



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

Name of Institution	National College of Art and Design
Name and email address of contact person	Sarah Glennie, director@staff.ncad.ie
Date of submission	11 April 2022

Section B: Overview of Institutional Strategic Development and Performance

<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>NCAD 2018</p> <p>NCAD entered the current Compact at a challenging time institutionally. After a sustained crisis in respect of finance and governance - a new leadership team was in place & work was underway on the development of a strategic plan. Having just completed an Institutional Review, there was a strong understanding across the College of the scale of work needed to get back on track. The important understanding at leadership-level (An Bord, Director) was that developing & then implementing a strategic plan would take time & clarity regarding priorities, & a capacity to judge & resist pressures to do otherwise, as appropriate.</p> <p>NCAD’s strategic plan, Futures, Bold and Curious, was published in June 2019 alongside an outline implementation map, linking institutional review learning, the pillars of the emerging strategy & a series of strategic & enabling projects through which the work needed to get back on track would be delivered.</p> <p>Strategic Progress, 2018-2021</p> <p>The progress made by NCAD as a whole during the lifetime of this compact has been transformational. The College has moved FROM CRISIS TO STABILITY & is poised to move to Growth.</p> <p>A well-founded strategic plan has provided a solid base for STABILITY. The period 2018 to 2021 has seen:</p> <ul style="list-style-type: none"> •Sustainable growth in applications to NCAD & student numbers within the College [CAO data, NCAD’s Student Record System]. •In 2021 the College moved from a position of deficit to one of modest surplus [Pending final Auditors’ report] •Clear improvement in respect of Governance, with progress from ‘limited assurance’ to ‘reasonable assurance’ under Audit [Auditors’ reports to C&AG] •Critical health & safety issues on campus have been addressed •The ICT infrastructure of the campus has been significantly upgraded
--	--


	<p>As we emerge from the pandemic, the focus of the College is on MOVING TO GROWTH, with attention returned to full implementation of the strategic plan:</p> <ul style="list-style-type: none"> •Recruitment of a project officer for the Supporting Research Strategic Project took place in June 2021, with establishment of a Research Action Plan planned for in 2022/23 •Recruitment of a project officer for the Teaching & Learning Strategic Project took place in September 2021, with establishment of a Bold & Curious Teaching Action Plan planned for 2022/23, alongside a Digital Learning Strategy •An ambitious & innovative Campus Development Feasibility Plan has been completed and planning for first phase delivery is underway •A Global Strategy is complete & a 2 year activation plan will commence in September 2022 The initiation of The Creative Futures Academy, a funded collaboration with IADT & UCD under the Government’s Human Capital Initiative, marks a significant milestone for the College in enhancing our flexible learning opportunities <p>Risk Management</p> <p>At a ‘whole of organisation level’, NCAD in 2018 was an organisation that was struggling to formally articulate & effectively monitor risk. By 2021 the College had an established risk register, actively monitored by An Bord. In respect of the Compact, there was some monitoring of risk in respect of delivery of objectives, although there is further progress to be made in terms of embedding risk management at this level of institutional practice.</p> <p>The Pandemic, Strategic Progress & the Management of Risk</p> <p>As a small, specialist College with relatively low-levels of provision for & engagement with technology enhanced learning prior to March 2020, it was to be expected that the Covid-19 pandemic would pose an enormous challenge to NCAD. What is remarkable, & in many respects the most significant proof of progress within the institution, is that we succeeded through Covid.</p> <p>Within two working days of the first lockdown, all programmes were being successfully delivered online, & during the 2020/21 academic year intense, student-centred planning enabled high levels of campus occupancy without on-campus Covid-transmission. Student feedback (annual student survey) has been very positive in respect of feeling supported by the College through Covid.</p>
--	--

	<p>Inevitably, with a small management team, the prioritisation involved in ensuring an effective online & then blended learning environment for our students meant that some things were delayed or re-focused. Implementation of strategic projects was delayed & some COMPACT objectives were delayed or refocused.</p> <p>Alongside some 'loss' in time/focus, there have been really valuable gains through changes to priorities due to Covid. Procurement & roll-out of a proprietary VLE has been fast-tracked on the basis of our Covid experience. All first year learning in 2022/23 will be supported through Canvas as part of a staged roll-out across all programmes in the next three years.</p> <p>Ready for Growth</p> <p>That the progress being made by NCAD is 'transformational' & is being experienced across the organisation is evident in the findings of our most recent Institutional Review. The review offers a strong endorsement of NCAD's strategy & of teaching, learning & assessment across the College.</p> <p>That the progress being made by NCAD is having impact beyond the College is evident in our improved QS ranking - moving into the top 100 for academic reputation.</p> <p>From an NCAD perspective, the crucial transformation of 2018-2021 is centred upon trust - trust of the College, & trust within the College. We trust that we can & will deliver on the ambitions of Futures, Bold and Curious and, in so doing, make a valuable contribution to the system-wide progress being driven through the HEA's Strategic Development and Performance Dialogues.</p>
--	---


Section C: Key System Objectives (KSOs)


<p>KSO 1</p>	<p>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</p>
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Key highlights and achievements, supported by evidence and data;</p> <p>All UG students at NCAD are offered the opportunity to undertake a work placement or work-based project as part of their programme. Studio+/Visual Culture+ is the key vehicle through which we ensure that this opportunity is extended to all undergraduate students. As of August 2021, the level of engagement with this optional additional year was at 59.54% of those eligible.</p> <p>There has also been consistently strong endorsement of the value of this opportunity to the students in annual Subject Extern Examiner Reports, and through periodic programmatic QA reviews.</p> <p>80% of NCAD’s taught postgraduate programmes explicitly structure their curriculum so as to enable ‘real world’ learning opportunities for students.</p> <ul style="list-style-type: none"> ● Main challenges experienced and action taken in response; <p>Ensuring the relevance of the Studio+ opportunity to Design disciplines such as Fashion, Textiles and Jewellery. Actions taken to address this was curricular enhancement through the introduction of two strands of additional scaffolding within the Design strand of Studio+.</p> <ul style="list-style-type: none"> ● Critical reflection on lessons and good practice emerging and any resulting changes in strategic direction; <p>Close monitoring of relevance in relation to different disciplinary priorities is important. Key opportunities in this respect include: soliciting student feedback and structuring the work of Subject Extern Examiners to support effective engagement with this aspect of the programme.</p> <p>The strength of external endorsement of Studio+/Visual Culture+ as an opportunity for students suggests the potential value of reviewing our undergraduate programme structures to make this component mandatory.</p> <p>Ensuring explicit opportunities for real world learning in PG programmes is relatively straightforward and has been embraced as a priority.</p>

	<ul style="list-style-type: none"> Benchmarking against national and/or international comparators; <p>A key source of our understanding in respect of equivalent practice and the value placed on real world learning nationally and internationally is our Subject Extern Examiners. Across all of our programmes, undergraduate and postgraduate, our Extern Examiners are generally drawn from UK and continental Europe.</p> <p>The observation that we need to give more explicit attention to benchmarking processes is a fair one, this is not as strong as it might be. Nonetheless, our sense from incoming EEs and from staff engagement as EEs nationally and internationally is that our practice in respect of creating real world learning opportunities for our students compares reasonably well to practice nationally and internationally.</p> <ul style="list-style-type: none"> Any critical risks that materialised and how they were mitigated / addressed. <p>Space challenges in respect of accommodating the level of student interest in Studio+/Visual Culture+ was a feature, addressed in the short term through securing additional space within the Digital Hub, and informing the current campus development plan and the securing of a longer-term lease on additional space adjacent to the campus.</p>			
Strategic Priority 1.1 'Real World' Learning (Studio+ / Visual Culture+)	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	% and # of students undertaking a work placement or work-based project as part of their programme	2017/18 participation in Studio+ / Erasmus (design only) 44 students.	60%	59.45% 151 students of a total of 254 eligible students undertook Studio+ (including availing of Erasmus+ mobilities). This was 1 student short of achieving the full KPI of 60%.
	% of postgraduate programmes offering work-	30%	50% (A further 20% of programmes will be preparing to encompass work-based	80% of taught postgraduate programmes offer work-based

	based opportunities as part of the curriculum		opportunities as part of the curriculum from September 2021.)	opportunities as part of the curriculum.
<p>SP 1.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>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.</p> <p>The option to undertake a Visual Culture+ learning opportunity that includes a strong real-world experience may warrant further enhancement as the level of interest from within Visual Culture is not as strong as it is across our Fine Art and Design programmes.</p> <p>Explicitly encompassing real world learning opportunities has greatly enhanced the learning environment of NCAD, and the demonstrable relevance of our programmes to meeting our ambition to equip our graduates with the skills and capacity to engage creatively with enterprise, the community and civic society.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 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</p>				
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<ul style="list-style-type: none"> • Key highlights and achievements, supported by evidence and data; <p>As noted in our 2020 response, 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. We are very pleased at the level of participation in Erasmus+ by students, and that we are exceeding the national target for 20% of all graduating BA students having undertaken an Erasmus mobility.</p> <ul style="list-style-type: none"> • Main challenges experienced and action taken in response; <p>The biggest challenge experienced by the College, and the wider HEI sector, in relation to International engagement was the Covid-19 pandemic. This impacted upon students on Erasmus mobilities during the Spring of 2020, and prevented us in supporting mobilities in Autumn 2020. There was strong engagement with students (outward and inward) during Spring 2020 to ensure that all students successfully completed 30 ECTS and were able to progress in their studies.</p> <p>Expanding the level of engagement on the part of staff with Erasmus+ opportunities was significantly affected by the pandemic. Partly because mobilities were not supported during part of the Spring Trimester of 2020 and during the Autumn Trimester of 2020. And</p>			

	<p>significantly because progress in respect of a range of strategic projects that were expected to harness the opportunities provided by Erasmus+ were delayed by at least 12 months due to the pandemic.</p> <ul style="list-style-type: none"> • Critical reflection on lessons and good practice emerging and any resulting changes in strategic direction; <p>Greatly enhancing the level of student engagement and achieving our ambitions in respect of the overall level of engagement at undergraduate level has revealed the ‘capacity’ of our current Erasmus Office to support outgoing mobilities. That is:</p> <ul style="list-style-type: none"> • With an office of 1.5 FTE staff, supporting 80 to 85 outgoing Erasmus study mobilities is the limit of a manageable workload. • An estimate of success rate (acceptance and student participation) will need to be taken into consideration in future calculations regarding KPIs. <p>A further consideration is ensuring capacity to support broadly equivalent numbers of inward mobilities. Again, we are pleased at the recovery of the level of inward mobility being supported by the College. Future considerations in respect of any increase in the number of outward mobilities will need to include consideration of spatial capacity to increase our accommodation of inward mobilities.</p> <p>Consideration will need to be given to our capacity to actively promote and support significant mobility at postgraduate level, given that we are at resource capacity in achieving undergraduate targets.</p> <ul style="list-style-type: none"> • Any critical risks that materialised and how they were mitigated / addressed. <p>As above, the critical risk was the Covid-19 pandemic.</p>			
<p>Strategic Priority 2.1</p> <p>International (Studio+ / Visual Culture+)</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of student participating in Erasmus mobilities</p>	<p>31 Design students 17 Fine Art students 4 Visual Culture students</p>	<p>40 students from Design 35 students from Fine Art 6 students from Visual Culture</p>	<p>20 NCAD students undertook an Erasmus mobility.</p> <p>This KPI was severely impacted by the COVID-19.</p> <p>The College did not support inward or outward Erasmus</p>

				mobilities during Trimester 1 of the 2020/21 academic year.
	# of non-Studio Plus/Visual Culture Plus students availing of Erasmus Trainee Scheme opportunities	No baseline	20 (over and above through participating through Studio Plus/Visual Culture Plus)	0 Only students participating through Studio+/Visual Culture+ undertook Erasmus mobilities.
	% of BA graduates to have undertaken a study or training period abroad	No baseline	By 2020, 20%	In August 2021, 21% of graduating BA students at NCAD had undertaken a study or training abroad period.
SP 2.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Our achievement of the August 2021 KPI was negatively impacted by the Force Majeure of the COVID-19 pandemic. As noted above, the College did not permit inward or outward mobilities on the part of students or staff during Trimester 1 of the 2020/21 academic year.</p> <p>With the significantly reduced risks associated with Covid-19 due to the impact of national and European vaccination programmes, the College is supporting Erasmus mobilities in the current year, and the student application process for the coming year is underway.</p> <p>For information: In the current academic year, 53 NCAD students are undertaking Erasmus mobilities. This falls below our 2021 KPI. A key point of interest here is that we supported 85 applications. This suggests that an average 'non-materialisation' rate will need to be taken into account in future.</p> <p>Data Source: NCAD Student Database (Quercus) and HEA Erasmus+ Returns</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>

Developing Staff Mobility	# of staff taking up an Erasmus mobility	9 staff mobilities.	20 mobilities for 2019/20 (70% in Long Term Planning priorities, up to 30% in individual professional development interests.)	No staff mobilities took place in 2020/21 due to Covid-19 and restrictions on staff travel for purposes of work.
<p>SP 2.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>While 3 mobilities were reported under KA103 in 2019/20, only 1 was completed due to Covid-19. A further mobility (1) was completed under KA107 in 2019/20. No staff mobility was permitted during 2020/21.</p> <p>While effective action in respect of staff mobilities has been challenging in the context of the COVID-19 pandemic, our priorities remain unchanged:</p> <ul style="list-style-type: none"> - 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. <p>- 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.</p> <p>Data Source: NCAD Student Database (Quercus) and HEA Erasmus+ Returns.</p>			<p>Colour rating for this Strategic Priority: Red</p> 
<p>KSO 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.</p>				
KSO 3 Summary Statement	<ul style="list-style-type: none"> • Key highlights and achievements, supported by evidence and data 			

Max. 4,200-character limit (550-600 words approx.)

7% Increase in overall PG enrollments, and a 60% increase in PhD enrollments against 2017/18 baseline (exceeding targets).

Positive impact from consolidation of partnerships with external industry bodies:

- MoA signed with National Museums Ireland (Jan 2021), and IRC funded PhD Project & Scholarship in collaboration with NMI and UCD (Autumn 2021).

- HCI funding secured for Creative Futures Academy initiative (October 2020), intensive postgraduate (L9) summer school delivered in collaboration with IMMA (July 2021).

Successfully attracting funding for three academia/industry projects, exceeding our target (2). Although the funding involved is relatively modest, it is significant in the context of a small institution such as NCAD. More importantly from our perspective:

- the medical/design focus of two of the projects will also us to extend our research profile in an area of expertise within the College.

- the focus upon sustainability will allow us to build expertise and reputation in a strategically important field of design research.

- Main challenges experienced and action taken in response

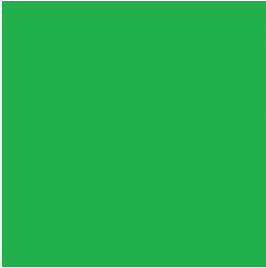
Sustaining a cross-College focus upon renewing a structured PhD structure in the context of the pressures exerted upon academic staff and the leadership of the College throughout the Covid-19 pandemic. Work was suspended over a 12-18 month period as College resources were focused upon embracing TEL overnight from an incredibly low base, and continuing to moderate engagement with TEL and create an effective and discipline-appropriate blended learning environment for our students, the majority of whose programmes are studio-based.

As the impacts of the pandemic are easing, there is a renewed focus upon the enhancement of postgraduate research structures.


- Critical reflection on lessons and good practice emerging and any resulting changes in strategic direction

The key lesson for a small leadership team is that effective progress in relation to key strategic ambitions requires putting specific, dedicated additional resources in place. Additional resources have been put in place to enable a senior manager in the College to dedicate time to leading work in this area.

- Benchmarking against national and/or international comparators

	<p>Benchmarking was a key task within the Supporting Research Strategic Project. Considerations included: overlapping research interests, size of institution & comparable resourcing. Institutions of particular interest included: Estonian Academy of Art, Tallinn; Maryland Institute College of Art, Baltimore; Glasgow School of Art; Pratt Institute, Brooklyn; Ontario College of Art and Design University, Toronto; Emily Carr College of Art + Design, Vancouver; Vilnius Academy of Arts, Vilnius; Zurich University of the Arts; Academy of Arts, Architecture & Design, Prague; Goldsmiths, University of London; Moholy-Nagy University of Art and Design (MOME), Budapest; Belfast School of Art, Ulster University; Duncan Jordanstone College of Art and Design, University of Dundee.</p> <ul style="list-style-type: none"> Any critical risks that materialised and how they were mitigated / addressed <p>As above. Critical risk in respect of Doctoral and wider PG research programme renewal. The risk was not mitigated effectively within the timeframe of the Compact. (Timeframe for resolution revised to September 2023.)</p>			
Strategic Priority 3.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Research and enterprise engagement	# of significant research projects in collaboration with national and international industry partners (target: 2)	1 EU funded Industry Academia collaboration concluding (PELARS).	No specific target	NCAD has been awarded funding for a number of design research projects including Eye-Vu, Slainte Care and Circuleire, bringing in income over €550k.
SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The College has met targets for the Research and Enterprise Engagement strategic project.</p> <p>Three significant projects bids have received funding:</p> <ol style="list-style-type: none"> EyeVU project in partnership with Tympany Medical and UCD. This is a large scale project that has been awarded DTIF funding, worth >€450k Slaintecare Strokeline project in conjunction with the Mater Hospital. Worth >€66k to NCAD 			<p>Colour rating for this Strategic Priority: Green</p> 

	<p>3. Circular by Design project in conjunction with Design and Craft Council of Ireland, has received funding from Circuleire Innovation Fund. Worth €38k to NCAD</p> <p>Following publication of our strategic plan, the College has focused on reviewing our wider research and innovation activities. This has been driven by a new Research Strategic Development Officer (appointed June 2021), and includes a thorough audit of all staff research activities (70 staff interviews). The result is comprehensive understanding of staff research and innovation capacities, as well as understanding of how NCAD Research can align with national and international research and innovation agendas.</p> <p>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.</p>			
<p>Strategic Priority 3.2</p> <p>Growing postgraduate research enrolments</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of postgraduate students</p>	<p>15% of total student enrolment of 873 students are postgraduate (2% at doctoral level)</p>	<p>+ 5%</p>	<p>7% increase in PG enrollments against 2017/18.</p> <ul style="list-style-type: none"> • 2017/18 - 140 PG • 2020/21 - 150 PG <p>(source: NCAD SRS)</p>
	<p># of Doctoral enrolments</p>	<p>140 postgraduate enrolments for 2017/18</p>	<p>+ 10%</p>	<p>60% increase in Doctoral registrations against 2017/18.</p> <ul style="list-style-type: none"> • 2017/18 - 10 PhD students • 2020/21 - 16 PhD students <p>(source: NCAD SRS)</p>

	PhD scholarship provision	No baseline provided	Create one three-year doctoral scholarship in collaboration with industry and aligned with a College research direction	1 PhD registration in collaboration with industry (National Museum of Ireland) and UCD, funded through the Irish Research Council. (source: NCAD SRS)
	Doctoral provision	No baseline provided	Commence delivery of renewed structured doctoral provision	Not yet achieved due to impact of Covid pandemic on work of senior management across the College. Work is underway, with roll-out anticipated from September 2023.
<p>SP 3.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Overall, we are pleased to have achieved 3 of our 4 KPIs.</p> <p>Although the numbers may be modest relative to larger institutions, in a context of significant disruption and uncertainty there is clear evidence of growth in PG enrollments at Masters and Doctoral level.</p> <p>Ongoing dialogue and collaboration with organisations in the Cultural Industries is beginning to generate doctoral research, and associated scholarships.</p> <p>We are confident that our recent success in securing funding under the Human Capital Initiative (Pillar 3) and establishing the Creative Futures Academy in collaboration with UCD and IADT will support future growth in respect of both PG enrollments and collaboration with Industry at postgraduate level across a range of disciplines.</p> <p>We are disappointed that we have not progressed the renewal of our structured PhD programme as we had intended. The impacts of Covid on a small leadership team within the College delayed the processes of consultation and development to deliver this. The process is currently underway with a view to formal approval for delivery from September 2023.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

KSO 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

KSO 4 Summary Statement

Max. 4,200-character limit (550-600 words approx.)

As noted in our last report, connecting with the wider society and ensuring equality of opportunity is a high priority for the College, with two initiatives undertaken to drive this system objective: developing flexible pathways, and broadening the social and economic base for art and design as an area of study.

- Key highlights & achievements

Approval of and establishment of strong recruitment into Higher Diploma in Art (16 enrollments), with progression into final year of BA in Fine Art possible for all students achieving award of 2.1 or above upon completion. (Eligible students do not need to apply for Advanced Entry.)

Through the generous approach taken within the partnership, the 1916 Bursaries (PATH 2) scheme has supported 42 students in accessing higher education in Art & Design - greatly benefiting the students and enriching the cultural life of the College.

The Creative Arts Summer School (PATH 3) has been really successful, with 120 participants in two iterations over Spring and Summer 2021, and 4 students progressing into NCAD programmes in 2021.


- Main challenges experienced & action taken in response


Covid-19 had a significant impact upon many aspects of our work to encourage and enable the diversification of our student population.

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 School Access Programme. These projects have established relationships with local DEIS primary and post primary schools as well as with community groups. Many of these activities were impacted by COVID-19. Alternative ways of connecting with these groups were developed, including online engagement, but mitigation of the impact was difficult.

Developing philanthropic funding in support of access to higher education in art and design is an important ambition for the College. As noted elsewhere in this report, the impact of the pandemic on a small college with a very small leadership team had a significant impact on our plans for developing a programme of engagement with potential donors. We are making progress on building meaningful links into hard-to-reach communities. Having successfully bid for funding from the Travellers in Higher Education Fund

	<p>(HEA Dormant Accounts Fund) to this end, we are extending this engagement through establishing a Traveller Liaison Support Worker.</p> <p>During 2020 and into 2021, the challenges of managing student numbers on campus so as to ensure the safety of our learning community in relation to Covid-19 meant that all non-credit bearing programmes offered through NCAD's Centre for Continuing Education in Art & Design were cancelled. This, alongside the continued uncertainty and wider impacts of Covid, appears to have had a significant negative effect upon progression into credit-bearing part-time UG programmes. Whereas in 2019/20 student enrollment on part-time UG programmes was 17.5%, in 2020/21 that dropped to 12%, which has been very disappointing.</p> <ul style="list-style-type: none"> • Critical reflection on lessons and good practice emerging & any resulting changes in strategic direction <p>The demands of Covid were dramatic and the steep learning curve to effectively embrace Technology Enhanced Learning strategies was pronounced. We are recognising key gains for our students through harnessing the potentials of blended learning, and we also plan on harnessing benefits, where they have materialised, in respect of our access programme and initiatives. The two virtual CASS schools that took place over Spring and Summer 2021 worked well, and the virtual delivery enabled its delivery as a national programme in partnership with MTU Crawford, and laying the basis for continued blended delivery and national collaboration in 2022.</p> <ul style="list-style-type: none"> • Benchmarking against national and/or international comparators <p>Active engagement with international networks is key to benchmarking Access practices and initiatives in relation to best practice: sharing of practice and innovation through the European Access Network, testing ideas through reviewing practices across the UK's Access HE Creative Network.</p>			
<p>Strategic Priority 4.1</p> <p>Developing flexible pathways</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Status of flexible pathway to a BA Fine Art</p>	<p>N/a</p>	<p>Delivery of flexible pathway to a BA Fine Art from September 2021</p>	<p>Students who complete NCAD's Higher Diploma in Art with an award of 2.1 or above are eligible to progress into the final year of NCAD's BA in Fine Art.</p>

	% flexible undergraduate enrolments	15.5%	+ 2% per annum (total undergraduate flexible enrolment to 18.5% in 2021.)	12% of total undergraduate enrollment. <ul style="list-style-type: none"> • 2017/18 - 163 of 1083 enrollments • 2020/21 - 138 of 1174 enrollments
SP 4.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>We achieved our ambition to have a flexible pathway to a BA Fine Art. The accreditation and delivery of the Higher Diploma in Art enables students who have pursued this part-time pathway and achieved an overall award of 2.1 to progress into the final year of our BA in Fine Art.</p> <p>We are disappointed by the impact that Covid-19 has had upon our recruitment pathways into flexible Level 8 programmes. In 2019/20, we were making really good progress toward achieving our target of 18% flexible undergraduate enrollments (we were at 17.5%).</p> <p>Due to Covid-19, all programmes moved on-line in March 2020. Although we worked hard to support students to successfully complete their studies for that academic year, the experience was challenging for all of our students. Students worked on campus during Trimester 1 of 2020/21 through having highly scheduled access; 50% occupancy at any time. Logistically, we were not in a position to support delivery of non-credit bearing courses in the summer of 2020 or during the 2020/21. This had an impact upon recruitment onto credit-bearing courses, as students test their interest through non-credit bearing courses and progress onto L8 programmes. It is also likely that the spatial restrictions and blended-delivery required by Covid-measures on campus during the 2020/21 academic year also had a negative impact upon recruitment onto our parttime programmes.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
Strategic Priority 4.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value
Broadening the Social & Economic Base for	Amount (€) Philanthropic funding for bursaries	No baseline	Programme of engagement with potential donors creating	<i>Max. 210-character limit (30 words approx.)</i> Due to COVID some of the activities of the widening

<p>Art and Design as an Area of Study</p>			<p>the base for focused philanthropic asks during 2019.</p>	<p>participation committee have been delayed, including developing a programme of engagement with potential donors.</p>
	<p># of participants in ACCESS programmes such as the 1916 Bursaries</p>	<p>1916 - 8 bursaries in 17/18.</p>	<p>No specific target</p>	<p>20/21: 19 Education students from FE sector eligible for 'I Can Teach' bursary 120 in 2 virtual Creative Arts Summer Schools (CASS) 4 students progressed from CASS to NCAD progs 2018-2021: 42 x 1916 bursaries</p>
<p>SP 4.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The amber rating reflects the balance between strong performance in respect of the number of participants in Access programmes and initiatives and our disappointment that the impact of Covid-19 affected our capacity to give time to developing a programme of engagement with potential donors in order to create the base to work toward securing philanthropic funding in support of Access and our wider ambitions in respect of enabling and supporting a diverse student community within the College.</p> <p>As noted in an earlier response, we are pleased with aspects of the progress made - external evaluation of the PATH strands did take place, and the process has generated valuable recommendations, including a recommendation that we widen membership of the steering group to include leaders of community groups and representation from the hard to reach sections of society. In this context, we are particularly pleased to have secured funding that has supported us in engaging a Traveller Liaison Support Worker (HEA Dorman Accounts Fund).</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

KSO 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****KSO 5 Summary Statement**

Max. 4,200-character limit (550-600 words approx.)

- Key highlights and achievements, supported by evidence and data;

Our ambitions for focusing on Student Success as a key aspect of improving the quality of the learning environment did not unfold entirely as we anticipated due to the impact of Covid-19 upon the work of the College. In respect of the KPIs that we had set, the enhancement of the Year 1 learning experience through a strong focus upon student-led supports for students joining the NCAD Community, and through reorienting a foundational learning to learn module, Learning and Professional Practice, toward enabling digital learning was important for the College, and we believe it has contributed to our efforts to sustain new entrant progression rates despite the impacts of Covid.

- Main challenges experienced and action taken in response;

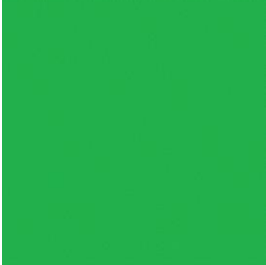
For a small, studio-based College with relatively low levels of TEL, the impact of Covid-19 – during the first lockdown and across the 2020/21 academic year – could have been immensely damaging. To mitigate this a range of actions were taken:

- A real highlight and achievement for the College was successfully instituting an effective on-line learning environment within 2 working days.
- Student survey to understand key challenges in accessing on-line learning, followed by investment in equipment to mitigate impacts.
- Assessment of studio-based learning using remote technology, including supporting effective engagement by Subject Extern Examiners, was a significant undertaking. A range of alternative assessment instruments were introduced to this end.
- Well-being initiatives for students (and staff) were put in place (daily and then bi-weekly mindfulness meditation, daily and then weekly email-updates). Student feedback was positive
- On-campus learning spaces made available during the second lockdown to support students in particularly difficult circumstances (Spring 2020).
- An extension of time for graduating students following the first lockdown in 2020.
- Maker's Month offered to graduating students in Autumn 2020 to realise work, a 'Return to Studio' programme (enhanced workshop learning) offered to continuing students in Autumn 2021.
- A year-long graduate exhibition programme for 2020 graduates.

	<ul style="list-style-type: none"> • Critical reflection on lessons and good practice emerging and any resulting changes in strategic direction; Feedback from students and staff (end-of-year annual survey of students, newly instituted survey of staff) indicates significant learning from the lockdown experience, and valuing of TEL that supports both synchronous and asynchronous learning. This will form a strong basis for developing Universal Design for Learning initiatives as we emerge from Covid-measures. Change in strategic direction: On the basis of the steep learning forced through the immediate pivot to online and then blended learning, investment in a proprietary VLE has been brought forward. • Benchmarking against national and/or international comparators; As part of change in strategic direction and investing in a proprietary VLE, we benchmarked against Irish Art & Design providers' experiences of a diverse range of VLE's/LMS' (IADT, TUD, TUS, MTU, ATU, Carlow IT, Maynooth, DDI, Griffith College & UL. We also spoke to peers internationally including: Glasgow School of Art, Duncan Jordanstone College of Art & Design, University of the Arts London, Edinburgh College of Art and Manchester Metropolitan University. • Any critical risks that materialised and how they were mitigated / addressed. As above, Covid-19 posed an immediate and, potentially, longer-term professional risk to student success in an art & design HEI. This prompted action and investment in learning, well-being and professional opportunities for continuing and graduating students. 			
Strategic Priority 5.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Supporting student success	% Participation rate of students in first year induction	Induction programme for Year 1 students, student mentors, Active Consent workshops	Implementing a further iteration of the pilot student success project for NCAD's first year students	All Year 1 students participate in induction, including: - Student-mentor led 'transition into HE' & Active Consent - Bystander Training

				Enhanced digital focus in Year 1 LPP module for studio-based students.
	# of pilot student success projects delivered for Year 2 students	No baseline	Delivering 3 pilot student success projects for Year 2 students, one each in Fine Art, Design and Visual Culture,	Projects mitigating impact of Covid-19 on student success prioritised over KPI - Final yrs: Digital Showcase & Curated Exhibition All: additional AP to support digital learning; mindfulness/anxiety workshops.
	Status of Student Success Strategy	N/a	Finalise NCAD's Student Success Strategy, including identifying and planning for the resources needed to deliver it from September 2021.	Priority was supporting student success in an art & design learning environment: Enabling 50% campus occupancy Implementing alternative teaching and assessment strategies Enhancing student well-being.
SP 5.1 Commentary Max. 1,400-character limit (200 words approx.)	<p>Progress in respect of the KPIs identified in 2018 is off-track due to the impact of Covid-19 on a small institution focused upon the provision of intensive studio-based learning. Actions taken to ensure student success despite the critical risk posed by Covid-19 are given above.</p> <p>While a red colour rating is a consideration in respect of the KPIs as anticipated in 2018, the actual investment in and achievement of significant interventions that supported student success was</p>			Colour rating for this Strategic Priority: Amber

	<p>appropriate and effective. Balancing these two considerations, we believe that an amber colour rating is appropriate.</p> <p>Devising & enacting the range of interventions made between March 2020 and August 2021 was a huge and concerted effort on the part of the academic & professional staff of the College, the management & the Students' Union. We are immensely proud of what our students have achieved (winning significant national & global awards during this time), and of what our staff have achieved in enabling the success of our students.</p> <p>Reflecting upon the KPIs we set aside during the emergency, as Covid-measures are eased the learning will be taken into the development of a Student Success Strategy during 2022/23. We understand the value of a strategy, as Futures Bold and Curious proved invaluable in the intensive decision making processes required in respect of NCAD's learning environment during the pandemic.</p>			
Strategic Priority 5.2 Sustaining good student progression	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	% Successful completion of Year 1 of studies	Year 1 88% Progression	No target set	91% of UG students successfully completed Year 1 316 1st Year students registered in September 2020, 284 achieved 60 ECTS. A further 15 were eligible to progress into Year 2 carrying 5-10 ECTS (95%) (NCAD SRS)
	Overall progression rate	In 2017/18, the overall progression rate for NCAD	No target set	Overall progression rate 2020/21 to 2021/22 was 93%. (Source: NCAD SRS)

		undergraduate students was 90%.		
	Year 1 to Year 2 UG progression rate	Years 2-4 91% Progression	No target set	New Entrant Year 1 to Year 2 UG Progression rate 91%. National progression rate in the same year at level 8 was 92%. (Source: HEA)
<p>SP 5.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>In 2018, at the time of developing the Compact, we were concerned about student progression following a number of troubled years at the College. Progression rates seemed as though they might recover but we there was reason to prioritise sustaining what progress there was.</p> <p>The coordinated and concerted effort between Heads of Department and Student Services and Admissions to actively track, encourage and support students who had taken 'Time Out' has been effective.</p> <p>As noted in a recent Compact return, 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: HEA New Entrants Progression Data and NCAD Student Record System (SRS).</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</p>				
<p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>NCAD's third Strategic Focus, An Effective Organisation, outlines NCAD's commitment to being a cohesive & effective organisation, in which good management & decision making ensure all resources are fully maximised to support NCAD's strategic objectives, & our position as a public-funded organisation is understood & valued. The strategic projects linked to this pillar map how we can work together better, employ effective resource planning & management, & realise improvements to our physical & digital environment.</p> <p>Progress has been made across all these areas with key personnel appointments made (Head of HR & Staff Development, appointed September 2018, Head of Corporate Resources, October 2019) to drive improvement & strengthen the commitment of the Board & Executive to continue the significant remediation achieved in recent years against legacy issues that NCAD has faced in this area.</p>			

Capital funding received from the HEA has enabled significant improvements to our physical & digital infrastructure. The Campus Development Feasibility plan was completed in January 2022, outlining a critical path for further development.

Compact Initiative 4a: A Culture of Effective Governance

Significant progress has been made against NCAD's objective to embed best management practices across the College & put in place the business systems to deliver effective operational planning, financial management & HR management. NCAD's financial position has improved with successive annual surpluses eliminating the accumulated deficit in 2022.

Improvements in NCAD's governance & business systems were demonstrated by the College's effective response to COVID with a risk based management strategy enabling the College to move quickly to online learning, followed by managed occupancy on the Campus during the 2020/21 academic year.

Compact Initiative 4b: A Supported and Engaged Staff

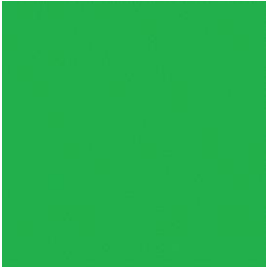
NCAD's future ambitions & development will be achieved by an engaged & supported staff. NCAD's HR function was outsourced to Forde HR from 2016-18 & there has been little formal support for staff undertaking CPD since 2011, & no clear prioritisation in respect of the development of academic & non-academic staff.

FUTURES, BOLD AND CURIOUS reflects the priorities articulated by staff through the consultation period. The Strategic Focus: Embed Bold and Curious Learning at our Core is underpinned by the Teaching & Learning Strategic Project which will develop an annual plan for staff development & training, following an audit of need & ambition & shared framework for excellence across NCAD. The Strategic Focus: An Effective Organisation is underpinned by the Working Together Better Strategic Project that will result in an annual plan for staff development & training alongside a programme of organisational development to support efficient & effective working, & a new internal communications strategy.


The staff training programme commenced in September 2019 with 94% of staff undertaking training during 2020 & 2021.

A staff survey to audit their experience of working during the 2020/21 academic year was undertaken in summer 2021, this will now be undertaken annually & will inform NCAD's annual quality improvement plan.

A series of confidential workshops with staff to audit their experience of internal communications was undertaken in Autumn 2021 with the findings informing a communications strategy implemented from March 2022.


	<p>The prioritization of T & L development has been focused towards supporting staff to move to blended learning in response to the pandemic. Digital resources were made available to all staff in Spring 2020 to assist them with establishing Google Classroom & prepare for online assessment. An audit of each department's experience of digital teaching & 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.</p> <p>An audit of staff T & L ambition and development needs was undertaken in 2021/2022 to inform a new framework for CPD.</p>			
Strategic Priority 6.1 A culture of effective governance	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Timely submission of Financial and governance returns	N/a	Submit Financial Statements and Annual Governance Statement on time	Financial and governance returns completed on time. Risk Appetite, Risk Management Policy and Risk Register have been implemented. Internal Audit has moved from limited assurance to reasonable assurance.
SP 6.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	Financial and governance returns were completed and submitted on time with approval of An Bord. Key operational targets met: - Risk Appetite, Risk Management Policy and Risk Register all implemented - IT and GDPR policies updated and in place - Implementation of the Health and Safety Management System commenced in October 2020. The creation of an action register per department is complete. The initiation of annual audit/review of Safety Management System has begun. - Cloud based ERP (Finance System) rolled out, rollout of online procurement is ongoing. Planning for new HRMS and online procurement in place for roll out in QTR 3 2022 - There has been an upgrade to Wifi, switches and remote monitoring of the network.			Colour rating for this Strategic Priority: Green 

	<ul style="list-style-type: none"> - ICT Projects complete: - Intranet (staff) - VPN(Admin staff) - Online recruitment process - Online portfolio submission <p>Data sources:</p> <ul style="list-style-type: none"> - Statement of Internal Controls moving from limited to reasonable assurance. No high rated issues. - Internal Audit Procurement - External Board effectiveness review - Compliance with Code of Corporate Governance 2016 - External Review of Assurance Mapping. 			
Strategic Priority 6.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value
A supported and engaged staff				Max. 210-character limit (30 words approx.)
	Implementation of Continuous Professional Development Plan	N/a	Finalise implementation plan that identifies how the necessary resources will be secured and how competing priorities and needs will be addressed over time	Staff training programme commenced in Sept 2019 94% of staff were involved in training in 2020 and 2021
	Learning and Teaching workshops	N/a	Further series of Learning and Teaching workshops, based on peer-to-peer sharing and critical development of practice will be delivered	Workshops were redirected to support abrupt move to remote & blended T&L: staff & student digital resources created; peer-to-peer workshops sharing TEL best practice; peer-led mentoring system introduced.

<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Staff training programme from September 2019, with 94% of staff undertaking training in 2020 & 2021, including:</p> <ul style="list-style-type: none"> - All staff workshops on dignity & respect in workplace - Management coaching - Departmental team building workshops - All staff health & safety training; First Aid, Manual Handling, Fire Warden, General H&S, Fire Safety & Chemical Training - Children’s First Training - COVID Training; COVID Manager, Lead Worker Representatives, First Aid Covid <p>Staff wellbeing was prioritised during the pandemic, initiatives included:</p> <ul style="list-style-type: none"> - Employee Assistance Service - Online mindfulness & yoga - Weekly all staff meetings; - Appointment of COVID HR Co-ordinator (dedicated support for staff) <p>Teaching & Learning initiatives supporting staff moving to online/blended learning, included:</p> <p>Online Resources (March 2020) - Video Tutorials Staff Handbooks (Zoom, LinkedIn Learning, Google Classroom, File compression techniques) Student Handbook (Google Classroom, File compression techniques)</p> <p>Peer-to-peer CPD Lunchtime Workshops (Spring/Autumn 2020) - Creating Virtual Studio Spaces Supporting Peer-to-Peer Learning External Collaborations Reflections on Blended Learning for Art & Design (with colleagues from IADT, TUDublin & NUIM)</p> <p>Digital Champions initiative (2020/2021) - Peer-led TEL resource to advise staff on employing digital tools in blended delivery of modules.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
--	--	--

Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Sarah Glennie
Title	Director
Signature	
Date	11 April 2022