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

Access Policy

		This policy is effective from	July 2012
Approval body	Programmes Board	**Approval date**	Historical, prior to July 2012
Owner	Head of Academic Affairs	**Next review date**	June 2018

1. Introduction

1.1. The National College of Art and Design is an equal opportunities College which values inclusion and diversity and is committed to promoting and facilitating entry to and participation in art and design education and student life for groups that are currently significantly under-represented at third and fourth level education in Ireland. This document constitutes the current Access Policy of the National College of Art and Design in conformity with the requirements of Equal Status Acts 2000-2015 (ESA) and The Disability Act (2005).

1.2. The College aims to create an environment where students will not be disadvantaged by reason of gender, ethnic or national origin, age, socioeconomic background, disability, religion or sexual orientation.

2. Principles

2.1. NCAD is strongly committed to ensuring that it offers access to the highest quality of art and design education to as many as possible.

2.2. It is NCAD's policy to facilitate entry to and participation in continuing education, undergraduate and postgraduate programmes and student life of the College by people who are economically or socially disadvantaged, people who have a disability and people from sections of society significantly under-represented in the College community.

2.3. The College will promote greater awareness of its Access Policy amongst targeted groups through its publicity material, and programmes of active engagement with schools and relevant representative groups.

2.4. The College will determine targets for entry by people from each of the social groups that are currently underrepresented at College. These targets will be monitored and revised as appropriate.

2.5. The College will ensure that these targets are supported as part of mainstream institutional strategic planning.

2.6. All staff members will be made aware of the College's Access Policy and the College is committed to facilitating compliance with this policy.

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V2	July 2012	Kilian	New template, same content

2.7. It is the responsibility of all staff to implement the College's Access Policy and it will be facilitated by the College's Access Officer in consultation with the Registrar's Office and the School of Education's Access Coordinator.

2.8. The College will continue to develop its outreach work with primary and secondary schools and will endeavour to promote collaboration with other educational institutions and organisations to develop and sustain flexible access routes and supports for students from under-represented groups.

2.9. The College is committed to developing teaching and learning practices that are effective in creating a student-centred learning environment that promotes access and participation for all students.

3. Pre-entry activities

3.1. The College is committed to sustaining and developing its range of pre-entry interventions into the teaching programmes in primary and post-primary schools. These interventions aim to stimulate constructive and challenging engagement with the visual arts and develop interest and awareness of third level art and design education as viable career options.

3.2. These interventions are not exhaustive and include access days, experiential art and design projects, student shadowing programme, arts mentoring programme, portfolio preparation scholarship programme and mediated tours of the degree shows at College.

4. Continuing education and lifelong learning

4.1. Continuing education at College offers an extensive range of art and design courses for mature students. Courses are offered on a part-time basis and take place in the autumn, Easter and during the summer. Mature students who participate in part-time College courses include professionals and non-professionals returning to education, individuals who are committed to developing their knowledge and skills and those interested in progressing within third level education.

4.1.1. The College will offer progression routes for individuals who want to accumulate credit toward recognised qualifications within third level.

4.1.2. The College will provide short courses, audit-credit (AC) modules, certificates and diplomas for adults interested in making a commitment to developing their knowledge and skills in visual art and design. AC courses are modules offered in a range of fine art and design subjects. AC courses provide students with an option to study flexibly and build credit toward a recognised third-level qualification. Certificate courses are normally of one-year duration and link to a part-time two year diploma.

5. Students experiencing social or economic disadvantage

5.1. The College will seek to eliminate barriers to participation and to promote equality of opportunity. The College's Access Programme is focused on increasing the participation rates in third level art and design education of those students whose limited

educational, social, financial and cultural experiences have prevented them for attaining this goal.

5.2. The College will create opportunities for access to third level art and design education for young people and adults who experience economic, social or educational disadvantage.

5.3. The College will engage in research and other activities in order to establish *best practice* models for promoting access to third level art and design education.

5.4. The College is committed to working with initiatives that are community based in targeting disadvantaged areas.

5.5. The College's orientation programme for new students will promote Student Support Services and strategies that facilitate access for disadvantaged students.

5.6. The College promotes the ESF Student Assistance Fund to students, staff and departments across the College to support access, participation and retention of disadvantaged students.

5.7. The College is committed to ensuring that students experiencing disadvantage receive ongoing support. A committee comprised of the Registrar, Admissions Officer and Student Support Officer meet regularly to review the circumstances of the students that are funded by the Student Assistance Fund.

5.8. The College has established a College Community Welfare Group to develop College welfare policies and to identify and support students and staff who are experiencing difficulty.

6. Students with disabilities

6.1. The College is committed to facilitating all students with disabilities and this Access Policy is designed to promote and facilitate entry to and participation in the academic programmes and the student life of the College by people with disabilities.

6.2. Every student with a documented disability, learning or health difficulty has a right to:

6.2.1. Equal access to programmes, services, activities and facilities offered at the College.

6.2.2. Reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids that are determined on a case-by-case basis in accordance with an individuals certified disability, learning or health difficulty.

6.2.3. Appropriate confidentiality of all information regarding a disability unless a student has given consent for that information to be disclosed.

6.2.4. Information, reasonably available in accessible formats.

6.2.5. Be treated with respect and dignity.

6.3. The College's website, prospectus, access publications and other promotional materials documents the College's commitment to promoting and facilitating access to the College for students with disabilities.

6.4. The College will endeavour to ensure that all staff and students are aware of the needs of students with disabilities in order to sustain an inclusive College community.

7. Reference

7.1. For further information on human rights and equality, go to www.ihrec.ie.

7.2. [Click here to go to the pages on education](#)[1].

8. Version history

8.1. Previous document uploaded to NCAD website in July 2012.

8.2. This document is the same content in a new template.

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[1] https://www.ihrec.ie/your-rights/i-have-an-issue-with-a-service/i-have-an-issue-about-education/