



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

# **Annual Quality Enhancement Statement 2018**

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## Introduction

NCAD has a governance framework in place for the management of academic standards, including alignment with QQI Core Statutory QA Guidelines and European Standards and Guidelines. Under Section 5(2) of the National College of Art and Design Act 1971, An Bord has the general function of establishing and carrying on schemes of education, providing courses and providing lectures on art, crafts and design-by the College. Academic Council has responsibility in relation to all aspects of academic governance. The Council delegates a number of formal responsibilities for quality assurance and quality enhancement to the:

- NCAD Programmes Board,
- Quality Assurance Steering Committee,
- Learning, Teaching and Assessment Committee
- Research & Innovation Committee
- Examination Boards
- Appeals Committee

The publication of this Annual Quality Enhancement Statement is driven by the College's commitment to the continuous improvement of students' experience at NCAD. Generating this Annual Quality Enhancement Statement pulls together the many strands of Quality Assurance and Quality Enhancement activity within the College, and enables both critical reflection on and planning to further enhance the quality of our work. The range of sources drawn upon to this end include:

Basic Framework for QE Statement	Quality Enhancement Strategy Institutional Review QIP <sup>1</sup> 2017 Annual QE Statement <sup>2</sup>
Student Feedback	NCAD Annual Student Survey Irish Survey of Student Engagement Programme Review Forums (semester 2, 2017/18; semester 1, 2018/19) Programme Planning response to student feedback
External Examiners	External Examiner Reports School Planning Response to External Examiners Reports College Management Team response to Reports

<sup>1</sup> Quality Improvement Plan (QIP)

<sup>2</sup> An overview of progress against actions listed in 2017's Annual QE Statement is given in Appendix 1.

Wider QA	QA Cycle QIPs
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## 1 Governance

### 1.1 Self Assessment

Significant work has been invested in developing and enhancing NCAD's governance structures in recent years. NCAD is close to full compliance with the Code of Practice for State Bodies, and work is underway to achieve full compliance. NCAD's financial statements are up to date with the Code of Practice for State Bodies, and financial management improvements have seen NCAD move to a balanced budget in 2018/19 and a projected surplus in 2019/20. Significant work continues to be done to improve NCAD's business systems and governance, with a particular focus in 2018/19 upon building a rigorous budget planning and monitoring process.

The development of NCAD's Quality Enhancement Strategy, 2018-2021 was strongly informed by the College's 2017 Institutional Review. The self assessment that underpinned this and the insights of the peer review panel identified a range of possibilities for enhancing the College as a learning environment and community. The enhancement aims identified and prioritised in NCAD's Quality Enhancement Strategy are organized under five 'enhancement themes': (1) Learning, Teaching & Assessment; (2) Student Experience; (3) Staff Development; (4) Institutional Processes & Procedures; (5) Curriculum. Progress was made against each of these themes in 2018. In particular, strong progress was made in relation to themes 2, 4 and 5 (see Appendix 2). Making good progress in respect of themes 1 and 3 will be a key focus in the coming year (see 1.2 below).

The basis of NCAD's Quality Improvement Plan (QIP) is a paragraph-by-paragraph analysis of the Institutional Peer Review Panel's Report. Significant progress has been made in implementing the QIP: to date we have achieved 75% of what we set out to achieve. Of the remaining 25%, half are achievable by June 2019, with real progress planned against the remaining Recommendations/Actions within this timeframe.<sup>3</sup> Of particular note:

- Significant investment has been and continues to be made in addressing the Health & Safety infrastructure and culture across the College,
- The way in which Schools and Departments have engaged with students through the newly instituted Bi-Annual Programme Review Forums, improvements that have flowed from this such as year-on-year enhancement of student induction,

<sup>3</sup> Detailed updates on progress against the QIP are published on the NCAD website at: <https://www.ncad.ie/about/structure/head-of-academic-affairs/quality/cycle-1-reports>.

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- A marked improvement in terms of reflection upon, articulation and implementation of quality enhancement measures.

As is well understood by An Bord, the College Management Team and staff across the College, there is a pressing need for financial investment across the College. This encompasses investment in: Health & Safety, IT Infrastructure, the maintenance and upgrading of Workshop equipment, and staff development. With support from the Department of Education & Science and the HEA, clear progress is being made in respect of investment in Health & Safety. Investment in the Learning Environment (IT and equipment) and staff development will need to be prioritised as part of developing and implementing NCAD's Strategic Plan.

### 1.2 Actions taken / Actions Proposed

While significant progress has been made through the work of the Learning, Teaching and Assessment Committee in relation to reviewing assessment practices across the College and revising the College's grade descriptors, key priorities in 2019 will be:

- a. completing this work, and
- b. ensuring clarity in respect of assessment and consistent approaches to feedback through developing and publishing an NCAD Assessment Code of Practice.

Significant progress was made in 2018 in relation to rebuilding a HR function within the College. With an appropriate team in place and real progress being made in terms of instituting effective HR processes and controls, a key focus in 2019 will be building a staff development plan.

An intensive process of developing and consulting upon an Institutional Strategic Plan for NCAD was undertaken in 2018. A meaningful and current strategic plan will greatly enhance the development of NCAD in respect of all aspects of our work, and in support of the experience of both students and staff. A key priority in 2019 is the publication of NCAD's Strategic Plan, and the building of and acting upon an implementation plan.

Investments in improving the quality of the Learning Environment in the coming year include:

- An ICT Development Plan will submitted for Board approval in March 2019, outlining a 3 year programme of improvements in ICT infrastructure;
- improved WIFI provision across the campus for 2019/20;
- Water fountains installed across Design Building and Granary Building

- Mapping of needs of each School in relation to workshop and facilities improvement, which will inform a capital investment plan for the next strategic period.

## 2 Quality Assurance

### 2.1 Review & Implementation of Policy and Procedures

#### 2.1.1 Self Assessment

The processes and procedures for the management of academic standards are articulated in NCAD's QA Framework and Guidelines and the recently published QA Procedures (2016). Regular review processes include module design and approval, programme design and approval, student feedback and representation. NCAD's annual review processes include: involvement of, and feedback from, external examiners; an end of year student survey, the bi-annual Programme Review Forums, and annual programme review and planning. Periodic External Review processes include: Programme Review, School Review, Support/Administrative Review and, for the first time in 2017, an Institutional Review. Other external review processes include: Accreditation by the Teaching Council of Ireland, the Annual Irish Survey of Student Engagement (ISSE); and, as of 2018, the ISSE Research Survey, and the HEA's Graduate Survey.

Clear progress has been made across the College in relation to Quality Enhancement, particularly in respect of the opportunities created for student feedback at 'module-level' and in ensuring that explicit account is taken of feedback from students, external examiners and TOs as part of annual programme review/planning. Nonetheless, we are disappointed that: even as we revised our 'schedule of unit and programme reviews' in 2017, we were unrealistic about what was achievable; and, communication back to external examiners on the action we took in response to the reports they submitted was limited.

#### 2.1.2 Actions taken / Actions Proposed

A revised schedule for unit and programme reviews will be submitted for approval by Academic Council in February under which all units and programmes will be reviewed once every six years (see Appendix 3). In 2019 this will encompass QA review of two School-level units and three programmes.<sup>4</sup> In addition, NCAD's next Institutional Review will take place in October/November 2019.

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<sup>4</sup> Unit reviews to be completed in 2019: Academic Affairs & Research, School of Education. Programme reviews to be completed in 2019: MA Design History & Material Culture, MFA in Fine Art, MFA in Digital Art. See further: <https://www.ncad.ie/about/structure/head-of-academic-affairs/quality/quality-review-schedule-cycle-2/>.

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A process for ensuring that there is effective communication with all external examiners in relation to the actions being taken in response to their report has been agreed and will be implemented as follows:

- a. A copy of 'Annual Programme Review Report' submitted annually to the September meeting of the Quality Assurance Steering Committee (QASC 1), will be sent to each external examiner by the **Head of School at the start of September** (this includes a detailed section in relation to feedback from external examiners).
- b. An extract from the Annual Quality Enhancement Statement reflecting the College Management Team response to feedback from external examiners across the College will be sent to each external examiner by the **Head of Academic Affairs in February**.

### 2.2 School, Department and Programme Level QA/QE

#### 2.2.1 Self Assessment

Significant investment is being made in programme-level quality enhancement, particularly through the bi-annual programme review forums and the integrated approach being taken in the annual programme planning meetings (recording responses to feedback from external examiners, students and technical officers).

This has greatly improved:

- Levels of student feedback in respect of their programme,
- The capacity of the programme team to respond effectively to such feedback mid-year and in planning the subsequent year,
- Effective discussion and enhancement response at College Management level in relation to feedback from external examiners and students.

Reviewing External Examiner reports from across all programmes in the College, a number of instances of good practice in learning and teaching practices were identified as noteworthy, and common challenges were identified under a number of themes:

- a. resources,
- b. time,
- c. criticality,
- d. access to cross-disciplinary learning and facilities,
- e. general concerns specific to particular areas.

A key challenge in the year ahead and in the coming years will be managing the workload associated with ensuring that a schedule of Quality Assurance Reviews, under which all units and programmes are reviewed once every six years. Meeting our obligations in accordance with the Qualifications and Quality Assurance

(Education and Training) Act 2012 (the 2012 Act) will require building ownership of QA at all levels throughout the organization in order to meet the workload required to assure the quality of NCAD's learning environment.

### 2.2.2 Actions taken / Actions Proposed

Examples of good practice in learning and teaching identified by external examiners will be disseminated during the first and second quarters of 2019 as a measure in support of programme planning and enhancement initiatives across the College:

- Action-oriented learning and freedom of individual decision-making and creative action-taking (Print)
- A range of teaching and learning platforms (Sculpture)
- Peer learning (Education)
- Problem-based learning and real-world assignments (MSc Medical Devices Design)
- New teaching tools and approaches, innovative assessment methodologies (MSc Medical Devices Design)
- Quality of feedback given to students (Fashion)

A range of initiatives will be undertaken in the coming year to address the common challenges identified across the external examiner reports:

#### a. Resources

Area	Requirement	Response
Fashion	Enhanced provision - <ul style="list-style-type: none"> <li>• Pattern cutting facilities</li> <li>• Knit facilities</li> </ul>	1. Audit need – <i>Pattern cutting</i> : Establish what is required spatially <i>Knit</i> : Establish equipment need and associated costs 2. Build resource plan and a timeline for short, medium and longer term investment
Media	Enhanced provision – <ul style="list-style-type: none"> <li>• Spatial envelope and location</li> <li>• Staffing</li> <li>• Digital resources</li> </ul>	1. Measures already taken - <i>Space</i> : Relocation & improved provision of space <i>Staffing</i> : A modest increase in place <i>Digital resources</i> : A modest investment made 2. Measures to be taken – <i>Space</i> : concerns being noted in College-wide space planning process <i>Digital resources</i> : issues will be considered as part of building a College-wide IT Development Plan
Jewellery + Object	Health & Safety	Health & Safety issues are resolved
Media / Communication Design	Digital Printing Facilities – <ul style="list-style-type: none"> <li>• Expansion/Rethinking of facility</li> </ul>	Context –



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		<p>Digital Printing facility being run by Media is high quality, Product Design also have a Digital Printer.</p> <p>Proposal –</p> <ol style="list-style-type: none"> <li>1. Extended Management Team to review capacity vs requirement of digital printing facilities across the College and make a recommendation regarding what is needed and how it is provided.</li> </ol>
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### b. Time related

Area	Observation	Response
Fashion	<ul style="list-style-type: none"> <li>• Work is narrower than it was due to current time constraints,</li> <li>• Internships have not equipped students as expected.</li> </ul>	<ol style="list-style-type: none"> <li>1. Work is narrower –  <i>Studio+</i>: Enhance internal opportunities through <i>Studio+</i> structure: (a) explore moving commercial projects into Design Bureau, (b) develop internal opportunities (e.g., a year/semester in Year 2 of another programme).  <i>Year 1</i>: develop opportunities offered by recent expansion of soft materials workshops  <i>Programme development</i>: explore development of fashion communication pathway</li> <li>2. Internships –  Review and develop partnerships to enhance quality of student experience and learning.</li> </ol>
Jewellery + Objects	Challenge experienced by Education students in building a collection due to structure of joint programme (interruption of time in studio)	<ol style="list-style-type: none"> <li>1. Measures already taken -  Review of the structure for delivery of the Joint Honours programme in Education is on-going. While Teaching Council agreement for an alternative structure has been secured, student feedback in respect of the opportunities offered by the current structure have given pause to the implementation of change.</li> <li>2. Measures to be taken  Feedback from students is being closely monitored, and will inform consultation with staff, students and recent graduates</li> </ol>
Product Design	Consideration invited on whether students are being asked to complete too much within a year (narrow scope)	<p>Measures being taken –</p> <ul style="list-style-type: none"> <li>• The scope is narrowing with the introduction of Interaction Design programme</li> <li>• Major project to take place in Semester 2</li> <li>• Greater link with Critical Cultures curriculum is being explored</li> </ul>

### c. Criticality

Opportunities to enhance criticality – applying insights & awareness evident in research, taking an experimental approach, deepening conceptual thinking -

were identified in relation to two programmes. The programme teams have responded to these criticisms in terms of initiatives to: achieve greater clarity regarding career options; enhancing lectures to support balance in relation to innovation, future thinking and needs of industry; develop strategies to encourage breadth and depth in experimentation and outputs. Considered from a College-management perspective, a number of public talks delivered by the School of Visual Culture, including a seminar with international critic Glen Adamson who spoke about Material Intelligence offers a useful vehicle for:

- supporting greater critical & discursive engagement around materiality and 'ways of thinking' on a College-wide basis,
- building a public programme exploring this theme in alignment with a number of exciting EU projects taking place in College in the coming years,
- foregrounding existing resources within and the heritage of NCAD and NIVAL.

d. Access to cross-disciplinary learning and facilities

Creating opportunities for students to access cross-disciplinary learning and workshops was a recurring theme across a number of areas. A series of steps toward enhancing such opportunities across the College were identified. With the support of the Extended Management Team, we will:

- Undertake a College-wide audit of workshop equipment – what is there, what can it do, what level of induction is required for safe access.
- Having established what can safely be made available for open access, possibilities for timetabling shared access will be explored and agreed.
- Create a 'map' for students identifying what can be done where, how and when across the College.

e. General concerns specific to particular areas

Area	Observation	Response
Fine Art Professional Practice (PP)	Concern was expressed regarding external examiner oversight and parity across Departments	<ul style="list-style-type: none"> <li>• Fine Art to identify an internal staff member to have oversight/responsibility in respect of PP</li> <li>• Development of module to be shared with CMT following June planning meetings</li> </ul>
Fine Art MFA Pathways	Consideration invited around: <ul style="list-style-type: none"> <li>• themes rather than disciplines as organisational basis for programme</li> <li>• Programme length, part-time pathways, recruitment</li> </ul>	Quality Assurance Programmatic Reviews of both MFA programmes in 2019 to be undertaken as re-validation opportunity, enabling considerations invited by External Examiner to be addressed in a comprehensive manner.
Visual Culture BA Visual Culture	Students did not seem to select topical or very	The programme team response defending the principle of free choice within broad disciplinary parameters is valid. There is also

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	pressing issues in their research project	an opportunity to review strategies that enrich/embolden such choices on the part of students.
Design/First Year Studies	Consideration of the relationship between the Year 1 curriculum and Design was invited by a number of Design externs.	External Examiners in Design will be invited to engage with First Year Studies team while they are in College June.

Building ownership of Quality Assurance at all levels and throughout NCAD was a key recommendation in the Peer Review Report following our first Institutional Review. Preparing for NCAD's second Institutional Review in 2019 creates a real and pressing opportunity to deepen and extend understanding and ownership of Quality Assurance and Enhancement across the College through:

- Ensuring a strong link is evident between the Institutional Review process and NCAD's Strategic Plan;
- Developing a FAQ guide that both supports the Institutional Review process and supports an embedded quality enhancement culture across all aspects of College life;
- Developing the support infrastructure needed to deliver a rigorous, annual cross-College Quality Assurance cycle.

### 2.3 Student Participation

#### 2.3.1 Self Assessment

Student representation and 'voice' at School Boards and across the academic and governance infrastructure of the College is good at undergraduate level, and has been particularly enhanced by the effectiveness of the bi-annual programme review forums. Programmatic changes in response to student feedback through these forums can be clearly identified, the benefit to the student experience is evident in feedback at subsequent forums; enhancement actions in Design for Body & Environment and in Product Design are of particular note in this regard.

The Director has also instigated a calendar of:

- Regular direct interactions with Student Reps as a forum through which to update students on College developments and discuss any questions or concerns they may have;
- Regular meetings between NCADSU and representatives of the College Management team, including the Director.

At postgraduate level, achieving effective representation beyond School Board-level is not yet as effective as it might be and there is more that could be done to support student reps early in the academic year as they take up their role.

### 2.3.2 Actions taken / Actions Proposed

A number of initiatives have been and are being undertaken in the current academic year to support student engagement in relation to their educational experience and quality assurance and enhancement processes, such as:

- Audit election process for student reps across the College, with a view to instituting a consistent process and timeline (at undergraduate and postgraduate level) for 2019/20.
- Provide independent training for student reps, to take place shortly after the election process.
- Enhance postgraduate student induction process to better facilitate uptake of a collective voice at College-level.

## 2.4 Student Life-Cycle

### 2.4.1 Self Assessment

Recruitment and admission to NCAD programmes is a vital concern for the College and is subject to ongoing review within the College. Applications to Art and Design programmes in Ireland have fallen in the last decade. Efforts made by the College to renew our application processes and engage with potential students appear to have been successful in 2017/18, the overall trend remains a source of concern for the College.

Admission to NCAD's studio programmes is based upon a portfolio score to applicants who meet the minimum entry academic criteria. With respect to the role of the portfolio in NCAD's admissions processes, active consideration is given to this in respect of access. The NCAD Supplementary Admissions route gives weighting towards applicants who attend DEIS band schools and those who participate in NCAD'S access programme. Concessions on the portfolio score are given to applicants who meet socio-economic criteria. The Government's PATH initiative is offering great support to students in need, and will provide a platform for the College to better understand and address the barriers to taking up opportunities in Art & Design HE.

Once students are registered with the College, NCAD provides numerous supports to enhance the learning environment of students, including: The Student Learning Support Service (delivered by the National Learning Network), The Edward Murphy Library, The National Irish Visual Arts Library (NIVAL), the NCAD Gallery, an IT Support helpdesk, Careers Guidance Support (which continues to be available to students for one year after graduation), a College Doctor, and an NCAD Student Counselling Service. There is also a Student Assistance Fund available to students, and a Childcare Support Fund supported by the Irish Government and EU Structural

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and Investment Funds Programme. The College is working to ensure that there is support for staff and consistency for students in relation responding effectively where students are experiencing difficulties. A key enhancement in this year is the publication of NCAD's Framework for Supporting Studentship, which describes the supports available to students and how to access them, as well as providing a succinct guide for supporting students in distress. This framework also provides a basis for year-on-year enhancement of our student support infrastructure.

### 2.4.2 Actions taken / Actions Proposed

Despite our success in 2018/19 in relation to student recruitment to our undergraduate programmes, as stated above, the overall trend remains a source of concern for the College. In this context:

- NCAD will work with the Junior Cycle for Teachers Support Services 'technologies' and 'visual art' to develop workshops for teachers that can build and enhance understanding and provision at an early stage in their education for future art & design HE students.
- NCAD's College Community Welfare Committee will develop and promote further enhancements to NCAD's Framework for Supporting Studentship.
- NCAD is working closely with NUIG to build extra-curricular programme for Year 2 students that builds upon the Smart Consent workshops delivered to all Year 1 students, focusing more widely on unconscious bias.

## 2.5 Research Quality

### 2.5.1 Self Assessment

The academic regulations of NCAD and UCD specifically address postgraduate and research degrees, at Masters and Doctoral level. Each student has a Principal Supervisor and a co-supervisor assigned to them who provide supervision, mentoring, guidance and advice throughout their programme of study. Supervisors also endeavour to make students aware of all regulations, policies and codes of practice relevant to their study. The progress of all students is reviewed on an annual basis by a panel that includes supervisors, Heads of School and a PhD-holder external to the School. Documentation relating to the annual progression and final examination of research students is published on the website. All postgraduate research students are examined by a panel consisting of at least one NCAD/UCD examiner and at least one external examiner. On the basis of feedback from both supervisors and student, current provision in respect of PhD students is undergoing review and proposals for a revised structure and an implementation plan are being developed.

Staff research, both in terms of its quality and its profile, is key to driving and enhancing postgraduate research programmes. While individual staff members at

NCAD are internationally recognised practitioners, College support for its research community has been less effective than is desirable. The financial climate has greatly impacted upon the College's capacity to support its researcher community. The process of reviewing and renewing the research themes/directions so that they both reflect the strengths of the research community within NCAD and articulate a direction of travel for the development of the College is underway, and will be enhanced by publication of NCAD's Strategy in the spring. This process will be enhanced by two high profile European projects that will support staff research and connect it into an international context: Imagining Sustainable Glass Network Europe, and Our Many Europes (led by L'Internationale museum confederation).

#### 2.5.2 Actions taken / Actions Proposed

A range of initiatives are underway to enhance Research Quality and the research environment of NCAD:

- Articulate and secure approval for revised NCAD PhD programme
- Offer NCAD Doctoral Scholarships in alignment with NCAD's articulated research directions
- Enhance and promote the profile of NCAD's Research Community on the College website
- Renew NCAD's infrastructure of Postgraduate Policies and Procedures
- Deliver a series of workshops in support of Doctoral supervisors.

### 2.6 Learning and Teaching Infrastructure

#### 2.6.1 Self Assessment

The arrangements for managing and enhancing the quality of learning opportunities are mainly located within Schools and Departments, and have been largely informal in nature. Teaching and learning matters are discussed within NCAD's Programmes Board, at Academic Council, and also at School Boards. CEAD (Continuing Education in Art and Design), within the School of Education, has been a valuable resource in support of both programme development and enhancing learning and teaching within the College. However, there is currently no Teaching and Learning Strategy to guide developments in this area, nor is there an effective professional development system which might support such matters. While the commitment of the staff to their students ensures that these matters are taken seriously, a more systematic approach to such developments is desirable.

Feedback from the Bi-Annual Programme Review Forums suggests continued inconsistencies in students' experience of assessment and feedback processes, with many very positive experiences evident in the feedback and some anxiety at times in respect of format and timeliness. The responsiveness of programme teams to

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feedback from students, in terms of both programme content and teaching strategies, is encouraging and evidence of staff commitment to enhancing student learning.

In terms of the learning environment, development of NCAD's facilities had been impeded in recent years by a lack of resources for investment. This is beginning to change, with investment having been made in respect of IT, workshops equipment and the physical environment of the College in 2018. As the budgetary position of the College improves, a short, medium and long term plan for continued investment is being developed.

The College is justly proud of its library resources, although here too there is a shortage of space and of up-to-date computing facilities. The National Irish Visual Arts Library (NIVAL) collection is well respected within the artistic community of Ireland and is frequently visited by international scholars. Proposals to develop the space available to NIVAL, through funding from the Department of Culture, Heritage and the Gaeltacht and a bequest from Edward Murphy, are being finalized.

### 2.6.2 Actions taken / Actions Proposed

A range of actions are planned for 2019:

- Learning and Teaching workshops for staff in relation to Google Classroom
- Publishing revised grade descriptors
- Publication of an IT Strategy for the College
- Continued investment in the physical infrastructure of the College

### 2.7 Staff Development

The appointment of a HR and Staff Development Manager, with support from a HR team has been a really positive development in 2018, allowing progress to begin to be made in addressing the wide range of issues identified by staff across the College as needing to be addressed. Key priorities for 2019 will be:

- Staff training:
  - Using Google Classroom and the wider range of applications within G-Suite
  - Health & Safety Training
  - Governance
- Management training in support of the following functions:
  - College Management Team
  - Heads of School and Heads of Department
  - Governance

## Appendices

Appendix 1: Overview of Progress against Actions in 2017's Annual QE Statement

Appendix 2: Overview of Progress against NCAD's Quality Enhancement Strategy

Appendix 3: Revised Schedule for Unit and Programme Review



## NCAD Annual Quality Enhancement Statement Template

### Appendix 1: Overview of Progress against Actions in 2017's Annual QE Statement

Section	Actions	Status	Notes
1.2	NCAD has revisited and is refining the College committee structures and updating all remits and memberships in order to make clear the relationship and authority of NCAD's boards and committees.	Complete	As the NCAD Strategy is completed, this will continue to be reviewed in order to ensure that the structures meet the needs of the college.
	Input from, and feedback to, the student body is being enhanced through additional student representative mechanisms; in particular, through Programme Review Forums in each semester, inclusion of Departmental responses to student feedback as part of an Annual Planning statement, and through publishing this College-level Annual Quality Enhancement Statement.	Complete	The programme review forums have been an effective initiative, the format of which is being enhanced in 2019 (improved guidance is being developed/0.
	A deeper understanding of Quality Assurance mechanisms has been supported by the publication of a Quality Assurance Handbook for students and staff, and a College Community Charter is being developed in partnership with students/Student Officers and staff.	Complete	
	In respect of Health & Safety, the appointment of a Facilities Manager is greatly assisting in improving Health & Safety on the Campus. In addition, the NCAD Health and Safety Committee was reconvened with clear terms of reference as a matter of urgency, and is reporting to the NCAD Board (An Bord) on a monthly basis. Updates will also be sent to the President of UCD, the HEA and all staff. Nine Health & Safety Audits have been completed. The actions arising from these Audits are currently being prioritized so as to generate a clear and costed plan of action to address these matters.	Complete	Significant investment has been and continues to be made in addressing the Health & Safety infrastructure and culture across the College.
2.1.2	<p>More effective oversight of, and consistency within, NCAD'S QA procedures is being addressed through:</p> <ul style="list-style-type: none"> <li>monthly QA reports to the College Management Team and An Bord,</li> </ul>	<p>Discontinued</p> <p>Complete</p>	Formal monthly reports were not deemed a particularly effective instrument in respect of CMT or An Bord. Discussion of QA is factored into the workflow of CMT as part of the QA cycle.

	<ul style="list-style-type: none"> <li>a clearly articulated QA/QE workflow through the Quality Assurance Steering Committee and the College Management Team.</li> <li>an Enhancement Strategy will be developed during 2017/18,</li> <li>a revising schedule for all planned Programme and Unit reviews, and</li> <li>a due diligence procedure in respect of national and international partnerships.</li> </ul>	Complete  Complete  Complete	
2.2.2	Over the summer months, each School reviewed their programme documents, including module descriptors, programme handbooks, and project briefs to ensure they were accurate and reflective of students' expectations	Further improvement possible	Schools and programme teams review their documents as part of their annual planning process. Nonetheless, the process could be recorded more formally, in particularly in relation to module descriptors.
	First Year Studies revised the orientation programme for new students, incorporating more guidance and training on the library, expectations, assessment, so that new students can transition to NCAD more smoothly	Complete	We are pleased with the enhancement achieved for 2018/19, and will continue to seek further improvements.
	A Joint Programmes Committee has been set up to specifically manage and review cross-School programmes, such as the BA in Design or Fine Art and Education, and joint programmes between Fine Art or Design and Visual Culture. As a result of the work of this committee, joint programmes are already running more smoothly and students are happier with the scheduling	Complete	The committee is proving an effective mechanism in support of the articulation of programmes and Schools.
	Training sessions have been scheduled for staff members to look at different aspects of teaching and learning, commencing with sessions on The Crit in Semester 1	Further improvement possible	The scheduled sessions took place but attendance was poor. A more effective mechanism in support of staff taking up these opportunities is being explored through CMT and HR.
	The Learning, Teaching and Assessment Committee is being established to specifically look at these three areas to improve students' experience at NCAD. This Committee will report to the Quality Assurance Steering Committee and to Academic Council	Complete	Investment in support of learning and teaching across the College will be a significant feature of the NCAD Strategy.

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	A Quality Assurance Committee has been developed, which will meet following each Programmes Board, to focus on quality issues across the College	Complete	
2.3.2	Guidance for Student Reps	Complete	
	Workshops are planned for Reps and NCADSU Officers in relation to engaging effectively with NCAD's academic structures	Further improvement possible	Work was done in this respect with the NCADSU Officers but not with Student Reps. Work is underway to enhance the training supports for Student Reps from 2019.
	A Quality Assurance Handbook has been published for students and staff	Complete	
	A College Community Charter has been developed and is being finalised in partnership with students, the Students Unions and staff.	Complete	
	Bi-annual Programme Review Forums have been instituted, enabling meaningful module-level feedback	Complete	
	Feedback on changes made in response to student feedback is being included as part of the Annual End-of-Year Student Survey	Complete	Consideration is being given to further initiatives to 'close the feedback loop'.
	Response to Student Feedback is included as part of a report on Annual Planning meetings	Complete	
	Student Feedback and the College's response will be addressed through publication of an Annual Quality Enhancement Statement	Complete	
2.4.2	Entry routes onto studio programmes for 2018 have been expanded.	Complete	Monitoring, reviewing and responding to the impact of these changes is ongoing.
	Portfolio Guidelines that set out the purpose of an entrance portfolio, and build on the structure of the Portfolio Brief to give general guidelines on how to develop and structure a portfolio, including guidance on what to include and how to be selective in what is submitted	Complete	
	College-wide induction has been extended to include all undergraduate years, ensuring greater understanding of the supports available to students	Complete	

	A series of workshops for staff in support of working with students experiencing difficulties has been developed and is being delivered on an annual basis so that all staff have opportunity to participate in the workshops over time	Complete	
	An Extenuating Circumstances policy has been developed to guide staff and students in respect of recognising and acting effectively in such circumstances	Complete	
	An overarching student support policy is being developed, and will be informed by NCAD student responses through ISSE over recent years	Complete	Developing the College's student support infrastructure is a key priority for NCAD in the context of our Compact with the HEA and the developing NCAD Strategy.
	<p>Many factors affect progression and retention rates at Third Level. The College is pleased that progression rates have recovered after a brief dip:</p> <ul style="list-style-type: none"> <li>We are paying close attention to progression rates across our undergraduate programmes to ensure that we understand the challenges faced by students and address them as effectively as we can.</li> <li>The introduction of Studio+ will support students in gaining industry and wider experience as they develop their individual practices, in particular those who might have taken time-out from their studies to gain such experience.</li> </ul>	<p>Continuing</p> <p>Complete</p>	NCAD's progression and completion rates are amongst the strongest in the country.
2.5.2	A sub-committee of NCAD's Research and Innovation Committee has been convened to review, develop and enhance current provision for Doctoral students at NCAD. Proposed changes will be both formal, in relation to structured elements within the programme, and informal, in terms of an enhanced discursive and practice-sharing context for doctoral students and the wider research community.	Work is ongoing	The College-wide Research Methods Module has been significantly revised for 2019. Further work is being undertaken in relation to developing wider provision in support of doctoral students. It is anticipated that this action will be completed in 2019 for implementation in 2020.
	Building on the Draft NCAD Strategy, work is underway in the current year to:	Incomplete	This is not as advanced as had been anticipated.

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	<ul style="list-style-type: none"> <li>Develop the research focus of NCAD's strategy in terms of better articulating the research identity of the College and its researchers, both within and beyond the College.</li> <li>Create effective profiles for all research active staff on the website,</li> <li>More effective dissemination of those profiles and research achievements through the website and other social media platforms.</li> </ul>	<p>In place</p> <p>In progress</p>	<p>Significant progress has been made and all staff have had opportunity to have a research profile published on the website.</p> <p>Through commissioning of interviews, case studies and recorded talks.</p>
2.6.2	A series of Learning and Teaching Workshops for staff will take place across the 2017/18 academic year.	Complete	As noted above, attendance was poor. A more effective mechanism in support of staff taking up these opportunities is being explored through CMT and HR.
	A Learning, Teaching and Assessment Committee is being established.	Complete	
	A Learning Resources Committee has been established	Complete	Significant progress was made through the Committee in mapping issues and supporting improvements in relation to the academic IT infrastructure. The role of the Committee will be reviewed following implementation of a number of initiatives being driven by the College Management Team in relation to ICT, workshops and wider resources.
2.7	Staff development workshops have been scheduled for 2017/18	Complete	See notes under 2.6.2 and 2.2.2 above.
	A range of policies in support of staff development have been agreed by the College Management Team	Ongoing	The process of consultation with the Union is not yet complete.
	A staff development committee is being convened and a staff development strategy will be developed in 2017/18	Incomplete	The appointment of a HR and Staff Development Manager, with support from a HR team has been a really positive development in 2018. Creating structures to support staff development will play a significant role in implementing NCAD's Strategic

			Plan and in the work of the HR Department in the coming years.
	A staff handbook and a programme of Induction and orientation will be developed in 2017/18	Ongoing	An 'academic staff handbook' has been published. A programme of induction and orientation is being developed.

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### Appendix 2: Overview of Progress against NCAD's Quality Enhancement Strategy

Theme	Actions	Status	Notes
1	Develop Learning, Teaching and Assessment Strategy.	Yet to be Addressed	This will be developed as part of the Implementation of NCAD's Strategic Plan due to be published in June 2019.
	Devise and Deliver a suite of Learning and Teaching workshops for staff, leading toward establishing a Certificate in Learning and Teaching.	Achieved	The scheduled sessions took place but attendance was poor. A more effective mechanism in support of staff taking up these opportunities is being explored through CMT and HR.
	Convene an assessment and feedback forum to present the diversity of practice, share examples of good pedagogical practice, and develop an Assessment Code of Practice.	Ongoing	Significant work has been undertaken through the Learning, Teaching & Assessment Committee in reviewing and developing NCAD's assessment descriptors.  Further work is needed in respect of sharing of practice and developing an Assessment Code of Practice.
	Evaluate the effectiveness of learning, teaching & assessment initiatives through annual student and staff surveys.	Ongoing	This is addressed through student surveys. A staff survey in respect of learning, teaching & assessment is being developed for implementation in 2019.
2	Invest in technology and training to develop blended learning opportunities across all Schools	Ongoing	Workshops have been delivered and a training resource developed in relation to using Google Classroom. NCAD's WIFI is being upgraded from 2019. Further workshops in support of using Google Classroom will be offered in 2019.
	Develop a model to ensure equitable access to facilities and supports for all students.	Ongoing	A working group are currently exploring structures through which greater access to workshops on a cross-College basis might be made available.
	Develop an over-arching student support policy.	Complete	
	Adopt College Community Charter.	Complete	

	Evaluate and expand guidelines and workshops for staff in relation to supporting student experiencing difficulties.	Complete	
	Evaluate and expand welcome and induction programme for all new students	Complete	
	Develop a QA Handbook & Guidance for Student Reps	Complete	
	Work with NCADSU and USI to support Student Reps and Union Officers in taking up their roles	Ongoing	Work was done in this respect with the NCADSU Officers but not with Student Reps. Work is underway to enhance the training supports for Student Reps from 2019.
	Implementing Bi-Annual Programme Review Forums	Achieved	
	Include response to student feedback as part of a formal report on annual planning at programme/School level	Achieved	
	Include enhancement information as part of annual end-of-year survey	Achieved	
	Publish Annual Quality Enhancement Statement on NCAD website	Achieved	
	Evaluate effectiveness of student engagement processes through annual end-of-year survey and Irish Survey of Student Engagement	Ongoing	This forms part of discussions at the Quality Assurance Steering Committee and at the College Management Team.
3	Develop and integrate HR and accounting systems.	Ongoing	With the appointment of a HR and Staff Development Manager, significant progress is being made.
	Establish a staff development committee and develop and implement a Staff Development Strategy.	Ongoing	The appointment of a HR and Staff Development Manager, with support from a HR team has been a really positive development in 2018. Creating structures to support staff development will play a significant role in implementing NCAD's Strategic Plan and in the work of the HR Department in the coming years.
	Develop a handbook and programme of induction for staff	Ongoing	An 'academic staff handbook' has been published. A programme of induction and orientation is being developed.



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	Review and renew College structures that support and promote staff welfare.	Yet to be Addressed	This will form part of the work of the HR and Staff Development Manager, supported by the College Management Team and a key area of work in implementing NCAD's Strategic Plan.
	Articulate and implement a structure for recognising, supporting and rewarding researchers across all stages of their development.	Yet to be Addressed	This will form part of the work of the HR and Staff Development Manager, supported by the College Management Team and a key area of work in implementing NCAD's Strategic Plan.
	A programme of Learning and Teaching workshops has been scheduled as part of the 2017/18 Academic Calendar. This programme is based upon peer-to-peer presentations of practice and will be developed to encompass peer observation under the auspices of the Learning, Teaching and Assessment Committee.	Further improvement possible	The scheduled sessions took place but attendance was poor. A more effective mechanism in support of staff taking up these opportunities is being explored through CMT and HR.
	Develop and implement an excellence in teaching award	Yet to be Addressed	Progress toward this is anticipated during 2019.
	Evaluate the effectiveness of the emerging staff development framework through consultation with staff, through a process of staff consultation led by the Staff Development Committee.	Scheduled for 2020	
4	Revise and expand our academic and management committee structures to ensure good practice and quality in all aspects of the College's activities.	Achieved	As the NCAD Strategy is completed and implemented, this will continue to be reviewed in order to ensure that the structures meet the needs of the college.
	Develop and adopt robust policies and practices across all areas of College activity.	Ongoing	Significant progress has been made across all areas of College activity and this continues to be given priority in developing the College's governance structures.
	Increase transparency and accountability within and on the part of the College through publication on the College website of: <ul style="list-style-type: none"> <li>• All policies and procedures</li> <li>• 'Matters to be Reported' from Academic Council</li> <li>• An Annual Quality Enhancement Statement</li> </ul>	Ongoing Achieved Achieved	Consultation is ongoing in respect of a small number of policies and procedures.

	<p>A wide range of Fire, Health and Safety (F,H&amp;S) Audits have been completed and the recommended actions prioritised:</p> <ul style="list-style-type: none"> <li>• A project plan in support of addressing management and cultural issues is being developed</li> <li>• A project plan in support of addressing infrastructural issues is being developed</li> </ul>	Complete	Significant investment has been and continues to be made in addressing the Health & Safety infrastructure and culture across the College
	The F, H & S project plans will be implemented across all areas of College activity.	Ongoing	Further significant investment is anticipated in 2019.
	The College will regularly monitor and report on our performance in respect of governance and health and safety to An Bord, UCD and the HEA.	Achieved	
5	Support student transition through College-wide investment in the First Year Studies shared experience.	Ongoing	The level of engagement by staff from across the College in the delivery of the First Year Studies Curriculum has significantly increased.
	Develop and extend Studio+, a recent innovation in curriculum design within NCAD, through collaboration with external stakeholders and through structured engagement with NCAD's Learning, Teaching & Assessment Committee.	Achieved	
	Review and develop NCAD's Joint Education degree to understand and address challenges relating to student workload, professional identity for the artists/teacher or designer/teacher, mutual enrichment of studio and education curricula	Ongoing	Significant progress has been made in achieving this ambition through NCAD's Joint Programmes Board. Reflection upon the structure of the programme is giving consideration to student feedback and comments from external examiners.
	Establish a Doctoral Research Committee, as a sub-committee of the Research & Innovation Committee, with the purpose of developing and enriching the NCAD doctoral programme and experience	Ongoing	Through the work of an MA Leaders Working Group, the College-wide Research Methods Module has been significantly revised for 2019. Further work is being undertaken in relation to developing wider provision in support of doctoral students. It is anticipated that this action will be completed in 2019 for implementation in 2020.

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	Embed and resource NCAD's BA International and our engagement with Erasmus+ as a key facet of Studio+, including our capacity and attractiveness for inward mobility.	Achieved	
	Embed and document civic engagement in all our programmes, deepen meaningful connections with the cultural and creative industries at home and abroad, and invest in partnerships that foster true knowledge transfer.	Ongoing	A significant enhancement of capacity to embed civic engagement in all our programmes has been achieved through the Studio+/Visual Culture+ initiative.
	Evaluate the effectiveness of curriculum initiatives through the Learning, Teaching & Assessment Committee, programme review forums and annual student surveys, and a programme of stakeholder engagement	Achieved	The programme review forums have been a particularly effective mechanism in this respect.

### Appendix 3: Revised Schedule for Unit and Programme Reviews

Order	Year	Subject	Visual Culture	Fine Art	Design	Education
1	2019	Academic Affairs	MA Design History and Material Culture	MFA Fine Art/Digital Art	BA Fashion Design BA Graphic Design BA Product Design	School of Ed
2	2020	Registrar's Office	BA Visual Culture	BA Fine Art	BA Jewellery & Objects MA Interaction Design Dept Communication Design	PME
3	2021	Year 1 Studies & BA (general)	MA/MFA Art in the Contemporary World	Dept Applied Materials Dept Media	BA Textile Surface Design BA Illustration Dept Product Design	BA Ed
4	2022	Director's Office	Critical Cultures	Dept Print Dept Painting	BA Moving Image Design MSc Medical Device Design Dept Design for Body & Environment	Dept CEAD
5	2023	PhDs	School of Visual Culture	Dept Sculpture & Expanded Practice	MA Design for Body and the Environment MA Product Design MA Communication Design MA Service Design BA Interaction Design	PME - Design
6	2024	Libraries		School of Fine Art	School of Design	Cert Visual Art Practice Cert Drawing & Visual Investigation Cert Photography & Digital Imaging HDip Art