



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

Review of BA Product Design and BA Interaction Design 2021

Quality Improvement Plan 2022

Structuring Our Enhancement Work

The Board and staff have a shared belief in the transformative potential of an NCAD education to equip our graduates with the bold curiosity and the new thinking which society critically needs. Our commitment to realising this potential is articulated through *Futures, Bold and Curious 2019-2024*, NCAD's Strategic Plan, and the three areas of strategic focus it identifies for the enhancement of the enhancement of the learning environment at NCAD in the coming years:

Embed BOLD and CURIOUS LEARNING at our core
CONNECT and BE CONNECTED
An EFFECTIVE ORGANISATION.

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1 Embed Bold and Curious Learning at our Core

OUR AMBITION: Bold and curious learning is agile and responsive. It recognises the power and value to our society and economy of learning through art and design, not for it. We are committed to ensuring every student has access to a learning experience that is dynamic, resourced and transformative. Embedding bold and curious thinking challenges students to innovate and interrogate, and to take risks in their learning.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Teaching and Learning Strategic Project, a Supporting Research Strategic Project, a Digital Environment Enabling Project and a Built Environment Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified

QIP No.	PRR ref no	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
1.1	Programme Aims & Structure						
1.1.1	3.1	From an industry perspective, the lines between physical product and digital product are blurring. This is reflected in the module structure but not necessarily in the names or programme aims and objectives.	The two programmes share a programme architecture, modular structure, Learning Outcomes, and programme aims and objectives, that deliberately transcend the 8 disciplines taught at BA level within the School of Design. This helps facilitate collaboration, and seeks to move our pedagogical practices beyond the reinforcement of disciplinary silos into a progressive ‘bold and curious’ approach to contemporary design practice, helping NCAD graduates proactively respond to the evolving design landscape.	N/A	Engage with evolving design landscape, and emergent themes in the fields of Product Design and Interaction Design, as part of our annual programme planning processes.	Annually	HoD
	1.5	Human-centred design: is it still valid? Investigate other valid criteria, for example Environment.	A topic of much contemporary debate, one we are actively engaging with. At the moment, the courses are often presented under the banner of Human Centred Design to communicate the core evidence-based design methodologies applied, and to align with the dominant commercial understanding and opportunities. In practice; however, a large percentage of course content addresses emergent themes of Humanity Centred Design, Design for Sustainability, Design for Crisis. Some indication of this can be seen in this year's IDI Graduate awards, with students from the department winning both the Sustainable Design and Design for Change awards.	N/A			

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1.1.2	1.1.1	Programme structure and workload balance (Year 2 in particular).	The programme architecture is shared across the 8 specialist BA design awards, and as such the implications for any significant changes have considerable implications. The need to provide a robust scaffold to support learners transitioning from year 1 to year 2 of the programme (and indeed between year 2 and studio+, and studio+ to final year) is noted, and we will seek to address this through discussions and workshops between year 1 and year 2 staff.	N/A	No change is planned for the programme architecture.	N/A	N/A
					Supports for supporting learners transitioning from year 1 to year 2, and between subsequent years of the programmes will be explored: <ul style="list-style-type: none"> through discussions and workshops between Year 1 and Year 2 staff As part of annual programme planning 	Q4 2022	HoD
1.1.3	1.1.2	There is fear that the most of the programme-specific learning outcomes are obtained in Year 2 and in the Final Year.	The institution will be conducting a programme review of the shared year 1 experience and curriculum where opportunities for 'programme-specific' learning outcomes will be explored.	N/A	a. The Programme/Unit Review Schedule beyond 2023 is being finalised but it is expected that the Department of First Year Studies will take place in 2024.	2024	HoAA & HoD for First Year Studies
			In addition, the annual internal review process provides a platform to address this issue through discussions and workshops between year 1 and year 2 staff as part of the college's regular quality assurance and enhancement processes.		b. This will be considered as part of the annual programme planning process	Annually	HoD with HoS and HoD for First Year Studies
	1.1.5	Explore options to overcome unbalanced Final Year degree calculations for the students who took the optional year in comparison to others who decided not to take the optional year.	The final award is calculated on final year achievements. This is in line with college and programme regulations.	N/A	This recommendation will not be implemented.	N/A	N/A
1.2 Nomenclature							
1.2.1	3.2	There was some conversation around the naming conventions for the programmes - as to whether or not there was enough differentiation between the programmes to warrant two distinct programmes. The programmes need to investigate this matter.	The two programmes have distinct ethos and curriculum, while deliberately housed within a programme structure shared across the whole School of Design. The current structure facilitates graduates to move into existing disciplinary career paths such as UX or Medical Device Design, or operate in a more fluid multi/inter/post-disciplinary working environment.	N/A	As part of our annual programme review and planning process we will: <ul style="list-style-type: none"> undertake an investigation into the current and future needs of industry (and wider society) explore what final year and alumni think. Gather input from the Creative Futures Academy Industry Council. 	Annually	HoD with HoS

	4.3	Reconsider module titles. Module titles are sometimes obscure and the link to the content unclear as a result.	Modules are shared across the School of Design and as such are not discipline specific. Project briefs are programme specific and speak directly to disciplinary lexicons.	N/A	This recommendation will not be implemented.	N/A	N/A
1.3 Learning Outcomes & Assessment							
1.3.1	7.1	We recommend that the module outcomes should be clearly linked to programme outcomes. We suggest creating a system whereby the connections between the Programme Outcomes and Level [Stage] Outcomes is made visible to both staff and students. While this may be a complex task it will help the student to understand why the must achieve a certain outcome and how this fits into their overall education throughout the time studying on each of the programmes. This process will also help the staff to get a broader impression of the programmes as a whole and will assist when making alterations to the programmes in the future.	The modules have learning outcomes that are assessed against specified deliverables. We will seek to make the inherent connections between programme and stage outcomes and project briefs even more explicit.	N/A	a. Review and revise module descriptors to make connections between module, stage and programme outcomes more explicit. b. Ensure that learning outcomes in project briefs are explicitly connected to module, stage and programme learning outcomes as appropriate.	Q4 2022 Ongoing	HoS with HoD in Design HoD
1.3.2	7.2	We recommend that each brief should include clear information on which learning outcome is being assessed as part of this assignment. The LO's should be clearly presented and information should be provided on how the student should be able to achieve these LO's.	Module brief templates (used across the School) are being updated to ensure this is comprehensively addressed.	N/A	Update module brief templates.	Q3 2022	HoD
1.3.3	7.3	We recommend including an assessment matrix in each brief that indicates how each grade band is arrived at. As part of this the programmes should think about a common assessment matrix that can be used for practical modules and another for theoretical modules. By having a common module for both of these would help the student to better	The College has introduced an assessment matrix for all modules. Modules often deliberately combine theory and practice, and project briefs outline expected project outcomes linked to Learning Outcomes.	N/A	Review existing and in development curriculum to ensure consistent and legible language and approaches.	Q3 2022	HoD

		understand why they achieved a certain grade throughout their time studying on each programme.					
1.4	Curriculum						
1.4.1	2.1	Consider Collaborations across disciplines throughout the programme (even as a week-long project) rather than in Year 1. It is seen by the review panel as a good opportunity for all the design-based disciplines to collaborate as they do in the real world.	The School has introduced collaborative modules across year 2 (2 x 5cr) and the studio+ year (2 x 5cr), and is also seeking to further enhance this through the opportunities provided by the Creative Futures Academy.	N/A	Enhance collaborative opportunities through the Creative Futures Academy	Ongoing	HoS with HoD and departmental team
1.4.2	6.5	Develop critical thinking, judgement and 'eye': Visiting professionals & expertise, industry exposure & a spectrum of design analysis exercises (reverse design; collective reviews of design outcomes & designers; first principles; ethnographic, social, geopolitical perspectives; communication, semiotics, aesthetics).	<p>The programme team will continue to review the curriculum and ensure projects speak to contemporary and emerging issues, thinking and practices.</p> <p>The Creative Futures Academy is piloting a number of thematic modules that directly speak to some of the socio-cultural, sectoral and geopolitical issues mentioned, and the intention is to offer a range of CFA electives that enable students to focus on a diverse range of professional scaffolds and 'research/practice' lens and methods.</p>	N/A	Develop and deliver a range of CFA electives that enable students to focus on a diverse range of professional scaffolds and 'research/practice' lens and methods	Ongoing	HoS with HoD and departmental team
1.4.3	1.6	Introduction of Business of Design to the programme is a good start as recommended by the Institutional Quality Review Panel in 2017. However, it needs to be developed further.	This has been further addressed through the new Design Connections module (5 Credits) and Design Collaborations (5 Credits) in Year 2 Product and Interaction. These modules now focus on the reality of working as designer from the perspective of a diverse range of practicing designers (The Designer's World), and on the broader commercial requirements that designers need to engage with in practice (Designing in the Real World), respectively. The studio+ year also has a number of modules that focus explicitly on the business of design such as the Real-World Projects and Professional Scaffolding modules. Further opportunities for deepening knowledge	N/A	Develop and deepen knowledge and experience of the Business of Design through the Creative Futures Academy.	Ongoing	HoS with HoD and departmental team

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			and experience in the Business of Design will be facilitated through the Creative Futures Academy.				
1.4.4	1.5	Interaction Design – explore more the area of emerging technologies to inform the students about current and future needs and the skills to adapt.	Students are currently exposed to structured hands-on learning in Creative Coding, Virtual Reality Augmented Reality, Physical Computing, and Web Development. This is constantly updated year by year, and will continue to be reviewed and developed as part of our annual review process and ongoing enhancement activities.	N/A	Emerging technologies & future needs will continue to be reviewed and developed through our annual programme review and planning processes.	Annually	HoD
1.4.5	1.7	Explore how to better support students taking internships in Europe through Erasmus+, traineeship funds, work placements and internships, etc.	Pre-Covid students regularly undertook internships through the Erasmus+ scheme, and the college is seeking to reinstate and build upon this in the future.	N/A	Full participation in Erasmus+ has resumed, including internships/placements.	Complete 09/2021	Erasmus Office
1.5	Studio+ Year						
1.5.1	4.2	Consider options to make Studio+ year mandatory for the programme.	The College is reviewing the studio+ year, and considering whether the year is made mandatory for incoming students in the future. Please note that this decision will be informed by spatial and staffing resources, student demand, potential exceptions for recognised prior learning and wider pedagogical criteria. For students currently on course the programmes will seek to reinforce the existing briefing procedures for students considering studio+, and consider the introduction of new bridging structures to support students not undertaking the studio+ year.	N/A	Formal consideration will be given to the question of whether or not to make the Studio+ year mandatory on the basis of a range programme reviews taking place over the next two years. (consideration in respect of ‘new bridging structures’ is addressed under PRR ref no.s 1.1.3 & 1.1.4 below)	2024	Director & HoAA
	6.2	Explore options to standardise the programme delivery, making Studio+ mandatory for all students. Studio+ is an excellent innovation and should be developed without losing its ability to flex and adapt to individual students, to industry and societal trends and needs. It is key to delivering on NCAD’s strategic goals of being ‘bold & curious and being connected’.					
1.5.2	9.5	Graduates will either be broadly talented and capable or will have a particular competence that ‘gets them in the door’. A mandatory Year 3, which would include Studio+, Erasmus & industry experience opportunities might also include a 4th ‘Deep Dive’ option into a	An interesting proposal with obvious merits. Operationally this would have to be balanced against the budgetary constraints under which the relatively small cohorts already receive a wide breadth of high quality content. This suggestion will be reviewed against future developments in	N/A	This suggestion will be reviewed against future developments in the Creative Futures Academy modules currently being piloted in Studio+.	Annually	HoS with HoD’s in Design

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		competency of particular benefit to the individual student, so that they can lean into their strengths or address a particular shortfall. Even if Studio+ affords an opportunity to do this, the review panel suggests a very targeted learning module working with a mentor over a number of weeks.	the Creative Futures Academy modules currently being piloted in Studio+.				
	9.4	Encourage all students to do the Studio+ year and ensure it includes tailored teaching opportunities to take some of the pressure off Year 2.	All students are actively encouraged to do the Studio+ year, and +80% of students currently do. We will continue to stress the opportunity Studio + offers to the students.	N/A	All students are actively encouraged to do the Studio+ year.	Ongoing	HoD, HoS
1.5.3	1.1.3	Support for students who decide not to take the option year (Studio +) to equip them with the necessary skills to complete the Final Year with comparable standard.	The college is reviewing the studio+ year, and considering whether the year is made mandatory for incoming students in the future. The Department will consider the introduction of new bridging structures to support students not undertaking the studio+ year.	N/A	The introduction of new bridging structures to support students not undertaking the studio+ year will be considered as part of the annual review of briefs, curriculum and content.	Annual	HoD
	1.1.4	To find ways to minimise the disadvantage for students who decided not to take the al year (Studio +). Currently, they will be competing with the students who are in their fourth year of education due to the optional year. However, it is noted that most of the students decide to take the optional year.					
1.6	Year 1						
1.6.1	9.3	Review the First Year experience to ensure it is progressively relevant to design students - for example, teaching design sketching and process; interacting with staff from the course; relevant industry visits and field work etc. This is particularly important as the programmes have moved from 4 years to 3 years in duration. It is essential that core skills are being taught in Year 1 and that students are guided on what to focus on.	Year 1 will be the subject of a scheduled programme review. The College notes the recommendation to examine how the year acts as an appropriate 'foundation' for all the distinct disciplines offered at BA level within the College. The College welcomes the insights and recommendations concerning year 1, and will explore these through our annual	N/A	The Programme/Unit Review Schedule beyond 2023 is being finalised but it is expected that the Department of First Year Studies will take place in 2024.	2024	HoAA & HoD for First Year Studies

	11.4	We recommend to establish a separate programmatic review of the Common Year 1 to ensure that it meets the needs of the spectrum of students that enter it, especially direct entry design students - that there are foundational learning objectives achieved related to the course chosen by the student, and exposure to the course staff, relevant visiting practitioners and facilities as early as possible in the year 1 programme - and that direct entry students are given specific supports and focus in the first term. The Panel recognises that satisfying everyone in a common year programme is challenging.	review process and ongoing enhancement activities.				
1.7 Teaching & Learning							
1.7.1	6.1 (& 1.1.1)	The Department of Product Design should establish a Teaching and Learning Committee to address the issues recommended under Key Findings.	The establishment of programme specific 'sub-committees' to the College's Teaching and Learning enhancement structures is a good proposal and one which will be explored.	T&L	A programme specific Teaching & Learning working group to consider the issues identified under Key Findings will be convened, reporting into the Department's annual programme planning process. Teaching and Learning is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. An important strand of work within this Project is focused upon developing a Teaching & Learning Enhancement Implementation Plan. Enabling cross-disciplinary learning and workshop access is a key strand of this work.	Q4 2022 Q2 2024	HoD HoAA & T&L Project Team
1.7.2	8.1 (& 1.1.8)	Explore possibilities for structured access to all workshops for all students, perhaps in the form of short projects, taster days in workshops, or a 'renting' model for workshop time.	The college is exploring new models of workshop access to enhance the student experience, enabling timetabled access to specialist workshops while also creating new 'shared' workshops such as the FabLab currently under development.	T&L	Understanding the breadth and depth of existing workshop provision and developing a plan to deliver inter-disciplinary learning opportunities linked to the breadth of that provision are a strand of work within this Teaching & Learning Strategic Project. Delivering an	Q2 2023	HoAA & T&L Project Team

					action plan in this regard is key facet of this project.		
			A number of collaborative modules have also been introduced into year 2 and the studio+ year which foster interdisciplinarity and encourage the use of a diverse range of facilities and develop interdisciplinary practice/s.	N/A	A number of collaborative modules have been introduced into Year 2. No further action required.	N/A	N/A
1.8	Learning Resources						
1.8.1	8.2	Consider the equitable delivery of both UG programmes within the space.	We have just commissioned a new workshop space on the floor adjacent to the Department which will alleviate the pressure on workshop access this year and provide greater equity of access to students from all programmes in the department by allowing an “open access” model. Interaction Design also has its own extensive library of electronics and technology components, however due the expensive and delicate nature of these they are not for general use, but are primarily used to support practical teaching in this space.	N/A	Recommendations addressed, implementation due to be completed by Q4 2022	Q4 2022	HoD with HoS and CMT
	8.4	Equity of access to resources and equipment for both cohorts.					
1.8.2	8.3	Access to software- offsetting the expense to the students for software that is core to the programmes.	The College is exploring the potential for site licenses for specialist design software.	Digital	There are two projects underway in the College whose outcomes have bearing on this recommendation: (1) the Teaching & Learning Strategic Project will provide some context to support effective decision making through its development of a Digital Learning Strategy; (2) the Digital Environment Enabling Project through which the College is reviewing and developing our digital infrastructure.	Q2 2023 Q4 2023	HoAA & T&L Project Team Head of Corporate Services/Registrar

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1.8.3	8 Req't	Significant capital investment is required to upgrade existing spaces and equipment as well as create new spaces for the expanding teaching provision and increasing student numbers. The department should investigate funding opportunities for this purpose.	<p>The College is undertaking a review of the facilities and spatial requirements of all our provision. Significant capital investment has been made this year into a new additional workshop for Product Design Dept students, and the development of a new FabLab.</p> <p>The College annually reviews student numbers, recruitment targets and spatial occupation rates, as well as tenured staffing levels and part-time staffing budgets.</p> <p>The College is currently undertaking a campus development plan that seeks to address the current and future needs of our programmes, and responds to Government, Sectoral and Philanthropic funding opportunities.</p>	Digital, Built	An ongoing programme of work to upgrade existing spaces and equipment as well as to provide for and create new spaces for supporting Learning and Teaching at NCAD is underway and is expected to continue for several years.	Ongoing	Head of Corporate Services/Registrar
1.9 Research							
1.9.1	2.2	Most of the faculty are research active and the faculty needs more support at school level and college level. It is important to develop more structured support to the research active faculty.	The College is undertaking a review of the current research activities, structures and supports for academic staff.	SR	Research is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. A key objective of this Strategic Project is develop a fully-functioning research infrastructure for the College.	Q4 2024	David Crowley & Supporting Research Project Team
1.10 Monitoring & Evaluation							
1.10.1	10.1	Select external examiners from different institutes to help maintain the autonomy of each programme.	<p>Each programme currently has two external examiners (one focused on the programme as a whole and 'studio' modules in particular, and another examining the critical culture modules).</p> <p>The college is under financial and sectoral pressure to reduce rather than increase the number of external examiners.</p> <p>The School of Design is exploring the potential to build upon the recent</p>	N/A	Engage with CFA Industry Council as part of ongoing programme development processes	Ongoing	HoS with HoD's of Design
	10.2	In future we encourage the use of two external examiners for each programme. One of these examiners should be similar programme nationally or internationally and the other should be sourced from industry. This would help the programmes to seek expert advice from both academia and industry.					

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			establishment of an Industry Council for the Creative Futures Academy, and establish industry advisory panels to support the ongoing development of our programmes, which may help address the issues raised in the programmatic review report.				
1.10.2	10.3	We also advise that each year the external examiners should be provided with a report indicating how and where the advice from the previous year's report were implemented.	The Head of Department completes an official response to the External Examiners report every year.	N/A	This report will be shared with External Examiners in future to better account for departmental responses to recommendations received each January.	Annually	HoD
	10.4	If the programmes decide to increase their external examiners to two, we suggest that the contracts are staggered so that a new external examiner is assessed by an examiner who has been reviewing the programme for at least one year.	Assessing other subject external examiners does not fall within the remit of the role.	N/A	This recommendation will not be implemented.	N/A	N/A
1.10.3	11.1	If the programmes are to remain separate, we would suggest doing two distinct programmatic reviews to allow the space for each programme to be more fully assessed.	The College acknowledges the challenge of reviewing two programmes within a single 'programmatic review'.	N/A	Consideration will be given to how best to approach future programmatic reviews.	Q3 2022	QASC
	11.2	We recommend that programmatic reviews should take place over two days and not one, and ideally in person.	The College acknowledges the challenge of conducting programmatic reviews.	N/A			
	11.3	We recommend that the technical staff and teaching staff meetings should be scheduled separately as their needs might be very different and to give each group space to express their own experiences and needs.	This is a sensible suggestion and would normally be undertaken. The challenge of reviewing two programmes within a single 'programmatic review' may have been a factor here.	N/A			

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2 Connect and Be Connected

OUR AMBITION: The best creative practice responds to the time in which it is made. We are acutely aware of the changing nature of creative practice, the relevance of our connection to the world beyond the campus, and the importance of forging connections. We are committed to connecting with local, national and international contexts, and focusing on the needs of society and all our communities.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Beyond NCAD Strategic Project, a Teaching and Learning Strategic Project, a Supporting Research Strategic Project, a Resourcing Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified.

QIP No.	PRR ref no	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
2.1	Industry Engagement						
	6.4 (& 1.2)	Provide for a range of relevant industry interactions throughout the programme, including in Year 1 as well as visiting professionals and studio and factory visits.	<p>The programmes from year 1 through to final year have regular interactions with industry through a combination of visiting lecturer talks, studio and factory visits, crits with industry practitioners and live industry projects.</p> <p>The Department currently undertakes numerous live projects with Industry and cultural partners. The college’s Head of Enterprise and Engagement continues to foster links with external partners, and develop new and build upon existing collaborations.</p>	N/A	This recommendation is addressed across all years of the programmes. No additional action required.	N/A	N/A

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3 An Effective Organisation

OUR AMBITION: Every objective in this Strategic Plan has to be underpinned both by solid foundations and by rigorous and efficient application. We are committed to being a cohesive and effective organisation, in which good management and decision making ensure all resources are fully maximised to support NCAD’s strategic objectives, and our position as a public-funded organisation is understood and valued.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Working Together Better Strategic Project, a Resourcing Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified.

QIP No.	PRR ref no	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
3.1	Workload						
3.1.1	4.1 (& 1.7)	Provide additional administrative support.	The college is currently reviewing levels of admin support and structures across the institution to ensure the smooth operation of all our programmes.	WTB	Improving working processes, communications and infrastructure across NCAD to support efficient and effective operation is the focus of a key Strategic Project through which NCAD’s Strategy is being delivered. A key strand of work within the Working Together Better Strategic Project is focused upon the College’s organisational design and how best to support the smooth operation of all of our programmes and the wider work of the College. Work is underway on this but development, consultation, refinement and implementation is a significant undertaking.	Q4 2024	Director and Working Together Better Project Team
	5.3.d (& 1.7)	Administration load of full-time staff is too high.					

3.1.2	5.2 (& 1.7)	Implement an appropriate workload allocation model so that staff can make their time and work clear for management.	The college is undertaking a review of academic staff progression supports and structures.	WTB	A refined operational structure for NCAD, aligned with the strategy and delivering institutional clarity on roles and responsibilities within the organisation is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. Appropriate structures to review and manage workload will be addressed as part of this process.	Q2 2024	Director and Working Together Better Project Team
3.2 Programme Management							
3.2.1	4.4	Organise regular faculty & technical staff meetings to ensure the smooth running of the programmes.	The College organises regular staff meetings at a programme, departmental, school and college level to ensure communication between academic staff, technical officers and student representatives.		This recommendation will be addressed on an ongoing basis.	Annually	HoD / HoS
3.2.2	4.5	Additional management structure is needed to lead the programmes successfully and it is recommended to explore options.	The College is currently reviewing the management and co-ordination of programmes within departments that host a number of distinct undergraduate and/or postgraduate awards.	WTB	A refined operational structure is being developed through the Working Together Better strategic project. This will support the effective management of programmes, including in respect of programme coordination.	Q2 2024	Director and WTB Project Team
	4 Req't	Programme coordination - Appointing Programme leaders for both reviewed UG programmes. These appointments are urgently needed to allow both programmes to grow independently from one another to develop their own identity	While the programmes have a shared structure, we believe that the identity of the two BA programmes within the Department are distinct. The ongoing development of the focus, culture and identity of all our programmes need to be supported by cohesive teams of academics working within and beyond programmes.				
3.2.3	5.3.c	Studio+ is a great asset of the programmes. However, over-reliance on part-time staff to manage important aspects of the programmes is a threat to maintaining the higher standard.	The College has recently appointed several permanent and two year contracts for staff teaching within Studio+ to help ensure stability and continuity.		This recommendation has been addressed.	Completed 09/2021	HoS

3.2.4	5.3.e	Facilitate better integration of Year 1 staff (common Year 1) with those teaching in the subsequent years.	We are reviewing current interactions and levels of integration. Year 1 staff are currently invited to School, Dept and Programme Meetings, and departmental staff are invited to Year 1 meetings.		Review current interactions and levels of integration in collaboration with Head of Department of First Year Studies.	Q4 2022	HoD
	6.3	A better connection between Year 1 teaching staff and the design teaching staff needs to be established to ensure content is relevant and that direct entry students feel part of the design programmes.					
3.3 Career Progression							
3.3.1	5.1	Consider security of roles for part-time staff.	Staff undertaking specified contracts are provided security through the continuing employment of an indefinite duration legislation and College procedures. The proportion of tenured staff within the department is in line with institutional and sectoral norms. The college also seeks to continue the practice of employing visiting lecturers on a one-off basis to ensure regular and productive interactions between industry practitioners and disciplinary experts and our programmes.	Resource Planning (Enabling Project)	While security of roles for part-time staff is addressed through compliance with legislation in respect of contracts of indefinite duration, the College is working to improve resource planning and associated recruitment processes.	ongoing	Head of Corporate Services/Registrar, Head of Department, HR
3.3.2	5.3.a	Staff are clearly working beyond their employment level (e.g. Assistant Lecturers with PhDs).	A PhD is not a mandatory requirement for recruitment/selection as an Assistant Lecturer (AL), or indeed a Lecturer. Nonetheless, the assumption that an AL would not have a PhD is not an accurate reflection of employment in the Irish Higher Education sector.		The constraints upon recruitment into the Irish Higher Education sector do not permit change in recruitment practices in this regard.	N/A	N/A
3.3.3	5 Req't (& 1.3)	Explore a transparent and fair career path for staff (teaching, technical and administration) at all levels.	The college is undertaking a review of academic staff progression supports and structures.	WTB	Progress has made in respect of developing staff career paths with the recent approval and implementation of an Assistant Lecturer-to-Lecturer progression policy.	Completed 03/2022	Director, WTB Project Team
	5.3.b (& 1.3)	Lack of career progression poses a very serious concern for staff in all roles.					
	2.3	More structured support for junior faculty to progress at school / college level is needed.					
					An academic staff development and progression model to allow for and support the professional development of our academic staff is being	Q3 2024	Director, WTB Project Team

					developed as part of the College's Working Together Better strategic project.		
3.4 Communication							
3.4.1	1	The Department's philosophy of 'learning to learn' is a great move...However, the philosophy must be explained to the students at the outset to help them understand the Department's approach.	<p>We currently undertake briefings for all year 1 students on our range of BA programmes respective philosophies within the first trimester helping facilitate common entry students to choose elective experiences that lead towards studying within our range of programmes (8 Design, 4 Fine Art, 2 Applied Art). This may feel too late for students who entered year 1 through a named award path.</p> <p>We also provide introductory briefings at the start of each 'senior' year to reinforce the programme philosophy.</p>		We will explore the potential for doing an earlier briefing to year 1 students.	Q1 2023	HoD
3.4.2	9.1 (& 1.1.6)	Review all communications and channels to ensure that direct entry students understand that they are joining a common Year 1 with all other art & design students and to revise the description and communication of programme content and structure to ensure that direct entry design students understand the structure of the programmes.	<p>The college is constantly seeking to ensure prospective students are informed of the assorted entry routes . Additional guides and supports for students applying to the college have been produced and rolled out.</p> <p>The College website and associated communication materials are currently</p>		We will review our internal communications to better convey the nature of the programs.	Q4 2022	HoD
				Beyond NCAD	The process of scoping a new website for NCAD was completed in January 2022. The process of developing and	Sept 2023	Director, Beyond NCAD Project Team

	9.2	Utilise expertise in visual communication to communicate the structure of programmes to students. Currently, the descriptions are text-heavy, and academic terms are not defined or explained. The descriptions should be visual and communicated widely across various channels. The Department should also consider applying the College’s visual communication and user-centred design expertise to the website and communications in general.	being redesigned to address this very concern, amongst others.	(strategic project)	issuing a tender for building a new website is underway.		
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Quality Improvement Plan and updates

QIP No.	High Level Action	Timeline	Responsible	RAG status
1	BOLD AND CURIOUS LEARNING AT OUR CORE			
1.1	Programme Aims & Structure			
1.1.1	Engage with evolving design landscape, and emergent themes in the fields of Product Design and Interaction Design, as part of our annual programme planning processes.	Annual	HoD	
1.1.2	Supports for supporting learners transitioning from year 1 to year 2, and between subsequent years of the programmes will be explored: <ul style="list-style-type: none"> through discussions and workshops between Year 1 and Year 2 staff As part of annual programme planning 	Q4 2022	HoD	
1.1.3.a	The Programme/Unit Review Schedule beyond 2023 is being finalised but it is expected that the Department of First Year Studies will take place in 2024.	2024	HoAA & HoD for First Year Studies	
1.1.3.b	This will be considered as part of the annual programme planning process			
1.2	Nomenclature			
1.2.1	As part of our annual programme review and planning process we will: <ul style="list-style-type: none"> undertake an investigation into the current and future needs of industry (and wider society) explore what final year and alumni think. Gather input from the Creative Futures Academy Industry Council. 	Annually	HoD with HoS	
1.3	Learning Outcomes & Assessment			
1.3.1.a	Review and revise module descriptors to make connections between module, stage and programme outcomes more explicit	Q4 2022	HoS with HoD in Design	
1.3.1.b	Ensure that learning outcomes in project briefs are explicitly connected to module, stage and programme learning outcomes as appropriate	Ongoing	HoD	
1.3.2	Update module brief templates	Q3 2022	HoD	
1.3.3	Review existing and in development curriculum to ensure consistent and legible language and approaches.	Q3 2022	HoD	
1.4	Curriculum			
1.4.1	Enhance collaborative opportunities through the Creative Futures Academy	Ongoing	HoS with HoD and Department team	
1.4.2	Develop and deliver a range of CFA electives that enable students to focus on a diverse range of professional scaffolds and 'research/practice' lens and methods	Ongoing	HoS with HoD and Department team	
1.4.3	Develop and deepen knowledge and experience of the Business of Design through the Creative Futures Academy.	Ongoing	HoS with HoD and Department team	
1.4.4	Emerging technologies & future needs will continue to be reviewed and developed through our annual programme review and planning processes.	Annually	HoD	
1.4.5	Full participation in Erasmus+ has resumed, including internships/placements.	Complete 09/2021	Erasmus Office	
1.5	Studio+ Year			
1.5.1	Formal consideration will be given to the question of whether or not to make the Studio+ year mandatory on the basis of a range programme reviews taking place over the next two years.	2024	Director & HoAA	
1.5.2.a	This suggestion will be reviewed against future developments in the Creative Futures Academy modules currently being piloted in Studio+.	Annually	HoS with HoD's in Design	
1.5.3.b	All students are actively encouraged to do the Studio+ year.	Ongoing	HoD, HoS	

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1.5.3	The introduction of new bridging structures to support students not undertaking the studio+ year will be considered as part of the annual review of briefs, curriculum and content.	Annual	HoD	
1.6	Year 1			
1.6.1	The Programme/Unit Review Schedule beyond 2023 is being finalised but it is expected that the Department of First Year Studies will take place in 2024.	2024	HoAA & HoD for First Year Studies	
1.7	Teaching & Learning			
1.7.1	A programme specific Teaching & Learning working group to consider the issues identified under Key Findings will be convened, reporting into the Department's annual programme planning process.	Q4 2022	HoD	
	Teaching and Learning is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. An important strand of work within this Project is focused upon developing a Teaching & Learning Enhancement Implementation Plan. Enabling cross-disciplinary learning and workshop access is a key strand of this work.	Q2 2024	HoAA & T&L Project Team	
1.7.2	Understanding the breadth and depth of existing workshop provision and developing a plan to deliver inter-disciplinary learning opportunities linked to the breadth of that provision are a strand of work within this Teaching & Learning Strategic Project. Delivering an action plan in this regard is key facet of this project.	Q2 2023	HoAA & T&L Project Team	
1.8	Learning Resources			
1.8.1	Recommendations addressed, implementation due to be completed by Q4 2022	Q4 2022	HoD with HoS and CMT	
1.8.2	There are two projects underway in the College whose outcomes have bearing on this recommendation:			
	a. the Teaching & Learning Strategic Project will provide some context to support effective decision making through its development of a Digital Learning Strategy;	Q2 2023	HoAA & T&L Project Team	
	b. the Digital Environment Enabling Project through which the College is reviewing and developing our digital infrastructure.	Q4 2023	Head of Corporate Services / Registrar	
1.8.3	An ongoing programme of work to upgrade existing spaces and equipment as well as to provide for and create new spaces for supporting Learning and Teaching at NCAD is underway and is expected to continue for several years.	Ongoing	Head of Corporate Services / Registrar	
1.9	Research			
1.9.1	Research is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. A key objective of this Strategic Project is develop a fully-functioning research infrastructure for the College.	Q4 2024	David Crowley & Supporting Research Project Team	
1.10	Monitoring & Evaluation			
1.10.1	Engage with CFA Industry Council as part of ongoing programme development processes	Ongoing	HoS with HoD's of Design	
1.10.2	This report will be shared with External Examiners in future to better account for departmental responses to recommendations received each January.	Annually	HoD	
1.10.3	Consideration will be given to how best to approach future programmatic reviews.	Q3 2022	QASC	
2	CONNECT AND BE CONNECTED			
2.1	Industry Engagement			
2.1.1	This recommendation is addressed across all years of the programmes. No additional action required.	Ongoing	Ongoing	
3	AN EFFECTIVE ORGANISATION			
3.1	Workload			

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3.1.1	Improving working processes, communications and infrastructure across NCAD to support efficient and effective operation is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. A key strand of work within the Working Together Better Strategic Project is focused upon the College's organisational design and how best to support the smooth operation of all of our programmes and the wider work of the College.	Q4 2024	Director and Working Together Better Project Team	
3.1.2	A refined operational structure for NCAD, aligned with the strategy and delivering institutional clarity on roles and responsibilities within the organisation is the focus of a key Strategic Project through which NCAD's Strategy is being delivered. Appropriate structures to review and manage workload will be addressed as part of this process.	Q2 2024	Director and Working Together Better Project Team	
3.2	Programme Management			
3.2.1	The College organises regular staff meetings at a programme, departmental, school and college level to ensure communication between academic staff, technical officers and student representatives.	Annually	HoD / HoS	
3.2.2	A refined operational structure is being developed through the Working Together Better strategic project. This will support the effective management of programmes, including in respect of programme coordination.	Q2 2024	Director and WTB Project Team	
3.2.3	The College has recently appointed several permanent and two year contracts for staff teaching within Studio+ to help ensure stability and continuity	Complete	September 2021	
3.2.4	Review current interactions and levels of integration in collaboration with Head of Department of First Year Studies.	Q4 2022	HoD	
3.3	Career Progression			
3.3.1	While security of roles for part-time staff is addressed through compliance with legislation in respect of contracts of indefinite duration, the College is working to improve resource planning and associated recruitment processes.	ongoing	Head of Corporate Services/Registrar, Head of Department, HR	
3.3.2	The constraints upon recruitment into the Irish Higher Education sector do not permit change in recruitment practices in this regard.	N/A	N/A	N/A
3.3.3.a	Progress has made in respect of developing staff career paths with the recent approval and implementation of an Assistant Lecturer-to-Lecturer progression policy.	Complete March 2022	Director, WTB Project Team	
3.3.3.b	An academic staff development and progression model to allow for and support the professional development of our academic staff is being developed as part of the College's Working Together Better strategic project.	Q3 2024	Director, WTB Project Team	
3.4	Communication			
3.4.1	We will explore the potential for doing an earlier briefing to year 1 students.	Q1 2023	HoD	
3.4.2.a	We will review our internal communications to better convey the nature of the programs.	Q4 2022	HoD	
3.4.2.b	The process of scoping a new website for NCAD was completed in January 2022. The process of developing and issuing a tender for building a new website is underway.	Sept 2023	Director, Beyond NCAD Project Team	