

Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	National College of Art and Design
Overview of institutional progress	<p><i>Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.</i></p> <p>The aims set at the commencement of the Compact progress continue to be areas of high priority for NCAD, and the initiatives mapped as part of our delivery of the Compact form a key part of the platform through which we are implementing our strategic plan <i>Futures, Bold and Curious</i>. Initiatives described within the Compact encompass work that extends and builds upon strengths within the College, and work that is fundamental to delivering the much needed organisational change that will deliver our ambitions for the College and our sector (Art & Design) while feeding into and contributing to national priorities and ambitions for Higher Education in Ireland.</p> <p>Adherence to the original guidance to align our Compact commitments with strategic objectives has been key to the progress the organisation as a whole is making against our Compact objectives – we are focused upon delivering our strategy and have been guided in the COVID-crisis by the core commitments articulated within our strategy. Consequently, although the pandemic has disrupted our capacity to meet our ambitions in some areas, our overall progress against the strategy and our Compact commitments has been steady.</p> <p>Enhanced focus upon and developments in respect of building a ‘culture of effective governance’ underpins much of the progress made. It has supported the College in sharpening and maintaining focus upon key initiatives in respect of Quality & Academic Excellence and ensuring a Strong Talent Pipeline. Perhaps unsurprisingly, COVID’s impact is most clearly evident in relation to the College’s strategic ambition to ‘Connect and Be Connected’; affecting Compact ambitions in respect of Equality & Diversity and National & International Engagement. The picture in respect of our ambitions for Research & Innovation is mixed – strong in respect of research and enterprise, but disappointing in relation to postgraduate enrolments (showing no growth in the latter).</p>

	<p>A key learning coming into this Compact, and to be developed across the lifetime of the Compact, is a careful and measured approach in articulating what is to be delivered; sustaining ambition while mapping an implementation plan that is tested against realities beyond the College and deliverable through realistic planning within College resources.</p>
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Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

An Art & Design education equips graduates with the skills and capacity to engage creatively with enterprise, the community and civic society. Progress continues to be made in delivering against NCAD’s commitment to enhancing our students’ experience of ‘real-world learning’ opportunities as part of their curriculum.

Studio+/Visual Culture+, an optional additional year between Year 2 and Final Year that offers students an opportunity to immerse themselves in real-world work environments, is providing an effective and attractive vehicle in ensuring that all of our undergraduate students have an explicit opportunity to build this into their learning journey. Students are challenged to consider their work outside of the college environment and to actively pursue areas of interest particular to their creative and professional ambitions. In 2019/20, **45%** of eligible students chose to undertake this ‘real-world’ opportunity. While this represents a **7% increase** in levels of participation against 2018/19, it falls short of the level of participation we had hoped to achieve (55%).

At postgraduate level, a review of our programmes suggests that most programmes include explicit opportunities to engage in ‘real world’ learning. Building an explicit developmental trajectory in this regard is not as advanced as we had anticipated but is back in focus in the current year (2020/21). This focus has been usefully exploited by and is being developed within NCAD’s contribution to the ‘Creative Futures Academy’ collaboration with IADT and UCD (Human Capital Initiative).

Strategic Priority 1.1 (Strategic Pillar 1: Agile and Relevant Learning)

i. Institution Strategic Initiative	Studio+/Visual Culture+ (Real World Learning) [1b]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
# and % of Design, Fine Art and Visual Culture Students taking up Studio+ and Visual Culture+ and Erasmus placements	2017/18 participation in Studio+ / Erasmus (design only) 44 students. In 2018 / 2019 places will be available for 50% of Design students, and 35 – 40 places will	97 students (38%) took up Studio+ and Visual Culture+ and Erasmus placements 55% of Design Students participated in Studio+ in 2018/19 (71 students out of 129 eligible students)	145 students (55%) take up Studio+ and Visual Culture+ and Erasmus placements In Design, expanding the possibilities for student exchange with UCD and	The level of student participation in Studio+ and Visual Culture+ increased against 2018/19 - from 38% to 45% overall: · A total of 120 students participated; 45% of those eligible.

	be available for Fine Art and Visual Culture students	37 places were made available through the pilot and 30 students from Fine Art and Visual Culture participated in Studio+ / Visual Culture+	<p>increasing the number of places available and level of student take up to 60%.</p> <p>A further focus in 2019/20 will be reviewing and developing opportunities for building 'real world' engagement into all postgraduate courses.</p>	<ul style="list-style-type: none"> ○ 47% of eligible Design students. ○ 45% of eligible Fine Art students (an increase). ○ 40% of eligible Visual Culture students (an increase). <p>Challenges within the structure supporting Product Design student exchange with UCD were identified and appropriate module changes developed. This may enhance student interest/take up.</p> <p>Work on reviewing and developing opportunities for 'real world' engagement within all postgraduate programmes was interrupted due to COVID but is ongoing in 2020/21.</p>
A full programme of specified modules available through Studio+ / Visual Culture+.	No baseline provided	All the modules specified as part of the 2018/19 offer were available, and all but one were delivered. Radio NCAD was not delivered as too few students chose it as an option.		All the modules specified as part of the 2019/20 offer were delivered. Staff were invited to identify further enhancements for delivery in 2020/21.
Resource model in place for Studio+ / Visual Culture+	No baseline provided	A resource model was developed and implemented in 2018/19 that was clear and transparent, and consistently applied across all aspects of Studio+/Visual Culture+ provision.		Resource model continues to be implemented and enhanced.

iii. Interim targets, commentary and data source (maximum of 300 words)

Through Studio+ / Visual Culture+ **all** full-time undergraduate programmes at NCAD offer students the opportunity to undertake a work placement or work-based project as part of their programme.

In 2019/20 a total of 120 students availed of this opportunity (up from 97 in 2018/19) - as indicated above, this represents an increased level of overall participation at 45% of those eligible to undertake Studio+ / Visual Culture+. This has been achieved through a significant increase in levels of participation in Fine Art and Visual Culture. The level of participation in Design has not increased as we anticipated.

The consultations that we anticipated conducting with students to understand the considerations that inform decisions *not* to participate did not take place due to the impact of COVID. The importance of undertaking this consultation is clear although the current conditions are challenging in terms of getting meaningful student engagement around this.

The table below shows the number and % of students taking Studio+ in year 3. As a large proportion of students taking the Studio+ / Visual Culture+ option are including an Erasmus study period in their year, these numbers include students who have chosen *both* Studio+ and Erasmus.

Studio+ Uptake				
	Studio+ Total (Incl Erasmus)	Erasmus	Eligible Students	% taking Studio+ (Including Erasmus)
2017/18	44	27	265	17%
2018/19	97	42	257	38%
2019/20	120	66	264	45%

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Participating in Erasmus+ is fundamental to educating students to be a creative force at a national and international level. The mobility of students and staff helps us to educate artists and designers capable of acting across local, national and international contexts.

Participating in an Erasmus mobility makes a vital contribution to NCAD students’ learning through shifting the lens through which they understand the place of their practice within and beyond Europe. We are very pleased with the progress made in 2019/20, despite the impact of the pandemic in the latter part of the year whereby a number of Traineeships were not able to take place. In 2019/20, of the students eligible to participate in an Erasmus mobility as part of the Studio+ / Visual Culture+ programme, **25%** took up that opportunity. This is an increase of 9% on levels of participation from 2018/19.

It is a source of disappointment for the College that the COVID-19 pandemic disrupted planned staff mobilities and our focus upon the strategic development of Erasmus+ opportunities for staff. Whereas we had hoped to support up to 20 staff mobilities, only 3 took place in 2019/20.

Strategic Priority 2.1 (Strategic Pillar 1: Agile and Relevant Learning)

i. Institution Strategic Initiative	Studio+/Visual Culture+ (International) [1c]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

<p>% of graduates of undergraduate programmes that completed a study or training period abroad (target 20%)</p>	<p>31 Design students undertook Erasmus mobilities (study and traineeships) in 2017/18 Academic Year.</p> <p>17 Fine Art students undertook Erasmus mobilities (study and traineeships) in 2017/18 Academic Year.</p> <p>4 Visual Culture students undertook Erasmus mobilities (study and traineeships).</p>	<p>6% increase in Erasmus participation on 2017/2018</p> <p>44 students from Design participated in Erasmus through Studio+, with a further 3 students availing of Erasmus Traineeships outside of the Studio+ structure.</p> <p>18 students from Fine Art participated in Erasmus through Studio+, with 2 students participating in Erasmus (one study one traineeship) outside of the Studio+ structure</p> <p>1 student from Visual Culture participated in Erasmus through Studio+.</p>	<p>In Fine Art, expanding the number of partnerships through which Studio Plus is delivered, and increasing the number of places available to achieve a student take up of 30%.</p> <p>In Visual Culture, building partnerships through which Visual Culture Plus is delivered and increasing the number places available to achieve a student take up of 30%.</p> <p>Support post-graduate engagement in Erasmus</p>	<p>39 Design students undertook Erasmus mobilities (study and traineeship) in 2019/20. (A number of planned traineeships did not take place due to COVID.)</p> <p>25 students from Fine Art participated in Erasmus (study and traineeship) in 2019/20.</p> <p>2 students from Visual Culture participated in Erasmus through Visual Culture+.</p> <p>In total, 24% of the eligible student cohort participated in an Erasmus mobility.</p> <p>Postgraduate engagement in Erasmus did not improve during 2019/20. The student engagement needed to understand the challenges to PG participation in Erasmus did not take place during 2019/20.</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>As 24% of those students eligible to participate in Studio+ / Visual Culture+ participated in an Erasmus mobility, this structure is enabling us to meet our Compact targets and our responsibility in respect of the overall national system objective of at least 20% of those who graduate in 2020 having undertaken a study or training period abroad.</p> <p>Reflecting upon how we might further enhance such opportunities for our undergraduate student body, consideration might be given to promoting graduate Traineeships for our BA in Education and Design/Fine Art students. While this is not realistic for the current academic year, given the current uncertainties in living with COVID, it warrants prioritisation for 2021/22.</p>			

There has also been some growth in respect of inward mobilities - the actual number of inward study mobilities in 2019/20 was 40 (a modest increase on 32 in 2018/19). Consideration is being given to the range of factors that influence inward mobility opportunities and how the level of take up might be further enhanced for 2021/22.

Due to the impacts of COVID, the student engagement needed to understand the challenges to postgraduate participation in Erasmus did not take place during 2019/20. It is hoped that such engagement will be possible within the current academic year. In the meantime, consideration is being given to clearly identifying and promoting appropriate opportunities within the curriculum for such exchanges across NCAD's postgraduate programmes.

Data Source: NCAD Student Database (Quercus) and HEA Erasmus+ Returns.

Strategic Priority 2.2

i. Institution Strategic Initiative	Developing staff mobility [2c]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
# of staff taking up an Erasmus mobility	9 staff mobilities.	11 staff mobilities. Data on staff participation collated and analysed.	20 mobilities sought for 2019/20	While we secured funding for 20 mobilities, the impact of the COVID pandemic significantly disrupted both planned mobilities and implementation of NCAD's plans for the strategic deployment of staff mobilities. Only 3 mobilities took place.
Proposal for priorities agreed through Long Term Planning group	No institutional priorities	Outline set of priorities have been proposed through NCAD's Long Term Planning process and are being brought to staff for consultation/implementation in 2019/20.	At least 70% of the available mobilities directed toward achieving strategic objectives, with up to 30% available in respect of individual professional development interests outside of these priorities.	Our priorities remain unchanged but effective action in respect of staff mobilities is challenging in the current context (COVID-19).

iii. Interim targets, commentary and data source (maximum of 300 words)

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Despite the disruption to participation in Erasmus+ caused by the lockdown in March 2020, and the suspension of our participation in Erasmus+ during Trimester 1 of 2020/21, we remain committed to connecting with local, national and international contexts, and have sustained strong connections with partners nationally and internationally despite the pandemic. Supporting staff to re-engage with Erasmus+ as soon as it is safe to do so is a high priority for the College.

While it is unlikely that we will improve our levels of staff participation during the current academic year - with so much energy being required to deliver an art and design education in the current context, as well as the current uncertainties and challenges in respect of international travel - our priorities for developing staff mobilities are unchanged:

- In support of PG programme development and enhancement
- Engaging with models of 'best practice' across Europe in terms of internship/placement experiences at undergraduate level
- Postgraduate Research programmes and research supervisor training
- Learning & Teaching: Administrative Infrastructures, and innovative in teaching practices
- Research: Administrative Infrastructures
- Student Support: Models in support of student success.

As noted in our last return, it is proposed that at least 70% of the available mobilities will be directed toward achieving strategic objectives as reflected in those priorities, with up to 30% being available in respect of individual professional development interests outside of these priorities.

Data Source: NCAD Student Database (Quercus) and HEA Erasmus+ Returns.

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Growing Postgraduate Research Enrolments

Our plans to consolidate and develop postgraduate study as a mainstay of research are progressing: recruitment dropped slightly in this period (but has revived significantly in the period following this self-evaluation). We've redesigned our taught programmes significantly and improved application tracking of / communication with applicants. We've formed new strategic relationships with national arts organisations expressly to support new opportunities for PG study / research, and have laid the foundations for the design of a clearer and purposeful offer of research degrees that will be rolled out in the next phase.

Research and Enterprise Engagement

NCAD is building on the design research expertise within the College to develop research projects in collaboration with national and international industry partners.

The college has successfully attracted funding for two significant projects, meeting the HEA compact target early. The intention is to build upon this success and develop further projects and build capacity for research and knowledge exchange.

The college is a partner in the recently announced SMART8 Research Hub which focuses on improving the health and well-being of local residents.

Work is underway to better understand current provision and patterns of development within NCAD's relationships with enterprise and Nova UCD.

Strategic Priority 3.1 (Strategic Pillar 2: A Space for critical Thinking and Action)

i. Institution Strategic Initiative	Research and enterprise engagement [2b]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
# of significant research projects in collaboration with national and international industry partners (target: 2)	1 EU funded Industry Academia collaboration concluding (PELARS).	Priorities identified following workshops and consultation with internal stakeholders.	Implement User First research project or assess feasibility of resubmitting	NCAD has been awarded funding for a number of User First research projects including Eye-Vu and Slainte Care, bringing

		<p>Initial consultation has been undertaken with industry partners in relation to the possibility for deeper collaboration in Research and Development.</p> <p>MOU's established with partners including RCSI and Digital Hub building upon our expertise in User-First Design and Design for Health and Wellbeing.</p> <p>TTSI3 consortium received an A rating.</p> <p>63 Research and Innovation Projects undertaken during 2019 to date in line with agreed targets.</p> <p>1 EU Horizon 2020 RISE collaboration (SPACEX) approved for funding.</p> <p>1 Erasmus+ collaboration (PARTGO) approved for funding.</p> <p>Two significant projects bids being developed.</p>	<p>Engage research group in considering further research projects</p> <p>Develop priorities against which funding can be sought, in collaboration with industry, in the area of Medical Device Design</p> <p>Identify academic partners across Europe</p> <p>Apply for Enterprise Ireland funding</p> <p>Conduct audit of research</p>	<p>in income close to €500k. This success follows the strategic decision to prioritise collaboration with industry partners in the Design for Health and Wellbeing sector.</p> <p>A number of other research projects are under development for submission to future calls and opportunities including Enterprise Ireland funding.</p> <p>We are in the process of applying to join the Global Design Factory Network (managed by Aalto University, Finland), which will help nurture academic partnerships across Europe and the wider world.</p> <p>We have conducted an annual review of research and knowledge transfer activities.</p>
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iii. Interim targets, commentary and data source (maximum of 300 words)

Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

The College is ahead of our agreed schedule for the Research and Enterprise Engagement strategic project.

Two significant projects bids have received funding:

1. *EyeVU* project in partnership with Tympany Medical and UCD. This is a large scale project that has been awarded DTIF funding, worth >€450k.
2. *Slaintecare Strokelinek* project in conjunction with the Mater Hospital. Worth >€40k to NCAD with funding confirmed.

The College is making good progress and is ahead of the schedule outlined in the Compact. Following the development and publication of the new strategic plan, the College has been able to focus on reviewing our wider research and innovation activities.

As part the implementation of **Futures, Bold and Curious** we have continued to drive our research and innovation activities (in parallel with the HEA Compact project deliverables):

- Further meeting/s with internal and external stakeholders – underway, moved online due to COVID
- Workshop/s with relevant NCAD staff and students - underway
- Benchmarking Research and Engagement activities with basket of comparable national and international institutions - underway
- Qualitative and Quantitative Review of Existing Activities - underway
- Development of new research and engagement management structures and guidelines - underway.

This holistic and strategic approach is enabling NCAD to engage with industry, provide SME’s and wider industry with access to our Design expertise and develop the value of our knowledge transfer with existing and new partnerships in areas of strategic interest to the College.

Strategic Priority 3.2 (Strategic Pillar 2: A Space for Critical Thinking and Action)

<p>i. Institution Strategic Initiative</p>	<p>Growing postgraduate research enrolments [2a]</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p># / % of postgraduate students # / % of Doctoral level students</p>	<p>15% of total student enrolment of 873 students are postgraduate (2% at doctoral level)</p>	<p>148 masters and doctoral students enrolled for the</p>	<p>Redesign of the MFA in Fine Art.</p>	<p>134 Postgraduate enrolments (of which 15 at Doctoral level). This</p>

<p>(2021 Target: to expand postgraduate provision at Master's level by 5% and increase research enrolments by 10%)</p>	<p>140 postgraduate enrolments for 2017/18</p>	<p>2019/20 academic year, an increase of 8 from 2018/19.</p>	<p>The revalidation and relaunch of a Social Imagination MA (formerly MA Socially Engaged Art and Education) to provide greater opportunities for engagement with Social Science expertise at UCD and stronger connections with national partners.</p> <p>Consolidation of partnerships with external bodies including Mercer's Institute for Successful Ageing at St James Hospital, IMMA and NMI.</p>	<p>is 12% of total (degree) registered students enrolment of 1093.</p> <p>While this figure represents a drop in PG recruitment during the reporting period we are satisfied that it is not a matter of significant concern. In the next phase of reporting we will be showing growth. Moreover we laid the groundwork for growth in this period: we have thoroughly reviewed our taught Masters levels programmes in all Schools including the MFA in Fine Art. A key change arising from this is moving the start of the majority of programmes to January for these reasons: to stimulate recruitment and enhance flexible learning; better, all year use of college resources; and greater opportunities for cross-programme collaboration and external partnerships, particularly during the summer trimester. New PG 'intensive' modules will be validated and taught in partnership with the Irish Museum of Modern Art in 2020-21.</p> <p>Redesign of the Social Imagination MA continues as planned but schedule is re-aligned with wider</p>
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				<p>postgraduate programme development initiatives.</p> <p>Consolidation of partnerships with external bodies include MoA with NMI (signed Jan 2021) with focus on PG learning and research; and co-design of new PG courses with IMMA. And, in both cases, PhD recruitment to work on Museum collections.</p>
Scholarship provision extended to PhD provision. 4 doctoral scholarships awarded (2 Education, 1 Fine Art, 1 Visual Culture).	No baseline provided			<p>Overall number of PhD applicants remains high but offers are lower in 2019-20. One scholarship offered. External-funding applications made to IRC to support doctoral study.</p>
Enhanced marketing and communication strategy undertaken in spring 2019 for postgraduate study at NCAD, including specialist information events as part of the graduate exhibition.	No baseline provided	<p>Our intention in stages 1 and 2 of the project has been to improve the communication and focus of our postgraduate offer before implementation. Stages 1 and 2 involve benchmarking international comparators, and the analysis and evaluation of our postgraduate offer in terms of levels of participation and capacity for expansion. This has occurred in the context of designing and launching new programmes as well as the redesign of existing programmes in our Schools of Design and of Visual Culture and is still underway in terms of new programmes in the School of Fine Art.</p>		<p>Following benchmarking and review exercises, the cycle of improvements to existing taught programmes now completed in School of Design and Visual Culture. Work is ongoing to complete this process in the School of Fine Art. Attention will focus on research degrees in 2021 with benchmarking and review to examine College supervision and subject capacity as well as the interest in MRes in our fields.</p>

<p>4 new industry facing design MA pathways commenced 2019/20 Academic Year.</p>	<p>No baseline provided</p>			<p>16 additional MA Design students recruited. A number of programmes now commencing delivery in January, rather than September to provide greater flexibility of offer.</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>On track to meet our target of PG (taught programme) enrollments by 2021. In this period, numbers dropped but in the next self-assessment report we will be showing growth. Groundwork for growth has been the redesign of programmes and improved publicity and communications. Clearer lines of communication/reporting, target numbers and responsibility for tracking applications from initial approach to the start of studies have been put in place.</p> <p>Delayed by the massive reorganisation of teaching and the complexity of working with partners during early pandemic, completion of the process of redesigning and relaunching the Social Imagination MA is being rescheduled in order to align effectively with wider postgraduate programme development initiatives.</p> <p>Research enrollments (PhD and MLitt) were lower in this reporting period than in the first phase, a reflection of the fluctuating nature of such applications. Nevertheless, the regular meeting of postgraduate programme leaders have set clear priorities concerning research enrolments including the redesign of the structured PhD (a credit / module structure supporting independent research); the need for a MRes to stimulate recruitment and provide a step to PhD; opportunities for arts organisations who wish to support the staff development of research; clear modelling of 'by Practice' research to ensure staff and applicant confidence; and improved communication of research opportunities and priorities on the website. These plans will be implemented in 2021.</p> <p>A small number of plans for specific activities such as staff workshops to model different and innovative forms of 'by Practice' research - described in the last report - were put on hold by the pandemic. However, these events are planned for 2021. Plans to work with Humanities UCD to develop frameworks for 'by Practice' research have been refocused on making an application to establish a Creative Futures Academy (CFA) under the framework of Human Capital Initiative (Pillar 3).</p>			

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland’s population;

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Diversifying our student population in terms of age, gender, geographic and socio economic profile is a key objective within NCAD’s strategy. As connecting with the wider society and ensuring equality of opportunity is a high priority for the College, two initiatives have been undertaken in support of this system objective: developing flexible pathways, and broadening the social and economic base for art and design as an area of study.

Despite the disruption of COVID-19, good progress was made in respect of developing flexible pathways including: the expansion of our flexible pathways in part-time credit-based evening programmes to include a Higher Diploma in Art and Design, and the inclusion of Open Learning in our part-time offerings; and the introduction of exit awards for all of our undergraduate programmes.

Disappointingly, COVID-19 has impacted on our ability to connect on campus with our access groups and this is hampering progress. Online delivery is continuing with our Access programmes but this proved to be challenging due to participants’ lack of engagement with technology and school closures. This difficulty is shared by our partners within Leinster pillar 1, and is one that we are working together to mitigate with a deepened sense of collaboration.

Strategic Priority 4.1 (Strategic Pillar 1: Agile and Relevant Learning)

i. Institution Strategic Initiative	Developing flexible pathways [1a]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
% total undergraduate flexible enrolment (2021 target of 18.5%)	15.5% total undergraduate flexible enrolment 3 level 7 part-time Certificates (30 credits) 1 Level 7 part-time Diploma (60 credits).	Programme offering 120 credits at level 8 undergoing validation. An outline Diploma programme (120 credits) is being explored by the School of Fine Art and the School of Education with a view to implementation in September 2020.	1% increase in undergraduate students enrolled on a part-time programme in 2020/21 through Diploma programme. Commence considering range of possibilities for flexible pathways in Design	Enrolment on the part-time Diploma in Art and Design in 2019-20 increased by 15%, with a 100% completion rate. Approval of the 2-year L8 Higher Diploma was secured. (This will replace the existing L7 Diploma for the next reporting period.) Overall, 17.5% of our undergraduate students were

			<p>New model, building upon PATH Open Learning initiative, being piloted in 2019/20.</p> <p>Resource planning to test the viability of the part-time model will be progressed in 2019/20 with the involvement of the recently appointed Head of Corporate Services/Registrar (2019/20).</p> <p>Commence considering possibilities for an 'access' initiative in partnership with local communities.</p>	<p>enrolled on a part-time programme in 2019-20.</p> <p>Establishing flexible pathways in Design at undergraduate level is proving challenging.</p> <p>PATH Open Learning pilot was delivered in 2019-20. NCAD offered four courses and one place was taken upon the OPEN learning platform. NCAD will continue to promote this opportunity for learners to avail of its courses through the OPEN Learning initiative in UCD.</p> <p>Work to map a resource model that might support part-time access to existing full-time undergraduate programmes was disrupted by COVID-19, which is disappointing. However, the move to online and blended learning prompted by COVID-19 suggests that there may be opportunities for more flexibility within the system than anticipated and will support more effective consideration over the life-time of the Compact.</p> <p>Consideration of an 'access' initiative in partnership with local communities is delayed due to COVID-19.</p>
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iii. Interim targets, commentary and data source (maximum of 300 words)

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Overall, our interim targets for 2019-20 have been met -

- 17.5% of our undergraduate students in 2019-20 were enrolled upon a part-time pathway.
- Approval was secured for a part-time L8 two-year Higher Diploma in Art.
- Open Learning (PATH) pilot was delivered.
- COVID-19 disrupted resource modelling in respect of part-time access to existing full-time programmes but has also revealed the possibility for greater flexibility within our structures than we expected.

Establishing a part-time Higher Diploma in Art for delivery from 2020-21 is a significant enhancement of the flexible pathways available within NCAD as it allows students to seek advanced entry into the final year of our BA in Fine Art. It also aligns with another important achievement of 2019-20, the establishment of exit awards for all of our undergraduate programmes (a measure that is important in terms of flexible learning *and* student success).

Open Learning – a programme of cross-institutional open learning led by UCD, is based on a modular and student-centred approach. The overall Open Learning project aims to register 950 students across the region to open learning modules in one or a combination of institutions over three years. A small number of places were offered on NCAD Visual Arts part time courses. The uptake was very modest, in part because most of the courses on which places were available were cancelled due to COVID-19.

A further review of the use of space and facilities on campus was carried out this year, accentuated by the need to revise our space due to COVID-19. The part time needs of NCAD are being considered in light of the lessons learned and advanced plans to implement a VLE platform for the next academic year; we anticipate that our capacity to support opportunities for blended and flexible pathways to learning will be greatly enhanced.

Strategic Priority 4.2 (Strategic Pillar 3: An Open and Connected Institution)

<p>i. Institution Strategic Initiative</p>	<p>Broadening the Social & Economic Base for Art and Design as an Area of Study [3b]</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>

<p>Diversity of the student population</p>	<p>PATH initiatives form the base</p> <p>1916 - 8 bursaries in 17/18.</p>	<p>8 participants completed practical 'I Can Teach' workshops. 3 progressed to First Year Education Art/Design and 2 to PME Sept 2019 intake.</p> <p>June 2019 Creative Arts Summer School delivered, led by NCAD. 60 participants recruited. 2 students progressed to NCAD Sept 19.</p> <p>Recruit NCAD students to train as Community Mentors. 11 students completed the full Community Mentoring programme.</p> <p>6 events delivered by NCAD as part of the Dublin Learning City Festival.</p> <p>1916 - 7 bursaries awarded to successful candidates 2018/19.</p> <p>Participation in Path evaluation with partners.</p> <p>NCAD has met its targets in relation to widening access to higher education art and design through deep and engaged work with the partner HEI's across PATH 1 2 3. We have committed to carrying out an evaluation of the whole PATH programme with a view to developing and extending the collaborative approach across the five HEI's.</p>	<p>In this year, the College will carry out the research project designed to:</p> <ul style="list-style-type: none"> - gain a deeper understanding of the barriers experienced and perceived by PATH participants and others (if the key findings emerging from the on-going evaluation processes within the PATH programmes suggest that this is appropriate), - understand the impact of participation in PATH for the participant, - understand the impact of participation in PATH for participants' for families and communities 	<p>An evaluation of the work of PATH cluster 2/3 has been conducted and submitted. Recommendation included widening the members of the Steering Group to include leaders of community groups and representation from the hard to reach sections of society.</p> <p>Due to COVID some of the activities of the widening participation committee have been delayed.</p> <p>Seven participants from 2018 CASS and 2019 CASS have progressed to a creative arts course in Higher Education. A short video was developed to capture stakeholders' perceptions of the week: https://www.ncad.ie/cass/</p> <p>Covid is impacting upon on-going work to widen access: Covid-19 has presented us with a challenge as the restrictions have impacted on the traditional delivery of the access programme. The Access Programme at NCAD normally involves a programme of events that take place over the course of the year. This includes the Student Shadowing Programme, Artist Mentoring Programme, Access Day and the Primary</p>
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		<p>We have committed to work towards a sustainable model as we move into the future. We have developed a deeper understanding of the barriers that are specific to Art and Design especially through CASS. NCAD is currently carrying out an evaluation of the CASS project, specifically in relation to the Art and Design sector.</p> <p>We have extended our extensive network of art teachers who we work with in DEIS band schools to include the Further Education (FE) sector. The focus on FE sector in the 'I Can Teach' PATH 1 programme has delivered a significant increase in underrepresented students from the further education cohort into teacher education in terms of age, gender and diversity.</p>		<p>School Access Programme. These projects have established relationships with local DEIS primary and post primary schools as well as with community groups. Some of these activities have been impacted by COVID-19 and alternative ways of connecting with these groups have been developed.</p> <p>PATH1 'I Can Teach': 18 Education students from the FE sector eligible under 'I Can Teach' to apply for €200 bursary for materials will receive the bursary this trimester. Due to COVID an online portfolio course was offered and applications are open with a low uptake.</p> <p>PATH 2 1916 Bursaries – continuing for a further 3 years with 22 NCAD scholars receiving a bursary of €5k over 4 years.</p> <p>PATH 3 The Creative Arts Summer School was cancelled in June 2020 as access to the campus was severely limited. An online Creative Art Spring School took place virtually in 2021 over 5 weeks commencing 27th February, and was open to 60 participants.</p>
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iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

We conducted an interim evaluation, and an external evaluator conducted an evaluation of each of the PATH strands, and have committed to evaluating the collaborative approach across the cluster of 5 HEI's towards sustaining a viable future for the ACCESS work of widening participation in Higher Education. Data from interviews, focus groups, questionnaires from the five universities were gathered and analysed. Recommendations included widening the members of the Steering Group to include leaders of community groups and representation from the hard to reach sections of society.

Due to COVID some of the activities of the widening participation committee have been delayed and the work of the Access programme has been challenging. Alternative ways of engaging hard to reach groups have been discussed and plans are in place to have an online Spring School and an online Dublin City Learning Festival. This may prove to be challenging as the technological support for these target groups may not be in place for online activity.

In addition to highlighting COVID-related challenges, it is also imperative to identify the 'everyday' challenges that were encountered by the PATH project teams. The main issues appear to have been at an operational / logistical level.

In some of the work packages, a significant challenge stemmed from an underestimation of the *workload* involved, a lack of previous experience, and a very tight timeframe.

Challenges associated with *participant selection* were identified in PATH 2 and in the CASS work package, in which the numbers of applicants considerably exceeded the available places. However, despite the oversubscription to some of the offerings, it proved challenging to attract and retain applicants from the target groups to the Open Learning and Community Mentoring WPs. These challenges were identified as relating to overly ambitious initial targets, scheduling issues and a need for a clear communications strategy.

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

You Belong, NCAD’s Framework for Successful Studentship, encompasses a range of initiatives designed to support students in: transitioning into Third Level, succeeding in their journey through bold and curious learning, upholding values of dignity, respect and equality as citizens and members of the NCAD community, and shaping the development of their College. Despite the impacts of COVID-19, good progress was made in the development of institutional resources to support student success and sustain good progression.

Most 2019/20 Student Success ambitions were delivered: strong participation from student mentors in support of transition into HE; consultation and programme development to support students’ digital literacy as part of learning to learn in higher education. Unfortunately, roll-out of ByStander Training for Year 2 students was interrupted by COVID.

We continue to actively monitor student progression and worked hard, particularly towards the end of 2019/20, to support student success, progression and completion. Measures implemented in response to COVID, greatly appreciated by our students, included: rapid implementation of on-line learning; increase in, and diversification of, well-being support; introduction of a safety-net; detailed alternative assessment arrangements; an extension of time for final award students; and professional supports for graduates (a maker’s month, enhanced digital catalogue and a year-long graduate exhibition programme).

Strategic Priority 5.1 (Strategic Pillar 3: An Open and Connected Institution)

i. Institution Strategic Initiative	Supporting student success [3a]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<i>KPIs in You Belong, NCAD’s Framework for Successful Studentship?</i>	Induction programme for Year 1 students, student mentors, Active Consent workshops End-of-Year survey, bi-annual Student Forums	Extending the focus of the College’s End-of-Year Survey to encompass students’ experience of belonging. This was achieved. Under the heading ‘NCAD Community’, a series of questions focused upon enjoyment, participation	The range of actions to be undertaken in order to enhance understanding of what a meaningful student success strategy for NCAD are quite diverse, and in 2019/20 will involve:	The changes implemented in 2018/19 to the ‘Welcome and Induction’ were sustained in 2019/20, with strong participation from student mentors in terms of supporting students in transition into Higher

	<p>Policy: College Community Charter, Dignity and Respect Policy.</p>	<p>in social activities, atmosphere on campus and feeling part of the NCAD community.</p> <p>Enhancing 'Welcome and Induction' for Year 1 and expanding the induction programme for Year 2 students. This was achieved. Expansions to the Welcome and Induction programme for first years in 2018/19 included: A change in the format of the presentations given to students from addressing the whole year group on the first day of term to a series of presentations and tours for small groups during Registration Week. Engaging with NUIG toward developing 'Bystander Training' for Year 2 students.</p> <p>Evaluating student feedback from 2017/18 through the lens of belonging and perceptions of 'success'. This was achieved and has prompted drawing together a wide range of initiatives to support successful studentship under You Belong.</p> <p>Consulting with staff, students and student mentors to develop a pilot student success project that enhances the role of student mentors and focuses on addressing pressures around</p>	<ul style="list-style-type: none"> ● Implementing the pilot student success project for NCAD's first year students is a key step in building a culture focused upon anticipating and enabling students to successfully overcome the challenges that face them ● Gathering feedback from staff, students and student mentors over the course of the pilot project in order to refine, enhance and expand the pilot for 2020/21 ● Consulting with staff and students to explore understandings of – ● What constitutes 'student success' ● What are the barriers to 'belonging' ● What if it's the wrong programme, wrong time? 	<p>Education, and leadership within NCAD's Active Consent programme for all First Year students.</p> <p>Challenges in recruiting 'Digital Angels' (digital mentors), and feedback from students and staff prompted a change of strategy in seeking to enhance student capacity to respond to the digital challenges of effective engagement in higher education learning and the particular needs of their programme. This led to curricular development within the First Year studio programme (effective from September 2020).</p> <p>Engagement with NUIG on developing 'Bystander Training' for Year 2 students was good and plans were in place for delivery in Trimester 2 of 2019/20. However, this did not come to pass due to the COVID-19 pandemic.</p> <p>Some progress was made in terms of consulting with staff and students to begin exploring understandings of 'student success'. This process was interrupted by the COVID-19 pandemic.</p>
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		<p>'First Assignment – First Risk of Failure'. Following consultation this focused upon 'Digital Angels' rather than 'First assignment – First Risk of Failure'.</p>		
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Enable access: Measures to enable access continued to be successful in 2019/20 with continued high levels of application through the CAO and, as noted elsewhere, a continued strong performance on the part of NCAD's Access programme.</p> <p>Welcome and Begin Learning: Improvements generated through the enhanced welcome and induction programme continued to deliver strong engagement with the library on the part of first year students. Attendance across all areas of the first year curriculum continued to be strong, although there was a slight drop off in attendance and engagement as against 2018/19. Student success across their first year of study (eligibility to progress) continued to be strong, at 95%.</p> <p>The Digital Angels initiative proved challenging in terms of recruiting dedicated student mentors. Further consultation with staff, students and student mentors drew attention to complexities in respect of the specific requirements and capacities of different student cohorts and suggested that a teaching-led approach was needed. This was addressed through curricular enhancement for implementation in 2020/21.</p> <p>Consultation across the College community in respect of 'Student Success' was interrupted by COVID-19. Some progress was achieved on the basis of early understandings gained through this process and a review of our undergraduate curricula was undertaken and exit awards have been built into all undergraduate programmes.</p> <p>Student Forums continue to support strong student engagement and provide a bedrock for partnership with students. Consultation with staff during 2019/20 suggests that further enhancements are possible in terms of refinements of format and staff training.</p> <p>While the COVID-19 lockdown was incredibly challenging for art and design students (and staff) nationally and internationally, our end of year survey indicated that NCAD students felt supported by the College through the range of measures taken to mitigate its impacts.</p>			

Strategic Priority 5.2 (Strategic Pillar 3: An Open and Connected Institution)				
i. Institution Strategic Initiative	Sustaining good student progression [3c]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<p>Overall progression rate</p> <p>Year 1 to Year 2 UG progression rate</p> <p>Successful completion of Year 1 of studies</p>	<p>In 2017/18, the overall progression rate for NCAD undergraduate students was 90%.</p> <p>Year 1 88% Progression</p> <p>Years 2-4 91% Progression</p>	<p>We expect the 2018/19 progression rates to be consistent with 2017/2018 and thus to be broadly in line with the national average for the university sector in Ireland.</p> <p>94% of undergraduate students successfully completed Year 1</p> <p>Of the students who commenced an undergraduate degree at NCAD in 2018/19:</p> <ul style="list-style-type: none"> ● Total Yr1 students (Sep18) - No. 287, % 100 ● Total progression (year 2, 19-20) - No. 262, % 91.29 ● Repeat Yr1 - No. 3, % 1.05 ● Retention (progressing + repeats) - No. 265, % 92.33 ● Semester 2s (expected to return) - No. 7, % 2.44 ● Time out – deferral (expected to return) - No. 8, % 2.79 ● Withdrawn - No. 7, %2.44 	<p><i>Student Progression and Retention Plan</i></p>	<p>While preliminary work on a Student Retention and Progression Plan was underway in 2019/20, this was interrupted by the COVID-10 pandemic. Consequently, we are not yet in a position to publish a Student Retention and Progression Plan built in partnership with students.</p> <p>95% of undergraduate students successfully completed year 1.</p> <p>The HEA’s progression data showed a slight improvement in overall 2018/19 progression rates (from 89% to 91%). With a slight decrease evident in 2019/20 progression rates (from 91% to 90%).</p>

<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Our ambition for this strategic initiative is to do everything possible to support our students to engage in their academic programme and feel supported by the College. The improved performance in this respect that has been evident in recent years was sustained in 2019/20.</p> <p>While preliminary work on a Student Retention and Progression Plan was underway in 2019/20, this was interrupted by the COVID-10 pandemic. Consequently, we are not yet in a position to publish a Student Retention and Progression Plan built in partnership with students. Nonetheless, our preliminary steps in this direction have prompted valuable reflection and modest initiatives that sustain progression for individual students.</p> <ul style="list-style-type: none"> ● One such measure has been a coordinated and concerted effort between Heads of Department and Student Services & Admissions to follow up with students seeking and/or due to return from 'Time Out' to enhance their sense of belonging to a shared learning community. ● Another such measure that has been realised in 2019/20 is provided through Studio+/Visual Culture+, providing programmatic flexibility for BA in Education students. That is, in most years one or two BA in Education and Design/Fine Art students realise after their first major classroom placement that teaching is not for them. Through Studio+ those students can transfer to a single honours programme (a BA in Design/Fine Art) and continue to progress within a 4-year programme. <p>While the impact at an institutional and system level of such measures may be modest, for the individual student such measures are significant (academically, financially and in terms of confidence).</p> <p>Data Source: Progression Data - 2017/18 and 2018/19 New Entrants.</p>
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6. Demonstrates consistent improvement in governance, leadership and operational excellence.

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

NCAD's third Strategic Focus, *An Effective Organisation*, outlines NCAD's commitment to being a cohesive and effective organisation, in which good management and decision making ensure all resources are fully maximised to support NCAD's strategic objectives, and our position as a public-funded organisation is understood and valued. Four of the seven strategic projects speak to our operational excellence mapping how we can work together better, employ effective resource planning and management, and realise improvements to our physical and digital environment.

Progress has been made across all these areas with key personnel appointments made (Head of HR and Staff Development, appointed September 2018, Head of Corporate Resources, October 2019) to drive improvement and strengthen the commitment of the Board and Executive to continue the significant remediation achieved in recent years against legacy issues that NCAD has faced in this area. Capital funding received from the HEA has enabled significant improvements to our physical infrastructure with additional capital work planned to start in Spring 2021.

Compact Initiative 4a: A Culture of Effective Governance

This is an initiative to embed the best management practices required to ensure a stable foundation from which the institution can build and develop. At the core of this is effective management of our resources - people, finance and infrastructure - and an institution wide management culture that is driven by effective and informed decision making.

Compact Initiative 4b: A Supported and Engaged Staff

NCAD's future ambitions and development will be achieved by an engaged and supported staff. NCAD's HR function was outsourced to Forde HR from 2016-18. The absence of an in-house HR function for a number of years and lack of investment in CPD makes the delivery of an effective framework to support staff a priority for NCAD during the period of this Compact.

The strained financial circumstances of NCAD have had a significant impact on the provision of Continuous Professional Development for all staff, academic and non-academic. There has been little formal support for staff undertaking CPD since 2011, and no clear prioritisation in respect of the development of academic and non-academic staff. This was identified as a pressing issue for staff through the Institutional Review process undertaken by NCAD across 2016 and 2017, and reflected as an issue to be addressed in the Peer Review Report.

The College will work to establish and implement a Continuous Professional Development Framework from September 2021.

Strategic Priority 6.1 (Strategic Pillar 4: Stable Foundations)

● Institution Strategic Initiative	A culture of effective governance [4a]			
● Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Corporate Governance Framework KPIs?	14/15 Draft Financial Statements were not delivered on time.	The annual workplans for An Bord and the College Management Team are in place and where adhered to during the 2018/19 academic year.	Not specified	
	Draft statements for 15/16 and 16/17 were submitted on time.	Financial and governance returns were completed and submitted on time.		Financial and governance returns completed on time.
	Annual Governance Statement 16/17 submitted June 2018.			Effective planning to manage risk created by COVID and move College to remote operation.
				Risk Appetite, Risk Management Policy and Risk Register have been implemented.
				IT/GDPR policies, creation of a suite of IT policies to reflect internal audit recommendations.
				Internal Audit has moved from limited assurance to reasonable assurance.
				Health and Safety Management System completed, creation and assessment completed, implementation from October 2021.

- **Interim targets, commentary and data source (maximum of 300 words)**

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Financial and governance returns were completed and submitted on time with approval of An Bord.

Significant progress was made in 2019/20 against NCAD's objective to embed best management practices across the College and put in place the business systems to deliver effective operational planning, financial management and HR management.

NCAD's financial position has improved with an end of year outturn of €340k.

Key targets met:

- Implementation of Health and Safety Management System commenced in October 2020. The creation of action register per department has begun. The initiation of annual audit/review of Safety Management System has begun.
- A tender is in progress for a new financial ERP system which will allow improved financial management ICT improvements.
- Improvement in infrastructure is ongoing.
- There has been an upgrade to Wifi, switches and remote monitoring of the network.
- ICT Projects underway:
 - Intranet (staff)
 - VPN
 - VLE
 - Online portfolio submission
 - Cloud based ERP (Finance System)
- Risk management; Alignment of Risk appetite to strategic goals of the college.
 - Reviews/Reporting at department, school, CMT and An Bord level.
- Safe reopening of the College within COVID protocols.

Data sources:

- Statement of Internal Controls moving from limited to reasonable assurance. No high rated issues.
- External Board effectiveness review
- Compliance with Code of Corporate Governance 2016
- External Review of Assurance Mapping.

Strategic Priority 6.2 ((Strategic Pillar 4: Stable Foundations)				
i. Institution Strategic Initiative	A supported and engaged staff [4b]			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<p><i>Resourced HR Department</i></p> <p><i>CPD Framework</i></p>	<p>Forde HR providing HR services through a consultancy service from 2016-18. Full-time HR presence on campus 1 HR Assistant.</p> <p>No CPD programmes 2017/18.</p>	<p>HR Manager recruited and commenced work in September 2018. Full HR team in place by November 2018.</p> <p>Review of CPD policies in practises across HE sector nationally and internationally mapped into T and L Strategic Project commencing in 2019/20 Academic Year.</p> <p>Consultation with staff undertaken in strategic process and preparation for the Institutional Self-Assessment Report.</p> <p>Peer to Peer workshop programme undertaken in Google Classroom.</p>	<p><i>CPD Framework Developed</i></p> <p>An audit of assessment practices undertaken. Full audit of T and L practices mapped into T and L Strategic Project commencing in 2019/20.</p>	<p>A staff training programme commenced in September 2019 including:</p> <ul style="list-style-type: none"> ● all staff workshops on dignity and respect in the workplace. ● management coaching. ● team building workshops in specific departments. ● health and safety training for all staff inc. First Aid, Manual Handling, Fire Warden, General H&S, Fire Safety and Chemical Training. ● Children’s First Training. ● COVID Training - COVID Manager, Lead Worker Representatives, First Aid Covid. <p>Articulating a comprehensive framework is linked to strategic projects in Teaching and Learning, and Research, both of which were interrupted by COVID.</p> <p>The work plans for the T and L strategic project were redirected</p>


				<p>during the academic year to support staff move to online and blended T and L.</p> <ul style="list-style-type: none"> • Digital resources were created in Spring 2020 to assist staff with remote teaching and online assessment. • Peer to peer CPD sessions sharing best practice and learning were put in place in September 2020.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><i>FUTURES, BOLD AND CURIOUS</i> reflects the priorities articulated by staff through the consultation period. The Strategic Focus: Embed Bold and Curious Learning at our Core proposes developing a Teaching and Learning Action Plan that creates a shared framework for excellence across NCAD. The Strategic Focus: An Effective Organisation proposes developing a Working Together Better plan that outlines an annual plan for staff development and training.</p> <p>Implementation of these strategic projects has been refocused towards supporting staff to meet the challenges presented by COVID and a move to remote and blended learning.</p> <p>Staff wellbeing has been a priority with specific initiatives including:</p> <ul style="list-style-type: none"> - Employee Assistance Service relaunched with staff; - shared links to webinars run by the EAS, Healthy Ireland & Government of Ireland; - Morning mindfulness sessions run by NCAD Counselling service via Zoom; - Participation in IBEC’s National Wellbeing Day; - Lunchtime chat/catch-up sessions; - Weekly all staff meetings during lockdown; - Medical assessments for high and very high risk staff followed up with supports; 			

- Appointment of a COVID HR Co-ordinator, providing dedicated support/advice for staff.

The prioritization of teaching and learning and staff development for the 2019/20 academic year has been focused towards supporting staff to move to remote learning from March 2020 and prepare for blended learning in 2020/21. Digital resources were made available to all staff in Spring 2020 to assist them with establishing google classroom and prepare for online assessment. An audit of IT needs was undertaken to ensure that all staff were adequately equipped for the 2020/21 Academic Year. An audit of each department's experience of digital teaching and learning was undertaken in summer 2020 which informed a series of peer-to-peer CPD workshops organised in advance of the academic year. A new digital champions scheme was rolled out across the College to assist staff with TEL.

7. Signature: *Of the President or on behalf of the President (please sign in space below)*

Signature:



Date:

12 March 2021