of TREND funding is c.€75K</i>
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>As noted, without an Executive member with responsibility for International, the Institute faced specific challenges in maintaining positive growth and momentum with respect to International income and funding. However significant credit must go to both the Erasmus Officer and Faculty staff who have independently maintained and extended their international networks and engagements. Despite the travel restrictions faced, the increase in income due to the EU Film University project and the extensions of the Erasmus Mundus Masters programmes reflects positively on the reputation of the National Film School and the increasing demand for its programmes. Our postgraduate pipeline from Canada (from Sheridan College and George Brown College) is stable. Future growth will require us to grow our reputation in new territories, however as noted the EU Film and KinoEyes projects have enhanced our reputation to the degree where we are attracting a far more diverse cohort of International Learners for their graduate studies.</i></p>			

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

***** Additional Context *****

It is regretful that during the reporting period IADT operated without a Head of Research and for a substantive period without an Executive Officer with responsibility for RDI. This reporting period culminated with the retirement, due to illness, of the Head of Research and the resignation of the Executive Officer in August 2020. In order to minimise disruption and provide continuity responsibilities and duties have been delegated to other Managers and the Executive. The Institute hopes to recruit for both vacant posts in Q4 of 2020.

For the purpose of this compact we are happy to report continued progress towards meeting our Compact targets/objectives – however it is also clear that IADT has failed to maximise its existing research expertise, knowledge, competencies and professional/practice credentials into a measurable and sustainable record of Research activity and output. There are a number of factors that have been cited previously including disciplinary challenges, lack of funding in AHSS, teaching-load etc – however it is clear that for specialist HE there have been too many “false-starts” w.r.t growing and achieving excellence in RDI. The next year is critical for the Institute and arguably a “strategic reset” may be required – there is no question of commitment or expertise within the IADT community however progress is too slow considering the Strategic ambitions of the Institute and the evolving strategic priorities of the HE and Technological Sector.

Strategic Priority 3a: Grow our research activity, including applied research from 2018–2021 as measured by increased research student numbers and increased research income.

<p>i. Institution Strategic Initiative</p>	<p>3.1 Support and enhance the status and reputation of IADT’s research capacity, both scholarly and applied/practice-based in key areas, as defined in the Research Strategy and Academic Plan; 3.2 Further develop the connectivity between our research activity and our programmes; 3.3 Develop further our research outputs in our key identified areas through active sourcing of research funding to provide funding opportunities and incentives for staff; 3.4 Build capacity for research (inputs and outputs) and innovation activity through collaboration and the creation of additional funding sources, and new sources of postgraduate research funding for Level 9 scholarships, in order to increase current numbers of postgraduate research students; 3.5 Publication and implementation of Staff Research policy, processes and procedures to include digitisation of processes; 3.6 Plan for growing sustainable funding for RDIE activity in place; 3.7 Increase external national and international funding to support staff engaged in formal professional research activity at IADT.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Research Strategy and Academic Plan</p>	<p>Draft Research Strategy and Academic Plan in place</p>	<p>A final draft Academic Plan has been circulated to and agreed by the Executive. A consultation process regarding the Academic</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> IADT Staff Research Policy was approved by Academic Council subject to amendments in June 2019

		<p>Plan is now being carried out with IADT's Management Team, Joint Forum and Academic Council following which the Academic Plan will return for final approval to the Executive and Governing Body.</p> <p>Staff Research Policy in place.</p>		<p>and approved by Governing Body in September 2019.</p> <ul style="list-style-type: none"> • IADT Academic Plan approved by Executive in May 2019 and formed the basis for Programmatic Review in both Faculties. <i>Academic Plan requires further review to account for Academic and Strategic decisions taken during Programmatic Review.</i> • Final Draft of IADT Research Strategy was approved by Executive in May 2019. The Strategy remains incomplete due to the absence of a dedicated Manager during the reporting period. A full review and revised publishing schedule with be tasked to incoming Head of Research.
<p>Connectivity between research activity and programmes.</p>	<p>Some good connectivity between research activity and programmes.</p>	<p>Annual schedule of workshops introduced in 2018/2019</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • In response to COVID 19 restrictions, a series of virtual workshops and seminars were developed to enhance connectivity between Research and our programmes. The workshops and seminars were made available to the IADT Research Community through our ongoing engagement with a number of external agencies including TU Dublin, KTI, EUROPA MEDIA, EURASHE, UCD and TCD, SFI, RIA. • Workshop Topics and Seminar Themes included; <ul style="list-style-type: none"> — Research commercialization & IP

				<ul style="list-style-type: none"> — Project management and capacity building — Responding to research calls and funding reviews.
<p>Number of Research Masters students</p>	<p>7 Masters by Research students enrolled at IADT for 2017/2018</p>	<p>15 Masters by research Students currently enrolled at IADT: 10 enrolments arts and humanities and 5 enrolments social sciences journalism and information</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • 8 Masters by Research students enrolled. — • <i>During the reporting period IADT reviewed and changed our recruitment strategy w.r.t Masters by Research. A practice had been established where supervisors would only recruit researchers if a Scholarship, Bursary or Stipend was available to support the application. This resulted in protracted recruitment / registrations and a significant % of withdrawals of candidates who did not secure financial aid.</i> <p><i>Changes include</i></p> <ul style="list-style-type: none"> • All registered Masters by Research students are now fee paying. • Developing external partnerships to support Masters by Research; e.g. Dublin City Council / The Lab IADT Art Research Curatorial Scholarship (value €15K) • Rolling registration of Masters by Research students. Institute now accepts applications on year-round basis. • Seasonal Thematic calls promoting priority disciplines.

Staff Research Policy	No Staff Research Strategy in place.	IADT's Staff Research Policy has been updated and was approved by the Governing Body on September 4 th 2019	Complete	Complete
Research Strategy to grow funding for RDIE activity	No plan in place	Research Strategy included within the IADT Strategic Plan and supporting KPIs to deliver the Strategic Plan. Published February 2019.		<ul style="list-style-type: none"> • IADT Research Strategy developed and published in consultation with R&D Committee (remains under ongoing review by R&D). • Ethics & IP policies currently under review by R&D Committee. • RDIE Metric targets achieved during reporting period: <ul style="list-style-type: none"> – RAs - 14, target exceeded – LOAs – 1, target exceeded – IDFs – 1, target exceeded • Enterprise and Innovation Manager commenced a performance review of metrics/ categories not yielding results for IADT. Recommendations to be published in Q4 2020. • Through THEA, IADT participated in a working group to draft Horizon Europe funding call. This allows IADT to include STEAM oriented research to be included in the funding categories which were heretofore excluded. • <i>Other strategically aligned activity includes ongoing engagements focused on our Discipline Priorities and Investment in Research Staff and Infrastructure.</i>

				<p>— 14 Innovation Vouchers undertaken in areas of core IADT expertise e.g. UX/UI design, Visual Communications, Cyber Psychology, Smart Economy etc.</p> <p>— IADT Attended & Presented at the European Research & Innovation Days Sept 2019; Digital EU Proposers Day, Helsinki, Sept 2019; CASE Conference Birmingham, August 2019;</p> <p>— IADT Research Officer undertook EARMA Certificate in Research Management</p> <ul style="list-style-type: none"> • IADT became part of the Irish ORCID Consortium and implemented ORCID for IADT Researchers and Academics in September 2019. Community adoption and progress ongoing. • Developing Research Partnerships – Progression of an innovation voucher through to Patent protection with a view to commercialisation of novel design. • Further growth anticipated following the development of a research laboratory uniquely focused on the application of design thinking to community and industry projects – The Public Design Lab • Increasing focus on supporting Start-ups that align with IADTs disciplinary priorities and expertise. This has resulted in an increasing demand from start-up companies
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				<p>expertise in UX/UI Design, Visual Communications, Cyber Psychology and Film Media & Animation.</p> <ul style="list-style-type: none"> IADT continues to target growth in key metrics/categories as noted above and a review is being undertaken to assess non-performing categories. 																		
<p>Level of national and international research funding</p>	<p>Irish Public Research income €200K (2018)</p>	<p>Total for current Research projects: €388,416</p> <p>Irish public research income: €218K EU: €158,416 Other sources: €12K</p> <p>In 2019, IADT engaged with EI/SFI/IRC/Creative Ireland/Arts Council in relation to funding for professional research in CCT sectors. It has been identified that there is a limited range of options. In partnership with the above, IADT will work to address the matter.</p> <p>IADT has undertaken with the support of THEA, significant engagement with European entities and the European Commission since January 2019. At two recent commission events about Horizon 2020 and Horizon Europe, IADT identified a range of CCT research networks and funding pillars. IADT has followed up with a view to developing and applying for EU funds over the</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> Two H2020 projects approved from the social sciences and humanities disciplines: <ol style="list-style-type: none"> Graduate School for Creative Approaches to Public Spaces. €4.5m in funding awarded to all partners over the 10-year project duration. July 2019 Social Platform for Holistic Heritage Impact Assessment. €1.5m in total funding, of which €195K assigned to IADT over 2-year duration of the project. Sept 2019 Research Income from Draft Financial Statement to Year End 31/08/2020 <table border="1"> <thead> <tr> <th></th> <th>2020 €000</th> <th>2019 €000</th> </tr> </thead> <tbody> <tr> <td>- Research Grants & Contracts</td> <td>€592</td> <td>€467</td> </tr> <tr> <td>- State</td> <td>€24</td> <td>€85</td> </tr> <tr> <td>- European Union</td> <td>€142</td> <td>€124</td> </tr> <tr> <td>- Industry</td> <td>€7</td> <td>€26</td> </tr> <tr> <td>- Other</td> <td></td> <td></td> </tr> </tbody> </table> 		2020 €000	2019 €000	- Research Grants & Contracts	€592	€467	- State	€24	€85	- European Union	€142	€124	- Industry	€7	€26	- Other		
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		<p>next five years in line with our Strategic Plan and KPIs.</p> <p>It is to be noted that IADT as at September 2019, secured two H2020 partner projects subject to Legal sign off before end 2019. This is a strong indicator that our strategic approach to research engagement and collaboration is beginning to yield results.</p>	/	<ul style="list-style-type: none"> - Total Contract & Project Income €765 €702 - Allocated to Capital Exp. €0 €11 - Net Income €765K €691K
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>As Noted, – It is regretful that during the reporting period IADT operated without a Head of Research and for a substantive period without an Executive Officer with responsibility for RDI.</i></p> <p><i>This reporting period culminated with the retirement, due to illness, of the Head of Research and the resignation of the Executive Officer in August 2020.</i></p> <p><i>As a consequence of two long-term absences and the subsequent departure of two senior managers with responsibility for RDIE, IADT has not been able to fully or effectively deliver upon its Strategic Objectives in this category. In order to minimise disruption and provide continuity responsibilities and duties have been delegated to other Managers and the Executive. The Institute hopes to recruit for both vacant posts in Q4 of 2020. During the reporting period, the Institute’s performance in respect to growth and activity was not at the level or ambition required to fully meet or exceed our stated priorities. Incremental progress has been slow but positive. The calibre of our appointments to these strategic positions, appropriate resource allocation/supports and level of “institutional will” to make positive progress are significant factors that will see this Priority progress to Green over the term of this compact. Failure in respect of any of the above could result in a potential decline towards Red, which from the institute’s perspective would be unacceptable.</i></p>			

Strategic Priority 3b: Grow our enterprise and innovation partnerships to include increased innovation vouchers, industry and community partnerships and projects.

<p>i. Institution Strategic Initiative</p>	<p>3.8 Maximise utilisation of our business incubation centre to develop spin-in and spin-out businesses; 3.9 Plan of Media Cube facilities upgrade produced; 3.10 Establish Media Cube Advisory Board and mentor panel; 3.11 Liaise directly with start-up enterprises in identified priority disciplines/sectors with a view to securing and increasing Innovation Vouchers; 3.12 Develop a plan to increase applied research in liaison with industry and the CCI sectors; 3.13 Develop further our industry and community based projects through our curriculum offering; 3.14 Expand the range of partnerships and collaboration opportunities with the creative industry sub-sectors of television, film, and animation, art and design, leveraging key opportunities provided by Enterprise Ireland and through Horizon 2020; 3.15 5 start-up enterprise support initiatives for staff, students and external clients through communications and promotion about the initiatives and closing dates; 3.16 Extend current external stakeholder partnerships by 10% annually.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Number of spin-ins and spin-outs</p>	<p>No 'Spin-outs' established in 2017 (source KTI)</p>	<p>Commercialisation engagement procedures under review in context of new KTI protocol. 1 Spin-out established in 2018.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> In 2019, IADT's Enterprise Manager reviewed the participation of its academic and research staff in enterprise spin ins/outs. <i>Limited success is due to a number of factors including</i> <ol style="list-style-type: none"> dominant disciplinary focus in Art & Design, Professional ambitions / motivations. <p>Arguably a poor understanding / interpretation of the</p> <ol style="list-style-type: none"> Enterprise Eco-system <i>and</i> IADT Intellectual Property Policy among staff and students. A full review of IADTs Intellectual Property Policy and a re-appraisal of

				the “Enterprise & Commercialisation” knowledge and awareness among Arts & Humanities staff and students has been agreed and tasked to incoming Head of Research.
Plan of Media Cube facilities upgrade produced	No plan in place	Interim upgrade works have been undertaken. A more detailed Media Cube upgrade plan has been drafted and it is hoped to include upgrade works within IADT’s Summer Works Programme 2020.	Final Media Cube upgrade Plan agreed and incorporated in Summer Works 2020.	<ul style="list-style-type: none"> The Media Cube’s upgrade plan and schedule of works was finalised for Summer 2020 completion*. External Funding Sources sought to enhance and grow the Media Cube’s capacity and offer. e.g. Regional Supports from DLRCoCo Enterprise Office and funding from Enterprise Ireland “Powering the Regions Fund”. <p><i>*Work not undertaken due to C-19 restrictions and prioritisation of Emergency Works only during this period.</i></p>
Media Cube Advisory Board and mentor panel established	No Media Cube Mentor Panel or Advisory Board in place	A process to identify members with suitable expertise to approach to become members of a re-formed Media Cube Advisory Board. It is expected that the Media Cube Advisory Board will be in place by Q2 2020. Mentor Review Panel established.	No specific target set	<ul style="list-style-type: none"> Media Cube Advisory Board was not established by Q2 2020 due to impact of C-19. Terms of Reference were developed and in Summer 2020 a number of nominees agreed to participate on the Media Cube Advisory Board during the reporting period. Identification of potential Media Cube Advisory members is ongoing with establishment of the Board pending. The first Mentor Review Panel was convened in Q4 2019. Members include:

				<ul style="list-style-type: none"> - Ms. Lisa Cunningham of Vogue Business Development - Mr. Kevin Fitzgerald of Equilibrium Consulting, - Dr Josephine Browne, Executive member IADT and - Ms. Ann Marie Phelan IADT, ICD Manager
Number of Innovation Vouchers	Liaison in place re Innovation Vouchers	<p>5 innovation vouchers were completed, and 10 innovation vouchers were commenced during this period to 31st August 2019.</p> <p>IADT's current staffing resource impacts on IADT's ability to achieve the full target. It is anticipated that 15 Innovation Vouchers will be completed by the end of 2019.</p>	No specific target was set for this period.	<ul style="list-style-type: none"> • 10 Innovation vouchers commenced. • 14 innovation vouchers completed*. • Communication Strategy to promote growth in Innovation Voucher activity was actioned with (1) additional promotion to industry through New Frontiers programme and Media Cube networks and further (2) promotion of Innovation Partnership scheme to staff and industry partners. <p><i>* The impact of the Covid 19 had the effect of increasing the level of activity by companies seeking research collaboration with IADT. This was evident in core areas of IADT expertise including visual communications and UX/UI design. Despite these challenges the number of completed vouchers increased from 5 in 2018 worth €32,500 to 14 in 2019 worth €97,500.</i></p>
Plan to increase applied research in liaison with industry and the CCI sectors	Some good examples of liaison with industry in CCI sectors	Research Strategy included within the IADT Strategic Plan and supporting KPIs to deliver the Strategic Plan. Published February 2019	No specific target set	<ul style="list-style-type: none"> • <i>Relevant Targets and activity to increase applied research in liaison with industry include:</i> • Visit by New Frontiers companies to NFS in Feb 2020.

				<ul style="list-style-type: none"> • Hosting of industry events i.e. Deansgrange Business Village Network • DRIC approval and funding support for the establishment of the <i>Public Design Lab</i> – a research centre focused on “design for good”. • DRIC approval of legal IP support for IP protection of a design arising from an Innovation Voucher • Presentations of IADT applied research or workshops <ul style="list-style-type: none"> – IRDG conference – THEA Colloquium – Digital Dún Laoghaire • IADT Research staff and students’ participation at the Dublin Tech Summit and Smart Sandyford launch in Microsoft HQ.
<p>% of programmes with industry and community based project offering.</p>	<p>A range of industry and community projects in place.</p>	<p>In place on 80% of programmes.</p> <p>Programmatic Review to look at implementation of Industry and community-based projects on the remaining programmes.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • Both Faculties completed a successful Programmatic Review April – June 2020 (<i>please refer to Section 1 of SER for detail</i>). • Under Programmatic Review – all new, re-designed and revalidated Undergraduate programmes were developed in consultation with Industry, Civic and Community partners. • 100% of IADT Programmes will have a formal accredited placement / professional experience module when programmes commence their roll out in September 2021. • Please see Appendix 1 that provides a detailed overview of current formal Placements & Destinations for Year 3 IADT students in FEH and FACT.

				<ul style="list-style-type: none"> • <i>Successful recruitment drive and promotion within Media Cube to recruit IADT student interns resulted in;</i> - 11 student placements / internships arranged with Media Cube client companies/ alumni. - Increased participation in Student Enterprise Bootcamp with 12 students / graduates participating in the programme during January 2020.
<p>Number of EI and Horizon 2020 bids, in partnership and collaboration with the creative industry sub-sectors of television, film, and animation, art and design.</p>	<p>No H2020 bids in IADT in 2017/2018.</p>	<p>Staff from the Faculty of Enterprise and Humanities are involved as part of 2 separate consortia bids which have been awarded Horizon 2020 funding</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • Two H2020 projects approved from the social sciences and humanities disciplines: 3. Graduate School for Creative Approaches to Public Spaces. €4.5m in funding awarded to all partners over the 10-year project duration. July 2019 4. Social Platform for Holistic Heritage Impact Assessment. €1.5m in total funding, of which €195K assigned to IADT over the 2-year duration of the project. Sept 2019
<p>Start-up enterprise support initiatives for staff, students and external clients</p>	<p>IADT has a number of enterprise initiatives in place in 2018</p>	<p>Five programmes underway:</p> <ul style="list-style-type: none"> - New Frontiers Programme - Media Cube Community Network established - Venture Capital in Residence Series established. - Student Enterprise Bootcamp - IADT Student Placement Programmes 	<p>No specific target set</p>	<ul style="list-style-type: none"> • Ongoing programme of enterprise support initiatives includes; - <i>New Frontiers IADT/TUD</i> - <i>Media Cube Community Network</i> - <i>Student Enterprise Bootcamp</i> - <i>IADT/Media Cube Student Placement programme</i> - <i>Venture Capital in Residence programme suspended due to C-19. Intention is to recommence in Q1 of 2021</i> - 49 active start-ups established during this period.

				<p>- 66 companies supported by the Media Cube during this period.</p>
<p>Number of external stakeholder partnerships</p>	<p>IADT has a number of external stakeholder partnerships in place across the Institute.</p>	<ul style="list-style-type: none"> - The Directorate of Creativity, Innovation and Research is actively involved in collaborations with Sandyford Business District to identify formal collaborative opportunities. - The Directorate is also a member of S+T+Arts – European funding network for science, technology and the arts. - IADT now a member of the ET2020 Working Group on Higher Education, and of EARMA. - IADT has formalised collaboration with Regional Skills Forum. - IADT has also established links with the Deansgrange Business Village Network, Smart Sandyford and Smart Dublin, DLR Chamber and Intertrade Ireland. - Media Cube hosts regional finals of the Network for Teaching Entrepreneurship 	<p>No specific target set</p>	<ul style="list-style-type: none"> • IADT in collaboration with Sandyford Business District submitted for competitive funding from Enterprise Ireland’s Technology Cluster Fund in Q4 2019. <i>(Bid unsuccessful due to nascent nature of relationship compared to other bids).</i> • In consultation with DLRCoCo Enterprise Office, IADT submitted a paper/bid to Dept of BEI for the establishment of a National Design Centre in the former Ferry Terminal in Dún Laoghaire harbour. The establishment of a National Design Centre is a €20m capital project under the Programme for Government. <i>(No decision on final location of NDC made due to ongoing crisis).</i> • EARMA Future Skills Development programme provided for research team. • Ongoing collaborative discussions with NovaUCD with a view to establishing Regional Hub in collaboration with DLRCoCo. • <i>Building on existing external Stakeholder Relationships additional formal commitments have been established with;</i> <ul style="list-style-type: none"> — UCD & NCAD to pursue and Industry facing collaboration for the Creative Industries. — Greystones Film & Media Campus – IADT in consultation to be GMC education and training partner. — Significant re-engagement with

				<p>Screen Skills Ireland and Animation Skillnet with a view to developing and pursuing programme development opportunities – potentially apprenticeships – during the next Academic year.</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Within the wider RDIE activities of the Institute, Enterprise and Innovation activities have progressed positively and broadly in line with our Compact objectives. The level of external engagements, industry partnerships and programme activity, and outputs, relative to the needs and priorities of the wider CCI sector is excellent. Changes implemented under Programmatic Review has consolidated many of these relationships and is a demonstrable commitment by IADT to provide a diverse programme of study/activity that contributes to “development and innovation that has relevance, growing engagement with external partners and impact for the economy”.</i></p> <p><i>The quality of regional and local engagements has been enhanced greatly and now aligns with our strategic commitment to deliver Regional economic value and impact. The Institute has made a concerted effort to broaden and deepen its relationship and engagements with DLRCoCo and we are hopeful that the foundations are now in place to further contribute to, and impact on the regional Development and Economic agendas. Despite the relatively strong performance of the Enterprise and Innovation team, they have functioned without Executive leadership for some time (Managers and the Team have been directly reporting to the President for most of the reporting period) – as such and noted previously the calibre of our appointment to this strategic position, appropriate resource allocation/supports and level of “institutional will” to make positive progress are significant factors that will see this Priority progress to Green over the term of this compact. Failure in respect of any of the above could result in a potential decline towards Red, which from the institute’s perspective would be unacceptable.</i></p>			

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

*The Registry team in IADT continues to effectively support **all** IADT students through our close engagement and work with our Student Experience team and our Student's Union, IADTSU. Faced with the impact and disruption of the C-19 emergency in March 2020, the Institute moved quickly to mitigate the impact on our students and ensure that a range of additional supports and resources were in place to support the 2019/20 cohort to completion. As we report some specialist services will operate remotely at times throughout the next term, while we will continue to ensure one-to-one appointments are facilitated online or on campus in line with social distancing guidelines.*

Despite the challenges and uncertainty faced during the pandemic, IADT has endeavoured to develop a range of engagement and outreach programmes to support both potential and existing students. By supporting a diverse community of learners through a range of initiatives, students have greater opportunity to develop. As reported below IADT remains confident in its ability to provide a welcoming and supportive learning environment focused on the creative abilities of its community of learners, regardless of gender, learning style, ethnicity, sexual orientation, physical ability or socioeconomic background.

Strategic Priority 4a: Increase participation of under-represented groups in IADT through the development of engagement and outreach programmes to include: community groups, junior and senior cycles, and further and adult educational programmes.

<p>i. Institution Strategic Initiative</p>	<ul style="list-style-type: none"> 4.1 Increase the numbers of primary and secondary schools we are engaging with; 4.2 Further develop pre-entry supports delivered on IADT campus during and after school hours to cover the academic, personal and professional needs of targeted student groups; 4.3 Continue to collaborate with UCD and Southside Traveller Action Group (STAG) to strengthen links with the Traveller community. Extend this programme to primary level students; 4.4 Strengthen links with Dún Laoghaire Rathdown (DLR) Refugee Project; 4.5 Build on the HEA PATH initiatives in collaboration with partner HEIs in the Leinster Pillar to develop joint outreach activities (Creative Summer Schools, Mentoring Programmes, Open Learning, and to promote Dublin as a learning City); 4.6 Develop a specialist accredited Foundation and transitional programme of study for future learners; 4.7 Respond to Springboard+ call for expressions of interest; 4.8 Review and explore opportunities to develop a higher apprenticeship programme for the cultural industries; 4.9 Increased involvement with the corporate sector, alumni, educators, community, voluntary and public sector; 4.10 Plan of action produced to enhance student sporting facilities; 4.11 Increase our DEIS School participation by 10%; 4.12 Establish IADT as a formal College of Sanctuary; 4.13 Development of campus physical environment in order to develop accessible signage throughout the campus, and to develop efficient access routes for those with access requirements.
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ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of primary and secondary schools engaged with	Number of school engagements undertaken within 2017/2018	10% increase in engagement achieved through Taster Days, Workshops, School Visits	No specific target set	<p>*** Additional Context *** <i>During the reporting period IADT operated at times without a Schools Recruitment/Liaison Officer as the post was vacant from September 2019 – March 2020.</i></p> <ul style="list-style-type: none"> • Schools Engagement in 2019/20: • <i>School visits including career fairs – 58</i> • <i>Schools outreach including course tasters, events, campus tours – 112</i> • <i>Open Days – 3 events run in November, January and June. approx. 2K attendees</i> <p>Key priorities of the Schools Liaison programme:</p> <ol style="list-style-type: none"> 1. <i>Focus on non-feeder schools to drive awareness of IADT and the courses we offer.</i> Outcome: We engaged with 21 schools in this category 2. <i>Increase the number of visits to DEIS schools.</i> Outcome: We increased visits by 30% Year on Year – 14 Visits 3. <i>Increase our engagement with groups who influence students.</i> Outcome: 119 parents, guidance counsellors and art teachers attended targeted events in IADT.

<p>Pre-entry supports for targeted student groups.</p>	<p>Schools engagement in 2017/2018:</p> <ul style="list-style-type: none"> - School visits including career fairs –68 - Schools engagement including course tasters, events, campus tours –84 - Taster Days in place - Pre-entry supports in place 	<p>Schools engagement in 2018/2019:</p> <ul style="list-style-type: none"> - School visits including career fairs –73 - Schools engagement including course tasters, events, campus tours –91 <p>IADT organises a number of Taster Days each year which are targeted for specific schools/ class groups. These are in addition to the general taster days offered each year. Taster Day offers applicants a chance to experience IADT programmes first hand by taking part in workshops, exploring the campus and talking to our lecturers and current students.</p> <ul style="list-style-type: none"> - 14 targeted Taster Days 	<p>No specific target set</p>	<ul style="list-style-type: none"> • As part of our pre-entry supports IADT organises a number of tailored ‘Taster Days’ each year which are targeted for specific schools/ class groups (including DEIS). These are in addition to the wider Taster and Open days offered each year to our applicants. Practical and project-based, our Taster Day offers applicants a chance to experience IADT programmes first-hand by taking part in workshops, exploring the campus and talking to our lecturers and current students • Taster Days • October mid-term – 560 students attended 22 workshops • February mid-term – 240 students attended 16 workshops • As a result of attending these events 81% of attendees said they would apply to study at IADT. Over 40% of First Year students had attended a Taster Day. • A refreshed and extended Schools Liaison Programme was supported by both Faculties and allowed IADT to offer the following pre-entry supports and engagements for applicants, parents and schools; <ul style="list-style-type: none"> - Career Guidance Events (Sept + Nov) 2 events hosted in the NFS targeting key feeder schools with 39 attendees. Follow-up campaign resulted in 16 school visits - Art Teacher’s Event (November) 28 Art Teachers attended a half day event in IADT hosted by the President and Head of Faculty
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				<ul style="list-style-type: none"> - Parent’s Evenings (November) Event hosted in IADT with guest speakers with 34 participants - Parents Evening for HEAR + DARE students (Oct) 18 attendees - Entrepreneurship Summer Camp (July) 38 participants - Higher Options (RDS, September) 1100 students registered their interest at the IADT stand. - Engineers Week (March) 44 participants - Course Information Sessions (Jan - May) 78 students attended Information sessions for non-portfolio courses <ul style="list-style-type: none"> • Pathways into Art & Design: a DEIS Workshop Programme In 2019, IADT developed and piloted a programme of engagement to support local DEIS schools with the delivery of core Art & Design skills and support their students to navigate access pathways into third level Art & Design programmes. Ongoing discussions with Art Teachers in these schools reveal students who are skilled and driven to pursue third level art and design education, however, these students are not always afforded access to more advanced tools and techniques in school (such as printing presses, kilns and insight into art & design careers in context). Furthermore, there is confusion within the student body about access routes and pathways into tertiary Art & Design education. <p>In response IADT increased outreach to one local school as a pilot. This saw a lecturer visit the school to meet a mixed cohort of 5th and 6th year</p>
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				<p>students and hold an info session about IADT and to tour the Art & Design facilities of the school. In response IADT designed a bespoke day of creative arts workshops on IADT's campus. These workshops targeted skills and techniques that the school is less well equipped to provide. Twenty 5th year students and three teachers attended in-studio workshops in drawing, printing and digital fabrication. These workshops were enhanced with talks from lecturers and students as well as a campus tour with IADT student reps. Each student was given hands-on experience of advanced tools and techniques and left with a personalised body of work that could be used to enhance a portfolio should they wish to apply to an Art & Design third level programme. As of Feb 2021 three of the students who attended the pilot programme have applied to IADT for portfolio entry in 2021/22.</p> <ul style="list-style-type: none"> • Following the pilot IADT planned a programme of engagement for our four local DEIS secondary schools. This programme details continued workshops for Leaving Cert students and expanded outreach and workshops for 3rd or 4th year groups (as applicable) that will see up to 150 secondary school students per year invited to IADT's campus for workshops and support.
<p>Links with Traveller Community</p>	<p>No formal links with the Traveller Community in Primary School</p>	<p>IADT hosted students from St. Kieran's School Bray at the National Film School during September, as part of their hands-on film making workshop with</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> • Maintained links with St Kieran's Special National School in Bray. Planned visits in term 2 postponed due to COVID. Kieran's Special National School is one of only two

		<p>IADT and UCD's Access to Lifelong Learning.</p> <p>Traveller Pride Week June 2019; IADT collaborated with Southside Traveller Action Group to raise awareness and celebrate the Traveller culture, while also highlighting discrimination encountered by having a workshop and creating a short film to provide a deeper insight into experiences of a Traveller family. IADT has firmly established relationships with these community partnerships which will lead to higher participation rates with IADT.</p>		<p>designated special schools for Traveller pupils remaining in the Republic of Ireland.</p> <ul style="list-style-type: none"> Active engagement with UCD and Southside Traveller Action Group to progress collaborative "IADT- UCD Traveller Access Programme". Initial activity included a programme of on-campus workshops for prospective students. <i>Programme of activity will recommence post-Covid.</i>
<p>Links with Dún Laoghaire Rathdown Refugee Project</p>	<p>Some work has taken place previously with the DúnLaoghaire-Rathdown Refugee Project.</p>	<p>IADT has established a link with DúnLaoghaire-Rathdown Refugee Project. The Governing Body approved the awarding of two Scholarships to Undergraduate Applicants under the College of Sanctuary initiative.</p>	<p>No specific target set</p>	<ul style="list-style-type: none"> Engagement with DLR Refugee Project has been limited due to C-19. However, the institute continues to engage with local stakeholders on Initiatives such as College of Sanctuary and the Artist Protection Fund. Since the introduction of the Sanctuary Scholarships, one student has been granted a scholarship. It is expected that the numbers will grow going forward. A College of Sanctuary Working Group has been formed to progress the College of Sanctuary application status for IADT. In Summer 2020, the Artist Protection Fund (APF) contacted the Institute seeking to place an awarded interdisciplinary artist at IADT. The APF (IIE-APF) is a programme at the Institute of International Education, based in New York, that fills a critical

				<p>unmet need by providing fellowship grants to threatened artists. IIE-APF places these artists at host institutions in safe countries where they can continue their work and plan for their future.</p> <ul style="list-style-type: none"> • Since the APF initially reached out to IADT, senior staff (Academic Management and the EDI Manager) have held a number of exploratory meetings with APF and DLR CCoCo and other local stakeholders. IADT hopes to be in a position to host this artist by Q3 2021 and provide in-kind resources and mentorship, primarily through the ARC (Art + Research Collaboration) Masters Programme at IADT. • IADT would be the first organisation in Ireland to host an artist at risk under the APF programme. • see Appendix 3 for ADDITIONAL INFO on APF
<p>PATH programme outreach initiatives.</p>	<p>IADT to become part of Dublin Learning Cities in 2019</p>	<p>IADT Co-Chairs and actively participates in Dublin City of Learning project. This project is aimed at providing support for access to education for students with non-traditional entry profiles who are under-represented in higher education. In April 2019, the first Dublin Learning City Festival took place to showcase the Learning City project and strengthen ties with communities. There were 150 Community events held across the city as part of the Dublin Learning City project</p> <p>IADT is part of the Community Mentoring (CM) programme which is to inspire and encourage</p>		<ul style="list-style-type: none"> • <i>IADT as part of the Leinster Pillar 1 Cluster (IADT, NCAD, TCD, UCD, Marino Institute of Education) offered the following initiatives:</i> • The first Creative Arts Summer School took place in June 2019. IADT offered 4 Creative Arts Workshops as part of a 5-day event. 60 prospective students from all access target groups participated. <i>Regretfully, the Creative Arts Summer School 2020 was postponed due to Covid-19. It is expected that a Virtual Creative Arts Spring School will take place in 2021.</i> • Community Mentoring: IADT continued involvement in mentoring schools, community partners and Further Education colleges.

		<p>prospective students through community mentoring. IADT had 4 mentors who successfully completed this programme and linked in with schools, community partners and FE Colleges. The Access Office is currently linking in with IADT's Department of Technology and Psychology to promote CM as part of the 3rd year project students must undertake.</p>		<ul style="list-style-type: none"> • Open Learning: IADT offered part time flexible learning to prospective students looking to study individual modules across 13 different programmes delivered by three different departments including: Department of Design of Visual Arts, Film Media and the National Film School, and the Department of Technology and Psychology. Open Learning is available to all prospective students, and scholarships are available to applicants from access target groups. • Dublin Learning City became a member of the UNESCO Global Network City Membership Award in 2019. It held its first festival with 150 events across the city along with Dublin City Council and Dublin City Education and Training Board. The Dublin Learning City festival was planned to take place in March 2020 but it had to be postponed due to Covid-19. It is anticipated that a virtual learning festival will take place in 2021. • <i>IADT has a lead role in relation to the Dublin Learning City and Co-Chairs this work package.</i> It has brought together partners from the participating colleges, and extended membership to Dublin Dún Laoghaire Education and Training Board and continues to foster strong relations with the City of Dublin Education and Training Board as well as Dublin City Council. Our lead-role has maintained and enhanced IADT's reputation on collaboration for Access which promotes learning for All.
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				<ul style="list-style-type: none"> • <i>The Impact of the initiative and programme of engagements is far reaching including</i> - Highlighting IADT's continued commitment to promoting equality of Access for All - Supports specific outcomes such as the 1916 bursary recipients (Up to €20,000 made available for 8 IADT Students per year. - Promotes the Creative Arts Summer School with up to 60 students visiting IADT to partake in the taster modules - Delivers Open Learning and the promotion of Community Mentoring.
Specialist accredited foundation and transitional programme	No specialist accredited foundation and transitional programme in place.	Foundation year programmes in consideration as part of Programmatic Review, for example Design for Stage and Screen, and Technology.	No specific target set	<ul style="list-style-type: none"> • Regretfully IADT's plans for a Summer Animation Academy (Transition Year and 5th Year) and DEIS Schools Workshop programme did not progress as expected due to restrictions under Covid-19.
Number of Springboard+ programmes	IADT offered 2 Springboard programmes in 2018	2 programmes have been developed to be offered through the Springboard initiative –one in each Faculty: Certificate in Production Management for Animation; Postgraduate Diploma in Business in Digital Entrepreneurship.	No specific target set	<ul style="list-style-type: none"> • A List of Springboard Accredited Programmes (six during this period) is provided in Section 1a of this SER
Apprenticeship programme for cultural industries	IADT did not offer Higher Apprenticeship programmes in 2018	Apprenticeship programme is being considered as part of Programmatic Review	Apprenticeship programme is being considered as part of Programmatic Review	<ul style="list-style-type: none"> • While apprenticeships were not developed under Programmatic Review the Faculty of Film Art & Creative Technologies has seen significant re-engagement with Screen Skills Ireland and Animation Skillnet with a view to developing and pursuing programme development opportunities – including training and apprenticeships.

				<ul style="list-style-type: none"> • The Faculty of Enterprise and Humanities is exploring the possibility of developing a Level 9 Apprenticeship in Entrepreneurship. • Greystones Film & Media Campus – IADT entered consultation to be GMC’s preferred education and training partner. This may result in traineeships and apprenticeships as part of a suite of possible programmes at different levels of the NFQ.
<p>Level of involvement with corporate sector, alumni, educators, community, voluntary and public sector.</p>	<p>IADT has involvement with these sectors across programmes.</p>	<p>New Alumni database in place</p> <p>2 graduate events held for Alumni</p> <p>A number of community and voluntary projects are in place.</p>		<ul style="list-style-type: none"> • Under Programmatic Review – all new, re-designed and revalidated Undergraduate programmes were developed in consultation with Industry, Civic and Community partners. This engagement remains ongoing and central to programme development, teaching and learning and student/staff engagements. • Please see Appendix 1 that provides a detailed overview of current student placements and a record of engagements with diverse external stakeholders for students in FEH and FACT. • Further involvement with corporate sector, alumni, educators, community, voluntary and public sector is achieved through programme content and delivery. This is enhanced and supported by the Career’s Office with parallel and complementary employer and organisation-led events Including: <ul style="list-style-type: none"> - <i>Alumni panel discussions,</i> - <i>Enterprise workshops,</i> - <i>Interview marathons with Industry Stakeholders,</i>

				<ul style="list-style-type: none"> - <i>Industry presentations/seminars across all disciplines.</i> • Alumni Platforms: The majority of courses are active with Alumni through LinkedIn / Twitter and Facebook. One programme has created the development of their Alumni networking page as a 3rd year class project. This is supported by the Careers Office and led by academics. • Alumni events: In 2019/2020 two large face to face anniversary Alumni events were held in Applied Psychology and CyberPsychology – other events which usually attract Alumni, e.g. The Final Year IADT Exhibition – had to be moved online due to Covid 19. • Community and Voluntary projects included Altruism project – Psychology; Enterprise and Enactus – Businesses.
<p>Plan to enhance sporting facilities</p>	<p>IADT currently has a playing pitch and basketball courts on campus.</p>	<p>Partnership with local gym and leisure centre in place re student discounts</p>		<ul style="list-style-type: none"> • No significant further progress has been possible due to delays to the completion of the Digital Media Building Project. Furthermore, it is regretful that our basketball courts have been decommissioned due to planned construction activity. • IADT maintains a programme of ongoing and incremental campus and local improvements (Minor Works Programme). Plans to provide for an “outdoor Gym” did not progress in Summer 2020 due to C-19. It is hopeful that this can be reviewed and progressed in Q2 2021, subject to the necessary restrictions necessitated by the current public health situation.

				<ul style="list-style-type: none"> IADT ran a pilot Sports Fitness Programme in collaboration with IADT Students Union in 2019 and this is an opportunity which can be explored and expanded further.
Number of DEIS School participants	DEIS School participation in 2017/2018 was 13	5 new enrolments in 2018/2019.	No specific target set	<ul style="list-style-type: none"> Please refer to Pre-entry Supports section above, which provides details of Pathways into Art & Design: DEIS Workshop Programme implemented during the reporting period. Enrolments from DEIS Schools have increased but not at the levels anticipated (Sept 2019: 16 v Sept 2018: 13). Analysis by IADT indicated that just over 10% of students from these schools accepted a place through the CAO during the reporting period with many schools reporting low single figures progressing to HE following their leaving cert. IADT is hopeful that new initiatives such as Pathways into Art & Design will further increase enrolments.
College of Sanctuary Status	IADT is not designated as College of Sanctuary.	<p>IADT was accepted into Sanctuary Network in early 2019. Working on a proposal to pledge allegiance to become a College of Sanctuary.</p> <p>2 Scholarships (waiver of fees) were offered in 2018/2019.</p>		<ul style="list-style-type: none"> The College of Sanctuary working group has been established in IADT to progress the College of Sanctuary Award. however College of Sanctuary Status is not yet achieved. <i>As noted above;</i> in Summer 2020, the Artist Protection Fund (APF) contacted the Institute seeking to place an awarded interdisciplinary artist at IADT. The APF (IIE-APF) is a programme at the Institute of International Education, based in New York, that fills a critical unmet need by providing fellowship grants to threatened artists. IIE-APF places these artists at host institutions in

				<p>safe countries where they can continue their work and plan for their future. <i>We recognise this activity and engagement as a strong complement to our ambitions for College of Sanctuary status.</i></p>
<p>Access routes in physical campus environment.</p>	<p>IADT has good accessibility across some buildings but not all.</p>	<p>Accessible doors fitted in the Carriglea and Atrium buildings</p>		<ul style="list-style-type: none"> • Access routes were further improved when Covid-19 measures called for building entrances/exits to be separated where possible and called for the establishment of one-way routes internally within buildings. These measures were introduced across IADT. Where these Covid-19 measures impacted on students with accessibility issues, personal plans were put in place to allow the students by-pass the Covid-19 circulation routes where they impacted negatively on travel distances for individuals. • Internally across all buildings, doors along corridor routes and into high traffic areas such as the library and restaurant, were connected to new hold open devices making internal horizontal circulation fully accessible. • The additional demands associated with Covid, revealed the need for additional investment to improve and provide safe-accessible routes for all, as such additional automated doors will be included in improvements to the Carriglea building in Q3 of 2021 ('Summer Works Programme').

iii. Interim targets, commentary and data source (maximum of 300 words)

Despite the real concerns and ongoing challenges of the public health emergency, IADT has endeavoured, as described in some detail above, to develop a range of engagement and outreach programmes to support both potential and existing students. Innovative ways of engaging with our feeder schools on-line were piloted and have now been mainstreamed. Particular focus was given to the DEIS schools in our region with an increase participation of 30%. New initiatives with subject specific teachers and evening programmes for parents were also run. Active engagement on the PATH initiative continues, for example the Dublin City of Learning, cancelled in 2020, will run as an online event in 2021.

Our support services; medical, counselling, learning support, disability and more, remained available and proactive during the year, expanding rather than limiting their services as the needs and constraints placed on our students evolved. Springboard programmes were successfully developed and run, existing programmes were adapted and revalidated to accommodate online provision and assessment.

Students on practice-based programmes were provided with the tools and knowledge to develop and expand their off-site practice and assessment, and for those students whose personal, social or health situation made continued study too difficult, processes were put in place to facilitate no fault deferrals with no academic or financial impediment.

We are proud and confident of our response and performance, yet the longer-term impact is unknown – not just on our ability to meet the goals, of both this compact with the HEA and our wider mission to society for the provision of higher education and support services to our students, but more importantly the impact on our students in particular those from under-represented groups who are most likely to have been most negatively impacted.

Finally, shortcomings in fulfilling this strategic priority include progressing apprenticeship and traineeship programmes that align with our disciplinary expertise, their development and implementation remain under consideration if a suitable model with industry partners can be agreed.

Strategic Priority 4b: Ensure an enriched student experience in a diverse community through the provision of opportunity. Empower students during their time in IADT so that they have the graduate attributes to support a fulfilling and successful career.				
i. Institution Strategic Initiative	<p>4.14 Allocation of 10% of first year undergraduate places for Access Students on reduced entry points through the national HEAR/DARE scheme;</p> <p>4.15 Ensure appropriate supports are in place to facilitate students transitioning into higher education;</p> <p>4.16 Expand mechanisms for tracking students including an alumni forum;</p> <p>4.17 Develop a Student Support Policy for students entering IADT from underrepresented groups;</p> <p>4.18 Allocate a portion of the Equal Access Funding, specifically for the post-entry support of these target groups;</p> <p>4.19 Develop a mentoring/ambassador programme which will build on an existing First Year Matters (FYM) Student Induction Programme which will be expanded across the life cycle of the students.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<p>Number of students admitted via HEAR Scheme</p> <p>Number of students admitted via DARE Scheme</p> <p>% of first year places allocated to HEAR/DARE</p>	IADT new to HEAR/DARE schemes in 2019.	<p>IADT allocated a number of places on each programme equivalent to 10% to be offered to applicants through the HEAR/DARE Schemes. The number of places available on each programme for both HEAR and DARE is noted on IADT's website.</p> <ul style="list-style-type: none"> - 47 new students admitted through the HEAR scheme - 78 new entrants admitted through the DARE scheme 		<ul style="list-style-type: none"> • IADTs active engagement and promotion of the HEAR/DARE Scheme continues to see stable progress in the number of our students availing of the support and resources provided by the scheme. • September 2019: 71 students admitted through HEAR (21) and DARE (50) schemes – this constitutes just over 13% of first year undergraduate intake. • Applicant numbers for Aug 2020 currently indicate growth of c.35% in H&D students for the next Academic Year.
Supports for transition to higher education	First Year Matters (FYM) induction programme in place	Student Buddies/Mentors were recruited to support the First Year Matters induction programme		<ul style="list-style-type: none"> • For the delivery of the September 2019 First Year Matters Programme, 12 student leaders were recruited to

		<p>with training provided for mentors over the summer.</p> <p>First Year Matters programme run over 4 weeks</p> <p>Workshops held for incoming students – these included workshops on Consent.</p>		<p>act as mentors to new entrants for the first 4 weeks of induction.</p> <ul style="list-style-type: none"> • The First Year Matters Programme was run over 4 weeks. FYM student leaders together with the student Union and IADT staff hosted a range of informative and social events to familiarise students with all elements of college life. Each week was themed: Induction Week, Education Week, Welfare Week and Freshers Week. • Consent and Equality awareness training was also included in 2019 as part of FYM for student leaders and students, however this will take place in 2020. • Mature Student Writing Week – 29 participants attended the Mature Student Writing Week 2019. • The HEAR / DARE Induction Day. All HEAR/DARE entrants were invited to attend a joint induction day on campus. Students received information regarding post entry supports as well as a campus tour and this gave an excellent opportunity for participants to form bonds and a sense of belonging to IADT.
<p>Mechanisms for tracking students</p>	<p>Alumni database in place Locally held Faculty databases in place</p>	<p>A new Alumni database has been collated in 2019. Two graduate events have been held for Alumni.</p>		<ul style="list-style-type: none"> • Alumni Platforms: The majority of courses are active with Alumni through LinkedIn / Twitter and Facebook. One programme has created the development of their Alumni networking page as a 3rd year class project. • There are dedicated Alumni LinkedIn Pages for the following programmes

				<p>and these are managed by the faculties:</p> <ul style="list-style-type: none"> - Creative Media Technologies - Creative Music Production - Applied Psychology - Cyberpsychology - Applied Entrepreneurship - Entrepreneurship - Entrepreneurship and Management - Cultural Event Management - Postgraduate Diploma in Digital Entrepreneurship - PGDip Business Digital Entrepreneurship - Arts Management - EMCS <ul style="list-style-type: none"> • Connected through LinkedIn – but no formal Alumni page: <ul style="list-style-type: none"> - PGDip Cultural Event -Management - Visual Communications (currently developing 3rd year project to set up Alumni page) - BA Design for Stage and Screen • Alumni events: In 2019/2020 two large face to face anniversary Alumni events were held in Applied Psychology and CyberPsychology – other events which usually attract Alumni, e.g. IADT’s Final Year Exhibition – had to be moved online due to Covid 19.
<p>Student Support Policy for students from underrepresented groups</p>	<p>A number of student support policies in place</p>	<p>Code of Practice for Students with Disabilities</p> <p>Policy on Gender identity and Gender Expression</p>		<ul style="list-style-type: none"> • IADT has a number of Student Support Policies for students from underrepresented groups. These include: <ul style="list-style-type: none"> - Code of Practice for Students with Disabilities and Disclosure of Disability Form

		<p>Procedures on alternative admission route for students with disability or learning difficulties</p>		<ul style="list-style-type: none"> - Policy on Gender Identity & Gender Expression - General Disability Support Service Reasonable Accommodations Procedures - Policy and Strategy for Participation, Equal Access and Lifelong Learning - Policy + Procedures for the Protection of Children and Vulnerable Adults - Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities - Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty <ul style="list-style-type: none"> • The appointment of a Disability Officer in IADT 2018 has had a notable and positive impact during the reporting period. The appointment further strengthened our commitment to provide individualised and consistent support for students registered with learning challenges and disabilities. IADT students can avail of low intensity academic, social emotional and daily living skills and interventions to assist them with their studies. • During 2019/2020 this involved supporting 274 students (over 10% of our student population) directly with one-to-one assistance as well as providing support to prospective students. There is a partnership approach developed with other staff members to deliver a host of seminars in consultation with
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				<p>external agencies such as NCBI, ASPIRE, Carmona and As I AM.</p> <ul style="list-style-type: none"> • The services operate in tandem with Learning Support Services combined with an Assistive Technology dedicated staff member to assist students with their support needs and improve the retention of learners. • A number of Disability policies have been developed and are available to students and staff to assist them with their learning challenges and promote Universal Design for Learning and Teaching for All. The National Learning Network have been employed to provide academic support to our students since 2019.
<p>Portion of Equal Access funding, targeted towards post-entry support of specific target groups.</p>	<ul style="list-style-type: none"> - Learning Supports in place - Disability Service in place - Student Hardship fund in operation. - Student Assistance Fund in operation. 	<p>IADT is actively supports students from under-represented target groups including mature students, lone parents, students with disabilities, socially and economically disadvantaged students, Travellers and ethnic minorities.</p> <p>A range of post-entry supports have been put in place to address their various needs. These include a HEAR and DARE Induction programme tailored specifically to their requirements and a series of Mature Students' Writing Workshops.</p> <p>IADT also supports lone parents through a childcare subsidy.</p> <p>The Student Assistance Funds supports underrepresented</p>		<ul style="list-style-type: none"> • The Student Assistance Fund is allocated in partnership with IADT Students Union. During 2019, 160 students benefited from this fund. • The Leaders and Learners 2016 Bursaries benefited 8 students from the Access target groups. • There is also a dedicated Student Hardship Fund which benefits learners who are in need of funding who may not meet all the criteria set out by the Student Assistance Fund. • IADT also supports lone parents through a childcare subsidy.

		<p>groups through an annual fund, which is distributed to students who are financially at risk.</p> <p>There are numerous learning supports which have been augmented to further assist their learning and development needs. A positive holistic approach is put in place to address students' academic, social, physical and mental well-being. Examples of these supports are outlined underneath.</p>		
<p>Mentoring/Ambassador Programme</p>	<p>First Year Matters induction programme in place.</p>	<p>Programme in place.</p> <p>Information on First Year Matters Leaders is available for students on the IADT Website</p> <p>A Final Year Matters programme was piloted in 2019.</p>		<ul style="list-style-type: none"> • The First Year Matters programme is a partnership initiative across the Student Union, Student Experience Team and staff. It is currently a 4-week programme but the intention is to expand this programme across a longer term to address retention of learners and enhancement of supports. • A Student Ambassador Programme is in place with a roster of 12-15 ambassadors across both Faculties supporting student recruitment, communications and promotion, industry engagement and intra-peer support programmes. • IADT's Final Year Matters Programme was delivered. This is a pilot project funded by the National Forum. The programme is open to all Final Year Students with a key emphasis on collaboration, personal and professional development and graduate employment.

iii. Interim targets, commentary and data source (maximum of 300 words)

IADT continues to make considerable progress in providing an enriching and comprehensive student experience. Since the appointment of a specialist Student Experience Manager four years ago, the number of services and support has been growing and we are proud of the year-on-year progress and enhancements implemented. By supporting a diverse community of learners through a range of initiatives as described above and complemented by the Institutes embracing of national programmes such as HEAR and DARE, students have greater opportunity to enter HE and develop. In addition, programmes such as the recent “Final Year Matters”, bookending a student’s learning journey from their initial engagement in “First year Matters”, empowers students during their time in IADT so that they have the graduate and employability attributes to support a fulfilling and successful career.

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

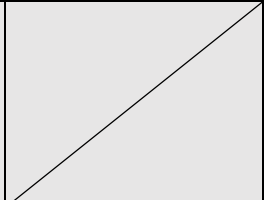
The Institute recognises that central to good practice in academic development, quality monitoring and academic excellence is the “seeking of” and “reflection on” independent and external views on the practices and proposals of the Institute at both programme and strategic levels. Thus, in all of the macro planning processes undertaken as part of our Programmatic Review, the seeking of such views/insights was a core element of the process.

Given centrality of the recent Programmatic Review to the success of this Compact, meaningful engagement with all our external stakeholders was critical to our quality appraisal and enhancement of academic standards and our evolving best practice, nationally and internationally.

*In order to meet, and inform, our wider academic and strategic ambitions detailed surveys were sent to **all our graduates** from the previous 5 years (2014-2019), over **250 professional representatives** within our wider network of contacts in industry, other HEIs, cultural bodies and **all the current full time and part time staff**. Respondents were asked a set of agreed questions that looked at the academic strengths and weaknesses of each programme, the deficits in the current provision and advantages offered by IADT, employment data plus a detailed look at the attributes and skills and attributes that are required of a 21st century graduate.*

*Additionally, and where possible, every Review Panel was Chaired by an international expert with additional oversight provided by Academic Registrars from within the technological sector. We believe that the experience, data, and learnings achieved as a result of these systematic processes and external engagements, **to be the most comprehensive and through appraisal of our academic and quality standards** in the Institute’s history. We have established new “benchmarks” and standards for quality that our learners and partners will benefit from for the next number of years.*

Strategic Priority 5a: IADT will review and assess the quality of its academic provision and systems of academic quality enhancement through a systematic process of benchmarking key disciplines against international best practice.

<p>i. Institution Strategic Initiative</p>	<p>5.1 Develop, implement and monitor a defined system of national and international benchmarking; 5.2 Develop a co-ordinated system of academic staff acting as External Examiners both nationally and internationally; 5.3 Develop further the training opportunities for administrative and academic staff through Erasmus+; 5.4 Seek out new professional and educational memberships of organisations in order to network and observe best practice</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>National and International Benchmarking system</p>	<p>IADT has benchmarking built into Programmatic Review/Quality processes</p>	<p>Identifying suitable national and international benchmarks is included within IADT’s Programmatic Review and Quality processes.</p>		<ul style="list-style-type: none"> Our national and international benchmarking system for all academic programmes is our cyclical Programmatic Review. All programmes are benchmarked against a minimum of 3 comparable

				<p>national and international programmes.</p> <ul style="list-style-type: none"> • Our validation panels for each programme include national and international experts for benchmarking purposes. • Colleagues joined us from TUD, UCD, NUIM, WIT, AIT, DKIT and DBS. International examples include, University Lusofanó Portugal, Sheffield Hallam, Bournemouth, University of Ulster and Manchester University of the Arts. • Each panel is also chaired by an independent chair from another HEI. • To ensure our QA at a programme level, each programme has at least 2 External Examiners. Often from another jurisdiction, our “Externs” further enhance programme-level-benchmarking with International institutions.
<p>Coordinated system for academic staff to act as External Examiners, nationally and internationally.</p>	<p>No coordinated system is in place, although IADT has a number of staff members acting as External Examiners</p>	<p>For a number of years IADT Academic staff have been engaging in external examining in the Higher Education sector. This engagement provides a useful benchmark for IADT as a measure of IADT’s academic staff competence and recognition within the wider academic community and key external stakeholders.</p> <p>Currently there are approx. 15% of IADT academic staff engaged as External Examiners at regional, national and international levels.</p>		<ul style="list-style-type: none"> • In the Faculty of Enterprise and Humanities, 18% (6) of academic staff act as External Examiners in other IOTs in Ireland. • The number of Staff in the Faculty of Film, Art & Creative Technologies acting as External Examiners National & Internationally is 18% (18 staff). • A number of Senior Academic Staff are on a national Register as Quality Reviewers and act on behalf of the QQI. • Academic Staff are also active as moderators/jurors/assessors for National and International Student Competitions – this provides further perspectives on quality and supports

		External examining is encouraged and supported by IADT.		<p>additional course-level benchmarking. <i>e.g. International Society of Typographic Designers (ISTD) International Student assessment scheme.</i></p> <ul style="list-style-type: none"> • Periodic records of all Externing activities are captured and published in each rolling Programmatic Review.
Erasmus + training opportunities for academic and admin staff	Information session on Erasmus was held in 2018	Information session on Erasmus in 2019		<ul style="list-style-type: none"> • Active promotion of Staff mobilities was undertaken via information sessions between the Erasmus Officer and individual Programme Teams and their respective Heads of Department. • Outgoing and Incoming mobilities* recorded during this period are as follows; • 10 outgoing staff mobilities: <ul style="list-style-type: none"> — KA103: 3 (2 x Finland, 1 x Croatia) — KA107: 7 (5 x Armenia, 2 x Ukraine) • 16 incoming staff mobilities: <ul style="list-style-type: none"> — KA103: 9 (5 x Croatia, 3 x Estonia, 1 x Spain) — KA107: 7 (6 x Russia, 1 x Canada) <p><i>*Additional planned mobilities were cancelled due to the Covid-19 travel restrictions/advisories.</i></p>
Professional and Educational Memberships to support networking and observation of best practice	Many staff involved in professional and educational organisations	Staff involved in external organisations in Design, Psychology and Business – increase of 15%		<ul style="list-style-type: none"> • IADT actively seeks and supports professional and educational memberships of organisations for networking and best practice observation for IADT staff. Examples include: external board membership, professional bodies

				<p>affiliation and membership, financial support towards professional body membership (e.g. accountancy, marketing, digital business, film institute, events, etc).</p> <ul style="list-style-type: none"> • Among the selected national and international Professional and Educational memberships and fellowships held by IADT staff are; <ul style="list-style-type: none"> – <i>Chartered Engineers of Ireland,</i> – <i>Fellow of Engineers Ireland</i> – <i>Chartered Institute of Accountants of Ireland</i> – <i>Chartered Institute of Management Accountants</i> – <i>Marketing Institute of Ireland</i> – <i>Chartered Institute of Personnel and Development</i> – <i>Fellow of the Royal Institute of Architects of Ireland</i> – <i>Alliance Graphique Internationale</i> – <i>Stage & Screen Design, Ireland</i> – <i>Institute of Directors, Ireland</i> – <i>International Society of Typographic Designers</i> – <i>Psychology Society of Ireland)</i> – <i>Chartered Psychologist and member of British Psychology Society</i> – <i>Royal Irish Academy</i> – <i>Design & Technology Skillnet</i> – <i>Industry Research & Development Group (IRDG)</i> – <i>Theatre and Performance Research Association (TaPRA)</i> – <i>Irish Society for Theatre Research (ISTR)</i> – <i>International Federation for Theatre Research (IFTR)</i> – <i>International Association for the Study of Irish Literatures (IASIL)</i> – <i>Screen Producers Ireland</i>
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				<ul style="list-style-type: none"> • All IADT Design Staff and Students are registered members of the Institute of Designers in Ireland, the national representative body for professional designers. • IADT is also a founding member of Design Educators Ireland (DEI). DEI is the representative body of Third Level design education providers in Ireland. DEI seeks to contribute to the development of design education in Ireland, enhancing its standing and stature as well as supporting its engagement with industry, Government and wider society. It provides a unique forum for debate and the exchange of ideas and best practice effecting the education of designers in Ireland.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Arguably prior reporting against the KPIs for this priority have been partial and have not fully reflected the breadth of external cross-sectoral activity, engagements and professional memberships of IADT staff. The activity and memberships captured here are a fuller reflection of the range of external engagements and insights that inform and enhance the academic and quality standards of the Institute.</i></p> <p><i>In addition to formal QA policies and procedures, IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. As reported, benchmarking our programmes against national and international best practice at similar institutions keeps our programmes current, and external examiners test our processes annually. Increasingly more of our own staff serve as externs, advisors and members of professional representative bodies. This provides an opportunity for measuring our practices against other institutions and creating an ongoing dialogue in the sector around standards and quality.</i></p> <p><i>Despite not yet having a formal or co-ordinated system in place to facilitate our staff as External Examiners, our record of achievement specific to the overarching priority is excellent and we are of the view that we are meeting or excelling w.r.t the overarching strategic priority</i></p>			

Strategic Priority 5b: IADT will undertake a systematic review of the quality of the Learning Environment and implement specific and measurable improvements tailored to meet the needs of our key disciplines; seeking to provide students with both industry standard and academically excellent spaces and resources.

<p>i. Institution Strategic Initiative</p>	<p>5.5 Develop and publish an updated ICT Strategy for the institute; 5.6 Develop policies and procedures on space provision and physical infrastructure appropriate to each of the disciplines; 5.7 Develop policies and procedures in relation to the provision of VLE's that allow for online and distance learning; 5.8 2017 Campus Masterplan reviewed reprioritising projects as a result of mapping against programme expansion/development; 5.9 Review space utilisation and review and implement transparent criteria for space utilisation that prioritises study spaces and student centres; 5.10 Plan for investment in technology platforms and equipment drafted; 5.11 Implement a fully integrated digital 'CRM' system for student registration; administration; assessment and academic records – through to graduation and continuing Alumni engagement; 5.12 Opportunities for the development of on Campus Student Accommodation identified and explored; 5.13 Campus external spaces upgraded; 5.14 New Digital Media Building opened; 5.15 Additional space for City Centre Programmes sourced; 5.16 Opportunities for additional Campus Space in Dún Laoghaire explored and developed</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Updated ICT Strategy</p>	<p>No formal updated ICT Strategy in place.</p>	<p>ICT Strategy produced and published in 2019.</p>	<p></p>	<ul style="list-style-type: none"> • Following the publication of the IADT ICT Strategy (February 2019) the following targets and priorities have been achieved during the reporting period: <ol style="list-style-type: none"> 1. 24/7 remote desktops available to staff and students. 2. Two Factor MFA enabled 3. One staff One device (1S1D) rolled out to increase mobility and enabler to remote working 4. VLE upgraded

				<ul style="list-style-type: none"> 5. Bring Your Own Device and Virtual Lab enabled for students 6. Amended Customer Service Model. • <i>Additional enhancements due in response to C-19 restrictions</i> <ul style="list-style-type: none"> 7. Improved and enhanced E-Learning Supports including additional E-Tech staff resources. 8. Accelerated the installation of Webcam / Virtual Teaching labs to enable asynchronous teaching and learning
<p>Policies and Procedures on Space Provision and Physical Infrastructure appropriate to each discipline</p>	<p>Campus Development Plan in place.</p>	<p>Appropriate space utilisation strategies for available campus resources are considered during both programme development and as part of Programmatic Review.</p> <p>Ongoing collaboration between Faculties, driving greater efficiencies between technical labs and specialist spaces; increased capacity and greater transparency of space utilisation.</p>		<ul style="list-style-type: none"> • Outside of our Master Campus Development plan (which accounts for future capital building needs and upgrades). IADT does not have a policy or SOP that relates to the space allocation or access/provision of specialist teaching spaces. • Space utilisation and access to appropriate infrastructure continues to be effectively managed at a Faculty level. Faculty Administrators and Heads of Department work collaboratively in allocating the initial space bookings for the academic year when developing our Timetables. • Deeper collaboration continues to be achieved with both Faculties in regular consultation to drive greater efficiencies in the utilisation of space and resources supported by the CMIS MIS. • All teaching spaces, specialist labs, studio spaces and specialist art workshops have been added to the CMIS information system. CMIS now

				produces a far more transparent overview of space utilisation and space availability in relation to our standard teaching spaces and specialist technical facilities and labs.
Policies and Procedures for VLEs to enable online and distance learning	VLE Blackboard in place	An ICT E-Learning & Educational Technologist was appointed in 2019. Distance Learning provision to be considered as part of Programmatic Review.		<ul style="list-style-type: none"> • Additional E-Learning & Educational Technology resources were deployed during 2020. • The additional and significant move to online and blended learning during C-19 was negotiated successfully by IADT Staff and Students. While no formal policy is in place, accessible processes and ‘models of best practice’ have been implemented by our Education Technologist in consultation with IADT T&L committee.
Updated Campus Masterplan	Campus Masterplan in place	A review of IADT’s Campus Masterplan was undertaken in January 2019.		<ul style="list-style-type: none"> • A full campus review and audit of spaces/capital building needs was completed in 2016 during the development and publication of the IADT Campus Masterplan. A subsequent interim ‘review of needs’ was completed in 2019 (in support of Programmatic Review). Next full 5-year review (originally due 2021) deferred until delivery of Digital Media Building. • Planning permission was received in respect of the Digital Media Teaching Building during 2020. This building is an element of Bundle 1 of the Higher Education PPP Bundles and is scheduled for opening during 2024. • The opening of this building has been pushed out from the original 2021 date due to the PPP Process and more recently due to the impacts of Covid-19 on the construction industry. <i>IADT recognises the risk</i>

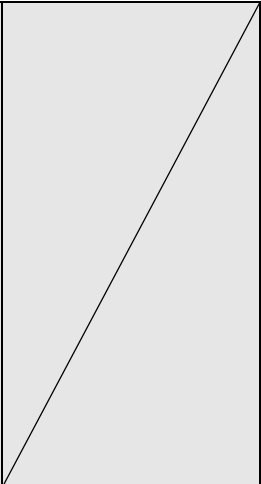
				<p><i>and impact associated with continued delays which will limit scope and plans for growth in key and emergent disciplines.</i></p> <ul style="list-style-type: none"> • IADT Successfully secured additional funding for campus upgrades under HEA /SEAI Energy Management Scheme. Investment, upgrades and improvement will be captured in the next update of our Campus Masterplan. • IADT is in the process of under-taking a full Building Conditions Survey expected completion date Q4 2022.
<p>Space utilisation review</p>	<p>Campus Development Plan in place.</p>	<p>IADT's Space Utilisation was reviewed as part of the review of the Campus Masterplan.</p>		<ul style="list-style-type: none"> • As noted above a full campus review and audit of spaces/capital building needs was completed in 2016 during the development and publication of the IADT Campus Masterplan. A subsequent interim 'review of needs' was completed in 2019 (in support of Programmatic Review). Next full 5-year review (originally due 2021) deferred until delivery of Digital Media Building. • Resource / Space availability and utilisation form a significant part of IADT's ongoing programme development process and were assessed in detail during the 2019/2020 Programmatic Review process. Space utilisation is a measure of whether and how space is being used. The utilisation rate is a function of a frequency rate and an occupancy rate. The frequency rate measures the proportion of time that space is used compared to its availability, and the occupancy rate measures how full the space is compared to its capacity. Utilisation rates are assessed in terms of both

				<p>actual use and predicted use. CMIS helps to inform this process. IADT has targets for increasing space and resource utilisation. However, despite these targets there are many factors which operate independently or in combination to depress utilisation. Examples include: teaching and learning trends and fitness for purpose and versatility; placements on courses can also impact on effective utilisation model. Other factors include changes in learning and teaching methods.</p>
<p>ICT investment plan</p>	<p>No formal plan for this in place.</p>	<p>ICT Strategy developed and published</p>		<ul style="list-style-type: none"> IADT has not typically created discrete investment plans for Capital or Strategic Plans. Due to our size it has been more efficient or advantageous to review implementation plans and allocate finances and resources to the appropriate functional area(s) to realise the strategic priority. W.R.T ICT Investment we have incrementally implemented the Strategy through allocations from (1) our “own resources (standing budget line for ICT and key functional areas) (2) strategic use and prioritisation of annual Devolved Grant and (3) external project funding.
<p>Digital CRM system for student registration, administration, assessment, academic records, through to graduation and Alumni engagement</p>	<p>No formal CRM system in place across all areas</p>	<p>Work is underway with relevant Managers to achieve this.</p> <p>Improvements to assessments and proposed changes to Marks and Standards following Programmatic Review.</p>		<ul style="list-style-type: none"> As part of the programme of upgrades committed to with our partner EduCampus IADT benefits from regular and cyclical upgrades of our Information and Records systems (see details in Section 6a). During the reporting period IADT and EduCampus (along with other HE stakeholders) commenced their most significant upgrade of our student

				<p>information system in many years – <i>the Student Records Management System (SRMS) upgrade (Banner v9 project).</i></p> <ul style="list-style-type: none"> • The primary aim of this project is the prompt delivery of the Banner 9 upgrade and migration to a secure, cloud-based environment; this will serve to de-risk the current infrastructure and SRMS in a timely and efficient manner. • Currently it is in the ‘Blueprinting’ phase where new features and functionality are being demonstrated to key functional users at scheduled workshops. This includes: Admissions; Student Administration; Curriculum Management; Enrolment & Registration; Student Assessment and Graduation. This approach allows end users to become familiar with the new Banner 9 (cloud) environment, new interface(s) and related new functionality. Also, the Key Functional Users can then undertake a review of the likely impact the additional functionality would have on how Banner is used in the context of their existing business processes. • IADT is scheduled to have access to the live system for release testing in Q2 2021 and the actual roll out of the system will take place in three waves between Q4 2021 and Q4 2022.
<p>On-Campus Student Accommodation</p>	<p>IADT has no campus student accommodation in place in 2018.</p>	<p>Discussion took place with private external providers in 2019.</p>		<ul style="list-style-type: none"> • Limited progress has been made regarding national frameworks (Financial Models) for the

		At national level, the Institutes of Technology are seeking a framework to allow private providers to build student accommodation on campus lands.		<p>development of on campus student accommodation for IoTs.</p> <ul style="list-style-type: none"> • Discussions have continued with a range of local developers regarding the provision of bespoke student accommodation proximate to the Campus. One of these projects is currently under consideration by An Bord Pleanála under the Strategic Planning Initiatives. • Due to challenges in the economic landscape and changing incentives for Development, this is no longer a significant priority for IADT as the development of on-campus accommodation is unlikely to proceed in the medium term. • This decision is supported with student data / demographics that indicates 75%+ of IADT students live within commuting distance of campus.
Upgraded Campus External Spaces	Ongoing upgrade of campus external spaces	A plan to upgrade IADT's external spaces will be implemented on completion of the new Digital Media Building		<ul style="list-style-type: none"> • IADT maintains a programme of ongoing and incremental campus and local improvements (Minor Works Programme). • However, no significant further progress has been possible on this in advance of the completion of the Digital Media Building Project.
New Digital Media Building	Submission for new Digital Building made in January 2017.	A planning application for IADT's new Digital Media Building was submitted to DúnLaoghaire-Rathdown County Council on 3 rd		<ul style="list-style-type: none"> • Planning permission was received in respect of the Digital Media Teaching Building during 2020. This building is an element of Bundle 1 of the Higher

		<p>July 2019—the outcome of the planning application is awaited</p>		<p>Education PPP Bundles and is scheduled for opening during 2024. The opening of this building has been pushed out from the original 2021 date due to the PPP Process and more recently due to the impacts of Covid-19 on the construction industry.</p> <ul style="list-style-type: none"> IADT recognise, and would like to emphasise, there are clear risks associated with this delay in terms of Annual Student recruitment plateauing in key Growth areas due to lack of capacity / facilities.
<p>Additional Space for City Centre programmes</p>	<p>IADT currently has a number of students studying in City Centre locations</p>	<p>IADT submitted a bid for Film base city-centre premises, however this bid was unsuccessful. An exploration of potential off-campus locations continues.</p>		<ul style="list-style-type: none"> Current city centre accommodation for the MA in ARC (situated in the LAB, Foley Street Dublin 1) and BA in Creative Music Production (Sound Training College and adjacent buildings, Temple Bar, D1) are nearing capacity and the rental of additional space was under consideration during the reporting period. As reported previously a range of off-campus space options have been explored and considered in recent years (City Centre location, Dún Laoghaire Town Centre location). Unfortunately, these have not been achieved. The limitations imposed by Planning regulations continues to inhibit our ability to respond to short-term opportunities and needs w.r.t additional space.

<p>Additional Campus Space in Dún Laoghaire explored and developed</p>	<p>IADT currently has no off-campus space in Dún Laoghaire.</p>	<p>One potential proposal for additional campus space in DúnLaoghaire was considered earlier this year, however this proposal is not currently being pursued due to funding restrictions</p>		<ul style="list-style-type: none"> • As reported previously a range of off-campus space options have been explored with third-parties and considered in recent years (City Centre location, Dún Laoghaire Town Centre location). Unfortunately, these have not been achieved. • Exploration of alternative sites are currently underway and in we are in direct negotiation with DLR CoCo. IADT are hopeful that additional capacity can be secured in Q4 of 2020 – Q1 2021.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>IADT has made significant progress in developing the enhancement of the on-line learning environment and has implemented much of its ICT Strategy. While some progress has been made in respect of the Campus environment, there have been delays in the progress of the PPP Process, and the timeliness of the receipt of Planning Permission for the Digital Teaching Building. Separately, progress has been made in respect of energy management through the SEAI Energy Management Scheme, however key Campus buildings remain deficient and non-compliant with the Building Regulations. Limited progress has been possible with regards to either city centre or Dún Laoghaire Town Centre teaching spaces. IADT continues to progress the availability of student accommodation through local developers.</i></p>			

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

IADT has maintained its culture of governance compliance during the period. During the period, IADT implemented a compliant process for the recruitment of a President and successfully transitioned to the new President in April 2020. IADT has maintained its strong record of compliance with Governance, Audits (External and Internal) and Reporting. IADT has continued training for all Management staff in key areas for the Institute. IADT has successfully managed its processes and procedures during the Covid-19 crisis.

IADT seeks to celebrate diversity and difference and to provide an inclusive environment that is respectful of others and free from discrimination and harassment. Equality and fairness are fundamental and core to the Institute, evidenced by our activities to date to advance intersectional gender equality, supported by our active membership of the Athena SWAN Charter, and the progress we have made to enhance access and widen participation for students from backgrounds traditionally underrepresented in higher education.

The appointment of an EDI Manager in February 2020 has expanded the nature of EDI practice on the ground in the Institute, including a heightened focus on racial and ethnic equalities in parallel with sectoral developments in this area. Since submitting the Compact living with covid-19 has raised new and additional difficulties and opportunities for EDI in IADT, primarily for staff and students with caring responsibilities (which often disproportionately impacts on women), and we will embed our learning from this challenging period into policy and practice going forward. IADT has also aligned broader developments in the Irish higher education sector in relation to promoting consent and preventing sexual violence and harassment firmly within our strategic EDI agenda.

Strategic Priority 6a: IADT will enhance its current compliance record and will demonstrate leadership and an exemplar position in respect to Institutional Governance and Compliance over the period of the Compact.

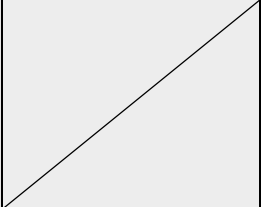
<p>i. Institution Strategic Initiative</p>	<p>6.1 Benchmark key operational services against national and international exemplars. These benchmarks will include efficiency metrics as well as improved performance metrics;</p> <p>6.2 Action plans and follow-up systems to be developed in relation to internal audit reviews and rolling reviews;</p> <p>6.3 Review all existing statutory policies and develop such new policies as are appropriate;</p> <p>6.4 Provide Leadership training for staff;</p> <p>6.5 Develop further our Risk Register system to identify early potential governance issues;</p> <p>6.6 Devise an annual updating plan for staff around governance issues;</p> <p>6.7 Register of Processes and Procedures in place in all areas.</p>
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ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
National and International Benchmarks for operational services	Benchmarking system in place for academic work, not fully in place for key operational services.	A number of key operational services have been reviewed, and a full system will be in place by the end of 2019		<ul style="list-style-type: none"> IADT benefits from a shared services model provided by EduCampus. Their Process and Quality Reviews of all our information systems providers ensure that we are using “best in class” systems for our operational services. Alongside our SOPS, these systems and processes are subject to annual internal audits to ensure that we are compliant, have necessary controls in place and maintain best practices. Key MIS Systems (Agresso, Core) have been upgraded requiring operational systems alterations. Further systems upgrades are expected for both Banner and Koha Core Portal Upgrade – November 2019 (People Management) Single Sign-in upgrade due for implementation end Q4 2020
Action plans and follow-ups in place for rolling reviews and audits	IADT has a system of rolling reviews	Action Plans in place and in use.		<ul style="list-style-type: none"> Our standing and rolling Audit plan commits the Institute to 2 x annual Audits by externally appointed Auditors (PWC). IADT regularly reports to the Audit and Risk Committee on all internal audits and progress prior to implementing recommendations. Internal Audits completed during the reporting period were <ul style="list-style-type: none"> – Student Records; – Code of Governance Compliance – and Risk Management.

<p>Review of all existing statutory policies and update as required</p>	<p>IADT has a database of statutory policies</p>	<p>IADT reviews statutory policies on an ongoing basis and following notification of amendments to existing statutory policies and legislation.</p> <p>A number of IADT's policies have been updated over the summer to reflect changes in statutory policies and entitlements for example Maternity Leave entitlements.</p>	<p>Policy reviews and approvals During the Reporting Period included.</p> <ul style="list-style-type: none"> • <i>Research Policy</i> (Sep. 19) • <i>Policy for the Protection of Children and Vulnerable Adults</i> (Dec. 19) • <i>Active Consent Policy</i> (Feb. 20) • <i>Assessment Appeals Policy</i> (Feb. 20) • <i>Plagiarism Policy</i> (Mar. 20) • <i>Revised Policy for the Prevention and Detection of Fraud</i> (May 20) • <i>Protected Disclosures Policy</i> (Jun. 20) <p>The following HR policies were updated during the reporting period:</p> <ul style="list-style-type: none"> - Annual Leave - Recruitment - EDI - Compassionate & Bereavement Leave - Study Leave - EDI Policy (together with EDI Manager) <p>In addition, HR rolled out a number of COVID 19 policies:</p> <ul style="list-style-type: none"> - Taking of Annual Leave during COVID - Arrangements for childcare for Essential workers - Guidance for Managers in relation to self- isolation - Guidance for staff who need to self-isolate - Guidance for managers in the event that a staff member falls ill on campus - Guidance for a staff member who falls ill on campus
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<p>Number of staff participating in Leadership training</p>	<p>IADT staff attend leadership programmes both internally and externally.</p>	<p>IADT is offering the Learning to Lead programme to staff for the first time in 2019.</p> <p>IADT supports two staff to participate in the Aurora programme each year.</p>		<ul style="list-style-type: none"> • 2 x Executive attended Senior Leadership residential training programme tailored for the Technological Sector by Advanced HE / THEA. • 1 x Executive completed Strategic Finance Programme for Executive Leaders (Advanced HE Residential Programme) • 1 x Head of Department took Head of Department Training at Advanced HE • Two female members of staff took part in the Aurora leadership programme. • Internal Ready to Lead** programme included 1 male and 11 females. Ready to Lead is a bespoke leadership programme that IADT created in house for staff who wished to develop their leadership skills. Staff from all grades (except management grades) are welcome to apply. This programme was initially designed as a female leadership programme but we expanded it in 2019 to include all staff. The programme was commended in our Athena Swan submission.
<p>Risk Register and early warning systems</p>	<p>Risk Register in place.</p>	<p>IADT's Risk Register is revised annually.</p> <p>A new Risk Management Policy was approved in 2018.</p>		<ul style="list-style-type: none"> • Following commitments made to our internal Audit & Risk Committee, IADT had hoped to adopt a new "best in class" digital platform to assist in the monitoring, evaluation

				<p>and mitigation of Risk in our professional and learning environments. Regrettably limited progress has been made due to the significant commitment and resource committed to manage and mitigate risk associated with the public health crisis.</p> <ul style="list-style-type: none"> • Despite limited progress on the adoption of new Risk Management tools, the Institute is thus far satisfied and confident that the implementation of our Critical Incident Protocol, and the swift development and adoption of C-19 Protocols, have contributed to a high-level and standard of business continuity. Our ability to maintain essential services for all our internal and external stakeholders has been achieved through thorough risk assessments, a robust and supportive student and staff well-being plan and clear communication and advice on the implementation of the prevailing public health guidelines.
<p>Annual updating plan for staff on governance issues</p>	<p>Staff received updated training on Governance</p>	<p>Training on Governance issues held annually</p> <p>Training for members of the Audit and Risk Committee and the Governing Body was provided on September 4th 2019.</p> <p>Updates on governance issues and GDPR provided through staff training in 2018/2019.</p>		<ul style="list-style-type: none"> • The Institute continues to deliver a rolling programme of training and communications on Governance issues as and when they arise. • A rolling programme of Formal Training and briefings included Protected Disclosures; General Data Protection and Freedom of Information; Safety Health and Welfare; and Protection of Children and Vulnerable Adults

<p>Register of processes and procedures in all areas</p>	<p>IADT has a number of procedures and processes but no coordinated register.</p>	<p>Control Sheet in place</p> <p>A register of policies has been put in place in a number of areas and is to be developed in other areas in the near future.</p>		<ul style="list-style-type: none"> Operating protocols, processes and procedures are contained in all policies available at IADT.ie. A full register of “discrete” Processes and SOPS is not in place at this time.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>IADT’s record in respect of governance, compliance and reporting has been maintained during this period, including during a period of significant uncertainty and upheaval. While there has been significant progress in respect of updating discrete policies, limited progress has been made in respect of having a strategic and planned approach to this.</i></p>			

Strategic Priority 6b: IADT will create a positive and diverse campus with a focus on equality of opportunity and diversity.

<p>i. Institution Strategic Initiative</p>	<p>6.8 Develop and publish a comprehensive EDI Policy for IADT; 6.9 Establish an EDI staff network(s); 6.10 Publish an annual suite of EDI Metrics to determine areas of development; 6.11 Achieve the Attainment of Athena SWAN accreditation during the life of the Compact; 6.12 Review HR policies and procedures to ensure they are gender equality supportive; 6.13 Find international best practice partners to benchmark against; 6.14 Review talent management and career planning strategies regarding diversity; 6.15 Develop and display positive role models across the Institute in our visual and printed materials; 6.16 A rolling programme of EDI Training for all staff developed; 6.17 Facility for short periods of paid absence for staff to pursue staff development, industry placement etc. to improve, update and broaden their skills implemented; 6.18 Flexible and family friendly working HR Policies developed and implemented; 6.19 Accommodations to support employees with specific needs developed promoted and implemented to attract and retain staff; 6.20 Increase to 5% the number of staff declaring a disability; 6.21 10% increase in staff from under-represented backgrounds; 6.22 Develop Aurora programmes to include additional staff annually</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>EDI Policy</p>	<p>No updated EDI Policy in place, although a number of equality and diversity policies in existence</p>	<p>IADT's Gender Action Plan and Policy was approved by the Governing Body on 2nd October 2019.</p>	<p></p>	<ul style="list-style-type: none"> • In February 2020, the Institute appointed a new EDI Manager following a publicly advertised competitive process. • Reporting to the President, the EDI Manager is a member of the management team and has responsibility for the development and implementation of equality and diversity programmes across the Institute. • Between March and September of 2020, IADT developed and published a comprehensive EDI Policy for the Institute. The Policy is jointly owned by the HR and EDI units and is accessible for all staff and students. • The Policy outlines IADT's statutory obligations and best practice in

				<p>relation to EDI matters. Complaints related to any of the discriminatory grounds are made under the IADT Mutual Respect Policy.</p> <ul style="list-style-type: none"> The revised EDI Policy was published in Feb 20 and activated 1 March 2020 with review date of 1 March 2023. <p>***COMPLETE***</p>
EDI Staff Network	No network in place.	<p>IADT held a series of diversity events including International Women’s Day on 8th March 2019.</p> <p>A number of internal groups set up arising out of the Athena SWAN application.</p>		<ul style="list-style-type: none"> Given the small size of the Institute, the EDI Manager has decided that extensive EDI Training Opportunities for staff and facilitating staff to participate in external organisations related to EDI (for example, Women in Technology and Science Ireland or conferences aimed at specific disciplines) are more effective than an EDI Staff Network. We have an Athena SWAN self-assessment team (SAT) which is reflective of the gender profile of the IADT staff body, with representation of academic and PMASS staff at all grades. Students are represented by the IADTSU VP Welfare and Equality. The SAT also has four working groups to support it in advancing specific aspects of the Athena SWAN Charter. The working groups are: <ul style="list-style-type: none"> — <i>Data analysis;</i> — <i>Culture and organisation;</i> — <i>Care leave and flexible working;</i> — <i>Career development & progression.</i>
EDI Metrics identified and published	Some formal EDI metrics held.	In progress and in draft form. To be published in February 2020.		<ul style="list-style-type: none"> IADT has quantitative metrics in place for measuring the gender balance of staff and students and we provide this data to the HEA on an

				<p>annual basis. However, the EDI Manager feels that these metrics alone do not provide a full assessment of organisational and cultural change in the Institute. Arising from the Athena SWAN process, qualitative targets measuring staff experiences and perceptions in relation to EDI issues have been developed. These metrics will be assessed through biennial EDI surveys of all staff.</p> <ul style="list-style-type: none"> • <i>Since 2015 we have been reporting on gender balance to the HEA. These reports are submitted in the first quarter of the year and record the following;</i> • Governing Body Membership by gender and position • Academic Council Membership by gender and position • Executive Management Team by gender and position • Total Academic, Research and Professional and Supports staff by gender and faculty • Total Core-funded Staff by contract type and gender • Professional and Supports Core-funded Staff by pay-bracket and gender • Heads of Department by faculty and gender • Academic Recruitment and Promotion by grade and gender • Recruitment of President • Core-funded Academic Staff by grade and gender • Total Staff by Ethnicity
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				<i>Please see Appendix 2 for a full breakdown of Most Recent Report (2019).</i>
Athena Swan accreditation	IADT became a Member Institution of the Athena SWAN Charter on 31 st March 2017.	IADT Athena SWAN Bronze Award application was submitted in April 2019.		<ul style="list-style-type: none"> The Institute applied for Athena SWAN Bronze accreditation in 2019 but was unsuccessful on this occasion. Following this result, in September 2019 the executive made an assessment that the Institute needed a more dedicated resource to Athena SWAN/EDI and agreed to recruit for an EDI Manager (who joined IADT in February 2020) to set the pathway in place for Bronze accreditation. <i>Work is ongoing towards a 2021 Submission.</i>
Review HR policies and procedures, to ensure they support gender equality.	IADT has a database of HR policies and procedures	The HR Office has carried out a review of a number of policies including the Maternity Leave Policy, Parental Leave Policy, Paternity Leave, Adoptive Leave etc. in the context of Athena SWAN. The updated policies have been published on IADT's Document Store.		<ul style="list-style-type: none"> Following an application process and thorough audit of the institute's suite of HR policies, IADT was accredited with an entry-level Bronze Investors in Diversity (iD) mark in June 2020. iD is Ireland's first all-encompassing Equality, Diversity and Inclusion mark. iD is overseen by the Irish Centre for Diversity and supported by Ibec and the DCU Centre of Excellence for Diversity and Inclusion. iD Bronze recognises that IADT has the capacity to build a strong foundation to embed EDI into the institute's wider organisational systems. Rather than focus solely on gender issues in HR policies and procedures, the wider EDI imperative of the IID aligns with emerging best practice in this area.

				<ul style="list-style-type: none"> IADT is one of only a few higher education institutions in Ireland to apply for, and achieve, this standard. The following HR policies were updated to support our application: <ul style="list-style-type: none"> - Annual Leave - Recruitment - EDI - Compassionate & Bereavement Leave - Study Leave
Identify international best practice partners to benchmark against	IADT has partnerships with a number of international partners.	Staff engaged in visits to international institutions in relation to the Athena SWAN process during 2019.		<ul style="list-style-type: none"> A number of our national and international partners have high profile female leaders (e.g. Sheridan, and George Brown Colleges – Canada and NCAD – Dublin). Additionally the EDI Manager has a breadth of knowledge of HEIs nationally and internationally that have led out on EDI and has acted as external reviewer for Athena SWAN applications in other HEIs. A number of senior Institute staff are registered as Athena SWAN panellists, including the President, Registrar, Heads of Faculty, HR Manager and EDI Manager, and some have participated on panels in the UK and Ireland.
Review of talent management and career planning strategies regarding diversity	IADT has a number of talent and career planning strategies in places	Ongoing IADT offers a number of programmes to support talent management and career planning including the Aurora programme and the Learning to Lead programme introduced in 2019.		<ul style="list-style-type: none"> We continue to support our inhouse initiative – Ready to Lead Given the challenges we have faced under Covid 19 we have deferred the 2 places for Aurora until 21/22 where we will support 4 women to take part in the programme.

				<ul style="list-style-type: none"> During the reporting period, two vacancies arose for SL1 (Teaching). These are significant and rare promotional opportunities for IADT staff. In order to encourage and promote participation, the Institute initiated a programme of supports and interview training for all qualified staff. <i>Competition for posts will open in Q4 2020.</i>
Visual and printed materials reflect positive role models	IADT has a suite of visual and printed materials.	Website and publications and social media feeds focused on positive role models		<ul style="list-style-type: none"> The Institute does not have an editorial policy on this; however our Marketing and Communications team consistently ensure that our suite of visual and printed publications reflects the diverse IADT community and we focus on positive role models at events and activities. Examples include our programme of events for International Women’s Day 2020 which included a keynote lecture by high profile psychologist and author, Maureen Gaffney, on “Gender at Work”.
EDI Training for Staff	Some EDI training in place for staff at IADT	<p>IADT supports and encourages a number of staff to participate in the Aurora Programme annually.</p> <p>The Learning to Lead programme was introduced by IADT in September 2019.</p> <p>IADT’s Executive and Management Team have received training in Unconscious Bias.</p>		<ul style="list-style-type: none"> <i>The EDI Manager has developed a rolling programme of EDI training for all staff, which builds on previous EDI training opportunities.</i> Between September 2019-2020, training was provided to staff on Gender Identity and Gender Expression (attended by 27 staff members across 2 sessions) <i>and Gender Equality in the Workplace</i> (attended by 18 staff). In June 2020, the President made a commitment to our staff and student body, that all executive and management members take Race

				<p>Awareness Training, which was held in November 2020.</p> <ul style="list-style-type: none"> • In August 2020, all staff were made aware of online training available to them on the Gender Dimension in Research through the SAGE programme (Systemic Action for Gender Equality). • To meet our commitments under the Framework for Consent, IADT has planned a suite of training for staff in the area of promoting consent, preventing sexual violence and harassment and dealing with sexual disclosures. From June-August 2020, 28 members of staff and student leaders were registered for training as facilitators for Active* Consent Workshops which aim to address consent and sexual and gender-based harassment and violence on college campuses. • In addition, a further 8 members of staff registered for training in a sexual disclosures programme delivered by the Dublin Rape Crisis Centre. • Both of these sessions are scheduled for delivery in September 2020.
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<p>Facility for short periods of paid absence for staff for professional development, industry placement.</p>	<p>Some policies in place.</p>	<p>In 2019, approx. 8% of our core staff apply for the following:</p> <ul style="list-style-type: none"> - 4 approved applications for Career Break - 3 approved applications for Job Share - 5 approved applications for shorter working year <p>Through the Training & Development Policy we support staff by allowing time off in certain circumstances to attend development opportunities.</p>		<ul style="list-style-type: none"> • Currently IADT does not provide support for paid absences for professional development or Industry placement. • However, in Jan 2020, and in response to the increasing need for CPD and “current industry practice”, the Heads of Faculties made recommendations and proposed amendments to our Staff Training and Development (ST&D) provision. • The Executive agreed to changes in Policy that would facilitate more flexible working practices and allow for meaningful periods of CPD and/or unpaid “sabbaticals” to enhance professional experience among Academic and Professional staff. • ST&D Policy review was deferred is due to C-19 and is scheduled for completion in Q4 2020.
<p>Flexible and Family friendly work policy</p>	<p>IADT develops and updates family-friendly policies and procedures on an ongoing basis.</p>	<p>Plan to be formalised in December 2019.</p> <p>Wherever possible, IADT facilitates flexible working patterns for staff.</p> <p>Both Work-share and Job-share policies are in place and notified to staff</p>		<ul style="list-style-type: none"> • IADT has established practices in place to support family friendly work, and already facilitates flexible working patterns for staff. • The review of the PMASS policy for flexible working commenced during the reporting period but was not completed/formalised as previously reported. Review now scheduled for completion in Q4 of 2020. • Following 6 months (March 2020 to Aug 2020) of living with COVID. The institute and our staff have achieved a great degree “working from home” with flexible work patterns. Learnings achieved in response to emergency remote working will

				<p>inform how we develop and revise all our policies on “flexible working”.</p> <ul style="list-style-type: none"> • The institute now supports a more blended approach to work, one where staff can be facilitated and supported to work partly from home and partly in the office. • Additionally, during this period we have provided significant flexibility to carers and to parents. Greater flexibility is afforded to them in how they plan and organise their days in order to take care of children/elderly during this time.
<p>Accommodations to support employees with specific needs</p>	<p>IADT remains committed to providing supports and accommodations for staff where possible –these are discussed with staff members on a case-by-case basis.</p>	<p>Supports and accommodations were provided to staff where necessary on a case-by-case basis.</p>		<p>Contextual note: <i>following our current survey of staff, 12% of staff have confidentially self-reported that they are living with a disability and/or a chronic health condition. However, this is at odds with the number of staff that have requested supports and accommodations during the reporting period in question.</i></p> <ul style="list-style-type: none"> • Supporting current Staff with specific needs. • Currently, 4 persons have reported a disability where special accommodations have been provided or where accommodations have been ongoing. • Supports range from ICT equipment, to lighting to roster changes to support rest breaks. • Supporting potential staff through recruitment process: • We actively seek applications from underrepresented groups. All of our

				<p>Job advertisements, job descriptions, job specifications, application forms and publicity material seek to encourage applications from all suitable candidates and will not discriminate on any of the nine grounds which include disability.</p> <ul style="list-style-type: none"> • The Institute have amended the wording of all advertisements and candidate information booklets to ensure no bias exists in the advertising vacancies. • Procedures are in place to assist with interview and accommodations and assist to ensure that applicants are not discriminated against. We have a positive action initiative, which states our commitment to employing people from different backgrounds and with different abilities clearly communicated in all our vacancies and advertisements • IADTs Recruitment Policy was updated and amended to incorporate tools to help our interview panels when dealing with interviewees with disabilities or specific needs on the day. • Onboarding of staff with specific needs: • Once the candidate has been selected, we send them for a pre-employment medical and any supports/accommodations recommended are given. Any additional supports are on request through the HR Office.
<p>% of staff declaring a disability</p>	<p>In 2018 IADT reported 3.44% of staff declaring a disability</p>	<p>IADT did not meet the target of 5%. It should be noted that it is optional for staff to declare a</p>		<ul style="list-style-type: none"> • 12% of staff who responded to the most recent EDI survey in 2020/2021 (54% response rate of core staff) anonymously declared

		<p>disability and until legislation better supports the Institute in relation to staff declaration of their disability, it may be difficult for IADT to reflect the actual number of staff with disabilities which it is believed may be higher than the figure derived from self-declarations.</p> <p>IADT held a number of information days in both 2018 & 2019 with the assistance of the Access Office for staff and students, and we will plan a number of sessions in 2020.</p> <p>IADT has committed to running an all-staff survey again in 2019</p>		<p>that they have a disability, impairment, chronic health condition (including mental health) or learning difference, with another 10% preferring not to say.</p> <ul style="list-style-type: none"> • Attaching this question to a wider EDI survey may have led to an increase in the percentage of staff feeling confident to volunteer this information anonymously, in addition to the wide range of categories listed • The EDI survey included chronic illness in its definition which is not part of the current definition under the Disability Act 2005 * – however the Institute has decided to support a wider definition from a staff welfare perspective and provide for staff with these additional and specific needs. <p><i>* The definition of disability to be used in relation to the statutory minimum target is that set out in the Disability Act 2005: “Disability in relation to a person, means a substantial restriction in the capability of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment”</i></p>
<p>% staff from underrepresented backgrounds.</p>	<p>Formal measures not in place</p>	<p>IADT is not in a position to document ethnicity given constraints in Irish legislation and the fact that staff are not obliged to participate in declaring their backgrounds. IADT did however run a staff survey in 2018, to which there were 92 respondents –the outcome was as follows:</p> <ul style="list-style-type: none"> - 92% identified as White Irish or White European 		<ul style="list-style-type: none"> • In the most recent EDI survey of staff (54% response rate of core staff), 2% of staff identify as coming from a minority ethnic background and another 11% preferred not to disclose this information. • Since 2019, IADT has been represented on the HEA working groups on Data Analysis and Intersectionality, both of which are considering best practice in relation to the capturing and reporting of staff EDI data, including ethnic

		<p>- 8% Asian or Asian Irish and Other mixed backgrounds</p> <p>We believe the figure to be higher than this. We have committed to running an all-staff survey again in 2019.</p>	/	<p>categories, and will make sectoral recommendations in 2021.</p> <ul style="list-style-type: none"> IADT continues to find it challenging to recruit and attract staff from underrepresented groups and backgrounds. This may be attributed to our disciplinary profile and our campus location. In response we reviewed our advertising & recruitment strategy and continue to do so on an ongoing basis to try to reach a wider audience.
<p>Number of staff participating in Aurora Programme</p>	<p>Aurora programme in place at IADT – 5th year. 2 staff supported to participate in the programme annually.</p>	<p>IADT funds two staff –1 x academic and 1 x PMASS staff member –to participate in the Aurora Leadership programme annually. A call for applications was issued to staff on 8th of October for the programme commencing in December 2019. This is the 6th year IADT has supported staff to participate in this programme.</p>	/	<ul style="list-style-type: none"> A decision was made not to participate in the Aurora programme in 2020/2021 due to Covid-19, alternatively the Institute will sponsor 4 women (2 academic and 2 from the professional support staff) to participate in Aurora in 2021/2022. This has been communicated to all staff.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>During the reporting period the Institute has reported significant and positive progress and achievement in a number of areas related to EDI in the Strategic Initiatives and Interim Targets, including;</i></p> <ul style="list-style-type: none"> – <i>the development and publication of a comprehensive EDI Policy for IADT,</i> – <i>the development of a rolling programme of EDI training opportunities for staff which also incorporates training specific to the Framework for Consent in HEIs,</i> – <i>ensuring that positive role models across the Institute are displayed in our visual and printed materials and at high profile events,</i> – <i>an increase in the percentage of staff anonymously disclosing a disability broadly defined.</i> <p><i>HR is supporting the EDI agenda through strong recruitment and selection processes, through supportive onboarding initiatives and by broadening the definition of disability to support a wider community of staff. HR under Covid has been committed to flexible working and supporting family initiatives and flexible attendance, we have openly communicated on this matter, sought for managers – that during the current crisis – to support no emails on Fridays, and only the most essential meetings should be scheduled on a Friday. We have encouraged staff to meet on a Friday for a coffee or for social interaction and appealed to staff to meet online with those who are at very high risk and cannot go out.</i></p>			

Following an unsuccessful application for Athena SWAN accreditation in April 2019, the executive made an assessment that the Institute needed a more dedicated resource to Athena SWAN/EDI and agreed to recruit for an EDI Manager (who joined IADT in February 2020) to set the pathway in place for Bronze accreditation. The EDI Manager has evaluated all previous EDI indicators at IADT and made some amendments in line with sectoral best practice and to fit with the resource constraints of a small institution. For example, qualitative EDI metrics based on staff culture surveys will be used in conjunction with quantitative gender metrics reported annually to the HEA. Rather than establish an EDI Staff Network, extensive EDI training opportunities are being made available for staff and staff are facilitated to participate in external organisations or events related to EDI.

**7. Signature: Of the President or on behalf of the President
(please sign in space below)**

Signature:
David Smith, President, IADT



Date:
25.02.2020



**DÚN LAOGHAIRE INSTITUTE OF ART
DESIGN & TECHNOLOGY**

Appendix 1 — FACULTY OF ENTERPRISE AND HUMANITIES — Student Placements and Internships.

COURSE CODE	YEAR	Placements & Internships	Erasmus
DL823 BA(Hons) Business Management	3	27 (incl. Australia; Philippines)	4 (Canada)
Placements & Internships	Type of Business/Enterprise / Activity	Placements & Internships	Type of Business/Enterprise / Activity
Accenture	Consultancy Firm	Office Supplies	Office Equipment/Suppliers
All Hands and Hearts	Volunteer Support Agency - Philippines	PKF O'Connor, Leddy & Holmes Limited	Accountancy Firm
Avoca	Retail	Print Solutions	Print Business
Benefit Ireland	Cosmetics	Radius	Logistics and Supply Chain Distributors
Chrissy D's	Hospitality	REA Ed Dempsey	Real Estate Management
First Auto Finance	Finance Providers	SpaceToCo (Australia)	Booking space facility
Generation Y	Event Management	Tennis Ireland	Sports Support Agency
GVC Group	Betting (including Betdaq)	Thinscale Technology	Software Development
Hays Ireland	Recruitment Business	XTrem Agencies Ltd.	Fashion Sales Agency
Headcase Marketing	Marketing Business	Walsh & Co. Plumbing	Family Plumbing Business
IRES Fund Management Ltd.	Fund Managers	Motorsports Ireland	Sports Support Agency
Junior Achievement Ireland	Education Support		

Note: Two students were on placement in Accenture, REA Ed Dempsey; three in Headcase Marketing.

COURSE CODE	YEAR	Placements & Internships	Erasmus
DL823 BA(Hons) Business Management	3	15	5 (UK/Italy)
Placements & Internships	Type of Business/Enterprise / Activity	Placements & Internships	Type of Business/Enterprise / Activity
Agenda Communications		Diageo	
Arcatype		Green Shoes Events	
Black Church Print Studios		Motherland	
Chupi		Paragon Records	
Coca Cola - Events Role		St. Patricks Festival	
Agenda Communications		Usit	

Note: Some employers hosted more than one student.

FACULTY OF ENTERPRISE AND HUMANITIES — Industry Engagement – Knowledge Transfer Details	
<p>There are multiple knowledge exchange mechanisms. FEH stresses the importance of personal relationships and the development of mutual trust built up over time between graduates and FEH staff.</p> <p>There is considerable variation in the extent to which FEH academics are involved in knowledge exchange activities with the business sector, examples include: EI vouchers, research, training, consultancy, mentoring, coaching, meetings, conferences, engagement with business associations, membership of external committees of business, professional bodies and national and local authorities.</p> <p>Industry engagement and knowledge exchange occurs between the Faculty of Enterprise and Humanities and industry in different forms at different forums and for different purposes.</p>	<p>For programme development the Faculty consults with key industry stakeholders deemed relevant to the programme learning outcome with the aim of capturing the industry view on skills and knowledge deficits as well as the structure, content and delivery modes. The Faculty takes into consideration the national and regional skills needs as identified by the Future Skills Networks.</p> <p>In addition, FEH consults regularly with FEH alumni for feedback on the jobs market for FEH graduates, student placement opportunities and B2B graduate opportunities.</p> <p>The table (<i>Business Graduate Destinations</i>) provides a list of companies where FEH graduates are employed, some of which are in senior management roles. The FEH alumni engage with FEH staff on a formal and informal basis for knowledge exchange which includes: programme development, selection boards, student placement, consultancy, business start-up advice, career development advice etc.</p>
Business Graduate Destinations - Sample – March 2020.	
Senior Account Director - Growth Markets Africa at LinkedIn	Director of John Tweed Tailored IRL & UK - entrepreneur
Senior Sales Director at Indeed	Field Marketing Manager, EMEA at Webroot
Senior Account Manager at Google	Senior Account Executive UK/I at Qualtrics
Co-Founders at Glitz n'Pieces - entrepreneurs	Online Marketing Manager at Peak Positions
IBEC Global Graduate Programme - Beam Suntory	Global Benefits Analyst at Slack
Head of SEO at Wolfgang Digital	Community & Business Development Manager at the Guinness Enterprise Centre
Senior Business Analyst at Accenture	Senior Sales Representative at Google
Enterprise Business Lead UAE at Salesforce	International Student Liaison Officer and Global Room Manager at Trinity College
National Account Manager at National Lottery	Technology Alliances Manager, EMEA at Fivetran
Associate at PWC Ireland	Senior Account Manager at Google
Head of Sponsorship at Gymshark	UKI & International Gaming Partnerships Manager at Paddy Power Betfair
Co-founder Rangle - digital entrepreneur.	Account Executive - SMB - High Tech UK with Salesforce
Sales Operations Manager, EMEA at Fitbit Health Solutions	Relationship Manager at Linked-in
Director of Account Management at DocuSign	Senior Speaker Success Coordinator at Web Summit
Market Risk & Liquidity Analyst at AIB	Director of Sales UK/IE at Indeed
Key Account Manager at FlexiGroup Ltd (Australia)	Homepage Curator at RTE
Strategic Travel Lead at Google	Website Content Specialist with Morgan McKinley at Google

Appendix 1B — FACULTY OF FILM ART & CREATIVE TECHNOLOGIES — Industry Engagement, Student Placements and Internships.

FFACT – Dept of Technology & Psychology			Erasmus
Industry Engagement - Company	Type of Engagement	Placements & Internships	Type of Business/Enterprise / Activity
Psychology Society of Ireland	Education Partner/Validation	Altruism Project (5 Charities a year)	Social Collaboration
Technology Ireland/Software Skillnet	Education Partner/Validation	Sonalake	Software development/Placement
Musgraves	Professional Collaboration/Live project	St Vincent’s Hospital	Social Collaboration
Essential Skills	Professional Collaboration	Foróige	Social Collaboration
Centre for Bullying DCU	Research Collaboration	Optum	Software development/Placement
Accenture	Consultancy	Alphyra	Software development/Placement
Convention Centre	Professional Collaboration	Aladdin	Software development/Placement
National Rehabilitation Hospital	Education Project Partner	PWC	Placement
Crosscare	Education Project Partner		
Age Action Ireland	Education Project Partner		
Acquired Brain Injury Ireland	Education Project Partner		
Bodywhys	Education Project Partner		
Note: As part of programmatic review professional placement will be part of y3 from 2023 (2021 in Creative Computing)			
FFACT – Dept of Design & Visual Arts			Erasmus
Industry Engagement - Company	Type of Engagement	Placements & Internships	Type of Business/Enterprise / Activity
Institute of Designers Ireland	Professional Collaboration	RIAM	Education Partner/Placement/ Professional Collaboration
Arts Council	Professional Collaboration	Pallas Projects	Education Partner/Placement
Tusla	Professional Collaboration	Irish Museum of Modern Art (Department of Engagement and Learning) IMMA	Education Partner/Placement/Exhibition
Dublin City Arts Office and The LAB Gallery	Professional Collaboration/Exhibition	National Gallery of Ireland	Education Partner/Placement/Exhibition
Create (the national development agency for collaborative arts)	Professional Collaboration	Electric Picnic	Placement/Exhibition
Fighting Words	Social Collaboration		
Microsoft Ireland	Live industry project		
DLRCOCO	Professional Collaboration/Exhibition		
Monkstown Puppet Festival	Professional Collaboration/Exhibition		
Note: Frequent local, national industry and state body stakeholder collaboration is a feature of this department			

FFACT – Film & Media	YEAR	Placements & Internships	Erasmus
Industry Engagement - Company	Type of Engagement	Placements & Internships	Type of Business/Enterprise / Activity
Carmona St John of Gods	Client based services	Virgin TV & Media	Education Partner/Placement
Aniar Productions	Professional Consultation	Screen Ireland	Education partner /Funder
TG4	Professional Consultation	Irish Film Institute	Education partner
RCSI	Mental Health - Social Collaboration	Screen Directors Guild	Education partner
Jigsaw	Mental Health Animation - Social Collaboration	Screen Producers Ireland	Education partner/Consultation
Trinity/UCC	Speech & Language Therapy - Social Collaboration	Egg Post Production	Professional Placement – Editing
Raidio Teilifís Éireann	Education Partner/Placement	Piranha Bar	Professional Placement – Editing
Virgin TV & Media	Education Partner/Placement	Shinawill	Professional Placement – Production
Warner Bros	Scholarship	Irish Society of Cinematographers	Education partner/Sponsor
Fís Festival	Education Partner/Placement	Kite Entertainment	Professional Placement – Television
DLR	Community Engagement	Crossing the Line Films	Professional Placement – Production
		Mind the Gap	Professional Placement – Production

Note:

Appendix 2 — IADT Gender and Equality Reporting in Support of HEA Annual Review — 2019 Submission Data (Correct as of 31 December 2019)

Table 1		
IADT Governing Body Membership	Female	Male
Governing Body Chair		1
Governing Body Vice Chair	1	
GB External Members	6	5
Academic	1	1
Non-Academic		1
SU Members	2	
Ex Officio Member		1
	10	9

Table 2		
IADT Academic Council Membership	Female	Male
President (chair)	1	
Registrar		1
Head of Creative Eng	1	
Head of Faculty 1	1	
Head of Faculty 2		1
Head of Department 1	1	
Head of Department 2	1	
Academic and SA Mgr		1
Librarian	1	
Academic Members (8 Seats)	5	3
Student Union Rep	1	1
Student Body Rep		
	12	5

Table 3		
IADT Executive Management	Female	Male
President	1	
Registrar		1
Secretary Financial Controller		1
Head of Creative Engagement	1	
Head of Faculty (FEH)	1	
Head of Faculty (FACT)		1
	3	3

Table 4				
Total IADT Staff	Female	WTE	Male	WTE
Entire Institution	201	110.1381	167	99.5713
Faculty of Enterprise and Humanities	23	21.082	11	9.6875
Faculty of Film, Art and Creative Tech	106	47.551	121	65.1966
Office of the President	2	2	0	0
Directorate of Corporate Affairs	19	15.4637	21	18.2401
Directorate of Academic Affairs	45	18.8183	13	5.4471
Directorate of Creative Engagement	6	5.2331	1	1

Appendix 2 — IADT Gender and Equality Reporting in Support of HEA Annual Review — 2019 Submission Data (Correct as of 31 December 2019)

Table 5		
IADT Core Funded Staff	Female	Male
Academic		
Full Time Staff	44	52
Pro Rata – Part Time (incl. worksharers)	18	15
Casual Part Time (Incl. Visiting Lecturers)	55	57
Total Academic Staff	117	124
Professional & Support Staff		
Full Time Staff	30	27
Pro Rata – Part Time (incl. worksharers)	31	0
Casual Part Time (Incl. Visiting Lecturers)	21	12
Total Academic Staff	82	39

Table 6 (Full-time Staff only)					
Pay Grades Core-Funded Staff – Professional & Support Staff					
Pay Bracket p.a	Female	Male	Pay Bracket p.a	Female	Male
<€20,999			€71,000-€75,999	2	
€21,000-€25,999			€76,000-€80,999		
€26,000-€30,999			€81,000-€85,999	2	1
€31,000-€35,999	3	9	€86,000-€90,999		
€36,000-€40,999		5	€91,000-€95,999	2	3
€41,000-€45,999	3	1	€96,000-€100,999	1	
€46,000-€50,999	5	2	€101,000-€105,999		
€51,000-€55,999	7		€106,000-€110,999		
€56,000-€60,999	1		€111,000-€115,999		2
€61,000-€65,999	2	5	€116,000-€120,999		
€66,000-€70,999		1	€121,000<	1	
			Total	29	29

Table 7		
Heads of Department	Female	Male
Faculty of Enterprise & Humanities		
Entrepreneurship		1
Humanities & Arts Management	1	
Faculty of Film, Art & Creative Tech		
Technology & Psychology		1
Design & Visual Arts	1	
Film & Media		1
<i>Faculty may also be termed 'school' or 'college', and refers to the collection of departments by subject area. If there are no faculties/schools, please provide information by department.</i>		

Table 8				
Academic Recruitment & Promotion	Female	Male	Female	Male
	Applicants		Appointments	
Senior Lecturer 3 (Head of School)*	0	0	0	0
Senior Lecturer 2 (Head of Dept.)*	0	0	0	0
Senior Lecturer 1 (Teaching)*	0	0	0	0
Lecturer*	0	0	0	0
Asst. Lecturer	27	43	1	3
Asst. Lecturer (Promotions)	0	1	0	1
<i>*No Promotions made at these Academic Grades during the reporting period.</i>				



Appendix 2 — IADT Gender and Equality Reporting in Support of HEA Annual Review — 2019 Submission Data (Correct as of 31 December 2019)

Table 9				
Recruitment of President	Female	Male	Female	Male
	Applicants		Appointments	
Total Applicants	15	22	0	0
Shortlisted Applicants	3	3	0	1

Appendix 3 — The Artist Protection Fund (APF)

About the APF and the Institute of International Education	
<p>The Artist Protection Fund (APF) is an innovative program of the Institute of International Education (IIE), which for almost a century has championed the exchange of people and ideas across the globe. Established in 2015 and supported by The Andrew W. Mellon Foundation, the APF fills a critical unmet need by providing relief and safe-haven to threatened artists on a large scale and for an extended residency period.</p> <p>Artists from any country and artistic discipline may qualify. Applications are reviewed for artistic merit, the quality/potential of the applicant's work, and the severity of threats that the applicant faces. Preference is given to artists who:</p> <ul style="list-style-type: none"> • are facing or have recently fled from immediate, severe, and targeted threats to their lives and/or artistic practice in their home countries or countries of residence; • demonstrate accomplishment and promise in their artistic practice. <p>The APF encourages applications from women and members of ethnic, racial, cultural, or religious minority groups, or those otherwise underrepresented in their fields.</p> <p>About Host Institutions/Partners</p> <p>Host institutions are required to match the APF financial grant with various types of in-kind and/or financial support, including visa sponsorship, housing, studio space, materials/supplies, and access to programming and networking. Beyond providing this elemental support, APF also asks that hosts take a vital role in ensuring the overall wellbeing of an APF Fellow in residence through frequent access to mentoring, personal and professional guidance, and social services, as needed.</p>	<p>Background</p> <p>The APF develops and designs innovative residency programs by partnering with hosts including academic institutions, arts organizations, and cultural centers from around the world. Host-partner institutions are required to provide comprehensive support that may include matching funds and/or substantive in-kind contributions such as housing, studio space, materials/supplies, social services, etc. Essential to the hosting arrangement is the active engagement of hosts in welcoming threatened APF Fellows into their community, facilitating contact with fellow artists and thought leaders, and providing access to the full range of resources and contacts available. 100% of the APF Fellowship award goes to the artist.</p> <p>The APF is continually exploring new and strategic ways to respond to the specific needs of threatened artists by constructing a collaborative, transparent, and socially engaged program that stands as a leader in the artistic freedom and freedom of expression movements. To date, the APF has welcomed Fellows from countries such as: Afghanistan, Ecuador, Egypt, Iran, Iraq, Nigeria, Syria, Turkey, and Zimbabwe, and has overseen successful fellowships at institutions including: American Academy in Rome, Brown University, Montclair State University, University of Maine, The University of Manchester, and the Van Abbemuseum.</p> <p>https://www.iie.org/programs/artist-protection-fund</p>

