NCAD DUBLIN

National College of Art and Design

A Recognised College of University College Dublin

NCAD Quality Assurance & Quality Enhancement Handbook

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What is Quality Assurance? What is Quality Enhancement?

Quality, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment (ESG, 2015: 7).

QUALITY ASSURANCE

Quality Assurance (QA) refers to the processes and procedures through which the College checks, evaluates and makes judgements about quality and standards. Quality assurance should ensure that "a desired level of quality in educational provision, research and related services" is achieved and maintained (QQI, 2016: 2). At NCAD, quality assurance processes are part and parcel of the everyday work of staff and students, and also encompass external peer-review through annual feedback from external examiners and periodic feedback through specially constituted external peer-review panels.

QUALITY ENHANCEMENT

Quality Enhancement (QE) refers to the deliberate process of change through which the College responds to feedback from internal and external stakeholders (students, staff, accrediting bodies, cultural and creative industries) in order to improve student learning experience and the wider research and learning environment. Quality enhancement builds upon and extends beyond improvements suggested through Quality Assurance processes.

> Quality assurance and quality enhancement are thus inter-related. They can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management. (ESG, 2015:7)

NCAD's Quality Assurance Policy

NCAD aims to be a College that supports and enables radical and creative innovation through excellence in research-led art and design education. Our ambition is to empower our students to shape the contemporary world through critical practice, teaching and learning, studio-based learning, research and engagement.

Developing and sustaining a *quality culture* is fundamental to achieving these ambitions (ESG, 2015: 7). To this end, NCAD implements a quality assurance system to assure the College and the public of the quality of our learning, teaching, research and support services (accountability), as well as to provide insight and recommendations on how we might improve what we are doing (enhancement).

Key Concepts[1]

Academic standards are the standards set and maintained by the College for the award of academic credit or qualifications, in alignment with Ireland's National Framework of Qualifications. They include the standards of performance that a student needs to demonstrate to achieve a particular classification of a qualification.

Academic quality refers to how and how well the College supports students to enable them to achieve their award. It covers learning, teaching and assessment, and all the different resources and processes a provider puts in place to help students progress and fulfil their potential.

Quality assurance is the process for checking that the academic standards and quality of higher education provision meet agreed expectations, and live up to our ambitions as articulated in the NCAD Strategy 2017-2021.

NCAD Quality Assurance Values

- We treat each other – students and staff – with dignity, courtesy and respect.
- Every student has the opportunity to shape their own learning experience.
- The College actively informs students of matters relevant to their programme of study.
- The College supports all staff, enabling them in turn to support students' learning experience.

Overview of Quality Assurance at NCAD

NCAD is responsible for the academic standards of the programmes it offers, the academic quality of the learning environment, and for ensuring that the academic quality of the learning experience offered accords students every opportunity to achieve these academic standards. In order to discharge these responsibilities, NCAD has a range of systems and procedures for assuring and enhancing the standards of our programmes and the quality of our learning environment, including:

1. Robust programme approval and curriculum review processes
2. Student engagement and evaluation processes
3. External Examiner Reports
4. Regular Peer Review of Academic and Support Units, involving external stakeholders.
5. Established procedures for the appointment of staff and opportunities for ongoing professional development

[1] QAA Quality Code, 2015.

6. Student Representation at all levels of the College (at programme level, and on School Boards, NCAD Programmes Board, Academic Council and An Bord)
7. Systematic student participation and feedback in QA/QE processes
8. Regular review of QA/QE processes

The College's implementation of these quality assurance and quality enhancement procedures also enables NCAD to demonstrate how we discharge our responsibilities for assuring the quality and standards of our programmes and learning environment, as required by the Qualifications and Quality Assurance Act 2012.

Principles[2]

There is always scope for further enhancing the experience of students. To this end:

1. Quality teaching, learning, research and support services, and continuous improvement are core values. Quality assurance and continuous improvement are understood to be the joint responsibility of all staff, management, and the collegial and governance bodies of NCAD.

2. Benchmarking and an evidence-based approach is taken in assuring quality. The College evaluates its achievements against appropriate national and international benchmarks. Its quality assurance processes are evidence-based, where outcomes and feedback from stakeholders (including students, staff, employers and the community, as appropriate) will provide the basis for analyses and conclusions on which improvements are planned.

3. The College's processes reflect the principles of rigorous peer review, as we aim to identify areas for improvement, to foster collaboration and exchanges of best practice and to encourage an ethos of critical self-evaluation.

4. Strategic oversight of academic standards and academic quality is held at the highest level of academic governance, and all policies and processes are regularly and effectively monitored, reviewed and improved.

Features[3]

1. A commitment to widespread involvement of staff, students and external stakeholders in the quality assurance process.
   - Critical self-evaluation and rigorous peer review of academic and service areas by review groups whose membership will include both internal UCD and NCAD staff and external members, all of whom will be independent of the unit under review.
   - Methodical collection of evidence relating to quality assurance activities, including, as appropriate: service satisfaction and student experience, benchmarking against external reference points;
   - External assessment of professional programmes as appropriate, through accreditation and international review;
   - Multiple avenues for student and staff input to quality assurance and quality enhancement such as: periodic School quality review; module-level evaluation and Programme review.
   - Publication of impartial and objective reports from quality reviews of academic and service units;

[2] Informed by: UCD QA and Enhancement Policy, 2016; DIT QE Handbook, 2015; QAA Quality Code, 2015.

[3] Informed by UCD's QA and Enhancement Policy, 2016.

- Support for the continuing professional development of staff.

2. Robust and accountable College governance, management and decision-making relating to the quality assurance and quality enhancement policy framework.
   - Effective organisational structures to oversee quality assurance processes and the development and implementation of quality improvement plans;
   - A regular cycle of reviews of academic and service providers;
   - A process for monitoring the progress of implementing recommendations arising from Quality Review Reports;
   - A commitment to identify, share and implement examples of good practice, across the College;
   - The College will periodically monitor the effectiveness of its quality assurance and enhancement mechanisms to ensure that they are operating in accordance with best practice;
   - Submission of an Annual Quality Assurance Statement to An Bórd from Academic Council, enabling clear identification of and high-level response to intractable quality improvement issues;
   - Publication of an Annual Quality Enhancement Statement on the College website.

3. A commitment to assessing outcomes and processes against the highest external standards.
   - National and international benchmarking of academic standards and service provision;
   - National and international benchmarking of quality assurance processes with comparable research-led Art and Design universities.
   - The College will work with its accrediting body, University College Dublin, and external agencies, in particular Quality and Qualifications Ireland, The Teaching Council and other professional bodies to ensure NCAD meets and surpasses legislative standards and international best practice

4. The College regularly reviews its approach to quality, to ensure that it remains appropriate and fit-for-purpose. The effectiveness of the College's approach to quality is benchmarked and evaluated through ongoing reflection on, for example:
   - Mapping NCAD practice to relevant external references, such as the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (2015) and the *QQI Code of Practice for the Provision of Programmes of Education and Training to International Learners* (2015);
   - Outcomes of external Institutional Review;
   - Outcomes of external reviews by professional and statutory bodies;
   - Feedback from external and internal quality reviewers;
   - Reports from external examiners;
   - Student feedback, including through the ISSE[4];
   - Key performance indicators agreed with the Higher Education Authority;
   - Annual review of QA/QE policies and procedures.

[4] Irish Survey of Student Engagement (ISSE).

How Do I Contribute to Quality Assurance & Quality Enhancement at NCAD?

The academic and administrative work of the National College of Art and Design is organised through six 'Schools':

Of these Schools:

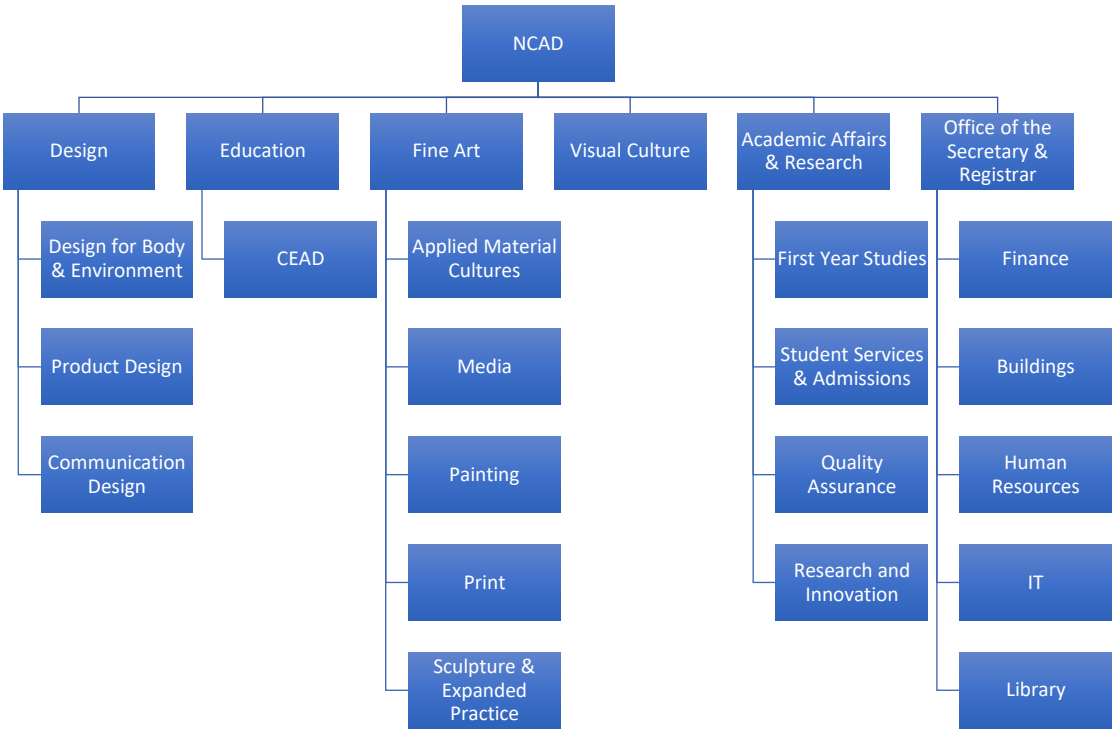
- Design, Education, Fine Art and Visual Culture are purely academic;
- Academic Affairs & Research encompasses both academic and administrative functions;
- The Office of the Registrar & Secretary is purely administrative.

Of the academic Schools:

- Design and Fine Art deliver their programmes through a Departmental structure.
- Education and Visual Culture do not deliver their programmes through a Departmental structure. Consequently, the work of the School is administered through monthly staff meetings rather than weekly meetings between Heads of Department and the Head of School.
- The Centre for Continuing Education in Art and Design is located within the School of Education and is responsible for delivering NCAD's suite of part-time programmes.

NCAD's shared, inter-disciplinary first year studio programme is delivered through the Department of First Year Studies. As the first year of each School's programmes, the first year staff and the Head of Department work closely with all Schools. The Head of Academic Affairs serves as the Head of School for the Department of First Year Studies.

An Overview of NCAD's Schools and Departments[5]:



[5] An overview of NCAD's Academic and Management Committee Structures is given in Appendix 1.

I am a Student, I contribute to Quality Assurance and Quality Enhancement by:

- Giving feedback on my learning experience to my 'student reps' and my teachers;
- Participating in Programme Review Forums at least once a semester;
- Completing NCAD's annual end-of-year survey and the Irish Survey of Student Engagement;
- Completing the National Graduate Survey in the year after I graduate;
- Contributing to formal QA Reviews at Programme, Department, School and Institutional level as appropriate;
- Respecting other students and College staff members.
- Respecting facilities at NCAD, and adhering to health and safety instructions.

What happens next?

- Feedback to my teachers is shared with the Head of Department and informs discussions about programme enhancement with my Head of School, at meetings of the School Board/First Year Student Council, at the NCAD Quality Assurance Steering Committee, at Academic Council, and by Senior Management;
- The Department and/or School's response to student feedback is recorded as part of a report on their Annual Planning meeting and from there informs the Enhancement Statement published on the College website;
- An Bord (the governing authority of the College) has oversight of this process through reports on student surveys and receiving an Annual Quality Assurance Statement from the Quality Assurance Steering Group. This statement forms the basis of the Quality Enhancement Statement published on the website.

I can see how my contribution is informing Quality Enhancement by reading:

- The brief summary of changes made as a result of student feedback given at the start of the annual end-of-year student survey;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Positive changes are made to programmes;
- Delivery of programmes is improved;
- Programmes are more organised;
- Issues raised by students and student reps are addressed;
- My study is more manageable;
- I have better opportunities to improve my own development.

I am a Student Rep, I contribute to Quality Assurance and Quality Enhancement by:

- Gathering feedback on learning experience from students in my class and sharing it at monthly meetings with our Head of Department;
- Meeting with our Head of School at least once a semester to represent my classmates' experience of the programme and their learning experience;
- Representing my class at meetings of our School Board or the First Year Student Council;
- Participating in Programme Review Forums once a semester;
- Completing NCAD's annual end-of-year survey and the Irish Survey of Student Engagement;
- Completing the National Graduate Survey in the year after I graduate;
- Contributing to formal QA Reviews at Programme, Department, School and Institutional level as appropriate;
- Reporting back to students in my class on the outcomes of our School Board, of meetings with Heads of School and Heads of Department;
- Working with other Student Reps and the Students' Union, as well as taking part in working groups focussing on specific aspects of the delivery of education and the students' experience at NCAD.

What happens next?

- Feedback to our Head of Department informs discussions about programme enhancement with the Head of School, at meetings of the School Board, at the NCAD Quality Assurance Steering Committee, at Academic Council, and by Senior Management;
- The School's response to student feedback is recorded as part of a report on their Annual Planning meeting and from there informs the Enhancement Statement published on the College website;
- An Bord (the governing authority of the College) has oversight of this process through reports on student surveys and receiving an Annual Quality Assurance Statement from the Quality Assurance Steering Group. (This statement forms the basis of the Quality Enhancement Statement published on the website).

I can see how my contribution is informing Quality Enhancement by reading:

- The brief summary of changes made as a result of student feedback given at the start of the annual end-of-year student survey;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Positive changes are made to programmes;
- Delivery of programmes is improved;
- Programmes are more organised;
- Issues raised by students and student reps are addressed;
- I hear more positive feedback from students.

I am the President/Vice-President of the Students' Union, I contribute to Quality Assurance and Quality Enhancement by:

- Gathering feedback on the learning experience from student reps and supporting them in their engagement at Departmental and School level;
- Representing students on the Quality Assurance Steering Committee and Programmes Board and Academic Council;
- Contributing to Quality Enhancement Initiatives through the Quality Assurance Steering Committee;
- Completing the National Graduate Survey in the year after I graduate;
- Encouraging students to complete NCAD's annual end-of-year survey and the Irish Survey of Student Engagement;
- Contributing to formal QA Reviews as appropriate;
- Advocating for, and contributing to the development of, an enhanced Campus experience.

What happens next?

- Reports on QA/QE are brought to the Quality Assurance Steering Committee and also inform discussion of programme enhancement at Academic Council and the College Management Team;
- The Quality Assurance Steering Committee considers and responds to the outcomes of:
    - student surveys,
    - external examiner reports,
    - staff QA surveys,
    - annual planning reports,
    - School reports on progress against Quality Improvement Plans;
- The College produces an Annual Quality Assurance Statement on the basis of student feedback, external examiners' reports, progress against Quality Improvement Plans (arising from formal QA Reviews), and Schools' Annual Planning Reports. This is submitted to An Bord for discussion and response.
- A Quality Enhancement Statement is published on the website on the basis of An Bord's discussion of and response to the QA Statement.

I can see how my contribution is informing Quality Enhancement by reading:

- The minutes of the Quality Assurance Steering Committee and other Boards;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Changes are made at Programmes Board and Academic Council that improve students' experience;
- Feedback from students improves;
- Changes are planned, rather than being reactive.

I am a Lecturer, I contribute to Quality Assurance and Quality Enhancement by:

- Engaging with students to gauge their experience of modules I am teaching on and the programme in general;
- Advising my Head of Department of issues arising through student feedback;
- Exploring quality enhancement initiatives in response to such feedback with peers and my Head of Department at regular Departmental meetings, School Board and annual planning meetings;
- Participating in the annual QA Staff survey;
- Contributing to QA Reviews at Programme, Department, School and Institutional level at regular intervals;
- Providing students with the best possible education, reflecting on my own teaching practice to continuously improve how I work and to continuously improve the education that students experience at NCAD.
- Bringing students' attention to health and safety, and working respectfully on Campus.
- Participating in CPD sessions.

What happens next?

- Reports on QA/QE are brought to the Quality Assurance Steering Committee from the School Board, and also inform discussion of programme enhancement at Academic Council and the College Management Team;
- The School's response to student feedback, technical officer's reports and external examiners' reports is recorded in an Annual Planning Report;
- The College produces an Annual Quality Assurance Statement on the basis of student feedback, external examiners' reports, progress against Quality Improvement Plans (arising from formal QA Reviews), and Schools' Annual Planning Reports. This is submitted to An Bord for discussion and response.
- A Quality Enhancement Statement is published on the website on the basis of An Bord's discussion of and response to the QA Statement.

I can see how my contribution is informing Quality Enhancement by reading:

- Minutes from the Quality Assurance Steering Committee, published on Google Drive;
- My School's Annual Planning Report published on Google Drive;
- The brief summary of changes as a result of previous feedback, given at the start of the annual QA Staff Survey;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Positive changes are made to programmes;
- Feedback from students is more positive;
- Changes to programmes are planned, rather than being reactive.

I am a Technical Officer, I contribute to Quality Assurance and Quality Enhancement by:

- Regularly updating my Head of Department and School Board on issues arising in relation to the local learning environment;
- Liaising with my Department and/or School representative on the College Learning Resources Committee regarding the quality of the local learning environment.
- Exploring quality enhancement initiatives with peers and my Head of Department at regular Departmental meetings, School Board and annual planning meetings;
- Participating in the annual QA Staff survey;
- Providing a report to Heads of Department to contribute to the STUDENT ENGAGEMENT & TECHNICAL OFFICER REPORT, part of the Annual Programme Planning and Quality Assurance Report Template
- Contributing to QA Reviews at Programme, Department, School and Institutional level at regular intervals.
- Participating in CPD sessions.
- Assisting with Facilities and Health and Safety audits and developments.

What happens next?

- Issues arising in relation to the learning environment are addressed by my Head of Department, where possible;
- Issues arising in relation to the learning environment are also discussed at School-level at the weekly meeting of my Head of School and Heads of Department, and through Departmental reports to the School Board;
- My Head of School works with Heads of Department to resolve issues raised and enhance the learning environment, and appraises of the College Management Team of such issues at their weekly meetings;
- Issues affecting the learning environment raised through the Learning Resources Committee are situated and discussed in a College-wide context, enabling the sharing of practice, collaboration in respect of resources, and the identification and prioritization of solutions at a College-wide level;
- The Learning Resources Committee reports and makes recommendations to Academic Council and the College Management Team;
- The Annual Programme Planning and Quality Assurance Report contributes to the annual review of programmes, informing how I carry out my role in the following year, including incorporating any changes to enhance how students are supported in their learning and practice.

I can see how my contribution is informing Quality Enhancement by reading:

- Minutes from the Quality Assurance Steering Committee published on Google Drive;
- Minutes from the Learning Resources Committee published on Google Drive;
- My School's Annual Planning Report published on Google Drive;
- The brief summary given at the start of the annual QA Staff Survey;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Positive changes are made to facilities and programmes;
- Feedback from students is more positive;
- Changes to facilities and programmes are planned, rather than being reactive.

I am a member of professional services staff in the Library, Student Services, Finance, IT, facilities & maintenance, HR or other college administration, I contribute to Quality Assurance and Quality Enhancement by:

- Working to support the provision of an excellent learning environment for students;
- Regularly updating my line manager on issues arising in relation to my area;
- Liaising with my area's representative on the College Learning Resources Committee regarding the quality of the local operational environment;
- Exploring quality enhancement initiatives with peers and my line manager at regular Departmental meetings;
- Participating in the annual QA Staff survey;
- Contributing to QA Reviews at Programme, Department, School and Institutional level at regular intervals.
- Accurate and prompt reporting, and acting in accordance with legislation that safeguards and protects information on students (Privacy, Data Protection).
- Being aware of all policies and procedures that apply to the work in my area and applying them.
- Being aware of all Health & Safety policies and regulations and ensuring a culture of good Health & Safety practice is created in the College.
- Participating in annual school/area planning, risk assessment and other meetings relevant to my area.

What happens next?

- Issues arising in relation to the operational environment are addressed by my line manager, where possible;
- My line manager works with peers, as appropriate, to resolve issues raised and enhance the operational environment, and appraises of the College Management Team of such issues;
- Issues affecting the learning and operational environment raised through the Learning Resources Committee are situated and discussed in a College-wide context, enabling the sharing of practice, collaboration in respect of resources, and the identification and prioritization of solutions at a College-wide level;
- The Learning Resources Committee reports and makes recommendations to Academic Council and the College Management Team.

I can see how my contribution is informing Quality Enhancement by reading:

- Minutes from the Quality Assurance Steering Committee published on Google Drive;
- Minutes from the Learning Resources Committee published on Google Drive;
- My School's Annual Planning Report published on Google Drive;
- The brief summary given at the start of the annual QA Staff Survey;
- The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution makes a difference when:

- Positive changes are made to College processes and procedures that enhance the learning environment
- Feedback from students and staff is more positive;
- Change to administrative processes are planned and support the provision of an excellent learning environment.

I am a Head of Department, I contribute to Quality Assurance and Quality Enhancement by:

- Engaging with students in my Department to gather feedback on student experience and progress within their programme;
- Engaging with staff at an individual level and through regular Departmental meetings to gather feedback on student experience and progress within their programme;
- Meeting once a month with Student Reps to gather feedback on student experience and progress within their programme;
- Working with other Heads of Department and Heads of School to enhance students' learning opportunities and experience;
- Playing a lead role in the biannual Programme Review Forum;
- Collating, and developing understanding of, Quality Assurance issues arising within my Department, discussing such issues in regular meetings with other Heads of Department and Head(s) of School;
- Leading and reporting on progress in relation to Quality Improvement Plans relating to my Department;
- Reporting on QA issues and QE initiatives to School Board and as part of annual planning meetings within the School(s).
- Working with staff members in my department to improve how things are done, to develop a culture of self-evaluation and improvement, developing student-centred reflective education.

What happens next?

- Reports on QA/QE are brought to the Quality Assurance Steering Committee from the School Board, and also inform discussion of programme enhancement at Academic Council and the College Management Team;
- The Department and School's response to student feedback, technical officer's reports and external examiners' reports is recorded in an Annual Programme Planning Report;
- The College produces an Annual Quality Assurance Statement on the basis of student feedback, external examiners' reports, progress against Quality Improvement Plans (arising from formal QA Reviews), and Schools' Annual Planning Reports. This is submitted to An Bord for discussion and response.
- A Quality Enhancement Statement is published on the website on the basis of An Bord's discussion of and response to the QA Statement.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive;
    - Minutes from the Learning Resources Committee published on Google Drive;
    - The brief summary given at the start of the annual QA Staff Survey;
    - The Annual Quality Enhancement Statement published on the NCAD website;
- Jointly-authoring my School's Annual Planning Report published on Google Drive or feeding into Schools' Annual Planning Report through engagement with Heads of School in relation to insights and issues arising within the Common First Year element of our programmes.

I can identify that my contribution to QE is making a difference by:

- Improved feedback from staff and students;
- Better communication between staff and students, and between staff members;
- More effective organisation within my Department.

I am a Head of School, I contribute to Quality Assurance and Quality Enhancement by:

- Meeting *at least* twice a month with Heads of Department in my School to gather feedback on student experience and progress within their programme, as well as lecturer and technical officer feedback; or, Meeting at regular and pre-scheduled intervals with School staff (Education and Visual Culture);
- Meeting once per semester with Student Reps and participating in Programme Review Forums to gather feedback on student experience and progress within their programme;
- Engaging with staff at an individual level and through School Board meetings to gather feedback on QA issues and QE initiatives within the School;
- Leading discussion of QA issues and QE initiatives at School Board;
- Working with other Heads of School and Heads of Department to enhance students' learning opportunities and experience;
- Leading and reporting on Annual Programme Planning and progress against Quality Improvement Plans within my School;
- Reporting on QA/QE to Programmes Board, Academic Council and the College Management Team;
- Signing-off on the Annual Quality Assurance Statement that goes to An Bord, and the Annual Quality Enhancement Statement published on the Website through the College Management Team.

What happens next?

- Reports on QA/QE are brought to the Quality Assurance Steering Committee Board from the School Board, and also inform discussion of programme enhancement at Academic Council and the College Management Team;
- The School's response to student feedback, technical officer's reports and external examiners' reports, recorded in the Annual Programme Planning Report, and progress against QIPs are brought to the Quality Assurance Steering Committee, and also inform discussion of programme enhancement at Academic Council and the College Management Team;
- The College produces an Annual Quality Assurance Statement on the basis of student feedback, external examiners' reports, progress against Quality Improvement Plans (arising from formal QA Reviews), and Schools' Annual Planning Reports. This is submitted to An Bord for discussion and response.
- A Quality Enhancement Statement is published on the website on the basis of An Bord's discussion of and response to the QA Statement.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive,
    - Minutes from the Learning Resources Committee published on Google Drive,
    - The brief summary given at the start of the annual QA Staff Survey;
- Jointly-authoring:
    - My School's Annual Planning Report published on Google Drive;
    - The Annual Quality Assurance Statement submitted to An Bord for response;
    - The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution to QE is making a difference by:

- Improved feedback from staff and students;
- Better communication between staff and students, between staff members, and across Departments;
- More effective organisation within my School, and with other Schools and Departments.

I am the Quality & Academic Support Officer, I contribute to Quality Assurance and Quality Enhancement by:

- Working with Heads of Department and Heads of School to facilitate Programme Review Forums in Semesters 1 and 2;
- Developing and overseeing Annual Student Surveys (the NCAD end-of-year student survey, the Irish Survey of Student Engagement, and the HEA Graduate Survey);
- Disseminating the results of the student and graduate surveys to the College Management Team, to Heads of School and Heads of Department;
- Developing and overseeing the Annual QA Staff Survey;
- Working with the Head of Academic Affairs and the Quality Assurance Steering Committee to develop initiatives in response to the QA Staff Survey results;
- Acting as Secretary to the Quality Assurance Steering Committee;
- Coordinating and providing support for Quality Assurance Reviews across the College;
- Reviewing all QA policies and procedures on an annual basis and making recommendations to the Quality Assurance Steering Committee regarding their renewal;
- Working with the Head of Academic Affairs, the Quality Assurance Steering Committee and the College Management Team to produce the Annual Quality Assurance Statement for submission to An Bord and, subsequently, the Annual Quality Enhancement Statement for publication on the NCAD website.
- Working with Schools and Departments to develop programmes, supporting programme reviews
- Working with Schools to ensure all applications to UPB are ready for approval
- Providing appropriate support to academic staff to resolve any issues that may arise.
- In the role of Complaints Officer, ensuring that complaints are fully investigated and resolved in accordance with the Complaints policy and procedures.

What happens next?

- Student feedback is disseminated and responded to by Schools and Departments;
- Staff feedback is responded to through the Quality Assurance Steering Committee;
- The Quality Assurance Statement submitted to An Bord for response, and the Quality Enhancement Statement is published on the College website;
- Cycle 2 Quality Assurance Reviews take place, and existing Quality Improvement Plans are implemented, monitored and reported upon;
- Programme enhancement is planned, monitored, reviewed and reported upon;
- Student complaints are addressed in accordance with the College Student Complaints Policy.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Learning Resources Committee published on Google Drive,
    - Quality Improvement Plan implementation updates,
    - Annual Programme Planning Reports;
- Jointly-authoring:
    - The Annual Quality Assurance Statement submitted to An Bord for response,
    - The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution to QE is making a difference by:

- Student feedback being shown to support programme development;
- Staff and students feeling ownership of quality assurance and quality enhancement processes;
- Improvement in the levels of engagement and satisfaction on the part of students and staff;
- Evidence of a positive, creative and dynamic learning environment across the College.

I am the Head of Academic Affairs and Research, I contribute to Quality Assurance and Quality Enhancement by:

- Meeting weekly with Heads of Department/Area within Academic Affairs & Research, to gather feedback on student and staff experience and progress;
- Acting as Chairperson for the Quality Assurance Steering Committee and the Programmes Board;
- Reviewing and responding, through the Quality Assurance Steering Committee to the outcomes of:
    - student surveys,
    - external examiner reports,
    - staff QA surveys,
    - annual planning reports,
    - School reports on progress against Quality Improvement Plans;
- Reporting on the outcomes of Student Surveys to the College Management Team and An Bord;
- Reporting on College-wide Quality Assurance and Quality Enhancement developments to Academic Council, the College Management Team and An Bord;
- Developing the Annual Quality Assurance Statement with the Quality Assurance Steering Committee / Programmes Board and the College Management Team for submission to An Bord;
- Integrating reports from the Learning Resources Committee, received through Academic Council, into the development of the Annual Quality Assurance Statement;
- Submitting the Annual Quality Assurance Statement to An Bord and reporting their response to the Quality Assurance Steering Committee;
- Authoring the Annual Quality Enhancement Statement, following consultation with An Bord, for publication on the NCAD website.

What happens next?

- Responses to the outcomes of surveys, reports, and the Annual Quality Assurance Statement are garnered from the College Management Team and An Bord;
- Approaches to, and progress against, Quality Improvement Plans and enhancement actions are devised, implemented and evaluated;
- Quality Assurance Policy and Procedures are implemented, monitored, evaluated and enhanced;
- The College Enhancement Strategy is implemented, monitored, evaluated and improved annually.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - External Examiner Reports and School responses,
    - Student feedback and School responses,
    - Technical Officer reports and School responses,
    - Annual Programme Planning Reports,
    - Updates on progress against Quality Improvement Plans across the College;
- Jointly-authoring:
    - The Annual Quality Assurance Statement submitted to An Bord for response,
    - The Annual Quality Enhancement Statement published on the NCAD website

I can identify that my contribution to QE is making a difference by:

- Student feedback being shown to support programme development;
- Staff and students feeling ownership of quality assurance and quality enhancement processes;
- Improvement in the levels of engagement and satisfaction on the part of students and staff;
- Evidence of a positive, creative and dynamic learning environment across the College;
- Quality Assurance policy & procedures being improved from a student and staff perspective;
- A culture of Quality Enhancement being explicitly understood and valued by internal and external stakeholders.

I am the College Secretary and Registrar, I contribute to Quality Assurance and Quality Enhancement by:

- Working on committees and boards to improve the experience of students and staff;
- Safeguarding College finances to ensure improvements are funded appropriately and that enhancements are prioritised appropriately;
- Reporting to SMT and An Bord on topics before they become issues;
- Developing a campus that not only meets health and safety requirements, but contributes to the ongoing improvement of the wellbeing of students and staff;
- Checking that everyone is considered, that non-academic teams also have their say and are heard;
- Ensuring that HR policies are equitable, and their developments are informed by all those affected by those policies, including the unions;
- Actively promoting NCAD as a better community, better campus, and a better place to work and study;
- Liaising with external agents to assure An Bord and our stakeholders that NCAD is compliant with health, safety, and fire regulations.

What happens next?

- Reports on Quality Assurance and Quality Enhancement in area are brought to the Quality Assurance Steering Committee and to the College Management Team;
- The College produces an Annual Quality Assurance Statement on the basis of student feedback, external examiners' reports, progress against Quality Improvement Plans (arising from formal QA Reviews), and Schools' Annual Planning Reports. This is submitted to An Bord for discussion and response.
- A Quality Enhancement Statement is published on the website on the basis of An Bord's discussion of and response to the QA Statement.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive,
    - Minutes from the Learning Resources Committee published on Google Drive,
    - The brief summary given at the start of the annual QA Staff Survey;
- Jointly-authoring:
    - The Annual Quality Assurance Statement submitted to An Bord for response,
    - The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution to QE is making a difference by:

- More effective communication, policies and procedures across my areas of responsibility, and in relation to the wider College;
- Improved feedback on governance structures, including Health & Safety, within the College from internal and external stakeholders.

I am the Director, I contribute to Quality Assurance and Quality Enhancement by:

- Requesting reports from Schools, Departments, and administrative teams to ensure I am fully informed of any issues before or as they arise;
- Developing strategies to enhance NCAD's performance and support the implementation of Quality Improvement Plans across the College;
- Ensuring compliance with legislation, and securing ongoing approval and support from Government and other departments (HEA, DofEd, UCD, etc.);
- Ensuring actions are aligned to the NCAD Strategy, contributing to meeting our Goals and our Mission.
- Ensuring we are responsive to our stakeholders (students, staff, external agents).

What happens next?

- An Bord are fully informed on Quality Assurance and Quality Enhancement within the College, and enabled to take decisions in support of Quality Enhancement in the College;
- Key external stakeholders – the HEA, the Department of Education and Science, UCD – are informed on Quality Assurance and Quality Enhancement within the College, and enabled to take decisions in support of Quality Enhancement in the College.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive,
    - Minutes from the Learning Resources Committee published on Google Drive,
    - The brief summary given at the start of the annual QA Staff Survey;
- Jointly-authoring:
    - The Annual Quality Assurance Statement submitted to An Bord for response,
    - The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution to QE is making a difference by:

- Student feedback demonstrably supporting programme development;
- Improvement in the levels of engagement and satisfaction on the part of students and staff;
- Evidence of a positive, creative and dynamic learning environment across the College;
- A culture of Quality Enhancement being explicitly understood and valued by internal and external stakeholders;
- The College Strategy being effectively implemented across the College;
- Improvement in the College's national and international reputation and standing.

I am a Member of An Bord, I Contribute to Quality Assurance and Quality Enhancement by:

- Receiving and reviewing reports relating to student surveys and student experience
- Reviewing and responding to NCAD's Annual Quality Assurance Statement
- Reviewing and approving NCAD's Annual Quality Enhancement Statement for publication on the NCAD website.
- Ensuring compliance with legislation, and working with senior management to secure ongoing approval and support from Government and other departments (HEA, DofEd, UCD, etc.);
- Ensuring actions are aligned to the NCAD Strategy, contributing to meeting our Goals and our Mission.
- Ensuring we are responsive to our stakeholders (students, staff, external agents).

What happens next?

- Key stakeholders – students, staff, the HEA, the Department of Education and Science, UCD – are informed on Quality Assurance and Quality Enhancement within the College, and enabled to take decisions in support of Quality Enhancement in the College.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive
    - The Annual Quality Enhancement Statement published on the website.

I can identify that my contribution to QE is making a difference by:

- Student feedback demonstrably supporting programme development;
- Improvement in the levels of engagement and satisfaction on the part of students and staff;
- Evidence of a positive, creative and dynamic learning environment across the College;
- A culture of Quality Enhancement being explicitly understood and valued by internal and external stakeholders;
- The College Strategy being effectively implemented across the College;
- Improvement in the College's national and international reputation and standing.

- Requesting reports from Schools, Departments, and administrative teams to ensure I am fully informed of any issues before or as they arise;
- Developing strategies to enhance NCAD's performance and support the implementation of Quality Improvement Plans across the College;
- Ensuring compliance with legislation, and securing ongoing approval and support from Government and other departments (HEA, DofEd, UCD, etc.);
- Ensuring actions are aligned to the NCAD Strategy, contributing to meeting our Goals and our Mission.
- Ensuring we are responsive to our stakeholders (students, staff, external agents).

What happens next?

- An Bord are fully informed on Quality Assurance and Quality Enhancement within the College, and enabled to take decisions in support of Quality Enhancement in the College;
- Key external stakeholders – the HEA, the Department of Education and Science, UCD – are informed on Quality Assurance and Quality Enhancement within the College, and enabled to take decisions in support of Quality Enhancement in the College.

I can see how my contribution is informing Quality Enhancement by:

- Reading:
    - Minutes from the Quality Assurance Steering Committee published on Google Drive,
    - Minutes from the Learning Resources Committee published on Google Drive,
    - The brief summary given at the start of the annual QA Staff Survey;
- Jointly-authoring:
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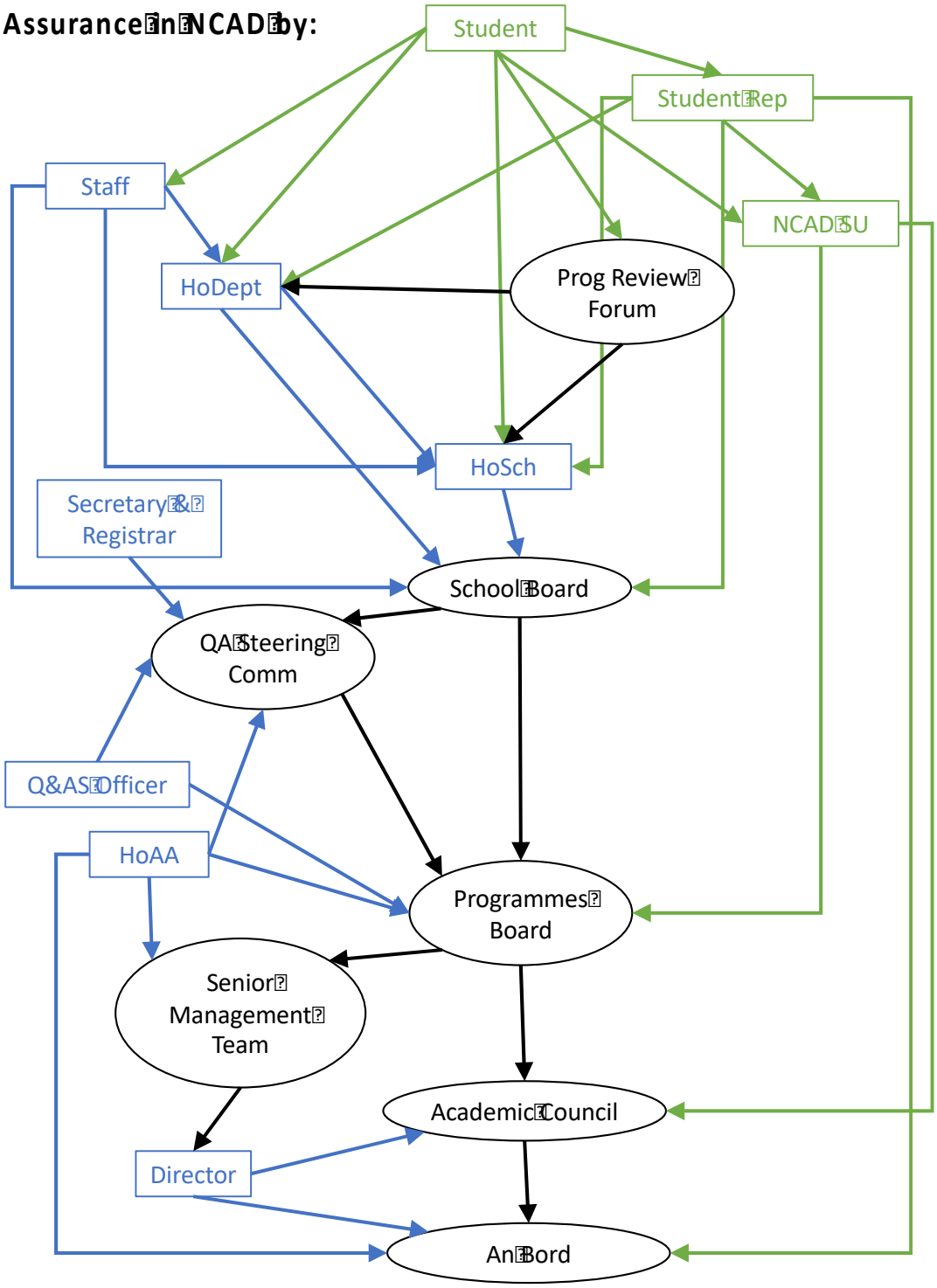
    - The Annual Quality Enhancement Statement published on the NCAD website.

I can identify that my contribution to QE is making a difference by:

- Student feedback demonstrably supporting programme development;
- Improvement in the levels of engagement and satisfaction on the part of students and staff;
- Evidence of a positive, creative and dynamic learning environment across the College;
- A culture of Quality Enhancement being explicitly understood and valued by internal and external stakeholders;
- The College Strategy being effectively implemented across the College;
- Improvement in the College's national and international reputation and standing.

I Contribute to Quality Assurance in NCAD by:



Where Can I Find Out More About QA/QE at NCAD?

The NCAD Quality Assurance website - http://www.ncad.ie/about/head-of-academic-affairs/quality/ - has been designed to provide information and guidelines on Quality Assurance and Enhancement at NCAD. It includes:

- NCAD Quality Assurance Policy

  The College's Quality Assurance Policy is included in this handbook, and describes the overarching quality assurance principles and framework through which the College aims to develop and sustains a *quality culture*.

- NCAD Quality Enhancement Strategy

  The College's Quality Enhancement Strategy describes the aims and objectives that guide the College in its response to feedback from internal and external stakeholders (students, staff, accrediting bodies, cultural and creative industries) in order to improve the student learning experience and the wider research and learning environment.

- NCAD's Annual Quality Enhancement Statement

  From 2017, NCAD will publish an Annual Quality Enhancement Statement on its website identifying key quality assurance feedback relating to the academic year, and quality enhancement actions to be taken in response.

- NCAD Quality Assurance Procedures

  The College's Quality Assurance structures and procedures relating to all aspects of College life and practice are described in detail within this document.

- NCAD Framework and Guidelines

  This document describes the framework for Quality Assurance Reviews, and offers guidance to staff, Heads of Department and Heads of School in respect of preparation for, and the conduct of, such reviews.

- NCAD's Quality Review Schedule

  This link directs you to the Quality Assurance section of the NCAD website and gives information on the current cycle of Quality Assurance Reviews.

- NCAD's Quality Review Reports

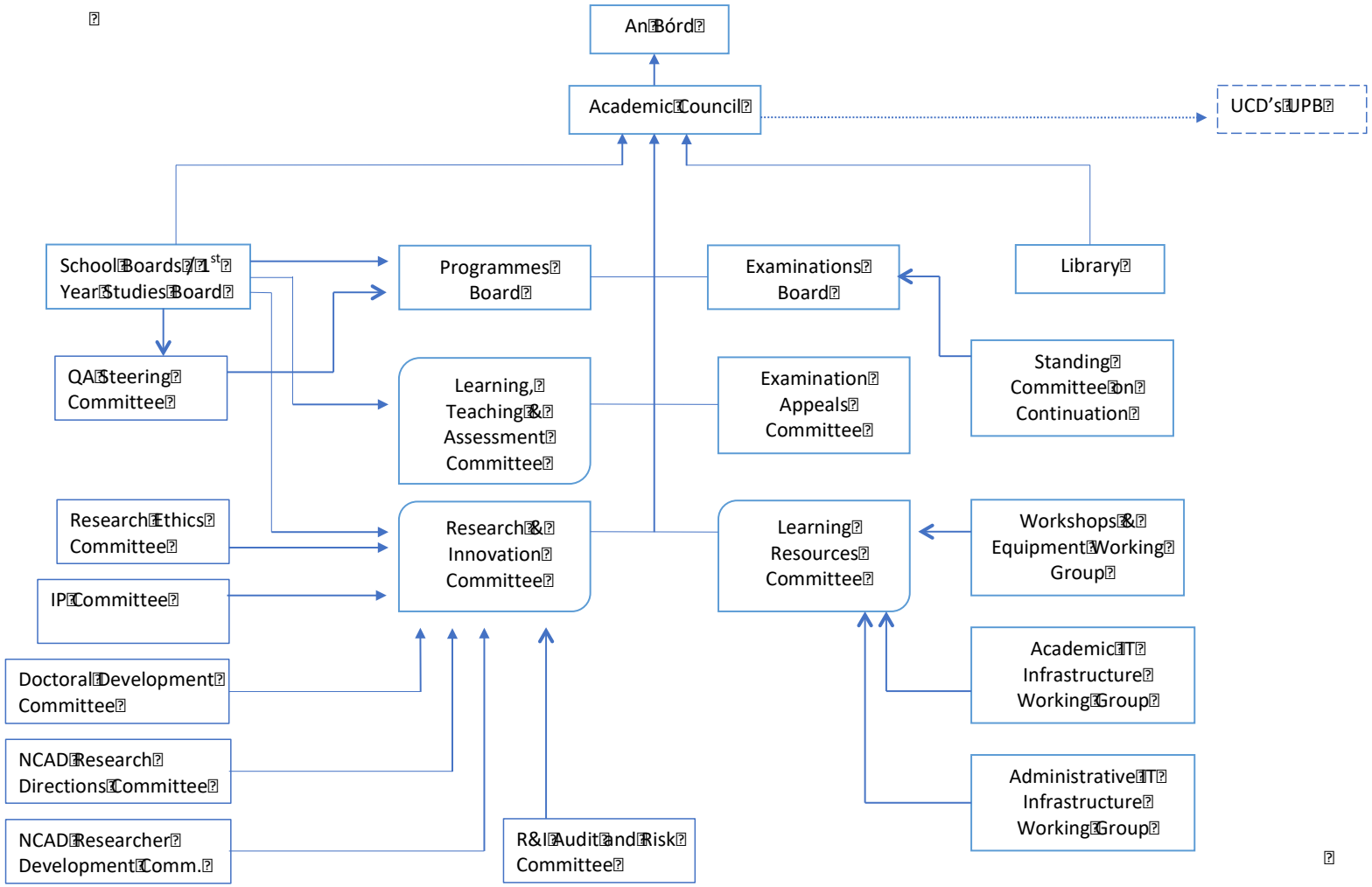
  This link directs you to the Quality Assurance section of the NCAD website and gives access to QA Reports and Quality Improvement Plans from earlier Quality Assurance Review cycles and completed Reviews from the current cycle.

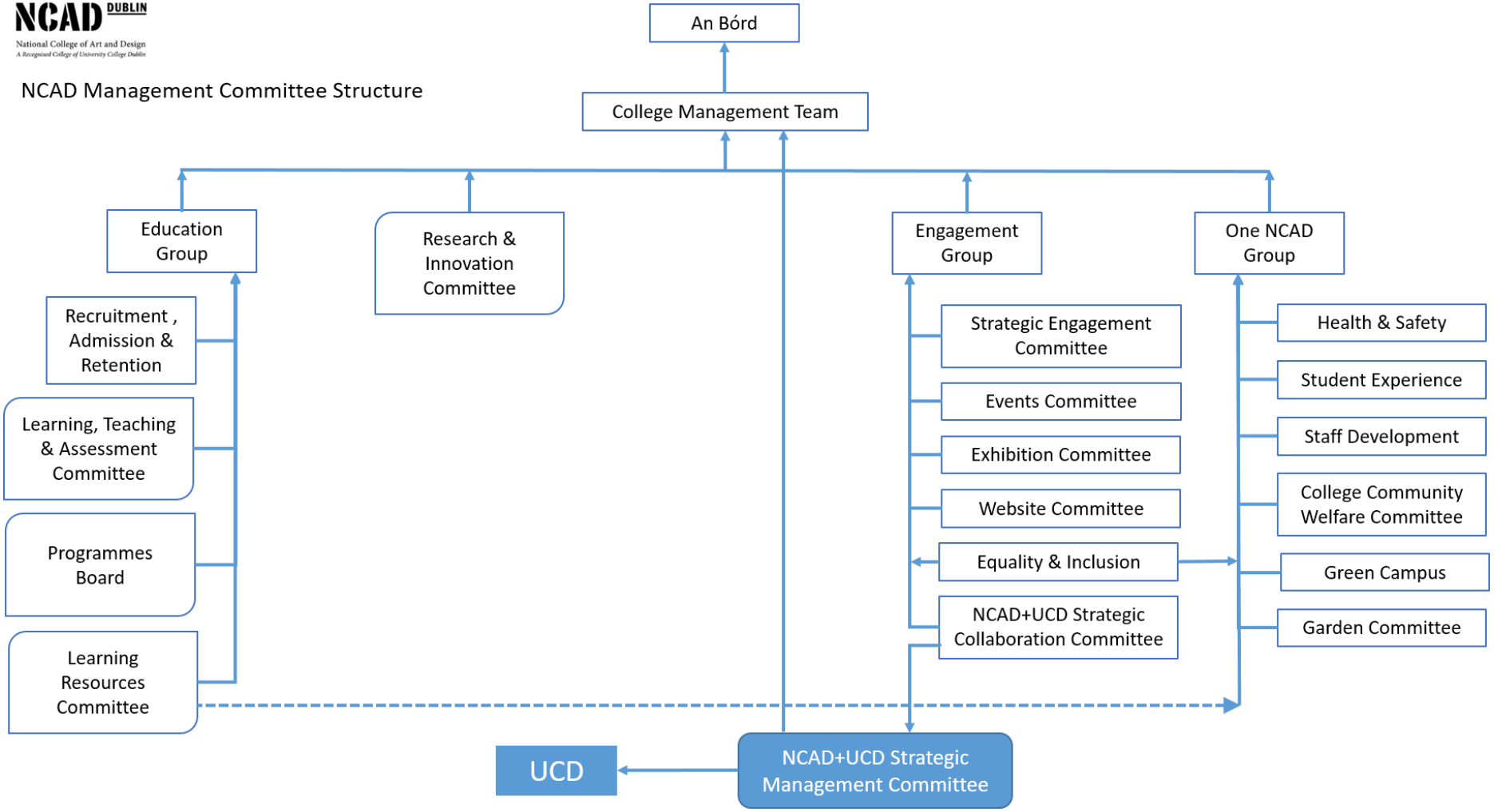
- NCAD's Student Feedback Policy

  Student feedback is a vital and effective tool through which to commence evaluation processes. This policy describes the overarching principles and framework for the College approach to evaluating the student experience incorporating the use of student feedback and consultation.

Appendix 1: NCAD's Academic & Management Committee Structures

NCAD Academic Committee Structure



NCAD DUBLIN
National College of Art and Design
A Recognised College of University College Dublin

NCAD Management Committee Structure