



National College
of Art & Design

A Recognised College of
University College Dublin

Mission-based Performance Compact

Between the

National College of Art and Design

and

The Higher Education Authority

Date: February 2014

HEA

HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

This Compact is an agreement between the Higher Education Authority and the National College of Art and Design and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that the National College of Art and Design is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and the National College of Art and Design. It sets out how the National College of Art and Design's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal National College of Art and Design commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and the National College of Art and Design agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and the National College of Art and Design agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

The National College of Art and Design acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and the National College of Art and Design agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify the National College of Art and Design of this in writing and will consult with the National College of Art and Design accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and the National College of Art and Design agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, the National College of Art and Design must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to the National College of Art and Design.

3 Mission and Strategy Statement

The National College of Art and Design's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and the National College of Art and Design acknowledge that the National College of Art and Design's mission and strategy may evolve.

The National College of Art and Design and the Higher Education Authority recognise that the National College of Art and Design is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

Mission and Strategy Statement:

As the *National* College of Art and Design, NCAD's mission is to ensure that Ireland has an institutional offer of the highest quality in art and design education, which:

- (a) is sectorally innovative;
- (b) is responsive to societal needs and conditions;
- (c) is research-led and university-based;
- (d) is tested by the best vocational to the highest academic standards;
- (e) is able to meet national objectives for the development of the new knowledge economy/ecology;
- (f) connects economic, social and cultural capital.

To achieve this, NCAD is occupying a forward position in the sector in order to articulate, sustain and develop this offer over the longer term. Having already moved to a 3+2(+3) structure from the 4-year degree, and developed new institutional/sectoral relations, the College will continue to configure its academic offer in learning and teaching structures, and the use of material and human resources, in order to achieve this objective. The establishment of a 3 year undergraduate degree and 2 year postgraduate (+3 being PhD) will represent a momentum towards postgraduate learning and the development of a research culture, as yet embryonic in the art and design sector in Ireland.

NCAD must motivate and connect staff and students to the mission and purpose of the College by providing the 'hard' and 'soft' skills and, therefore, the new competencies and new knowledges necessary to contribute strategically to an ecology inclusive of economic, social and cultural capital – as well as adding non-Exchequer supports, networks and wider working relationships nationally and internationally to make this happen, in line with its unique practice-based learning model as a specialist provider in the Irish education landscape.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that the National College of Art and Design may adjust its mission and strategy from time to time. The National College of Art and Design agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

NCAD has already instigated a number of significant change processes in the College offer and in the positioning of the College to deliver that offer. Having implemented a new 3+2(+3) structure in 2013, change will be in terms of enhancement of the mission and extending and developing the scope of the offer. The new NCAD structure will create a momentum towards postgraduate learning and a research culture which, for NCAD, meets the need for engagement with real-world learning in real-world settings. Postgraduate learning and a research culture is the space where relations with the economy, the society and the culture can be fully articulated and which will also impact on undergraduate learning from the very start. This creates a dynamic which nourishes all levels of learning and leads to real outcomes in the real world. NCAD has consistently argued that this is best achieved, maintained and extended from a position within a university education where most can be asked of the College and most can be delivered by the College.

To consolidate this position, as a means of nourishing this dynamic and developing its new offer, NCAD agreed an academic alliance with UCD - becoming a recognised college of UCD, in 2010, and has latterly (2012) embarked on a process towards possible merger in order to facilitate enhanced collaboration, programme modules, staff and student mobility at international levels, and to create important educational opportunities in the creative arts, design and visual culture that will contribute to social and economic recovery and the engagement of a new cohort of industry and other partners, on a sustainable strategic basis. While there are close examples of such mergers in the UK, and much to observe and learn, these are mostly problematic. In the absence of any suitable model, the NCAD/UCD process will need to follow its own unique path. This process also includes a new set of relations with IADT adding film, lens-based and other digital media capacities to this new set of strategic programme relations. This will be fully articulated in a new cluster of NCAD, IADT and UCD, supported by the Strategic Development Fund in the context of the formal Academic Alliance now in place between UCD and IADT and UCD and NCAD.

NCAD is involved directly in the ongoing discussions with TCD, UCD, MIE, about change in the provision of Initial Teacher Education in Dublin with the objective of forming a single Institute of Education in support of which SIDF funding has been secured. NCAD's strategy is that all art and design teacher education should be provided nationally by NCAD, fulfilling the recommendation of the ITE Review that initial teacher education should be 'university-based and research-led'. This is part of the current negotiation process with TCD, MIE and UCD which will lead to a strategic change in this field in general and in art and design teacher education in particular.

4. Current and Planned Profile

The following pages contain:

- The National College of Art and Design's current profile 2010/11 (as supplied by the HEA); and
- The National College of Art and Design's planned profile 2016/17 (completed). *

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

It should be noted that it is planned to accommodate increases in student numbers through a relationship, now agreed, with Diageo, for the rent-free use of a 300-seater theatre space and unused office accommodation, close to the College on James's Street – this space is capable of simple transformation into analogue or digital studio spaces. This is a short- to medium-term proposition as the College intends, in the medium to long term, to develop the land it owns on Thomas St (adjacent to its campus) to provide new, additional facilities. This will also be facilitated by confirmed plans for the development of student accommodation adjacent to the College, to come on stream in 2016.

New patterns of learning and teaching are already planned and demand for places remains high as NCAD is the college of first choice for students in Ireland wishing to study art and design and art and design teacher education.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

Institutionally, NCAD is primarily focused on enhanced relations with UCD up to and including merger. Also, sectorally in the context of the recent MOU between UCD and IADT, on a specific three-way institutional cluster where NCAD acts as a recognised college of UCD with course validation already in place; and IADT operates as a stand-alone IOT in an alliance with UCD. There is provision and commitment in place to collaborate programmatically in areas such as education and training, research, scholarship and outreach, consultancy and internationalisation as well as sharing services which will underpin relations between all three institutions.

In the context of the UCD/NCAD/IADT cluster, as of now, each institution retains responsibility for developing its overall strategy, managing its own corporate, financial and administrative affairs and maintaining existing campuses. However, NCAD and UCD are at advanced negotiations about a possible merger and also about NCAD combining with relevant aspects of provision in UCD (such as the School of Architecture) to form a new college of UCD, while retaining its distinctive mission for art and design within university education, in line with the HEA recommendation in the Report on the Education Landscape, recently published.

NCAD is also a partner in the Dublin Regional Higher Education Alliance (DRHEA) and a programming proposal by the Alliance on widening access has already been submitted to the HEA Strategic Innovation and Development Fund, articulating a work strand of the DRHEA cluster. In the context of the review of initial teacher education (ITE), NCAD is negotiating with partners TCD, UCD, and MIE for the development of a single institute of education for the provision of ITE and other areas of teacher education with the proviso that all art and design teacher education should be provided nationally by NCAD (see section 3.1 above).

NCAD has also joined IADT/TCD/DCU/UCD and NUIM/DIT and RIAM in an embryonic regional thematic cluster around the development of creative industries on foot of which an application has been submitted to the Strategic Innovation and Development Fund by IADT to move from discussion to action, on this already agreed principle, in the near future.

NCAD has recently gone through the process of researching, designing and implementing a development strategy, to diversify funding streams for the College which will be central to its future provision of practice-based learning, research and creative engagement in real-world settings. The aim of this strategy is to generate income streams, in addition to Exchequer funding, with three core areas of focus: public funding, private investment and earned income. This strategy is aligned with the strategic objectives of NCAD and is built on the College's core strengths and capacities as the key provider of art and design learning within

University education.

The academic alliance with UCD has been taken into consideration at all stages of this strategy development and implementation. Since discussions regarding opportunities up to and including merger have begun, the two colleges have been exploring opportunities for closer collaboration through learning and teaching, research and commercialisation partnerships.

UCD has collaborated with NCAD in a successful submission to Enterprise Ireland under its Technology Transfer Support Initiative 2. The NCAD/UCD Academic Alliance is one that preserved and invigorated strong and separate institutions, yet facilitated greater interaction among their staff, articulated, for example, through collaboration under TTSI 2, in the area of technology transfer.

NCAD is the only university-level art and design college in the State, while UCD offers strength in a wide range of disciplines complementary to and supportive of the mission of the NCAD – including architecture, art history, cultural policy and extending into the natural sciences, business and engineering. This complementary mix of disciplines provides rich opportunities for collaborative learning and teaching and research projects with the potential to generate IP of economic impact as well as unlocking the licensing and spin-out potential within NCAD.

With regard to commercialisation projects, UCD has supported NCAD in both applying for funding and delivering projects. This has resulted in two successful applications to the Enterprise Ireland Commercialisation Fund programme (each with a total value of €250K) and both research teams have been successful in securing places on Nova UCD's Commercialisation Bootcamp and Accelerator Programme.

Separately, NCAD and UCD have also collaborated to create a multidisciplinary initiative called the Dublin Creative Design Network., a partnership that aims to bring together the disciplines of design, engineering, technology and business to address future innovation challenges.

Early successes such as the two commercialisation funding applications to Enterprise Ireland (with support from Nova UCD), clearly indicate that NCAD has the capacity to attract income from other funding streams when pursued strategically. By working more closely with UCD and diversifying the mix of income streams, NCAD will reduce its total dependence on Exchequer funding and create a sustainable model to resource the College to meet societal, sectoral and national priorities in the future.

Regional clusters: Institution objectives and performance indicators

1.	Institution objective	<ul style="list-style-type: none"> Negotiate a closer relationship with UCD up to and including merger, and alliances with other institutional partners in the Dublin region, especially in a cluster with IADT.
	Performance indicator	<ul style="list-style-type: none"> SLA and development metrics agreed between NCAD and UCD. Business plan towards merger.
	Baseline	<ul style="list-style-type: none"> Existing academic alliance – NCAD/UCD and existing strategic partnerships. TTSI2 status achieved jointly. Collaboration between the colleges on academic programmes and commercialisation projects in 2011/13.
	Interim target, end 2014	<ul style="list-style-type: none"> Full exploration of merger to address foundational issues.
	Interim target, end 2015	<ul style="list-style-type: none"> 4 joint projects established and reviewed against agreed metrics. Complete planning for merger, establish NCAD as a college of UCD.
	Final target, end 2016	<ul style="list-style-type: none"> An adopted strategy for delivery of development activity between the two institutions. Full merger underway across learning and teaching, research, admissions, internationalisation, financial planning and campus development.
2.	Institution objective	<ul style="list-style-type: none"> Constitute and establish merger with NCAD as a college of UCD.
	Performance indicator	<ul style="list-style-type: none"> Finalisation process up to and including merger.
	Baseline	<ul style="list-style-type: none"> Current academic alliance with UCD and programming partnership with IADT and other peers in the Dublin region.
	Interim target, end 2014	<ul style="list-style-type: none"> Full exploration of merger. Joint PME (TCD, UCD, MIE) and Teaching Council approval.
	Interim target, end 2015	<ul style="list-style-type: none"> Resolution of merger issues. First intake of students onto joint PME.
	Final target, end 2016	<ul style="list-style-type: none"> First cohort (ITE) exit.
3.	Institution objective	<ul style="list-style-type: none"> Confirm role in clusters as ITE (Institute of Education). Creative Industries Cluster (IADT) now being advanced on foot of SIDF funding.
	Performance indicator	<ul style="list-style-type: none"> Agreed operational role in relation to partners.

Baseline	<ul style="list-style-type: none"> Existing relational programming with partners.
Interim target, end 2014	<ul style="list-style-type: none"> Establish joint programmatic principles, parameters and practices. Identify joint activity.
Interim target, end 2015	<ul style="list-style-type: none"> Set up and run organisational models of delivery.
Final target, end 2016	<ul style="list-style-type: none"> Consolidate learning and set out continuing network of model for joint activities.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

NCAD is dedicated to the enhancement of participation, increasing equality of access and sustaining lifelong learning. The College's initiatives in enhancing participation, providing differentiated routes to College and establishing a flexible framework for lifelong learning can be summarised as follows:

- In NCAD part-time education has been developed from a non-credit experience to a predominantly credit bearing system, with exit points of accreditation and certification and defined routes of progression, through part-time certificate and diploma to full-time degree awards.
- Structured links are in place – and will be extended – with FE colleges, facilitating advanced student entry to NCAD programmes.
- An innovative access programme has established interventions with Dublin 8 primary and secondary schools with the objective of encouraging a diverse profile designated and disadvantaged for reasons of socio-economics and (dis)ability.

NCAD, proportionally, has the highest participation rate of students with disabilities in the university sector at 7.1% (AHEAD, 2013, p. 54). NCAD has also achieved a significantly high ratio of part-time to full-time students (0.22 : 0.78) reflecting the priority given to the continuing education programme in the College (HEA, 2012, p. 20). The College also operates a flexible mode of delivery of some key programmes, especially at postgraduate level. For instance, the *MA in Socially Engaged Art (further, adult and community education)* provides taught elements in evening hours, to facilitate students whose work, family or other commitments would preclude them from attending during daytime hours. NCAD has put in place a Recognition of Prior Learning (RPL) and advanced entry route for non-traditional students seeking to access undergraduate (and postgraduate) provision.

An important dimension of the College's strategic development is based on establishing symmetrical relations connecting communities of place with communities of interest in the context of social and urban renewal, creating an extensive programme for 'engaged learning' with NCAD acting as a central pivot in relations between the 'academy' (Higher Education) and the 'street' (social, cultural, economic and urban renewal), which provides for all aspects of the College's learning and teaching and research offers.

NCAD provides structured programmes of Continuing Professional Development (CPD) for primary teachers and for post-primary teachers. These programmes are implemented in partnership with the network of Education Centres in the greater Dublin area and in selected venues around the country. Programmes are offered on a part-time basis in two modes: weekday evening courses and block summer courses (July and August).

Participants receive a certificate of attendance from NCAD. Plans are in place to provide

further accreditation to participants, either at NUI certificate level or as credits towards a postgraduate award at Level 9 (Masters). The CPD programme in Education might provide a model for similar provision in Fine Art and Design: some pilot summer CPD workshops have been provided in these areas in recent years.

In 2009/10 and 2010/11 some 206 post-primary teachers and 287 primary teachers participated in the programmes.

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1	Institution objective	<ul style="list-style-type: none"> To introduce a part-time degree programme. To establish reciprocal collaborations with community sector
	Performance indicator	<ul style="list-style-type: none"> Provision of part-time route to degree level. First cohort of 12 students registered p/t students on degree-track. New collaborative programmes with Community Sector.
	Baseline	<ul style="list-style-type: none"> Current routes to certificate and diploma levels and to full-time degree programmes.
	Interim target, end 2014	<ul style="list-style-type: none"> Structure of part-time degree established and promoted – indicative collaborative programmes
	Interim target, end 2015	<ul style="list-style-type: none"> Initial cohort of 12 students registered on semester 1 post-diploma – indicative collaborative programmes
	Final target, end 2016	<ul style="list-style-type: none"> Semester 3 of 6 semester part-time degree (post-diploma). Consolidate collaborative relations with community sector.
2	Institution objective	<ul style="list-style-type: none"> To increase number of access students through the reserved places mechanism.
	Performance indicator	<ul style="list-style-type: none"> Number of students registering annually.
	Baseline	<ul style="list-style-type: none"> Current numbers 16 @ 2013
	Interim target, end 2014	17
	Interim target, end 2015	18
	Final target, end 2016	20
3	Institution objective	<ul style="list-style-type: none"> To provide academic accreditation to CPD (in-service) participants in education
	Performance indicator	<ul style="list-style-type: none"> Number of credit-bearing registered part-time CPD students
	Baseline	<ul style="list-style-type: none"> Currently some 206 post-primary and 335 primary teachers enrol on CPD courses.
	Interim target, end 2014	<ul style="list-style-type: none"> Credit bearing CPD course designed, with credit recognition in current level 9 award (MA in Visual Arts Education).
	Interim target, end 2015	<ul style="list-style-type: none"> 10 primary and 10 post-primary teachers registered for award as part-time CPD students.

Final target, end 2016	<ul style="list-style-type: none">• First cohort of credit-bearing part-time CPD candidates successfully completed.• Design of CPD model for application in Fine Art and Design as appropriate.
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*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

1. Vision

NCAD's undergraduate provision is currently being transformed from a four-year to a three-year degree (3+2(+3)). This creates a momentum towards postgraduate learning and an enhanced research culture which is designed to feed back into undergraduate learning. The undergraduate programmes have been completely reconfigured across all areas to create a new offer which is based on rebalancing investment of teaching towards Year 1 and a momentum from diagnostic to discipline learning over the two semesters in Year 1. This new structure is designed to provide students progressively with necessary real-world skills and knowledge of research, communication, writing skills, negotiation and entrepreneurial skills as well as the acquisition of production skills as early in their student experience as possible – a model of learning and teaching through, not just about, art and design.

The 'new' NCAD undergraduate is intended to become more outward looking, more self-reliant, capable of stimulating peer learning and of participating in group and collaborative learning processes as well as negotiating learning opportunities in the real world – in economic, societal and cultural settings.

Undergraduate provision at NCAD equips students to be able not only to function and prosper in their chosen field but also to change those fields and to have the desire to progress through postgraduate learning and research activity.

2. Approaches

Clear publication of learning and teaching approaches and what is expected of students across all areas:

- A reconfigured QA process (Phase 2 – see Appendix).
- Strategic use by staff of dialogue with student representatives and exit surveys.
- Rebalancing of administrative supports on a faculty rather than departmental basis and the amalgamation of departments/disciplines at undergraduate levels.
- The development of the more digitally fluent staff and enhancing the plant and the

College's material/physical technical resourcing.

- Reconfiguration of space usage on campus and the use of external spaces, as necessary.
- The development of strategic partnerships with other statutory and non-statutory bodies in the educational, economic, societal and cultural sectors.
- Setting a definition and reward process for all academic staff to be fully research active, conditional on inputs back into the College at undergraduate level.
- Identifying and rewarding excellence in teaching.
- Creating greater diversity in the student body and internationalisation of the College intake.
- Greater interaction and meeting points with the general public and neighbouring communities as outward manifestations of learning experiences in real world settings.

The identity and the mission of the College and its new forms of delivery are to be determined not by function but by purpose. The models of engaged learning indicated, as set out in the College's mission (see page 6), embody learning processes that move away from the model of the solo genius producer as the only or dominant model for students to emulate to new models arising from shared learning, shared agency, collaboration and the negotiation of sites of post-production application that are inclusive of, but not limited to inherited forms of practice in art and design. Student experience will include the production as well as the consumption of knowledge – on campus and beyond the campus, and in economic, societal and cultural settings.

Distinctive and innovative curriculum features include:

- Common-entry procedures for most courses, with an innovative Portfolio Brief that introduces art and design thinking to prospective applicants long before they apply for entry.
 - A common programme of study through the first semester of study for all undergraduates.
 - Cross-College collaboration by staff from all disciplines in engaging with first year students.
 - A common module in Learning and Professional Practice that introduces art and design learning and thinking to all students.
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Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	<ul style="list-style-type: none"> To establish NCAD as a College of engaged learning.
	Performance indicator	<ul style="list-style-type: none"> Number and quality of programmes, modules and projects and partnerships for delivery – directed to this end.
	Baseline	<ul style="list-style-type: none"> Launch of new degree courses – S.E.A. (Socially Engaged Art) (MA) and Visual Culture (BA) with existing programmes – in 2013. Current real world partnerships in economic, social and cultural settings. Pattern of high achieving graduates.
	Interim target, end 2014	<ul style="list-style-type: none"> Initial cohort of 15 S.E.A. students and 15 Visual Culture students on programme. Establishment of Masters students input to teaching. Initiate the new programme of internationally credible visitors (IN SITU Project)
	Interim target, end 2015	<ul style="list-style-type: none"> Completion of S.E.A. (MA). Increase in external learning situations/programmes/placements for students and staff.
	Final target, end 2016	<ul style="list-style-type: none"> New increased intake S.E.A. (MA). Completion of Visual Culture (BA) cohort. New Summer School opportunities at NCAD campus combined with extended end-of-year exhibitions process.
2.	Institution objective	<ul style="list-style-type: none"> To identify and reward excellence in teaching.
	Performance indicator	<ul style="list-style-type: none"> Establishment of excellence in teaching award process and pathways to professional development.
	Baseline	<ul style="list-style-type: none"> Model of research institute applied to dedicated teaching staff.
	Interim target, end 2014	<ul style="list-style-type: none"> Call for submissions.
	Interim target, end 2015	<ul style="list-style-type: none"> First award for excellence in teaching.
	Final target, end 2016	<ul style="list-style-type: none"> Create teaching research fellowship.
3.	Institution objective	<ul style="list-style-type: none"> For NCAD to be recognised internationally as a centre of excellence of learning and teaching practice and research in teaching.

Performance indicator	<ul style="list-style-type: none"> • Uptake of applications from international contexts.
Baseline	<ul style="list-style-type: none"> • Existing national recognition of NCAD's position.
Interim target, end 2014	<ul style="list-style-type: none"> • Increase recognition and student numbers nationally.
Interim target, end 2015	<ul style="list-style-type: none"> • Increase recognition and student numbers from U.K.
Final target, end 2016	<ul style="list-style-type: none"> • Increase recognition and student numbers from EU and non-EU contexts and retention.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

Mission

To be an international centre of excellence for research in contemporary art and design; providing academic and creative leadership for the visual arts in Ireland.

Key strategic aims

- To provide a rich, dynamic and adequately resourced art & design research environment appropriate to a university-level institution where teaching and scholarship are intimately linked
- To be acknowledged and respected as a centre of international excellence for research in contemporary art & design
- To develop and promote the role of art & design in Ireland's economic and cultural development
- To develop the income streams and management of resources needed to achieve a critical mass of researchers and robustness of research infrastructure
- To develop the forms of external partnership and knowledge exchange which can maximise the impact of our research

Research Priorities 2013-2018

- Contemporary practices in art and design
- User-first design and design sustainability
- Visual culture and the creative industries
- Creative and critical pedagogies for the arts
- Irish design history and material culture

Specific Research Objectives 2013-2018

- To grow the number of doctoral students in the period 2013-18 with clear progression from masters into doctoral study as envisaged within the 3+2+3 Bologna framework and to develop a structured PhD programme (in association with GradCAM partners in DIT/IADT/University of Ulster).
 - To scope and develop a Professional doctorate route.
 - To establish the Research Institute in Art and Design at NCAD as an international centre of research through a visiting fellow programme and other measures
-

concerned with enhancing the international profile of the Institute (lectures and publications).

- To implement an agreed support mechanism for individual researchers, administered via the Research Institute, including a research leave scheme and small grant support.
- To grow income from research and innovation sources from the current levels focusing on larger and strategically significant projects with key partners and funders.
- To strengthen the research infrastructure of NCAD with particular reference to the harnessing the resources of NIVAL, the NCAD Gallery and our workshop provision and through links with NOVA at UCD to ensure knowledge transfer activity.
- To create an international research centre in the area of Design Innovation and the Built Environment in collaboration with the School of Architecture at UCD.

To enhance the contribution of our research to key sectors in Ireland and to engage in collaborative inter-disciplinary research and knowledge exchange nationally and internationally with partnerships that extend across academia, the private, public and third sector and Government.

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	<ul style="list-style-type: none"> To grow the number of doctoral students in the period 2013-18 with clear progression from masters into doctoral study as envisaged within the 3+2+3 Bologna framework and to develop further a structured PhD programme (in relation to the GradCAM cluster).
	Performance indicator	<ul style="list-style-type: none"> Percentage increase in registrations
	Baseline	<ul style="list-style-type: none"> 30
	Interim target, end 2014	<ul style="list-style-type: none"> 32
	Interim target, end 2015	<ul style="list-style-type: none"> 35
	Final target, end 2016	<ul style="list-style-type: none"> 40
2.	Institution objective	<ul style="list-style-type: none"> To scope and develop a professional doctorate route
	Performance indicator	<ul style="list-style-type: none"> Validation and introduction of professional doctorate.
	Baseline	<ul style="list-style-type: none"> n/a
	Interim target, end 2014	<ul style="list-style-type: none"> Validation.
	Interim target, end 2015	<ul style="list-style-type: none"> First intake 2 (in addition to figures in 1 above).
	Final target, end 2016	<ul style="list-style-type: none"> Second intake 3, total 5 registered students
3.	Institution objective	<ul style="list-style-type: none"> To establish the Research Institute in Art and Design at NCAD as an international centre of research through a visiting fellow programme and other measures concerned with enhancing the international profile of the Institute (lectures and publications) and research productivity of NCAD staff.
	Performance indicator	<ul style="list-style-type: none"> Increase in numbers of NCAD Fellows and Visiting Fellows, provision of adequate space for Institute
	Baseline	<ul style="list-style-type: none"> 27 NCAD fellows, 2 visiting fellows, no dedicated space as yet.
	Interim target, end 2014	<ul style="list-style-type: none"> 30 NCAD fellows, 3 visiting fellow, occupation of suitable space
	Interim target, end 2015	<ul style="list-style-type: none"> 34 NCAD fellows, 4 visiting fellows.
	Final target, end 2016	<ul style="list-style-type: none"> 38 NCAD fellows, 4 visiting fellows,

4.	Institution objective	<ul style="list-style-type: none"> To implement an agreed support mechanism for individual researchers, administered via the Research Institute, including a research leave scheme and small grant support
	Performance indicator	<ul style="list-style-type: none"> Implementation of small grant and research leave scheme
	Baseline	<ul style="list-style-type: none"> Current small grant spend €10,000 per annum, no leave scheme
	Interim target, end 2014	<ul style="list-style-type: none"> 12,000; piloting research leave scheme (Subject to levels of funding.)
	Interim target, end 2015	<ul style="list-style-type: none"> 15,000; phased introduction research leave scheme (Subject to levels of funding.)
	Final target, end 2016	<ul style="list-style-type: none"> 20,000; full implementation of scheme. (Subject to levels of funding.)
5.	Institution objective	<ul style="list-style-type: none"> To grow income from research and innovation activities focusing on larger and strategically significant projects with key partners and funders.
	Performance indicator	<ul style="list-style-type: none"> Quantified growth in research income
	Baseline	<ul style="list-style-type: none"> 311,330 (subject to continuing levels of support from key partners like Enterprise Ireland.)
	Interim target, end 2014	<ul style="list-style-type: none"> 350,000 (subject to continuing levels of support from key partners like Enterprise Ireland.)
	Interim target, end 2015	<ul style="list-style-type: none"> 400,000 (subject to continuing levels of support from key partners like Enterprise Ireland.)
	Final target, end 2016	<ul style="list-style-type: none"> 450,000
6.	Institution objective	<ul style="list-style-type: none"> To create an international research project in the area of design innovation and the built environment in collaboration with the School of Architecture at UCD.
	Performance indicator	<ul style="list-style-type: none"> Successful establishment of project.
	Baseline	<ul style="list-style-type: none"> n/a
	Interim target, end 2014	<ul style="list-style-type: none"> Completion feasibility study.
	Interim target, end 2015	<ul style="list-style-type: none"> Securing financing for project.
	Final target, end 2016	<ul style="list-style-type: none"> Introduction of project and a base (subject to successful securing of funding.)

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

Art and design have a crucial contribution to make to the cultural and intellectual enrichment of Ireland, and to Ireland's capacity to create a sustainable knowledge-based economy and society. The research in, through and about art and design at NCAD is oriented towards the real worlds of art and design practice – focused upon disciplinary excellence, relevance to contemporary art and design contexts, engagement with industry and diverse communities, and on informing art, design and education policy.

NCAD vision is to be *in* the world; to speak and be heard in the culture, in the economy and in society. The recently adopted Development Strategy is designed to deliver on this vision, to engage with enterprise and the communities in which we exist to improve the quality of education provided to the students and embed knowledge exchange in activities across the College.

It is critical that NCAD develops the income streams and management of resources required to ensure the continued success of the College both nationally and internationally. In order to do this NCAD has been exploring and testing new models of enterprise with a wide range of partners across academic, cultural and industry bodies.

In the first year since implementation of this Development Strategy NCAD has proven its ability to deliver on this objective. By working to diversify the mix of income streams, NCAD will reduce its total dependence on Exchequer funding incrementally to create a sustainable model to resource the College to achieve NCAD's ambition to speak and be heard in the culture, the society and the economy, as reflected in the College's mission statement.

The Faculty of Design, in particular, aims to support industry directly by providing knowledge exchange expertise in design to help the regional and international sector access the following business opportunities:

- Value Through Innovation – innovation in process, product and collaboration; knowledge exchange and advanced manufacturing capability
 - Maximising Markets – encouraging diversification, identifying and appraising opportunities in new and existing markets.
 - Improving Customer Intimacy – improving the quality of relationships between buyers and manufacturers to achieve competitive advantage
 - Improving Industry Profile – creating a viable, sustainable brand led by innovation for the industry, which will enhance Ireland's reputation globally
-

-
- Strategic Industry Development - strengthening the overall business environment through increased and improved industry intelligence and leadership.

The Faculty of Fine Art aims to engage in enterprise, community and knowledge transfer through a range of activities including:

- Exploring new models of value – knowledge exchange, enterprise and commercialisation
- Through the development of learning skills encountered on and off campus which offer a critical ballast in relation to a creative industries model
- Locating art activity, discovery and critical reflection evidenced through consistent public dissemination in the context-rich area of Dublin 8
- Further connection to a vibrant body of nationally and internationally active alumni
- Informing and fostering a reflective society

Knowledge Exchange – Community – Enterprise

NCAD has a track record of engaging industry and the community through the large volume of live projects, commissions, consultancy work and knowledge exchange funded projects undertaken annually. The diversity of the partners with which the College engages is critical in creating a dynamic, vibrant learning environment for students. This is reflected in the portfolio of projects the students are given the opportunity to work on during their study – from within hospitals such as St James’s Hospital to Science Labs in UCD to corporate organisations such as PwC and the IDA. One of the key strategic objectives is to grow the spectrum of enquiry across all disciplines. This offers the potential of creative risk taking (i.e. entrepreneurship) – meaning the development of practice beyond habitual models, to contribute to creative innovation as part of our educational and social agenda.

NCAD operates within a range of communities from global networks working on EU funded research projects to local groups in Dublin 8 where the College is located; all working on the premise of knowledge and research sharing to inform teaching and learning. NCAD is building relationships with key organisations such as Enterprise Ireland, InterTradeIreland, Dublin City Enterprise Board and the Digital Hub to explore potential knowledge transfer through shared objectives.

The type of projects engaged in differ across the Design & Fine Art faculties but all are based on the principle of learning in the real world. NCAD aims for the majority of students to experience learning within real-world settings as part of the 3+2 curriculum. Real-world learning projects are evaluated as part of the academic process and reviewed in consultation with external partners.

Over the last number of years the College has been working with other institutions and bodies to develop platforms for students to engage and debate with other publics ‘beyond the campus’. This has included a variety of programmes in partnership with UCD Architecture, IADT & Dublin City Council and TCD Nursing. This is consistent with the expansion of art practice generally. It creates valuable experience and knowledge through art practices in real world settings. These platforms have been part of a series of learning challenges that have helped students to become more ‘knowing’ as artists and designers, expanding contemporary practices and creating new models of reciprocal learning, use and application.

External Factors to be taken into consideration

NCAD’s ability to deliver on these objectives is dependent on funding from the HEA, Enterprise Ireland the EU as well as industry partners.

**Enhanced engagement with enterprise and the community and
embedded knowledge exchange:
Institution objectives and performance indicators**

1.	Institution objective	To be actively engaged in knowledge exchange partnerships with a wide range of organisations to share NCAD's knowledge and expertise to benefit the culture, society and the economy
	Performance indicator	<ul style="list-style-type: none"> • Number of live projects with external partners • Number of students engaged in real world learning projects with external partners • Number of events held in partnership with other organisations
	Baseline	<ul style="list-style-type: none"> • Number of live projects with external partners: 20 • Number of students engaged in real world learning projects with external partners: 50% • Number of events held in partnership with other organisations: 8
	Interim target, end 2014	<ul style="list-style-type: none"> • Number of live projects with external partners: 22 • Number of students engaged in real world learning projects with external partners: 60% • Number of events held in partnership with other organisations: 10
	Interim target, end 2015	<ul style="list-style-type: none"> • Number of live projects with external partners: 25 • Number of students engaged in real world learning projects with external partners: 75% • Number of events held in partnership with other organisations: 15
	Final target, end 2016	<ul style="list-style-type: none"> • Number of live projects with external partners: 30 • Number of students engaged in real world learning projects with external partners: 90% • Number of events held in partnership with other organisations: 20

2.	Institution objective	Develop effective commercialisation of its research and innovation, in close collaboration with Nova UCD and Enterprise Ireland.
	Performance indicator	<ul style="list-style-type: none"> • Number of Enterprise Ireland-funded projects (Innovation vouchers, Commercialisation Fund & Knowledge Transfer Partnerships) • Number of design licences / patents filed • Number of spin-out companies (cumulatively).
	Baseline	<ul style="list-style-type: none"> • Delivering commercialisation activity
	Interim target, end 2014	<ul style="list-style-type: none"> • 8 Enterprise Ireland-funded projects • 3 design licences / patents filed • Structure to support spin-out companies in place
	Interim target, end 2015	<ul style="list-style-type: none"> • 10 Enterprise Ireland-funded projects • 4 design licences / patents filed • Supported 1 spin-out company to date
	Final target, end 2016	<ul style="list-style-type: none"> • 12 Enterprise Ireland-funded projects • 5 design licences / patents filed • Supported 2 spin-out companies to date

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

Strategic Aim

NCAD aims to have a world presence in art and design education in the university sector through focused academic achievements, diversification of students, internationally recognised research and knowledge exchange partnerships informing a curriculum designed to educate globally aware students to become game changers in an increasingly globalised community.

Objectives

NCAD is in the process of designing and implementing an Internationalisation Strategy to achieve the following objectives:

- Increase the number of international students studying at NCAD
- Support and encourage students to undertake part of their study abroad
- Build research collaborations with academic partners across the globe
- Ensure the curricula are relevant in an international context to produce globally informed art & design graduates
- Engage in knowledge exchange activities with industries and networks outside of Ireland
- Support and integrate international students into the College to provide the best possible educational experience for Irish and international students at NCAD

Summary - Basis for Delivery

NCAD has embarked on two strategic processes, since 2009, to provide a context for the College's internationalisation strategy; firstly the decision to move to a 3+2(+3) structure and secondly the forging of an academic alliance with UCD and the current move towards merger.

NCAD has recently appointed key staff from high profile universities who will play an important role in the internationalisation of the College. As the College transitions to the new degree structure, the curriculum is being developed to take into consideration global trends and issues across all disciplines. The increasing focus on postgraduate and research activities will be central to our international recruitment, positioning NCAD as a leader in the field of art and design education and attracting the best students from targeted contexts to study here.

The unique educational experience that NCAD can provide is central to the strategic positioning of the College. The combination of an urban campus dedicated to art and design education, and its applications within the creative surroundings of Dublin 8, with strong relationships nationally and internationally and leading academics who have experience in research and knowledge exchange transnationally, will form the basis of the College's

proposition.

Staff and students participate in a number of international research projects and staff regularly present at international conferences as well as hosting them on the NCAD campus. The College is a member of key international art and design networks such as Cumulus and ELIA. In addition there are well-established relationships with academic institutions across Europe (Erasmus, Leonardo programmes) and in North America (exchange, Fulbright). These networks and relationships provide a foundation to build further research and academic partnerships.

NCAD has a valuable alumni network, many of who are now based abroad, through whom there is the potential to develop international industry partnerships. The College will expand on the current successful international placement programmes to enable more students to take up internships and attain roles in organisations outside of Ireland, and to deepen these network relationships.

NCAD has been actively involved in the Erasmus programmes, supporting students going on exchange and welcoming students to the College. Through this staff have gained experience in managing international students and are very conscious of pastoral, as well as academic provision. The College is committed to continuing to support staff to fully realise the objectives set out in the internationalisation strategy.

External Factors to consider

While NCAD is ambitious in the area of internationalisation it is important to note there is a level of investment required to achieve these objectives. The College is exploring how UCD and NCAD and the NCAD/UCD/IADT cluster could work more closely together to deliver on shared internationalisation objectives; achieving economies of scale, scope and learning. This will be a key part of a bilateral policy on art and design/creative arts provision between NCAD and IADT in relation to academic planning and the creation of new pathways to higher education – in the wider arts and humanities context of UCD.

NCAD's capacity to develop the infrastructure and deliver on these objectives in the next three years is also dependent on the developing relationship with UCD, U-Versity (the new consortium of HEI's, supported by philanthropy, to harvest international students for HEI's in Ireland) and the level of core funding received from the HEA.

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	NCAD aims to have a world presence in art and design education in the university sector through diversification of students, internationally recognised research and knowledge exchange partnerships.
	Performance indicator	<ul style="list-style-type: none"> • Number of international students • Number of partnerships established to enable student exchange, knowledge and research collaborations
	Baseline	<ul style="list-style-type: none"> • 2013/2014 <ul style="list-style-type: none"> ○ Total International Full-Time = 110 ○ Total Non-EU (International Fee Paying) = 8 ○ Erasmus Placement Outgoing = 23
	Interim target, end 2014	<ul style="list-style-type: none"> • Design and agree an internationalisation strategy in the context of developing relations with UCD and IADT.
	Interim target, end 2015	<ul style="list-style-type: none"> • Implement the agreed internationalisation strategy
	Final target, end 2016	<ul style="list-style-type: none"> • Achieve the following increase in international activity: <ul style="list-style-type: none"> ○ 15% incoming international students. ○ 5% outgoing students on exchange/placement. ○ Collaborating on 1 international research project. ○ Established 3 knowledge exchange partnerships with international companies.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of the National College of Art and Design's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

NCAD is in advanced discussions with UCD about enhancing the existing Academic Alliance up to and including merger. Working groups have been in place over the last year reviewing issues and the implications of merger including legal, financial, organisational and corporate, academic, human resources/staffing issues. There is agreement that the objective is achievable and it is understood that one option is for NCAD to combine directly with the UCD School of Architecture to create a new College in UCD – necessary to meet the recommendations of the HEA - that NCAD's distinctive mission and identity be preserved and enhanced in any merger, a recommendation formally accepted by the Minister when accepting the HEA report on the Education Landscape in July 2012.

UCD/NCAD are engaged in a risk management exercise and indicated in a separate application to the Strategic Innovation and Development Fund a two-year programme to undertake and complete any full merger process. SIDF support has allowed for the secondment of senior academic and administrative staff to articulate and resolve key issues arising in a merger process, within the two-year period.

This developing relationship sustains the art and design offer within university education and maintains coherence and completeness across the educational landscape as NCAD is the only institution offering third-level art and design education already *within* university education.

This provides complementary student choice in the sector and allows other national objectives to be better acted upon and achieved by NCAD *with* UCD – on all aspects of ... internationalisation, course development, enhanced research and engagement in economic, social and cultural settings, also income generation and shared services. The capacities of both institutions will be enhanced in terms of student offer due to the clear complementarity of the educational provision in each, creating real synergies and attractors for international intake from North America, India, China and South America, in particular, which will meet national objectives and enrich learning.

This process, of course, raises financial issues as well as academic and governance issues. The due diligence exercise now being put in place on foot of a reduced allocation from the Strategic Development Fund will complete in fifteen months and will identify issues to be resolved by both institutions, but key issues remain outside of the institution's control but fall within the State's control, which include pensions, level of fees for studio learning at NCAD and buildings' compliance on NCAD campus relative to compliance issues applicable to the UCD campus.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	<ul style="list-style-type: none"> • Deepen relationship with university education (UCD) up to and including merger with UCD.
	Performance indicator	<ul style="list-style-type: none"> • Establishment of merger.
	Baseline	<ul style="list-style-type: none"> • Current academic alliance and joint activity.
	Interim target, end 2014	<ul style="list-style-type: none"> • Analysis of academic structures and governance arrangements.
	Interim target, end 2015	<ul style="list-style-type: none"> • Joint academic programmes agreed. All financial, HR, and capital issues identified and solutions agreed with HEA/Department.
	Final target, end 2016	<ul style="list-style-type: none"> • Foundational issues for merger resolved to proceed to merger.
2.	Institution objective	<ul style="list-style-type: none"> • Develop tri-lateral cluster (NCAD/UCD/IADT) for provision of art, design and creative media education in Dublin region.
	Performance indicator	<ul style="list-style-type: none"> • Agree governance plan. • Agree framework for shared delivery. • Provision of cross-disciplinary education in innovative design thinking and creative entrepreneurial development in Dublin region.
	Baseline	<ul style="list-style-type: none"> • Existing collaborative module UCD Science and NCAD Fine Art • Existing collaborative module UCD, Research and IADT. • Current dialogues on clustering programme delivery.
	Interim target, end 2014	<ul style="list-style-type: none"> • Operational model agreed. • Programme framework agreed. • First <i>in situ</i> programme developed. • Design Challenge competition. • Establish joint discourse/research events across Institutions.
	Interim target, end 2015	<ul style="list-style-type: none"> • Module sharing in place. • Industry project. • Enterprise linkages (including local authorities) • Joint final exhibitions and summer schools.

Final target, end 2016

- Flexible learning and entrepreneurial education.
 - At least two new joint programmes.
 - Collaborative research projects.
 - Role in international networks in place.
 - Major cross-institutional end-of-year exhibitions and *in situ* programme events.
-

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of the National College of Art and Design in the strategic dialogue process leading to this compact, performance funding of

€ 62,000

has been allocated to the college.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and the National College of Art and Design agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the college.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, National College of Art and Design

Date:

Appendices

We, the National College of Art and Design, include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience Quality Assurance and Improvement Processes at NCAD 2004-2013
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange <u>Appendix 5.5. - Enhanced engagement with enterprise and the community and embedded knowledge exchange:</u> Fine Art and Design Disciplines
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation NCAD Internationalisation Strategy – Background Information
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: Recruitment, Admissions and Enrolment Planning 2013-2020

Appendix 9:

Appendix 10:

Add more rows as necessary

Appendix 1: Regional clusters

Appendix 2: Participation, equal access and lifelong learning

Appendix 3: Excellent teaching and learning and quality of the student experience

Quality Assurance and Improvement Processes at NCAD 2004-2013

1. The first Quality Assurance cycle at NCAD was undertaken between 2004 and 2012. The process adhered to the IUA/IUQB procedural framework and to the European Association for Quality Assurance in Higher Education (ENQA) "Standards and Guidelines for Quality Assurance in the European Higher Education Area". Reviews concentrated on Department and Faculty self-assessment followed by external peer review and a quality improvement plan drawn up by each Department and Faculty:

Published Reports from Quality Reviews: Cycle 1

Year	Peer Review Reports	Preliminary Responses	Quality Improvement Plans
2005	Industrial Design	Industrial Design Preliminary Response	Industrial Design QuIP
2005	Registrar's Area	Registrar's Area Preliminary Response	Registrar's Area QuIP
2005	Ceramics, Glass & Metals	Ceramics, Glass & Metals Preliminary Response	Ceramics, Glass & Metals QuIP
2006	Fine Print	Fine Print Preliminary Response	Fine Print QuIP
2006	Faculty of Education	Faculty of Education Preliminary Response	Faculty of Education QuIP
2007	Visual Communication	Visual Communication Preliminary Response	Visual Communication QuIP
2007	Core Studies	CORE Studies Preliminary Response	Core Studies QuIP
2008	Painting	Painting Preliminary Response	Painting QuIP
2008	The Director's Office	The Director's Office Preliminary Response	The Director's Office QuIP
2009	Fashion & Textiles	Fashion & Textiles Preliminary Response	Fashion & Textiles QuIP
2009	Sculpture	Sculpture Preliminary Response	Sculpture QuIP
2010	CEAD	CEAD Preliminary Response	CEAD QuIP
2010	Library	Library Preliminary Response	Library QuIP
2011	Media	Media Preliminary Response	Media QuIP
2012	Faculties of Design, Fine Art & Visual Culture	Faculties of Design, Fine Art & Visual Culture Preliminary Response	Combined Faculties QuIP

2. In 2009 the QA Steering Group agreed that quality development and enhancement should be more integrated within the everyday business of the College with an emphasis on learning and teaching, and that procedures should be reviewed and tailored more to NCAD's needs while addressing external necessities. It was agreed that the second cycle of QA reviews should concentrate on:

1. Programmatic reviews rather than department reviews
2. Institutional review

The concept of embedding quality processes within the annual academic cycle gained momentum with the 3+2(+3) process and the new Quality Framework was mapped out by the QA Steering Group in 2012.

The following quality principles and actions connect the Framework:

- The new QA process is mapped out jointly with 3+2(+3)
- The review process will be locally driven at Department and programme level, subsequent plans being supervised by the Heads of Faculty Group
- Course documentation will be produced locally and conform to an agreed and standardised format college-wide to facilitate shared resources and quality enhancement
- Course documentation will be both locally and centrally held
- Programme and year student feedback will be enabled through the new 3+2(+3) structure, systemised, and evaluated annually by course leaders and contributors.

The QA Framework is not a stand-alone document nor is quality enhancement a stand-alone process. It is one part of a structured system for the enhancement of learning and teaching and research. The intention is to support and encourage innovative thought around research, teaching and learning through providing a structure within which to think reflexively on the development of processes to the benefit of the College community. The outcomes of research into and reflection upon NCAD's learning and teaching environment that go beyond the minimum framework described here should be integrated into annual planning processes.

3. Three distinct processes provide the NCAD quality framework for Cycle 2:
- i) **Annual and local review of all programmes** (undergraduate and postgraduate) which is informed by feedback from students. Outcomes are monitored by Heads of Faculty. The external review of all programmes every five years retains the same process of information gathering and quality outcome monitoring as the annual internal review process and the internal updating of course documents every three years.
 - ii) **Combined QA Review of Student Supports** (Library, SSA, and Financial Registrar's area) every 5 years. This process mirrors the first cycle quality assurance process with a quality enhancement plan for the next five years as the outcome. The plan is published on the NCAD website and developments monitored by the Heads of Faculty Group to ensure best practice in our academic support structures and student services. The next review process will start in October 2015.
 - iii) **External Institutional review by UCD as the awarding body for our degrees.** The demands of this review process will be driven by UCD but will likely mirror our own internal combined review of Student Supports. The Institutional Report will be informed by feedback from students, staff and external stakeholders of the college. The Institutional Review is likely to be managed by the UCD Quality Office and coordinated through the NCAD Quality Office.
4. Student feedback is an integral element of NCAD quality procedures and NCAD has developed a series of questionnaires to gather feedback from students. These are issued through the Quality Office but targeted to specific programmes and to the individual student experience:

1. **The End-of-year Student Survey** is issued to the undergraduate cohort and all postgraduate taught programmes. Results of this survey are filtered by course and year and the resulting report(s) sent from the Quality Office directly to the Head of the Programme (Department), Head of Faculty, Head of Academic Affairs, the College Secretary and the Director. The Head of Department should ensure that all staff relevant to the programme receives a copy of the report(s).
2. **The Exit Survey** is circulated to final year undergraduate students. The Exit survey concentrates more on the overall student experience of NCAD including student supports. It provides valuable summative data from outgoing students on their student experience and can help us plan better for the future, understanding the student perspective.

Results of this survey are filtered by Faculty and the resulting report(s) sent from the Quality Office to the Head of Faculty, Head of Academic Affairs, the College Secretary and the Director. A summary report will also be written, comparing results over a number of years. This report is published on the NCAD intranet and is available to all staff and students.

3. **The Research Student Survey** is sent to all postgraduate research students to assess their research experience. Results of this survey are filtered by Faculty and the resulting report(s) sent from the Quality Office to the Head of Faculty, Head of Academic Affairs, the College Secretary and the Director.

The aim of the three surveys is to enable quantitative and evidential feedback from students to indicate any areas within NCAD teaching and learning cycles that require further examination.

5. Courses/Areas to be reviewed and proposed years of review for Cycle 2:

Course Type	Course Name	Year of Review
Undergraduate part-time	Certificate in Drawing and Visual Investigation	2014
	Certificate in Photography and Digital Imaging	2014
	Diploma in Art and Design	2014
Undergraduate full-time	BA (Hons) in Art and Design Education	2017
	BA (Hons) in Fine Art	2017
	BA (Hons) in History of Art and Fine Art	2017
	BDes (Hons) in Craft Design	2017
	BA (Hons) in History of Art and Design and Craft Design	2017
	BDes (Hons) in Fashion Design	2017
	BA (Hons) in History of Art and Design and Fashion Design	2017
	BDes (Hons) in Product Design	2017
	BDes (Hons) Textile Design	2017
	BA (Hons) in History of Art and Design and Textile Design	2017
	BDes (Hons) in Visual Communication	2017
	BA (Hons) in History of Art and Design and Visual Communication	2017
	BA (Hons) in Visual Culture	2017
Postgraduate taught courses	Professional Diploma in Art and Design Education	2016
	Graduate Diploma in Community Arts Education	2015
	MA Art in the Digital World	2016
	MA Art in the Contemporary World	2016

	MA Design History and Material Culture	2016
	MA Visual Arts Education	2015
	MSc Medical Device Design	2014
	MA in Socially Engaged Art	2017
Postgraduate research courses	Master of Arts by Research	2015
	Master of Fine Arts	2015
	Master of Literature	2015
	Doctor of Philosophy	2015

Review Type	Review Areas	Year of Review
Combined Administrative and Service Area Review	Academic Affairs and Research The Financial Registrar and College Secretary's Office The Library	2015

All reviews will commence at the start of Semester 1 in October.

Appendix 4: High quality, internationally competitive research and innovation

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Appendix 5.5.

Fine Art Disciplines

Fine Art has developed opportunities to work on public realm partnership programmes, partnership projects and within a variety of community settings. Students learn on projects that will enable them to develop skills to create work in diverse environments, navigating discussions and communicating and participating with different stakeholders.

NCAD has worked with Dublin City Council, the OPW and various other County Councils on a variety of public realm projects in the past. These projects have resulted in exciting and surprising results. The Fine Art Faculty is continuing to work with partners on these projects though it is important to note that in the current climate these councils no longer have the funding they once did to invest in these type of projects. NCAD must therefore find another way to support these projects.

In Design students work on a variety of client based projects, teaching them the skills they need to be successful in their chosen career and transferring new knowledge into industry. The College provides the opportunity to work with a diverse set of companies from well-known Irish firms such as Newbridge Silver, to international consumer brands such as Miele, and global companies such as Intel and Pfizer, depending on the area of specialisation.

NCAD was recently successful in a joint application with UCD under the Technology Transfer Strengthening Initiative funded by Enterprise Ireland. This will see UCD deliver services and supports to NCAD to maximise potential value from commercial research within the College. Through this partnership the college is seeking to build on the recent successful commercialisation projects that have been developed that have resulted in over €250k of Enterprise Ireland funding.

The College has recently established Origin8, a design innovation and commercialisation gateway to the institution. It operates as a conduit between academia and industry. Origin8 also supports staff, students and alumni in the development of products and services, campus company start-ups and related creative enterprise.

In recognising the changing landscape in which artists operate, the university is engaged in exploring and testing new models of enterprise. Within the Fine Art Faculty clearly some subject areas embrace a model where the development of practice results in images and objects which can find a potential value in the commercial gallery trajectory. The embrace of the market poses interesting questions for the development of a pedagogical model where the learning lies in the development of a process and critical relationships to practice based activity and discovery. Through an enhanced understanding of a studio to gallery trajectory, the Faculty can build this momentum into a suite of educational approaches and learning challenges where an academic narration of different possibilities can provide rich learning encounter, growing commercial scope in ways that are critically informed, credible and innovative.

As part of their education in Fine Art students are encouraged to seek opportunities, to explore and test new models of income generation. In Fine Art the cultures of prototype, and trial and test that we value, are critical to an open ended relationship to knowledge where outcomes are not predetermined. These processes are evolved in relation to specific project work, self directed learning, exhibitions, presentations and other forms where meaning is constructed and negotiated with others. This is not to say that Fine Art is not capable in delivering commercialisation projects - Fine Art Media has recently completed their first innovation voucher and this is an area to explore further.

The Design Faculty is also increasingly involved in developing and embedding Design Thinking methods and solutions with public and private sector partners and industry, demonstrating the value of Design to create a culture of innovation.

Design Disciplines

The Faculty of Design seeks and secures placements for a large numbers of students within leading European Design Companies and Agencies through the EU Leonardo Fund, helping us achieve high levels of graduate employment within the Creative and Cultural Industries and beyond.

In order to develop our engagement with enterprise and the community we have recently introduced a suite of Professional Practice modules within the new 3+2 curriculum, aimed at fostering an entrepreneurial agenda and skillset within the student community. The College recognises that the skills that students need to succeed have changed and are developing the course to reflect this. Through the variety of research and collaboration agreements in place, students will be taught the skills they need to negotiate and deliver their work in the real world.

NCAD is interested in new models of exhibitions and distribution of ideas. A stated objective is for students to become 'game changers' in their chosen field. Encouraging students to test the boundaries, explore new models and create innovative work can clearly be seen in the new collectives being established by recent graduates - examples include Malthouse Design Centre, Block T and Basic Space.

Design have also recently set up a new Designer in Residence Scheme, creating opportunities for recent graduates to develop start-up companies and innovative design solutions. The intention is to exploit our expertise and resources and create design labs, business incubation, CPD activities, technology spin offs and foster community engagement through partnerships with the public and private sector.

In the future we aim to extend this scheme to mid-career designers, enabling designers and artists to take advantage of our equipment and expertise to test new product ranges through co-operative partnerships. Such a scheme would aim to embed collaborative working and a shared purpose amongst partners, create further CPD opportunities for creative practitioners, and promote innovation, new product development and increase ambition and connectivity across the Dublin Creative and Cultural Sector.

NCAD is building a model to enable access to our excellent creative and specialist technical facilities. We currently provide this service on an ad hoc basis but aim to develop it to run as a business, with internal quoting and invoicing, to generate income for the College while also fostering relationships with local and regional companies, designers, artists.

NCAD continues to enhance Ireland's art and design infrastructure through building relationships with and between cultural institutions, creative industries, academia, communities and other stakeholders. NCAD staff engage and contribute towards discussions on the boards of a range of cultural institutions and resource organisations; including Crafts Council, Temple Bar Gallery Studio, the National Gallery and Institute of Designers in Ireland. Informing, influencing and shaping the future space that artists and designers will work within.

Art practices in Ireland have developed an expanded trajectory contributing to an international network of practices, the development of a critical language and debate. In the last decades the growth of Art sector has been noticable with cultural forms playing an increasing role in National life and debate.

The College has identified 'low hanging fruit' in knowledge exchange, CPD and consultancy and the need to increase our overall income generation clearly demonstrates why engaging within the area of industry, enterprise and knowledge exchange is vital to the continued academic, pedagogical and financial health of the institution as a whole.

Appendix 6: Enhanced internationalisation

NCAD Internationalisation Strategy – Background Information

NCAD's approach to internationalisation is informed by research undertaken in this area including, but not limited to, the following:

- OECD recommendations and reports on internationalisation
- Government – Ireland's International Education Strategy
- UK – The Wider Benefits of International Higher Education in the UK
- UCD – one of the leaders in the field of internationalisation in Ireland

OECD

Approaches to Internationalisation and their Impactions for Strategy Management and Institutional Practice (A Guide for Higher Education Institutions – 2012)

- Internationalisation is not an end in itself, but a drive for change and improvement – it should help generate the skills required in the 21st century, spur on innovation and create alternatives while, ultimately, fostering job creation.
- The top five reasons for internationalising an institution (Marmolejo, 2012) are, in order of importance to:
 - Improve student preparedness
 - Internationalise the curriculum
 - Enhance the international profile of the institution
 - Strengthen research and knowledge production
 - Diversify its faculty and staff

Link to full report: [http://www.oecd.org/edu/imhe/Approaches to internationalisation - final - web.pdf](http://www.oecd.org/edu/imhe/Approaches%20to%20internationalisation%20-%20final%20-%20web.pdf)

Irish Government

Investing in Global Relationships: Ireland's International Education Strategy 2010-2015

- Ireland will become internationally recognised and ranked as a world leader in the delivery of high-quality international education by providing a unique experience and long term value to students.
- The High-Level Group on International Education takes the view that, from a national perspective, the most compelling rationale for internationalisation is investment in future global relationships: with students educated in Ireland who will become our advocates overseas, with educational institutions that will be the research and teaching partners of the future, and with the countries that will be Ireland's next trading and business partners.

Link to full report: <http://www.merrionstreet.ie/wp-content/uploads/2010/09/GLOBAL-REPORT-Sept-20101.pdf>

UK Government

The Wider Benefits of International Higher Education in the UK

- The UK has a long tradition and worldwide reputation for being at the forefront of international higher education (HE), and is a top destination for internationally mobile students. The 435,000 international students in the UK in 2011/12 comprise a major part of UK HE provision with potentially large-scale impacts on the HE sector and the UK itself.
- There is direct financial impact of international students on the host country through fee income and associated expenditure during study. The value of this 'education export' for the UK has been researched and for HE was estimated at about £8 billion for 2008/09 (Conlon et al., 2011). However, there has been much less investigation of the wider benefits of international HE study

in the UK. The Department for Business, Innovation & Skills is undertaking work to understand the range and extent of that wider impact.

- This study was commissioned to develop understanding of wider benefits to the graduates, their countries of origin and, especially, to the UK. The aim was to investigate and illustrate social, economic and political benefits, including 'soft power' impact.

A wide variety of benefits were identified, which we classified at the highest level by beneficiary and then by type. Outline below:

Link to full report:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240407/bis-13-1172-the-wider-benefits-of-international-higher-education-in-the-uk.pdf

UCD Strategic Plan – Forming Global Minds

UCD will provide an international context for the educational experience, giving students the tools with which to contribute proactively to the international community as global citizens and preparing them for life and work across borders and cultures.

UCD has significantly broadened its international perspective in recent years and will place particular emphasis during the period of this plan on building links with Asia, Latin, America and the European Union while deepening links with the USA, UK and Singapore.

This will involve increasing and further diversifying the cohort of international students and staff at UCD and extending the range of opportunities available to UCD students to add an international element to their university experience.

Link to full report: <http://www.ucd.ie/t4cms/Strategic Plan.pdf>

Appendix 7: Institutional consolidation

Appendix 8: Recruitment, Admissions and Enrolment Planning 2013-2020

2013/14

Expected total enrolment for academic year 2013/14 is 1,095 students, comprising approximately 915 undergraduate and 180 postgraduate. This compares to a total enrolment of 974 for the academic year 2012/13, (788 undergraduate and 186 postgraduate) representing an increase of 120 students on 2012/13. ¹

Undergraduate Year 1

300 acceptances to Year 1 through the CAO (Studio based 285 / Non Studio 15)

	No	1 st Preference
AD101 First Year Art & Design	225	97%
AD202 Design or Fine Art & Ed.	31	82%
AD212 Product Design	29	98%
AD215 Visual Culture	15	88%
Total	300	90%

Based on previous years the number expected to register in 1st Year 285/290.

- NCAD has now increased studio based 1st year undergraduate students by 100 over the last 2 years (from 180 to 280).
- 2013 CAO Total Acceptances to Level 8 Art & Design currently 1,188, NCAD accounts for 25% of all acceptances. In 2012 acceptances were 1,129, NCAD accounted for 18%.
- NCAD in 2013 has the largest 1st year UG intake for Art & Design studio-based programmes. *(Based on CAO net acceptances to Level 8 Art & Design programmes)*
- Based on projected growth NCAD is now in position to become the largest provider in Ireland of Art & Design education at undergraduate and postgraduate level over the next 3 years.

Expansion of numbers and concern over standards. Concerns that the drop in required portfolio score for entry will negatively impact the standard of student admitted requires an evidence based response. Measures available for this include; educational score at entry, entrance portfolio score, 1st year results, 1st year progression rate, degree completion rates and level of final award. These indicators will be monitored and reported on.

Advanced Entry / Transfer Students - Total number *Invited to Register* as direct entrants to Year 2 + is 48. Year 2 total number expected to be at 230(+) as planned. This represents an additional + 15% places (additional to Year 1 entrants) available to Transfer Students in Year 2.

Postgraduate - The number of postgraduates *Invited to Register* is 120 new and 73 continuing, total 193. After deferral requests from new students and time-out requests from continuing students it is now expected that postgrad registrations will be at approximately 180 compared to 186 registered PGs in November 2012.

¹ This number does not include registration on part-time credit bearing certificate and diploma courses. 2013/14 - 212 students expected to register for part-time credit bearing courses.

- Registration of new postgraduates (109) same level as last year despite lower applications in March/ April (-25%).
- Extending application deadlines, rolling closing dates, bursary for Visual Culture, later recruitment cycle.
- Includes 5 new International students , 3 on MSc Medical Device Design- *Education Ireland*

Recruitment and Enrolment Planning 2014-2019/20

2013-2015/16 – Based on the roll out of 3 + 2 the plan is to achieve in 3 years a total student enrolment of 1,500 with undergrad at 1,200 and postgrad at 300.

2016 -2019/20 – Beyond 2015/16 the plan/ambition is to build numbers to 1,700 /1,800 based on 1,250 UG and 450 PG.

UG Student Recruitment 2014 +

- Initial growth to 300 First Year Studio students based on domestic recruitment. Expand non-studio based students to 20/25. In the current situation these numbers are achievable and sustainable but there is a need to continuously monitor, review and respond to emerging situations and events.
- 2014 + build intake from NI, UK, and International.
 - establish an annual NI NCAD student information and recruitment event in 2014.
 - attend UK /UCAS annual Art, Design and Architecture recruitment events in Manchester and London. Attend Manchester event in 2013, London and Manchester in 2014.
- Possible collaboration with UCD Architecture for UK and NI events.
- International recruitment: Education Ireland, Science without Borders Brazil, HEA initiatives, UCD.

PG Student Recruitment 2014+

- Initial growth to 2015/16 based largely on the roll out of +2, which can reasonably be expected to deliver a once off boost to PG numbers based on Design Taught Masters, Education 2 Year Professional Masters in Art & Design Education and MA Socially Engaged Art. Growth from these areas can be expected notwithstanding issues with student finance, fees and grants.
- Need to flexibly respond to a recruitment pattern that is later in the academic year and extends into the summer, with flexible rolling deadlines and offers.
- Extend the fees bursary to each faculty, look at sponsored bursary opportunities.
- Growth in Student numbers beyond the period of +2 roll out will require growth in non-domestic students UK/ NI and International (as above) as well as a strategic review and planning of programme offerings.

Enrolment Planning

UG Enrolment Planning								
	1st yr	2nd yr	3rd yr	4th yr	Total Studio	NonStudio	Int.	Total UGs
2012/13	200	200	200	180	780	0	0	780
2013/14	275	230	200	200	905	15	0	920
2014/15	300	295	230	200	1025	35	5	1065
2015/16	310	320	295	230	1155	55	10	1220
2016/17	320	330	320	60	1030	60	15	1105
2017/18	330	340	330	60	1060	60	25	1145
2018/19	340	350	340	60	1090	60	35	1185
2019/20	350	360	350	60	1120	60	45	1225

PG Enrolment Planning				
	2013/14	2014/15	2015/16	2016/17
MFA Fine Art yr 1	15	10	10	10
MFA Fine Art yr 2	18	25	10	10
MFA Art Digital World yr 1	8	10	15	15
MFA Art Digital World yr 2	7	8	15	15
MFA Design yr 1	5	15	30	40
MFA Design yr 2			15	30
MSc. Medical Device Design	13	15	20	20
<i>New Design MA /Interaction</i>			12	15
MA Socially Engaged Art yr 1	15	-	15	-
MA Socially Engaged Art yr 2	-	15	-	15
MAVA year 1	n/a	8	-	15
MAVA year 2	7	-	8	-
Professional Masters (DIP)ED yr 1	25	25	25	25
Professional Masters (DIP)ED yr 2	-	-	25	25
MA DHMC	14	14	15	20
MA ACW	15	20	20	20
PhD & other research all years	30	35	40	45
Totals	172	200	275	320