



**National College
of Art & Design**

A Recognised College of
University College Dublin

Final Report – May 2016

To

Strategic Dialogue Cycle 4

HEI Self Evaluation Report

3rd May 2017

Overview of institutional progress

Overarching Statement

NCAD forged its Compact with the HEA at a moment when merger with UCD was assumed possible and the challenges of delivering whole-scale curricular change were, and continued to be, demanding. In a wider context of reduced national investment in higher education, the College over-estimated what was possible with the financial and human resources available to it. Despite such challenges, NCAD has made good progress against many of the objectives set within the Compact, particularly around Equity of Access, Restructuring HE through institutional collaboration (UCD), and Innovation & Engagement.

Reflecting upon these areas of strong performance against NCAD's original aims within the Compact process, a number of factors have contributed to success in these areas. Significantly, these are areas of activity that have long been part of the culture of NCAD – the College has a strong tradition of engaging with communities and cultural and creative industries beyond the College (national and international). In addition, structures were in place or were put in place that specifically related to these spaces of activity.

Performance across other areas of NCAD's Compact has been mixed; broadly positive but not as strong as it might have been. A key recognition from this process is the opportunity cost of not having had an institutional strategy in place during this first cycle. Having recently worked together as an academic community to articulate and develop a College strategy (see Appendix 1, enclosed), we are acutely aware of the opportunities not seized upon to drive the Compact process in a way that chimed with and enhanced the priorities of the college community. What emerged as the four pillars of our strategy – education, research, engagement and 'one NCAD' (governance) – are strongly reflective of the HEA Compact priorities. Restructuring our academic and management committee structures so as to drive the NCAD Strategy 2017-2022 will facilitate whole-of-institution engagement with the Compact process in a way that goes beyond what was possible within this first cycle.

The opportunity for the College heading into the next round the strategic dialogue be achieve greater clarity and more precise prioritisation in the setting of objectives. As was evident at key moments in this first round of strategic dialogue, there was significant learning required on the part of the institution in relation to objective setting and prioritisation. A whole-of-institution approach has emerged through the College Strategy process and will be sustained through a renewed committee structure in relation to future strategic dialogue with the HEA.

There are clear synergies for NCAD between domains of the Compact, particularly in relation to 'Access' & 'Engagement' & 'Knowledge Exchange', and the enhanced performance possible through such synergies is evident within our Compact performance. The process of developing the College Strategy has revealed significant synergies across other compact-related domains, such as 'Teaching and Learning' and 'Access' (a college-wide appetite for developing part-time and flexible pathways), and 'Teaching and Learning' & 'Access' & 'Internationalisation' (in terms of enrichment of the learning experience), for example.

The use of external benchmarks, particularly international comparisons, has not been as *formally* embedded within institutional practice as it might be. Through the calibre of our external examiners and the activity of academic staff as external examiners internationally, we are broadly aware of our standing relative to international benchmarks. However, a clear benefit of a more explicit and habitual referencing of such benchmarks would be a greater

capacity to calibrate our objective setting in terms of being realistic about what will be deliverable in our domain, at our scale and in the context of national and institutional resources. Achieving this will involve a change in reporting mechanisms across all of our academic and management structures. As an important learning from the strategic dialogue process, this is being embedded in the renewed terms of reference for those structures and will greatly enhance the College's capacity to develop our 'business' through improved management information and reporting systems.

In this context and at a wider institutional level, NCAD has made significant strides over the course of the Compact in developing and improving our governance procedures and we are confident that we will deliver against the HEA's requirements, and our own ambitions, in this regard across the lifetime of the next round of strategic dialogue.

As a small and specialist teaching facility, NCAD has faced considerable challenges during this first cycle of dialogue and welcomes the opportunity to engage with the HEA as part of the next cycle in terms of how such challenges can be mitigated. Infrastructure is a key issue, particularly for small, specialist institutions:

From an NCAD perspective, this is compounded by falling into the 18% of campuses whose buildings are over 50 years old (*Higher Education System Performance 2014-2016*, HEA, 2016). With much of the campus dating from 1871, and no investment in capital renewal and refurbishment in quite some time, there are challenges ahead in supporting the quality of learning experience that our students deserve. In particular, such underinvestment gives rise to Health and Safety concerns that may be expensive to address.

- Other infrastructural challenges/opportunities for small specialist institutions to be met in support of the wider national and HEA objectives – ICT and wider support service enhancements – would suggest the value of incentivising greater institutional collaboration at the level of support services, both in terms of overall savings to the taxpayer, enhancement of HE provision, and furtherance of clusters.

Reflecting upon the overall ambition to assure quality and diversity within Ireland's HE system articulated in the National Higher Education strategy and within the HEA Compact, it is incumbent upon NCAD to argue for the importance of ensuring diversity in relation to the provision of art and design education. It is vital that art and design continue to be available across the whole of the HE system – in IoTs, TUs and the traditional university sector. NCAD, as part of the university sector, has a key role to play in ensuring diversity, through providing art and design education within the university sector, and through the breadth of art and design disciplines provided within the College. It is challenging but important that we find ways to sustain and develop small, specialist institutions where diversity of provision might otherwise be compromised.

Art and Design graduate attributes are of real value in Irish society – an art and design education fosters creative adaptability, entrepreneurial capacity and active citizenship. It is an education that makes a vital contribution to the needs of today's economy but, importantly, equips graduates to meet the unpredictability of tomorrow's needs.

Executive Summary

This Strategic Dialogue Cycle 4 Self-assessment continues to show a markedly improved position from that presented in the Strategic Dialogue Cycle 2 submission of June 2015, and a broadly comparable position to that presented in our June 2016 submission. The revised position is as follows:

Classification	June 2015	March 2016	June 2016	End 2016	
Excellent progress against mission-coherent objectives	6	13	15	13	
Adequate progress against mission-coherent objectives	8	4	4	6	
No or little progress against mission-coherent objectives	6	0	0	0	
Objective suspended to facilitate priority of core activities at NCAD	0	3	3	3	

As per our Cycle 3 submission, two of the objectives have been split for reporting purposes, as there were independent deliverables with different Status classifications.

The College has completed its submissions with regard to Transitions Agenda, Retention Rates and Systems and Workload Management using the Self-assessment template. On the summary sheet on the next page the borders to the three additional reports have been bolded, as these do not contribute to the self-assessment of performance.

As per our Cycle 3 submission (and as agreed by the HEA), the College has suspended 3 objectives that constitute activities that would draw resources away from the core focus of the College which is to nurture the 3-year primary degree which had its first cohort of graduates in June 2016 and to focus on postgraduate MA and PhD offerings that give truth to the vision of the 3+2+3 strategy adopted in 2008. Nonetheless, an update on College thinking and recent activity in relation to the three suspended objectives is given within body of the document.

NCAD remains committed to providing an exceptional learning experience to our undergraduate and postgraduate students. We cherish our unique status as a research-led dedicated Art and Design College. We remain focused on our core delivery of educational programmes and our engagement with fellow academics, enterprise and the community at large.

A full schedule of the objectives with their December 2015 performance indicator is set-out below.

Category	Objective	Final Target, End 2016
A: Regional Clusters	1. Closer relationship with UCD	
A: Regional Clusters	2.a UCD Merger	
A: Regional Clusters	2.b First Intake of Students into PME	
A: Regional Clusters	3. Institute of Education – UCD, TCD, MIE	
B: Access & Lifelong Learning	1.a Part-time Degree Programme	
B: Access & Lifelong Learning	1.b Community based model of teaching	
B: Access & Lifelong Learning	2. Increase number of access students	
B: Access & Lifelong Learning	3. Accreditation for CPD in Education	
C: Teaching and Learning	1. Socially engaged art and further education	
C: Teaching and Learning	2. Identify and reward excellence in teaching	
C: Teaching and Learning	3. Centre of Excellence in teaching practice	
C: Teaching and Learning	4. Transitions Agenda	
C: Teaching and Learning	5. Retention Rates	
D: Research and Innovation	1. Grow number of doctoral students	
D: Research and Innovation	2. Develop a structured doctoral route	
D: Research and Innovation	3. Research Institute, NCAD Fellow visitations	
D: Research and Innovation	4. Research support via Research Institute	
D: Research and Innovation	5. Income from research and innovation	
D: Research and Innovation	6. Establish int'l design research project	
E: Engagement – Enterprise	1. Knowledge Exchange – External Partners	
E: Engagement – Enterprise	2. Commercialisation with NovaUCD and Enterprise Ireland	
F: Internationalisation	1. Int'l exchange and knowledge exchange	
G: Inst'l Consolidation	1. Deepen relationships with UCD up to merger	
G: Inst'l Consolidation	2. Tri-lateral Cluster NCAD/UCD/IADT	
G: Inst'l Consolidation	3. Systems and Workload Management	

Legend:

Classification	Colour
Excellent progress against mission-coherent objectives	
Adequate progress against mission-coherent objectives	
No or little progress against mission-coherent objectives	
Objective suspended to facilitate priority of core activities at NCAD	
Change in wording of objective	blue text

1. Regional Clusters

NCAD is broadly satisfied with progress against this objective and our contribution to advancing the overall objective in terms of restructuring Higher Education system for quality and diversity.

Significant gains have been made through the NCAD+UCD Academic Alliance. As evident in the report commissioned through SIF, there has been significant collaboration between the two institutions at relatively little cost – yielding benefits, across a range of disciplines, for academics and students in both institutions. There has also been significant learning achieved regarding our differing academic structures and how best to accommodate and exploit these differences. As has been reported to the HEA, the NCAD+UCD Strategic Management Committee convened two working groups to make recommendations on how best to advance the collaboration in terms of both accreditation and collaboration. Consequently, amendments to UCD's academic regulations will 'mainstream' the particularities of NCAD's art and design pedagogy, while the understanding developed through negotiating the interface of our academic structures will be re-oriented and harnessed in support of collaboration across undergraduate, postgraduate, research and innovation activities.

NCAD's new 'Studio+' (a sandwich year between years 2 and 3, focused upon undergraduate real-world learning and knowledge exchange) will greatly enhance the capacity of NCAD+UCD to deliver student pathways at undergraduate level. Studio+ will enable reciprocal and collaborative learning opportunities and pathways for both NCAD and UCD undergraduate students.

A further area for collaborative development, albeit requiring additional resources, is the area of support services. Relatively little investment has the potential to yield significant system-level progress in terms of both quality of education and sustaining system diversity. That is, the capacity of smaller institutions can be enhanced through gaining access to key aspects of the support service infrastructure that larger institutions can afford, such as ICT, internationalisation, etc.

The wider potential of the Dublin I regional cluster has not yet been harnessed to the extent possible in terms of both maximising synergies and harnessing complementarities, although some progress is being made across the various axes of the cluster.

From an NCAD perspective, an important consideration in advancing this objective into the future is ensuring diversity. It is important that Art&Design continue to be available across the whole of the HE system – IoTs, TUs and the university sector. NCAD, as part of the university sector, has a vital role to play in ensuring diversity, through providing Art&Design within the university sector, and through the breadth of art and design disciplines provided within the College.

A. Regional Clusters			
Short Name	1. Closer relationship with UCD	Owner	Bernard Hanratty
Institution Objective	Negotiate a closer relationship with UCD up to and including merger, and alliances with other institutional partners in the Dublin region, especially in a cluster with IADT.		
Performance Indicator	SLA and development metrics agreed between NCAD and UCD Business Plan towards merger.		
Baseline	<ul style="list-style-type: none"> Existing Academic Alliance. TTSI2 Status achieved. Collaborations on Academic and Commercialisation Projects. 		
Final target, end 2016	<ul style="list-style-type: none"> An adopted strategy for delivery of development activity between the two institutions. Full merger underway across learning and teaching, research, admissions, internationalisation, financial planning and campus development. 		
Progress against Final Target, end 2016, commentary and data source	<p>Joint Projects A number of joint projects have been established under SIDF funded research programme:</p> <ul style="list-style-type: none"> Joint Academic Centre – Centre for Creative Arts & Critical Cultures Interaction Design (MA) Range of collaborations – NCAD and Smurfit Business School, Dept. of Science/Computer Science. Joint Internationalisation process. Prototype International Summer School The NCAD+UCD Creative Technology Network, brings together academics, designers and artists working in the area of creative technologies. Following the inaugural conference took place in NCAD in 2015, a series of talks have been hosted in 2016 in UCD. NCAD has 9 masters programmes – 2 in Fine Art, 3 in Design, 2 in Visual Culture and 2 in Education, each of which involves collaboration with parties such as UCD (Science, Art History and Culture, Architecture, Engineering, Medicine, Information and Library studies and Computer Science); TCD (Medicine, Engineering), IADT, University of Ulster among others. Agreement has been reached between UCD, IADT & NCAD regarding the management and administration of the joint taught MA in Spatial Art and Visualisation, access to modules across the three institutions was achieved, and the programme document is going forward for final approval. The programme will be promoted domestically and internationally for the 2018-19 academic year. 		

	<p>Planning for merger</p> <p>For reasons external to NCAD and UCD, a merger is not feasible at this time. The 'NCAD+UCD' report on the realisation of the extraordinary potential of the Alliance between the two institutions was published in March 2016. The report sets out a vision for the Alliance based on academic collaboration and UCD Accreditation of NCAD degrees.</p> <p>Clear progress has been made in implementing the recommendations made within the report. The first and foremost of these recommendations, a framework for shared activity, was achieved through two working groups focused upon accreditation and collaboration. The groups reported in March 2017 and their work is informing the renewal of the MoA. A further five of the recommendations contained within the report have been implemented and the remaining 3 are progressing and will be implemented during the course of 2017.</p> <p>The report is materially informing the renewal of the Memorandum of Agreement between the institutions and has been instrumental in addressing any ambiguity about the nature of the relationship between the two institutions.</p>
Summary	

A. Regional Clusters			
Short Name	2. UCD Merger	Owner	Bernard Hanratty
Institution Objective	Constitute and establish merger with NCAD as a College of UCD		
Performance Indicator	Finalisation process up to and including merger.		
Baseline	Current Academic Alliance with UCD and programming partnership with IADT and other peers in Dublin region.		
Final target, end 2016	<ul style="list-style-type: none"> • First cohort (ITE) exit. 		
Progress against Final Target, end 2016, commentary and data source	<p>a. Resolution of merger issues</p> <p>As has been understood and agreed by the HEA, and addressed in earlier moments in this strategic dialogue, merger is not currently under consideration.</p> <p>Nonetheless, as has been shown through the ‘NCAD+UCD: The Academic Alliance’ report, funded by the HEA under the Strategic Innovation & Development Fund, there is ample evidence on a number of fronts of the current success and future potential of the alliance.</p> <p>On foot of the valuable research contained in the report, the NCAD-UCD Strategic Management Committee established two working groups to undertake the work necessary to further the recommendations of the ‘NCAD+UCD’ report, focusing upon accreditation and collaboration, respectively. The reports submitted by the Accreditation and Collaboration Working Groups in March 2017 established the basis for a framework of shared activity and are informing the renewal of the MoA between NCAD and UCD to commence 1st September 2017.</p> <p>b. First intake of students onto joint PME</p> <p>As the HEA is aware, the proposed establishment of a Joint PME has been put on hold due to perceived structural differences in Primary and Post Primary models of delivery of Teacher Education. This is specifically the case over the differing needs of provision for the primary teachers preparation for teaching and arts based school placement preparation. The Management Committee has consulted with the staff from the four institutions and has agreed that the benefits in a Joint PME in apparent efficiencies would not improve on quality of the individual programmes (see further A.3).</p>		
Summary	a.		
	b.		

A. Regional Clusters			
Short Name	3. Institute of Education – UCD, TCD, MEI	Owner	Dervil Jordan
Institution Objective	Constitute and establish a new Institute of Education with UCD, TCD and MIE		
Performance Indicator	Professional partnerships across staff members in 4 institutions.		
Baseline	<ul style="list-style-type: none"> Existing relational programming with partners 		
Final target, end 2016	<ul style="list-style-type: none"> Consolidate learning and set out continuing network of model for joint activities. 		
Progress against Final Target, end 2016, commentary and data source	<p>This target has been achieved. The Institute of Education (UCD, TCD, MIE, NCAD) continues to achieve focus, with a memorandum in place setting out a framework for its advancement.</p> <p>Nonetheless, the operationalisation of an Institute of Education has proved to be a challenging objective. A range of positive initiatives was developed: programme design, research collaboration and collaboration on school placement delivery where appropriate. Development of online resources to be shared across the institutions is ongoing.</p> <p>The genuine commitment on the part of all partners to this initiative is reflected in the design and development of the joint Professional Master of Education, an acknowledged innovative programme that facilitated initial teacher education for the primary and post primary sectors. The Teaching Council of Ireland was consulted about the proposal with reference to submitting it for accreditation during 2016. The Teaching Council of Ireland welcomed the proposal, however, at that juncture was not in a position to consider this programme for accreditation, due to an internal review of its accreditation processes. The joint institutional submission to the Teaching Council of Ireland on continuing professional development (CPD) has the capacity to make a very real contribution to the development of this area at a national level.</p> <p>Inevitably, in a resource constrained environment, the realisation of the original proposed Institute of Education proved to be overly ambitious in the context in which it developed. However, the experience has facilitated continued collaboration and cooperation that will be sustained in the future.</p> <p>The process of collaboration and enhanced cooperation resulted in a number of unexpected yet extremely positive outcomes not previously envisaged by institutions working independently. The collaborative work of the 4 universities has deepened, and unexpected research opportunities have resulted across the common areas of the arts, education and access networks. For example, the joint exhibition of students work from across the regional cluster, which formed part of the European Access Network’s Silver Jubilee Conference in June 2016, showcased in a real and meaningful way the opportunities arising from collaboration in relation to access and development. Research</p>		

opportunities have also been enhanced by staff cooperating across fields of research within Teacher Education, i.e., the Role of the Cooperating Teacher and the delivery of Development Education modules on the PME . This work is ongoing.

1. The four Schools of Education within the Institute of Education have built on the deepening engagement of previous years. In 2016/17 the joint activity within the HEI's of the Institute of Education (UCD, NCAD, TCD, MIE) focussed on the submission of the Joint Proposal for *Programme for Access to Higher Education (PATH)*. This required that the four providers of Initial Teacher Education (ITE) develop a strategic plan to increase numbers of applicants from named target groups to ensure that their student population is reflective of the diversity that exists within contemporary Irish society. This proposal was structured into two complementary pathways- Teacher(ME) and CREATE. One being the development of a theory-based action research pathway (based on establishing 3 doctoral PhD fellows who would drive the Teacher(ME) intervention with the specific target groups). The second pathway - CREATE - would be focused on three target groups from the PATH and would be informed by policy and supported by practice. Both pathways draw on the strengths of each HEI and their existing practice within their Access programmes and their relationships within their communities.

The HEA have requested that the four institutions revisit their 2 part submission in light of the criteria originally set (and the intentions of the Sahlberg Report) and resubmit one joint proposal from the four institutions.

2. The ebook of combined research activity was published and disseminated across the four institutions. The ebook can be found at the link below:

https://www.dropbox.com/sh/izhhdag10zozf8n/AAAwOM_HwsReHbgkCnDo0lzPa?dl=0

3. The Joint CPD programmes in NCAD continue to develop and further modules are being planned for summer 2017 which will feed into the primary and post primary teacher education sector. CPD partnerships with the Digital Pathways programme and the Digital Hub are planned for summer 2017 in order to develop digital technology skills for primary and post primary teachers.

Summary

2. Participation, Equal Access and Lifelong Learning

Overarching Statement (*maximum of 400 words*)

NCAD has made strong progress against this objective in terms of participation and equity of access. Promoting access for disadvantaged groups reflects a long-term field of individual and institutional commitment within the College, as evident in initiatives such as the Portlaoise Prison Fine Art Programme that ran from 1987 to 2011, for example.

NCAD's Access programme, our partnership with communities and our targeted interventions have made significant contributions to eliminating barriers to participation in higher education in Art and Design. In particular, the College has focused upon promoting equality of opportunity for students who may have limited social, financial, educational and cultural opportunities.

The College has also actively engaged with ensuring coherent pathways from further education. NCAD operates its own Access scheme outside of the national HEAR and DARE schemes in order to offer Access to all applicants including further education and mature applicants, and to offer places on a basis that is consistent with NCAD's specialist mission in Art and Design education.

Through our Continuing Education in Art and Design (CEAD) and Socially Engaged Art and Further Education masters, NCAD reaches into the lifelong learning community and manifests distinctly original characteristics that are all about learning through art and design, and enacting socially engaged processes of art education.

Nonetheless, what the wider emphasis of this Compact objective offers is an opportunity to extend our conception of access to more fully embrace a wider cohort of mature learners, with diverse patterns of life and thus requiring diverse *means* of access. While the College, with the agreement of the HEA, de-prioritised this element of our Compact for the current cycle, this emerged as a high priority for the College in the course of developing the NCAD Strategy 2017-2022. Consequently, we hope to strengthen our contribution to the national strategy for lifelong learning in the future through part-time pathways and greater flexibility around the structures through which such part-time provision is made available. The progress made in relation to CPD opportunities, for teachers and in relation to Fine Art and Design, has the potential to make a significant sectoral contribution in terms of enhancing the share of the working-age population in education and training.

There is a strong synergy for NCAD between this objective and wider knowledge transfer objectives through the College's strong commitment to engagement with communities and industry.

B: Participation, Equal Access and Lifelong Learning			
Short Name	1. Part-time Degree Programme	Owner	Dervil Jordan Siún Hanrahan
Institution Objective	<ul style="list-style-type: none"> To introduce a part-time degree programme To establish reciprocal collaborations with community sector 		
Performance Indicator	<ul style="list-style-type: none"> Provision of part-time route to Degree level First cohort of 12 students registered p/t students on degree-track. New collaborative programmes with community sector. 		
Baseline	Current routes to Certificate and Diploma levels and to full-time Degree programmes.		
Final target, end 2016	<ul style="list-style-type: none"> Semester 3 of 6 semester part-time degree (post-diploma). Consolidate collaborative relations with community sector. 		
Progress against Final Target, end 2016, commentary and data source	<p>a. Part-time route to Degree level: De-prioritised for this Compact NCAD offers part-time sub-degree awards to Level 7 as well as continuing professional development courses. There is a consistent demand for part-time learning options for mature students at NCAD. As part of the widening participation strategy NCAD has continued to sustain a provision that compares favourably at a sectoral level (HEA 2012:18).</p> <p>As agreed with the HEA at an earlier moment in this dialogue, NCAD as an institution had determined to de-prioritise the further advancement of a Degree-level part time courses in the context of the current Compact in order to concentrate on its core delivery of full time Level 8 Honours degrees, Level 9 Masters and PhDs.</p> <p>In its Strategy Document for 2017-2021, however, NCAD has prioritised the development and expansion of the range and scope of part-time options across NCAD at undergraduate and postgraduate level. Consequently, this objective is likely to be addressed in the context of the next HEA Compact.</p> <p>b. Collaborative Programmes During the course of NCAD's strategic dialogue with the HEA this aspect of the College's objective was re-articulated as follows:</p> <ul style="list-style-type: none"> To develop a community based learning model of teaching and learning for young adolescents, incorporating art and design education within a digital learning programme at the interface of formal and non-formal education. <p>The cognate performance indicator was there being a range of partnerships between the School of Education, NCAD Access programme, Fine Art and external communities.</p> <p>From a 2014 baseline of 2 partnerships, there are 12 external</p>		

community based learning partnerships in 2016. We believe that we have succeeded in meeting our objectives and targets in relation to this element of the Compact, and community based learning and teaching remains a key facet of NCAD as an educational institution.

Of particular note in relation to this particular objective:

- NCAD’s School of Education continue to deliver an after school programme for young people - Future Creators (15/16 year olds) and the Future Cadets programme (10/12 yr olds - this has been developed and expanded)– the Digital Arts programme is delivered with partners H2 Learning and the Digital Hub Development Agency in Dublin 8.
- The Digital Pathways Project <http://digitalpathways.eu> concluded this year with a conference in NCAD and launch of the Digital CPD Resource. The project partners - H2 Learning, the Digital Hub Development Agency (DHDA), the National College of Art and Design (NCAD), Krzyzowa Foundation (Poland) and MFG Baden-Württemberg (Germany), have partnered-up to develop a project called the Digital Skills Pathways for Youth across Europe. The Digital Skills Pathways for Youth across Europe project was directly inspired by The Digital Hub, Future Creators Programme developed by H2 Learning and NCAD. The project aimed to provide teenagers across Europe with opportunities to develop a range of digital literacy skills; to provide them with a virtual space to showcase their work and to network with peers. The area of digital literacy is a new and evolving concept within society.
- In response to the HEA call to Deliver Entrepreneurship, Creativity & Innovation Summer Camps for Second Level Students 2017, NCAD will run a Youth Art Programme (YAP) Summer Camp and a series of Young Entrepreneurs Bootcamps with our partners the Rediscovery Centre in Ballymun. The Young Entrepreneurs Bootcamps will be developed and overseen by YAP & the Department of Innovation and Engagement at NCAD, working with key external partners in education, business, industry and the community.

Summary	a.
	b.

B: Participation, Equal Access and Lifelong Learning			
Short Name	2. Increase number of access students	Owner	Siún Hanahan
Institution Objective	<ul style="list-style-type: none"> To increase number of access students through the reserved places mechanism 		
Performance Indicator	<ul style="list-style-type: none"> Number of students registering annually. 		
Baseline	<ul style="list-style-type: none"> Current numbers 16 @ 2013. 		
Final target, end 2016	<ul style="list-style-type: none"> 20 		
Progress against Final Target, end 2016, commentary and data source	<p>We have exceeded our final target, end 2016 and are achieving our objectives for this element of the Compact.</p> <p>NCAD's Access programme continues to innovate and build on its capacity to be a flagship for high quality engagement with under-represented groups. The numbers entering the college through the Access programme continue to increase, and exceeded our 2016 target:</p> <ul style="list-style-type: none"> 31 first year students were accepted under the NCAD Access Scheme in 2016/17. The total number of NCAD students registered with the Access Scheme in 2016/17 is 96. <p>NCAD's linked programme with primary and secondary schools - which includes access days, student shadowing programme, artist mentoring placements and exhibition at NCAD, Portfolio Preparation Scholarship awards and a primary access programme that includes student placements and mediated tours of the graduate show - continues to build a strong partnership and a pedagogical basis for our Access partners.</p> <p>As outlined in previous Compact submissions, NCAD is committed to widening participation in third level art and design education through its Access programme designed to specifically increase access by applicants who meet specific socio-economic and disability criteria. NCAD operates its own Access scheme outside of the national HEAR and DARE schemes. It does, however, closely mirror the eligibility requirements for both schemes. By staying outside of the national schemes NCAD is able to offer an Access scheme to all applicants including further education and mature applicants, not just Leaving Certificate applicants as in the case of HEAR and DARE. In this regard NCAD has already achieved this objective (4.3) as set out in the National Plan for equity of Access to Higher Education (2015-1019). In addition, staying outside of the national scheme, allows NCAD to offer places based on a concession around the portfolio score rather than the academic score, which is consistent with NCAD's specialist mission in Art and Design education.</p>		
Summary			

B: Participation, Equal Access and Lifelong Learning

Short Name	3. Accreditation for CPD in Education	Owner	Dervil Jordan
Institution Objective	<ul style="list-style-type: none"> To provide academic accreditation to CPD (in-service) participants in education 		
Performance Indicator	<ul style="list-style-type: none"> Number of credit-bearing registered part-time CPD students 		
Baseline	<ul style="list-style-type: none"> Currently some 206 post-primary and 335 primary teachers enrolled on CPD courses. 		
Final target, end 2016	<ul style="list-style-type: none"> First cohort part-time CPD candidates successfully completed. Design of CPD model for application in Fine Art and Design as appropriate. 		
Progress against Final Target, end 2016, commentary and data source	<p>CPD in Education</p> <p>In the past 10 years 740 post-primary and 400 primary teachers have participated in CPD workshops and/or summer courses in NCAD. There are currently 429 post-primary Art teachers and 300 Primary teachers on NCAD's CPD database.</p> <p>In the 2016/17 academic year, the School of Education in the NCAD has delivered 8 post primary CPD workshops as part of its CPD programme.</p> <p>A new form of collaborative CPD for Art teachers was piloted in March and April 2017 as part of a research project headed up by the CPD coordinator, Dr. Patsey Bodkin. The results of this project will be published in the 2017-18 academic year.</p> <p>In the summer of 2017, 9 summer courses will be delivered - 6 courses in Visual Art for primary teachers and 3 courses for Art teachers <i>and</i> Primary teachers will be delivered in the NCAD.</p> <p>A course in Digital Media entitled "<i>Exploring Digital Pathways through Art in the Digital Hub and NCAD</i>" for both primary and post-primary teachers, jointly developed by the NCAD CPD team and Digital Hub staff, will be delivered in the Digital Hub and NCAD in July 2017.</p> <p>The Continuing Professional Development (CPD) programme for Primary and Post-primary teachers will take place in the School of Education in July and August 2017 and are as follows:</p> <ul style="list-style-type: none"> Literacy & Numeracy through Visual Art in NCAD and its environs (Primary) Exploring Numeracy and Literacy through Printed Textiles in the NCAD (Primary and Post-Primary) Exploring Digital Pathways through Art in the Digital Hub and NCAD (Primary and Post-Primary) Re-imagining the Italian Renaissance through Drawing & Painting in NCAD (Primary and Post-Primary) <p>The CPD working group in the Institute of Teacher Education (UCD, TCD, MIE, and NCAD) is chaired by NCAD staff member Dr. Patsey Bodkin. In a meeting with the Teaching Council on the subject of CPD on 23rd</p>		

October, 2015, NCAD proposed the “Licensed Provider” concept to the Teaching Council.

As mentioned previously in respect of the Institute of Education (ITE), a memo published on 22 March 2016 reflects a renewed focus on the Institute and the CPD pillar is receiving attention. On 15 March, 2016 the Teaching Council approved the first national framework for teachers’ learning called Cosán, following consultation with the profession and other stakeholders (among them a representative from the NCAD). Section 9 of this document, Quality Assurance Process, confirms a commitment on behalf of the TCI to create a framework for accreditation of CPD in Education. Dr. Bodkin, as chair of the CPD Subcommittee is intimately involved in this process.

Most importantly in terms of our Compact objectives, on the 22nd February 2017, Dr. Bodkin received communication from the Teaching Council to state that a Cosán working group had been set up to support the process and that they would be in contact again in May 2017 with an update.

CPD Model in Art and Design

We are actively exploring the demand, content and appropriate delivery models for a range of enhanced CPD provision, with particular emphasis upon possibilities in respect of Design. The models being developed build upon our current academic provision and involve programmes, modules and non-ECTS-bearing units such as short courses and seminars.

Summary

3. Excellent teaching and learning and quality of the student experience

The calibre of NCAD graduates and the awards won by NCAD students, across the College, in national and international competitions is testament to the high-quality of the art and design education offered by NCAD. Furthermore, the higher than average rates of progression give further evidence to the excellence of teaching and pastoral care at NCAD, particularly in attending to and supporting the first year learning experience and students' transition into higher education. The First Year Common Experience, wherein all studio students participate in a shared first year programme, is at the heart of NCAD's art and design education. The diagnostic nature of this shared curriculum works towards confirming and/or enabling the student's choice of a studio area for degree specialisation and thus makes a significant contribution to the transitions agenda.

High levels of stress affecting the infrastructure of NCAD, have proven challenging over the lifetime of the current Compact. The factors underlying these challenges are both internal to NCAD and external to the College.

The major internal challenges have arisen from the scale of curricular change undertaken by the College in a context of diminishing resources across the higher education system. High levels of anxiety regarding the curricular change (from a 4 year undergraduate degree to a 3+2 structure) amongst both staff and students has been a significant feature of College life in recent years, as reflected in recent annual student surveys and through the recent institutional review. Diminishing resources, as reflected in higher student-staff ratios during this transition, have had opportunity costs in relation to capacity to attend to and invest in supporting and enhancing excellent teaching.

The external challenges faced by NCAD, that is the factors that arise from the wider Higher Education system, stem from diminishing resources. In particular, a lack of investment in maintaining and developing the College learning environment, in terms of both capital investment and ICT infrastructure, poses a high risk to the quality of the student experience.

As the immediate pressures of curricular change ease, there is recognition that there is work to be done in relation to enhancing the teaching environment, and a lot that we can do in support of our development as a community of teachers, even in the absence of additional resources.

C: Excellent teaching and learning and quality of the student experience			
Short Name	1. Socially Engaged Art and Further Ed	Owner	Dervil Jordan
Institution Objective	<ul style="list-style-type: none"> To establish NCAD as a College of engaged learning. 		
Performance Indicator	<ul style="list-style-type: none"> Number and quality of programmes, modules and projects and partnerships for delivery – directed to this end. 		
Baseline	<ul style="list-style-type: none"> MA S.E.A.+FE (Socially Engaged Art and Further Education) and Visual Culture (BA) with existing programmes – in 2013. Current real world partnerships in economic, social and cultural settings. Pattern of high achieving graduates. 		
Final target, end 2016	<ul style="list-style-type: none"> New increased intake onto S.E.A. (MA) Completion of Visual Culture (BA) cohort. New Summer School opportunities at NCAD campus combined with extended end-of-year exhibitions process. 		
Progress against Final Target, end 2016, commentary and data source	<p>The College, in conversation with the HEA, rewrote this institutional objective as follows:</p> <ul style="list-style-type: none"> To establish NCAD as a College of engaged learning and a national leader in the complementary fields of Socially Engaged Art and of Further Education in the art and design sector. <p>With a revised performance indicator:</p> <ul style="list-style-type: none"> Establishment of national and international partnerships in association with a new MA programme in Socially Engaged Art and Further Education <p>MA Socially Engaged Art</p> <p>This target has been achieved. The MA in Socially Engaged Art and Further Education (MA SEA+FE) is reaching the end of its second two-year cycle, the current group of 8 students complete their MA programme in June 2017, with a further intake planned for September 2018. The programme represents a model of socially engaged learning through art and design that is inclusive of further education and socially engaged practice in art.</p> <p>The masters programme is committed to staying connected to the critical debate within the national and international field of Socially Engaged Art and Further Education so students are invited to participate in events, seminars and symposiums taking place in the city. In Year 2, the MA SEA +FE is committed to partnering with an international artist or organisation to engage in a critical enquiry into key issues that face their practice and co-develop a response. In 2017 in collaboration with Stockyard Institute in Chicago, the MA SEA + FE will launch its second publication called <i>TransActions #2 – Dialogues in trans-disciplinary practice</i>. The first publication <i>TransActions #1</i> brought together a range of diverse</p>		

voices from Chicago alongside contributions from staff, students, visiting lectures and partners from the first cycle of the MA now called MA SEA + FE.

Further Education Modules aim to enable students to engage in a collaborative and analytical manner with key elements of theory and practice in relation to education and learning in a range of non-formal and further education contexts. Through practical seminars and placement opportunities students develop skills in facilitating learning within groups, by participating in, observing and reflecting on the processes of learning within the module itself and by engaging with key concepts in the area of group dynamics.

BA (Hons) Visual Culture

This target has been achieved. A second cohort of students will successfully complete the new BA (Hons) Visual Culture in June 2017. The programme is now an established undergraduate degree within NCAD.

Summer School opportunities & Extended end-of-year exhibitions

This target has been achieved in respect of the extended end-of-year exhibitions process, with focused promotional events scheduled across the duration of the exhibition that engage with a range of stakeholder groups.

Summer School opportunities have been created, although not as extensively as we might wish. This year's Summer School opportunity is focused upon Second Level Students: 'Entrepreneurship, Creativity & Innovation', a Young Entrepreneurs Bootcamp, 2017.

Increase in external learning situations/programmes/placements

External learning is also addressed under E1, and progress is as follows:

- Number of students engaged in real world learning projects with external partners: 75%
- 60 live projects with external partners were delivered in 2016

Despite significant human resources and spatial capacity issues, there has been a very significant growth in the number of external engagement projects delivered in NCAD. Overall, innovation and engagement annual activity increased by 56% in the last calendar year and exceeded our projected 2016 activity target by 65%.

Summary

C: Excellent teaching and learning and quality of the student experience			
Short Name	2. Identify & Reward Excellence in Education	Owner	Siún Hanrahan
Institution Objective	To identify and reward Excellence in Teaching		
Performance Indicator	<ul style="list-style-type: none"> Establishment of excellence in teaching award process and pathways to professional development. 		
Baseline	<ul style="list-style-type: none"> Model of research institute applied to dedicated teaching staff. 		
Final target, end 2016	<ul style="list-style-type: none"> Create teaching research fellowship. 		
Progress against Final Target, end 2016, commentary and data source	<p>As notified to the HEA at an earlier stage in the Compact dialogue, NCAD as an institution has determined to de-prioritise the programme to identify and reward Excellence in Teaching. This programme requires detailed analysis of similar excellence awards, and the careful implementation of a considered, transparent and administratively sound process. The pathways to professional development are closely linked to the Accredited CPD in objective B:3 above which has yet to be implemented under the ITE.</p> <p>As agreed with the HEA, the College determined that resources need to concentrate on its core delivery of full time Level 8 Honours degrees and Level 9 Masters and PhD.</p> <p>Nonetheless, through a number of institutional processes that took place in 2016/17 – Institutional Review, development of NCAD Strategy 2017-2022 and reflection upon the Compact process itself – the College is moving toward re-engaging with this objective in the context of the next HEA Compact. Taking the ‘Teaching Hero’ and ‘Teaching Experts’ initiatives spearheaded by the National Forum for Teaching and Learning Ireland as a model, the College will invite nominations for a ‘Teaching Hero’ award at the close of the current academic year, and will instigate a process for recognising ‘Teaching Experts’ in the 2017/18 academic year.</p>		
Summary			

C: Excellent teaching and learning and quality of the student experience			
Short Name	3. Centre of Excellence in Teaching Practice	Owner	Siún Hanrahan
Institution Objective	For NCAD to be recognised internationally as a centre of excellence of learning and teaching practice and research in teaching.		
Performance Indicator	<ul style="list-style-type: none"> • Uptake of applications from international contexts. 		
Baseline	<ul style="list-style-type: none"> • Existing national recognition of NCAD's position. 		
Final target, end 2016	<ul style="list-style-type: none"> • Increase recognition and student numbers from EU and non-EU contexts and retention. 		
Progress against Final Target, end 2016, commentary and data source	<p>NCAD's focus has been on capacity issues arising from the introduction of new teaching and learning structures under 3+2. With the first cohort of three year degree students having successfully completed, this difficulty should lessen, enabling greater focus upon increasing recognition of and recruitment from within the UK and further afield.</p> <p>The Sichuan Fine Arts Institute (SFAI) in China and NCAD have signed a Memorandum of Understanding in relation to developing joint educational initiatives. In the first instance, academics from NCAD are invited to participate in SFAI Design School's Flexible Introduction of High-level Talents Scheme (FIHTS) – this involves a funded teaching and research input at SFAI. Further possibilities being explored include a joint arts education degree that would involve Chinese students spending two years at SFAI and then 2 years in the School of Education in NCAD.</p> <p>NCAD's international registrations for International Fee Paying non-EU students have increased from 8 in 2013/14 to 12 in the year 2016/17. Of these 12 students, 1 is a Uiversity student.</p> <p>NCAD has launched a BA (International) with the intention of extending the international experience in terms of study and work placements for NCAD students and to facilitate more incoming international students. This Programme will create more space in the undergraduate years to allow for international study or work placements. The BA International was approved by UCD in April 2016 and is being offered as an option to students for the coming academic year.</p> <p>NCAD has a formal arrangement with the International Office of UCD, and this is further reinforced by the Recommendations contained in the SIDF NCAD+UCD report. Exploiting the potential of our relationship with UCD in relation to internationalisation will be a consideration in renewing the MoA between the two institutions ahead of September 2017.</p> <p><i>International Awards</i></p>		

In 2016/17 NCAD students from across the College have won international recognition for their work, in competitions as diverse as the Jerwood/FVU Awards, Sky Academy Arts Scholarship, recognition by the International Society of Typographic Designers (NCAD is no. 1 nationally and no. 2 internationally), Best British Book Design, RSA, and the Global People's Choice Award in IxD.

Students have also won recognition across the range of national art and design awards.

Summary



C: Excellent teaching and learning and quality of the student experience			
Short Name	4. Transitions Agenda	Owner	Cathy McCartney
Institution Objective	To be informed and take a lead role in responding to the Transitions Agenda within the Art and Design Sector.		
Performance Indicator	<ul style="list-style-type: none"> Recruitment and admissions process developed to the transition of students into third level art and design at NCAD Effectiveness of transition <i>within</i> year 1 of NCAD's art and design programmes 		
Baseline	<ul style="list-style-type: none"> NCAD has aligned its academic entry criteria with sectoral changes in the leaving cert and common points scale. The majority of NCAD first year entrants come onto a Common Entry programme: there are 4 points of entry onto a portfolio of 14 undergraduate programmes. All first years on a studio programme (95%) participate in a common first year programme which is diagnostic in nature and works towards the student's choice of a studio area for degree specialisation. NCAD's academic year for studio disciplines consists of two 15 week semesters. The BA (Hons) Visual Culture is structured on the basis of two 12 week semesters. 		
Final target, end 2016	<ul style="list-style-type: none"> Internal review of recruitment and admissions - including admissions process, academic entry requirements, portfolio and other entry requirements and CAO entry routes – complete and published with recommendations. Internal review of diagnostic mechanisms and support structures mapped and scheduled. 		
Progress against Final Target, end 2016, commentary and data source	<p>Recruitment and Admissions</p> <p>The target set regarding a review of recruitment and admissions was completed and a proposal regarding change agreed by NCAD's academic community:</p> <ul style="list-style-type: none"> Entry routes onto studio programmes for 2018 have been expanded as follows: <ul style="list-style-type: none"> First Year Art & Design (Common Entry) Illustration and Graphic Design Textiles, Jewellery & Objects Design or Fine Art & Education Fine Art (Common Entry) Fashion Design Product Design Interaction Design <p>Overall, this represents 9 points of entry onto a portfolio of 16 undergraduate programmes with common entry routes available into all areas</p> <ul style="list-style-type: none"> There is no change to the entry requirements for studio programmes: NCAD offers places on its studio programmes based upon a portfolio score to applicants who meet minimum entry academic criteria. 		

- The portfolio process has been made more accessible. NCAD currently publishes a 'Portfolio Brief' that applicants for all studio programmes other than Product Design must follow. For 2018 entry, this has been developed as 'Portfolio Guidelines' offering guidance to applicants, based upon the insights into visual creative processes underpinning 'the Brief', on how to construct a portfolio.

The considerations informing these changes are as follows

- Competition for a 2nd year placement in a competitive area can be intense. An unintended consequence of common entry programmes is that the competition for places can be displaced from CAO/first year entry into the first year of college which can impact negatively on the first year experience. Allowing more certainty about the final degree pathway to students on entry to the College is intended to relieve the pressure experienced by students during the first year.
- Specifying the range of pathways available increases legibility to applicants and provides clearly defined pathways particularly for applicants coming from Further Education or other backgrounds who have a highly developed sense of the pathways they wish to follow.

Common First Year Studio Programme

All first years on a studio programme (95%) will continue to participate in a common first year programme which is diagnostic in nature and works towards confirming and/or enabling the student's choice of a studio area for degree specialisation.

Review of Diagnostic Mechanisms

This target has been met. As part of agreeing the changes to entry routes outlined above, a review and evaluation process focused upon the impact of the changes on students' experience of the common multi-disciplinary experience underpinning NCAD's undergraduate studio curriculum was agreed. This will take place over a three year period, and will culminate in a QA review process with a strong emphasis upon the multi-disciplinary and diagnostic mechanisms and support structures.

NCAD portfolio of programmes

NCAD offers a broad range of undergraduate programmes in fine art, design, education and visual culture. The portfolio consists of :

- BA Fine Art programme with streams in Painting, Media, Fine Print, Sculpture and Applied Material Cultures (Textiles, Ceramics and Glass).
- BA Design Programme with degree options in Product Design, Interaction Design, Graphic Design, Illustration, Fashion Design, Textile & Surface Design, Jewellery & Object.

	<ul style="list-style-type: none"> • BA Design or Fine Art and Education – A joint honours degree in Education with a specialist studio area from among the studio options in fine art or design. • BA Visual Culture, a non–studio degree in the theory and history of art and design with a particular focus on contemporary art and design and the broad spectrum of contemporary visual culture. <p>These undergraduate programmes are aligned within NCAD with postgraduate programmes at masters and PhD level. The undergraduate portfolio of programmes reflects the broad range of contemporary art and design and is consistent with the institutional mission as the National college of Art & Design.</p> <p>Academic Year A review of the duration of NCAD’s academic year was initiated at Academic Council in June 2016. This is taking place and will report at the close of the 2016/17 academic year with its outcomes informed by the Institutional Review due to report formally in mid-May 2017.</p>
Summary	

C: Excellent teaching and learning and quality of the student experience

Short Name	5. Retention Rates	Owner	Cathy McCartney
Institution Objective	To sustain NCAD’s historically high retention rates in the context of higher student numbers and re-structured undergraduate programmes.		
Performance Indicator	<ul style="list-style-type: none"> Retention rate across all undergraduate programmes 		
Baseline	<ul style="list-style-type: none"> Non-progression rate of 6% in years 2012/13 to 2013/14 Change in pattern for years 2013/14 to 2014/15, although expected to stay within average range for university level 8 programmes 		
Final target, end 2016	<ul style="list-style-type: none"> NCAD Working Group on Retention to report to Academic Council on progression rates, identify any changes in pattern, examine possible influencing factors and make recommendations to address areas of concern. Development of strategy to address retention rates across NCAD’s undergraduate programmes in progress. 		
Progress against Final Target, end 2016, commentary and data source	<p>The final targets identified above for 2016 have been met.</p> <p>NCAD has historically had a very high rate of progression between first year and second year. The HEA report, <i>A study of progression in Irish Higher Education 2012/13 to 2013/14</i>, reports NCADs non progression rate for the years covered by the report as at 6%, as against the national average of 12% for all level 8 and an average of 11% for universities. The HEA report does not report specifically on retention rates in art and design in other institutions so it is not possible to compare NCAD performance with other providers on a discipline specific basis.</p> <p>NCAD’s progression rate had been very stable for the period up to the years covered by this report. Since this report’s publication NCAD is aware that there was a change in pattern and that for the years 2013/14 to 2014/15 NCAD’s non-progression rate increased from 6% to 10%. This change in pattern coincided with a period of intense challenge and change in the College including the introduction of new programme structures, new academic structures and regulations, including semesterisation and modularisation, increased student numbers, higher student staff ratios and underinvestment in buildings and equipment. In 2014/15 to 2015/16 the non-progression rate at NCAD appears to have returned to the more usual pattern, at 7%.</p> <p>The College remains attentive to the possibility of negative changes in progression and has put in place a range of measures to monitor and address progression and retention:</p> <ul style="list-style-type: none"> Enhanced student engagement structures across all years and in all programmes. Diversification of entry routes into College to relieve some of the stress associated with progression onto specialist pathways at close of Year 1. Introduction of Studio+, a sandwich year between years 2 and 3, to: 		

	<ul style="list-style-type: none"> ○ enable accredited internship opportunities for those wishing to gain 'industry' experience before progressing to their final year; ○ enable greater engagement with 'real world' contexts for students on all studio programmes; ○ enable greater uptake of international mobility opportunities for both outgoing and incoming students; ○ enable greater collaboration and student mobility at undergraduate level between NCAD and UCD. <ul style="list-style-type: none"> • Revised management structures, including a 'Recruitment, Admissions and Retention Committee' reporting to the Senior Management Team across the academic year. • Reviewing and revising the College's resource allocation model such that retention of students is incentivised.
Summary	

4. High quality, internationally competitive research and innovation

Overarching Statement (maximum of 400 words)

Progress against this objective has been mixed. Targets have been met in respect of research collaborations and knowledge exchange, and individuals' research performance and outputs within the College continues to be strong. The strong commitment to engagement with communities beyond NCAD that informs the College's strong performance in relation to 'Access' and 'Engagement' is evident in the effectiveness and breadth of knowledge transfer initiatives.

Growth in research income has not been consistent and the overall target has not quite been achieved. One of the consequences of this is that the College's capacity to resource researcher support through externally generated income has been constrained to a greater degree than was anticipated. Indeed, a key challenge faced by the College in delivering against our research ambitions has been resource related. The decline in core funding and the financial constraints experienced by the College in recent years is having a negative impact on the College's capacity to support researchers in developing and disseminating their work, in particular it has impacted upon our capacity to resource high-performing individuals in developing inter-institutional research contexts for their research and thereby seek external funding.

In relation to our ambitions in relation to doctoral research, the College has been affected by the wider decline in research graduate output being experienced within the Higher Education system. It is challenging for artists, in particular, and others involved in the art and design industries to fund doctoral study, especially as the financial rewards within the sector are not necessarily significant.

A further impact of the reduction in core funding to Colleges has been the pressure upon staff time and availability for research supervision. However, not all of our difficulties in relation to recruiting doctoral students are due to external factors. There have been opportunity costs through not having an institutional strategy and not having renewed our research strategy during the period of this Compact in terms of clearly articulating a research profile against which to attract doctoral students. Having recently invested in developing a College Strategy as a community, a key learning has been the need to create both a clear context for our ambitions and clear structures for driving, monitoring and delivering against those ambitions.

Reflecting upon the setting of our objectives regarding the recruitment of doctoral students, a clear learning is that targets need to be calibrated against supervisory capacity. The challenge for the College is to make resources available to expand supervisory capacity.

D: High quality, internationally competitive research and innovation			
Short Name	1. Grow number of Doctoral Students	Owner	Siún Hanrahan
Institution Objective	To grow the number of doctoral students in the period 2013-2018 with clear progression from Masters into Doctoral study as envisaged within the 3+2+3 Bologna framework and to develop further a structured PhD programme (in relation to the GradCAM cluster).		
Performance Indicator	<ul style="list-style-type: none"> Percentage increase in registrations 		
Baseline	<ul style="list-style-type: none"> 30 		
Final target, end 2016	<ul style="list-style-type: none"> 40 		
Progress against Final Target, end 2016, commentary and data source	<p>The overarching institutional objective to develop clear progression from Masters into Doctoral study is being progressed through the development of targeted masters programmes (such as the MA Interaction Design), and the review and enhancement of masters provision across the Schools. This has resulted in an increase in masters student enrolments, and will help develop a pipeline for further research study and an increase in doctoral registrations. Nonetheless, the current number of PhD Students at NCAD is 26 – these straddle Fine Art, Design, Visual Culture and Education - which falls short of our 2016 target.</p> <p>In reflecting upon the obstacles faced in meeting our target in terms of PhD registrations, a number of considerations warrant further reflection:</p> <ol style="list-style-type: none"> Clarity regarding the basis for targets set (funding landscape, supervisory capacity, disciplinary relevance) The funding landscape for postgraduate students Disciplinary relevance Clarity and coherence of institutional research context <p>(a) Reflecting upon the process through which we set targets for PhD recruitment at the outset of the current Compact, it is not clear that we tested our aspirations in relation to factors likely to challenge those aspirations such as: the wider funding landscape (reduced core funding and fewer staff being available for research supervision due to teaching commitments), a clear calculation in relation to supervisory capacity (suitably qualified staff), a strategy for exploiting current supervisory capacity, resources to build supervisory capacity and resources to effectively market Doctoral Study at NCAD. In anticipation of the next HEA Compact and in support of more effectively meeting our aspirations, a Doctoral Research Group is being set up as a sub-committee of NCAD’s Research and Innovation Committee to support the development of doctoral pathways, and the recruitment of and research environment for doctoral students.</p>		

(b) The funding landscape for postgraduate students in Ireland is very challenging. In the absence of significant State funding and a very high levels of competition for very few Irish Research Council scholarships, it is very difficult for artists and designers to fund postgraduate study. Many artists and increasing numbers of designers will, nonetheless, undertake masters level study, but there are few financial incentives for undertaking doctoral study in art and design and so relatively few individuals find themselves in a position to take up the opportunity. Where the means can be found to overcome or reduce the financial obstacles to doctoral study, evidence from the UK and elsewhere (including Ireland before funding was cut) suggests that there is interest in availing of opportunities to pursue doctoral study.

(c) Traditional structures for doctoral study are relevant for Visual Culture and Education, and have relevance for Fine Art practice. Such structures are not as relevant for Design. The opportunity is to develop a range of appropriate pathways for doctoral study in art and design. As indicated in relation to (a.), above, these possibilities will be explored and developed by NCAD's newly formed Doctoral Research Group.

(d) As an institution we remain committed to our research ethos. The research profile of many NCAD staff (and students) is of international standing. We have not, however, been as effective as might have been in projecting the thematic research priorities and opportunities at NCAD as related to and driven by our most active researchers. As we look to stabilise our PhD numbers over the coming years through MA progression, International Marketing and clearer communication of internationally recognised research and PhD supervision profiles of the staff, we will be guided by the NCAD Strategy 2017-2022, including supporting colleagues in advancing their qualifications to PhD level.

NCAD continues to contribute PhD level supervision to the UCD SmartLab initiative.

Summary 2016

D: High quality, internationally competitive research and innovation			
Short Name	2. To scope and develop a Professional structured doctorate route	Owner	Siún Hanrahan
Institution Objective	To scope and develop a Professional-Structured Doctorate route.		
Performance Indicator	<ul style="list-style-type: none"> Validation and introduction of Professional-Structured Doctorate. 		
Baseline	n/a		
Final target, end 2016	<ul style="list-style-type: none"> Second intake 3, total 5 registered students 		
Progress against Final Target, end 2016, commentary and data source	<p>NCAD has launched a structured PhD and currently has 9 students on the programme.</p> <p><i>Note: the description of this objective should read 'structured' rather than 'professional' doctoral route.</i></p>		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	3. Research Institute – NCAD, Fellow visits	Owner	Siún Hanrahan
Institution Objective	To establish the Research Institute in Art and Design at NCAD as an international centre of research through a visiting fellow programme and other measures concerned with enhancing the international profile of the Institute (lectures and publications) and research productivity of NCAD staff.		
Performance Indicator	<ul style="list-style-type: none"> • Increase in numbers of NCAD Fellows and Visiting Fellows, provision of adequate space for Institute. 		
Baseline	<ul style="list-style-type: none"> • 27 NCAD Fellows, 2 Visiting Fellows, no dedicated space as yet. 		
Final target, end 2016	<ul style="list-style-type: none"> • 38 NCAD Fellow, 4 Visiting Fellows. 		
Progress against Final Target, end 2016, commentary and data source	<p>The Research Institute has persevered notwithstanding challenges that have arisen from funding constraints. The Institute has:</p> <ul style="list-style-type: none"> • 31 NCAD fellows, and 11 visiting fellows over the last 36 months with an average stay of 2 months. <p>The Studio Fellowship in Fine Art based in the Annexe during 2016/17 is Niamh McCann, and a call for the 2017/18 Studio Fellowship in Fine Art has been issued.</p> <p>The MA Art in the Contemporary World hosts a joint NCAD and Irish Museum of Modern Art (IMMA): Fellow, the art historian Nait Banai from Tufts University/School of the Museum of Fine Arts, Boston in May-June of 2014; the second ACW/IMMA Fellow in Feb.-March of 2015 was London-based cultural commentator Morgan Quaintance; the third ACW/IMMA Fellow in October-November 2016 was London and Warsaw based curator and researcher Martin Waldmeier.</p> <p>The dedicated space assumed to have been achieved in 2014 has not yet been allocated, in the context of a double cohort of undergraduate students this was particularly hard to achieve. This difficulty has persisted due to further constraints upon space following the loss of the John Street West building adjacent to the main campus.</p>		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	4. Researcher support via Research Inst.	Owner	Siún Hanrahan
Institution Objective	To implement an agreed support mechanism for individual researchers, administered via the Research Institute, including a research leave scheme and small grant support.		
Performance Indicator	<ul style="list-style-type: none"> • Implementation of small grant and research leave scheme. 		
Baseline	<ul style="list-style-type: none"> • Current small grant spend €10,000 per annum, no leave scheme. 		
Final target, end 2016	<ul style="list-style-type: none"> • €20,000; full implementation of scheme. (Subject to levels of funding.) 		
Progress against Final Target, end 2016, commentary and data source	<p>Researcher seed funding: A €25,000 seed fund was established in early 2016 to stimulate cross institutional research under the umbrella of the Research Institute. This money was funded through our enterprise engagements described more fully in D:5.</p> <p>Calls for NCAD staff to avail of €1,000 small grants and for PhD Students to avail of €400 field research grants were allocated during the 2015-16 academic year to staff and PhD candidates, respectively. A further call for staff to avail of funding was issued in March 2017.</p> <p>Following this modest investment, NCAD is a partner in two international bids submitted in March/April 2017 under Horizon 2020.</p> <p>Research leave scheme: Progress has been made in relation to the infrastructure to support research leave:</p> <ul style="list-style-type: none"> • A Research Sabbatical Leave policy has been agreed by Senior Management (building upon earlier progress regarding research leave agreed through academic council). • Strategies to resource Research Sabbatical Leave through collaboration between colleagues at Department and School level were identified as part of the development of the NCAD Strategy 2017-2022. • Teacher/Researcher opportunities have been developed in collaboration with the Sichuan Fine Arts Institute as part of their 'High Level Talents Scheme'. 		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	5. Income from research and development	Owner	Derek McGarry
Institution Objective	To grow income from research and innovation activities focusing on larger and strategically significant projects with key partners and funders.		
Performance Indicator	<ul style="list-style-type: none"> Quantified growth in research income. 		
Baseline	<ul style="list-style-type: none"> €311,330 (subject to continuing levels of support from key partners like Enterprise Ireland). 		
Final Target, end 2016	<ul style="list-style-type: none"> €450,000 		
Progress against Final Target, end 2016, commentary and data source	<p>€450,000 target:</p> <ul style="list-style-type: none"> An income of €258,000 was generated in 2016. A further €72,500 of in-kind value was created through a small number of knowledge transfer partnership agreements. This yields a total value of €330,500, only just above our baseline income. Only 62% of the NCAD innovation and engagement portfolio generates an income, the remaining 38% is undertaken purely for the high value teaching and learning partnership. In addition to addressing an overall drop in research income, there is a need to develop a more balanced portfolio. <p><i>Additional observations:</i></p> <ul style="list-style-type: none"> NCAD relies heavily on NCAD Origin8 to deliver industry engagement projects that are not delivered by students as part of the embedded curriculum. 25% of the NCAD innovation and engagement portfolio is delivered by NCAD Origin8. NCAD Origin8 has significant capacity issues. The Head of Innovation and Engagement, including NCAD technology transfer office, is a 0.75 position and administrative resources are needed. <p>Update against revised objective, as per earlier moment in strategic dialogue In the course of NCAD's strategic dialogue with the HEA, the institutional objective was rewritten as follows:</p> <ul style="list-style-type: none"> To create impact through real world teaching and learning. To generate innovation and engagement research partnerships with industry and the wider community. To commercialise NCAD design research. To create design licensing opportunities by developing an intellectual property portfolio <p>The following information is also relevant in the context of targets at end 2016:</p> <ul style="list-style-type: none"> 2016 NCAD HEA key performance indicator targets were achieved in 7 out of 9 categories. 79 industry research projects were delivered in 2016 NCAD exceeded our anticipated contract research target by 40% (against a baseline of 10) NCAD exceeded our anticipated collaborative research target by 60% (against a baseline of 21) 		

	<ul style="list-style-type: none"> • NCAD exceeded our anticipated events target by 260% (against a baseline of 5) • NCAD saw a reduction in the number of innovation vouchers and was not able to secure an Enterprise Ireland Technology Transfer Feasibility partnership due, in large part, to the very high volume of other collaborative projects in our portfolio (against a baseline of 10 innovation vouchers and 1 Enterprise Ireland Technology Transfer Feasibility partnership) • NCAD delivered two industry knowledge transfer partnerships (KTP's). This reflects a 100% increase on the anticipated target (against a baseline of 1) • NCAD exceeded the anticipated number of Enterprise Ireland Commercialisation Fund Feasibility Study grants by 400% (against a baseline of 1) • NCAD Origin8 met its target of one Enterprise Ireland Commercialisation Fund project (against a baseline of 1) <p>Our pipeline commercialisation fund projects continue to be difficult to convert. In general, NCAD design graduates secure employment within 6 months of graduation and are no longer available to develop their potential commercialisation fund projects. NCAD is developing new commercialisation models that help address this issue.</p>
Summary	

D: High quality, internationally competitive research and innovation			
Short Name	6. Establish international design research project	Owner	Alex Milton
Institution Objective	To create an international research project in the area of Design Innovation and the Built Environment in collaboration with the School of Architecture at UCD.		
Performance Indicator	<ul style="list-style-type: none"> • Successful establishment of project 		
Baseline	n/a		
Final target, end 2016	<ul style="list-style-type: none"> • Introduction of project and a base. (Subject to successful securing of funding.) 		
Progress against Final Target, end 2016, commentary and data source	<p>One of the key recommendations from the SIDF Report on NCAD+UCD is in the area of Design Research and Innovation. This will be co-sponsored by the Design School at NCAD and the School of Architecture at UCD.</p> <p>Albeit that this objective was ‘subject to successful funding’ which was not forthcoming, material progress towards the realisation of this objective will be achieved by the implementation of the recommendations from the SIDF report and further enhanced by the appointment of a part-time ‘Director of Design Research’ to the College of Engineering and Architecture at UCD who will be articulating a design research strategy, including input from NCAD and IADT.</p> <p>The School of Design has developed <i>Studio+</i> a new additional year of research and knowledge exchange focused undergraduate study, which seeks to:</p> <ul style="list-style-type: none"> • stimulate students’ professional development; • enrich the student experience; • foster interdisciplinarity; • facilitate inter-collegiate and international student and staff mobility; • differentiate NCAD from other creative art and design institutions; • reinforce NCAD’s research, knowledge exchange and engagement activities; • provide additional income streams; • enable NCAD to meet its strategic aims and ambitions. <p>The year will enable NCAD Design Students to undertake modules from a suite of agreed UCD modules, and provides a framework for UCD students to undertake NCAD electives. This will help foster inter-collegiate and interdisciplinary academic, research and knowledge exchange activities and interaction.</p> <p>UCD/NCAD design research and innovation collaborations are</p>		

being actively explored, focusing initially on product design engineering research methods.

The Alliance seeks to:

- Grow research capabilities and capacity
- Promote STEAM, D-STEM and Interdisciplinary research
- Support the development of a cohesive collaborative infrastructure across research, research training and research methods

Summary

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Overarching Statement (maximum of 400 words)

NCAD's engagement with local communities, local and international SMEs, and Ireland's cultural and creative industries is significant and the College is meeting its targets in this respect, yielding high quality knowledge exchange and knowledge transfer partnerships.

Innovation and commercialisation are also a strength within the College, with the College exceeding its targets in respect of knowledge exchange and most innovation and commercialisation targets. It is also encouraging that knowledge exchange is a facet of learning, teaching and research activity across all four Schools.

Innovation and commercialisation activity at the College has been greatly enhanced through the Academic Alliance and our relationship with NovaUCD through TTSI2, with greater collaboration and support expected within TTSI3. Echoing HEA concern regarding inhibitions of performance due to regulatory frameworks, and as the HEA is aware, the College is anxious to see regulation progressed that would address ambiguities in its 1971 Act.

While engaging our students in real world learning experiences and partnerships is of enormous benefit and value to the College and our students, further reflection regarding the overall balance of our portfolio is required. NCAD could be argued to undertake too many high value teaching and learning partnership projects that do not generate an income. Indeed, it is anticipated that NCAD's Studio+ initiative will greatly enhance the opportunities for students to engage in real world learning opportunities.

Nonetheless, rebalancing our portfolio of learning partnerships to increase the level of income generated where valuable IP is being generated will require careful consideration in the year ahead.

**E: Enhanced engagement with the enterprise and the community
and embedded knowledge exchange**

Short Name	1. Knowledge Exchange – External Partners	Owner	Derek McGarry
Institution Objective	To be actively engaged in knowledge exchange partnerships with a wide range of organisations to share NCAD’s knowledge and expertise to benefit culture, society and the economy.		
Performance Indicator	<ul style="list-style-type: none"> • Number of live projects with external partners • Number of students engaged in real world learning projects with external partners • Number of events held in partnership with other organisations 		
Baseline	<ul style="list-style-type: none"> • Number of live projects with external partners: 20 • Number of students engaged in real world learning projects with external partners: 50% • Number of events held in partnership with other organisations: 8 		
Final target, end 2016	<ul style="list-style-type: none"> • Number of live projects with external partners: 30 • Number of students engaged in real world learning projects with external partners: 90% • Number of events held in partnership with other organisations: 20. 		
Progress against Final Target, end 2016, commentary and data source	<p>The number of live projects and events with external partners continues to grow with engagement across all 4 schools of NCAD, exceeding our final target for 2016:</p> <ul style="list-style-type: none"> • Number of live projects with external partners: 60 <ul style="list-style-type: none"> ○ Contract Research Projects = 14 ○ Collaborative Research Projects = 18 ○ Service Agreements = 28 • Number of events held in partnership with other organisations: 19. <p>The target relating to the number of students engaged in real world learning has not been achieved in full but nonetheless reflects a substantial achievement:</p> <ul style="list-style-type: none"> • Number of students engaged in real world learning projects with external partners: upwards of 75% <p>To give evidence to the claim regarding engagement across NCAD’s four Schools:</p> <ul style="list-style-type: none"> ○ The School of Design delivers 41% of the NCAD innovation and engagement portfolio ○ The School of Education delivers 16% of the NCAD innovation and engagement portfolio ○ The School of Fine Art delivers 10% of the NCAD innovation and engagement portfolio ○ The School of Visual Culture delivers 8% of the NCAD innovation and engagement portfolio 		

	<ul style="list-style-type: none">• A recent curriculum initiative, the introduction of Studio+ (a sandwich year between years 2 and 3) will greatly enhance our capacity to continue to make progress towards our 90% target for numbers of students engaged in real world learning projects by:<ul style="list-style-type: none">○ enabling accredited internship opportunities for those wishing to gain 'industry' experience before progressing to their final year;○ creating targeted space within the curriculum for greater engagement with 'real world' contexts for students on all studio programmes.
Summary	

**E: Enhanced engagement with the enterprise and the community
and embedded knowledge exchange**

Short Name	2. Commercialisation with NovaUCD and Enterprise Ireland	Owner	Derek McGarry																																												
Institution Objective	Develop effective commercialisation of its research and innovation, in close collaboration with Nova UCD and Enterprise Ireland.																																														
Performance Indicator	<ul style="list-style-type: none"> • Number of Enterprise Ireland-funded projects (Innovation vouchers, Commercialisation Fund & Knowledge Transfer Partnerships) • Number of design licences / patents filed • Number of spin-out companies (cumulatively). 																																														
Baseline	<ul style="list-style-type: none"> • Delivering commercialisation activity 																																														
Final target, end 2016	<ul style="list-style-type: none"> • 12 Enterprise Ireland-funded projects • 5 design licences / patents filed • Developed & supported 3 campus company spin-outs since establishing the NCAD Origin8 enterprise incubator in 2013 																																														
Progress against Final Target, end 2016, commentary and data source	<p>1. NCAD continues to develop its commercialisation pipeline. In 2016, NCAD innovation and engagement met 7 of its 9 agreed key performance indicators.</p> <table border="1"> <thead> <tr> <th>2016</th> <th>Project Descriptors</th> <th>HEA Metric</th> <th>KPI</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge Transfer Partnerships</td> <td>1</td> <td>2</td> </tr> <tr> <td>2</td> <td>Ent. Ire Technology Transfer Feasibility</td> <td>1</td> <td>0</td> </tr> <tr> <td>3</td> <td>Ent. Ire Commercialisation Fund Feasibility Studies</td> <td>1</td> <td>5</td> </tr> <tr> <td>4</td> <td>Ent. Ire Com. Fund Applications</td> <td>1</td> <td>1</td> </tr> <tr> <td>5</td> <td>Ent. Ire Com. Fund Projects</td> <td>1</td> <td>1</td> </tr> <tr> <td>6</td> <td>Ent. Ire Innovation Research Vouchers</td> <td>10</td> <td>5</td> </tr> <tr> <td>7</td> <td>Contract Research - Knowledge Exchange Projects</td> <td>10</td> <td>14</td> </tr> <tr> <td>8</td> <td>Collaborative Research Projects <25k / >25k</td> <td>21</td> <td>33</td> </tr> <tr> <td>9</td> <td>Earned Income (events/facilities rental)</td> <td>5</td> <td>18</td> </tr> <tr> <td colspan="2">Total:</td> <td>51</td> <td>79</td> </tr> </tbody> </table> <p> <ul style="list-style-type: none"> ○ NCAD delivered two industry knowledge transfer partnerships (KTP's). This reflects a 100% increase on the anticipated target. Both KTP's were repeat business. Both KTP's were embedded in the undergraduate curriculum and provided impactful teaching and learning. ○ NCAD failed to secure any Enterprise Ireland technology transfer feasibility fund (50/50% investment models) research projects with industry. This reflects a 100% decrease on our anticipated target. NCAD need to be more proactive in identifying high potential industry research partners interested in availing of this research funding. ○ NCAD Origin8 exceeded the anticipated number of Enterprise Ireland Commercialisation Fund Feasibility Study grants by 400%. ○ NCAD Origin8 met its target of one Enterprise Ireland Commercialisation Fund application. ○ NCAD Origin8 met its target of one Enterprise Ireland Commercialisation Fund project. We now anticipate a further 2 applications in July 2017 to ensure we maintain our campus company start-up and commercialisation fund activity. ○ NCAD could only accommodate 5 Enterprise Ireland innovation research voucher projects in 2016. This indicates a 500% decrease on </p>			2016	Project Descriptors	HEA Metric	KPI	1	Knowledge Transfer Partnerships	1	2	2	Ent. Ire Technology Transfer Feasibility	1	0	3	Ent. Ire Commercialisation Fund Feasibility Studies	1	5	4	Ent. Ire Com. Fund Applications	1	1	5	Ent. Ire Com. Fund Projects	1	1	6	Ent. Ire Innovation Research Vouchers	10	5	7	Contract Research - Knowledge Exchange Projects	10	14	8	Collaborative Research Projects <25k / >25k	21	33	9	Earned Income (events/facilities rental)	5	18	Total:		51	79
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	<p>the anticipated target. The high volume of other innovation and engagement work impacted our capacity to deliver larger numbers of innovation vouchers in 2016. The introduction of the <i>Studio+</i> work experience year in September 2017 should help NCAD address the shortfall in meeting our target in 2017.</p> <ul style="list-style-type: none"> ○ NCAD exceeded our anticipated contract research target by 40%. ○ NCAD exceeded our anticipated collaborative research target by 60%. ○ NCAD exceeded our anticipated events target by 260%. <p>2. The NCAD-NovaUCD TTSI2 consortium maintained an A+ rating with Knowledge Transfer Ireland.</p> <p>3. NCAD capacity issues continue to be an impediment to further growth, as does ambiguity around the 1971 NCAD Act and the TTSI ecosystem.</p>
Summary	

6. Enhanced Internationalisation

Overarching Statement (*maximum of 400 words*)

NCAD is committed to developing a culture of internationalisation expressed through a mix of students, faculty, teaching and research. We seek to equip our graduates with the skills, understanding, networks and experience to exploit the global opportunities available to them. Nonetheless, the outward mobility of our students has reduced significantly with the move to a 3+2 curriculum structure.

Recognising this and the value of international learning opportunities for our students, NCAD sought and secured validation in 2015/16 for an International pathway involving a year abroad (at an art and design college or on an internship). It is anticipated that there will be good uptake of this opportunity in 2017/18. A further initiative that will promote outward mobility amongst students is NCAD's Studio+, which will encourage undergraduate students to take 30 credits of learning through Erasmus exchange.

Inward mobility of undergraduate students through Erasmus continues to be reasonably strong in NCAD, although it is anticipated that Studio+ will also create opportunity to support higher numbers as well as increasing the attractiveness of NCAD through the distinctiveness of the offer. Students in NCAD hail from a range of countries, including Brazil, Canada, China, and the USA, and partnerships are being developed with art and design colleges in China, Singapore and the USA.

Erasmus mobility at postgraduate level continues to be modest, although we have hosted a number of doctoral students under Erasmus and through EU FP7 projects.

International mobility of staff is of significant importance in NCAD. Traditionally, the approach taken by the College has been relatively passive, with Erasmus, external examining, international research projects and invited lectures the key enablers and drivers of such mobility. Although the College is not as advanced in developing an explicit internationalisation strategy as it might be, it is developing a more strategic response as evident through a number of recent international collaborative educational partnerships, such as that with Sichuan Fine Arts Institute (teacher exchange) and with MASS Arts, USA (Summer School initiative for 2018).

A key learning through the Compact process, in relation to this and other objectives, is the importance of articulating a clear strategy for the College, understanding how this relates to national strategic objectives and developing structures that enable monitoring progress and delivering against such objectives.

F: Enhanced Internationalisation

Short Name	1. International exchange and knowledge exchange	Owner	Alex Milton
Institution Objective	NCAD aims to have a world presence in art and design education in the university sector through diversification of students, internationally recognised research and knowledge exchange partnerships.		
Performance Indicator	<ul style="list-style-type: none"> • Number of international students. • Number of partnerships established to enable student exchange, knowledge and research collaborations. 		
Baseline	2013/2014 <ul style="list-style-type: none"> • Total International Full-Time = 110 • Total Non-EU (International Fee Paying) = 8 • Erasmus Placement Outgoing = 23 		
Final target, end 2016	<ul style="list-style-type: none"> • Achieve the following increase in international activity: <ul style="list-style-type: none"> • 15% 1% incoming international students. • 5% 2% outgoing students on exchange/placement. • Collaborating on 1 international research project. • Established 3 knowledge exchange partnerships with international companies. 		
Progress against Final Target, end 2016, commentary and data source	<p>As notified in NCAD's last submission against the Compact, modifications in the setting out of the both the Baseline and the Final target for end 2016 were required on the basis of data definitions. Consequently, a correct articulation of the Final target, end 2016 (in line with data definitions) is as follows:</p> <ul style="list-style-type: none"> • Achieve the following increase in international activity: <ul style="list-style-type: none"> • 1% incoming international students (equivalent to 15 students) • 2% outgoing students on exchange/placement. • Collaborating on 1 international research project. • Established 3 knowledge exchange partnerships with international companies. <p>International Fee Paying non-EU students NCAD's registrations for International Fee Paying non-EU students have increased from 8 in 2013/14 to 12 in the year 2016/17. Of these 12, 1 is a Uiversity student.</p> <p>Erasmus and new BA (International) programme In 2016 only 12 undergraduate students availed of the opportunity to study abroad, effectively 1.4% of the undergraduate population.</p> <p>NCAD has launched a BA (International) with the intention of extending the international experience in terms of study and work placements for NCAD students and to facilitate more incoming</p>		

international students. This Programme will create more space in the undergraduate years to allow for international study or work placements. This initiative will address a fall in Erasmus numbers as it will be more compatible with the 3+ 2 degree structure. The BA International has been approved by UCD in April 2016 and is being offered as an option to students for the coming academic year. We currently have 32 undergraduate students interested in Exchange next year.

NCAD has introduced a new year of undergraduate study entitled Studio+, this is being rolled out in the School of Design in the coming year and is in development for the School of Fine Art for the following year. The studio+ year seeks to build upon the existing international study options for our students – facilitating shorter 30 credit international experiences as well as the current full year abroad (60 credits). NCAD seeks to promote internationalism and diversity in everything we do, and our international activities seek to help extend our global influence.

Through international exchange, we seek to encourage our students to study abroad, with the aim of broadening their minds, improving their employability and acting as ambassadors for the college. In return, we welcome visiting students to NCAD as one of the ways to promote a multicultural learning environment for all our staff and students. Of particular note in the current year, we hosted a doctoral student in the School of Design through Erasmus.

Internationalisation

A number of international collaborations are in development in the College and in collaboration with UCD:

- The Sichuan Fine Arts Institute (SFAI) in China and NCAD have signed a Memorandum of Understanding in relation to developing joint educational initiatives. In the first instance, academics from NCAD are invited to participate in SFAI Design School's Flexible Introduction of High-level Talents Scheme (FIHTS). Further possibilities being explored include a joint arts education degree that would involve Chinese students spending two years at SFAI and then 2 years in the School of Education in NCAD.
- Design Summer School for Mass Art students in the field of Medical Device Design, with the USA/Irish initiative scheduled to commence in summer 2018.
- Studio+, particularly in its capacity to encompass modules delivered during the '3rd Semester' (during the summer) has significant potential in support of an international collaboration being explored between UCD, NCAD and Pratt Art Institute in the USA.

NCAD has a formal arrangement with the International Office of UCD, and this is further reinforced by the Recommendations contained in the SIDF NCAD+UCD report. Exploiting the potential

of our relationship with UCD in relation to internationalisation will be a consideration in renewing the MoA between the two institutions ahead of September 2017.

International Research Projects

- The EU funded research project PELARS, which involved a number of academic institutions across Europe including NCAD, University of London and Copenhagen Institute of Interaction Design has helped establish a digital design and pedagogical research network, and a number of legacy projects are in development.
- In the current year, NCAD is a partner in two H2020 bids, both arising out of Visual Culture:
 - Value in Social Art (ViSuAl), in partnership with RCA, Babes-Bolyai University, University of Amsterdam, Project Arts Centre (Dublin), The Showroom (London), The Van Abbemuseum (Eindhoven), The Museum of Contemporary Art (Bucharest), Transparadiso (Vienna);
 - Improving Mutual Understanding Among Europeans by Working Through Troubled Pasts, led by Waterford Institute of Technology with Irish partners (UCC, MIC/UL, NCAD), and international partners from Macedonia, Italy, The Czech Republic, Greece and the UK.

Summary	
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7. Institutional Consolidation

Overarching Statement (*maximum of 400 words*)

As outlined in relation to Objective 1 above, we believe good progress has been made in achieving the broad objectives of institutional consolidation. That is, the NCAD+UCD Academic Alliance has delivered high levels of collaboration to date. It is further anticipated that the work done to date in support of agreeing a renewed Memorandum of Understanding, based upon greater academic integration and more explicit driving of academic and research collaboration, will contribute to such progress being sustained into the lifetime of the next Compact.

Progress against the tri-lateral aspect of the Dublin I cluster – NCAD, UCD and IADT – has not been as impressive, although the uncertainties that were slowing progress in validating, launching and recruiting onto the joint MA Spatial Arts Visualisation are close to being resolved and it is anticipated that all outstanding issues will be resolved in the current academic year so that the programme can be announced and recruitment can commence in the coming academic year.

As was argued in relation to Objective 1 above, ensuring diversity in Ireland’s HE system warrants careful consideration in relation to questions of consolidation. It is important that Art & Design continue to be available across the whole of the HE system – IoTs, TUs and the university sector. NCAD, as part of the university sector, has a vital role to play in ensuring diversity, through providing Art and Design within the university sector, and through the breadth of art and design disciplines provided within the College.

G: Institutional Consolidation

Short Name	1. Deepen UCD relationship up to merger	Owner	Bernard Hanratty
Institution Objective	Deepen relationship with University Education (UCD) up to merger with UCD		
Performance Indicator	<ul style="list-style-type: none"> • Establishment of merger 		
Baseline	<ul style="list-style-type: none"> • Current Academic Alliance and joint activity 		
Final target, end 2016	<ul style="list-style-type: none"> • Foundational issues for merger resolved to proceed to merger 		
Progress against Final Target, end 2016, commentary and data source	<p>As has been agreed with the HEA, for reasons external to NCAD and UCD, a merger is not feasible at this time.</p> <p>The ‘NCAD+UCD’ report on the realisation of the extraordinary potential of the Alliance between the two institutions was published in March 2016. The report sets-out a vision for the Alliance based on academic collaboration and UCD Accreditation of NCAD degrees.</p> <p>Clear progress has been made in implementing the recommendations made within the report. The first and foremost of these recommendations, a framework for shared activity, was achieved through two working groups focused upon accreditation and collaboration. The groups reported in March 2017 and their work is informing the renewal of the MoA. A further five of the recommendations contained within the report have been implemented and the remaining 3 are progressing and will be implemented during the course of 2017.</p> <p>The report is materially informing the renewal of the Memorandum of Agreement between the institutions and has been instrumental in addressing any ambiguity about the nature of the relationship between the two institutions. It draws on the many positive collaborations in recent years – some of which involve IADT.</p> <p>These collaborations served as case studies for the development of a Framework for Shared Activity that addresses the academic and administrative governance of offerings between NCAD and UCD, multi-party offerings involving NCAD, UCD and other parties.</p>		
Summary 2016			

G: Institutional Consolidation

Short Name	2. Tri-lateral Cluster NCAD/UCD/IADT	Owner	Philip Napier Alex Milton
Institution Objective	Develop Tri-Lateral Cluster (NCAD/UCD/IADT) for provision of art, design and creative media education in Dublin region.		
Performance Indicator	<ul style="list-style-type: none"> • Agree Governance Plan • Agree framework for shared delivery • Provisions of cross-disciplinary education in innovative design thinking and creative entrepreneurial development in Dublin region. 		
Baseline	<ul style="list-style-type: none"> • Existing collaborative module UCD Science and NCAD Fine Art • Existing collaborative module UCD, Research and IADT. • Current dialogues on clustering programme delivery. 		
Final target, end 2016	<ul style="list-style-type: none"> • Flexible learning and entrepreneurial education. • At least two new joint programmes. • Collaborative research projects • Role in international networks in place. • Major cross-institutional end-of-year exhibitions and <i>in situ</i> programme events. 		
Progress against Final Target, end 2016, commentary and data source	<p>Flexible Learning and entrepreneurial education</p> <ul style="list-style-type: none"> • The BA Design programmes at NCAD all include a suite of professional practice modules that provide entrepreneurial training and education for students. In addition to this, all design students undertake live projects with industry, helping equip design students for the evolving profession and career paths and portfolios within the creative industries and wider world of work. • The development and validation of Studio+, a sandwich year between years 2 and 3 that is being offered to current year 2 students, is a key vehicle through which NCAD's entrepreneurial education target will be met, particularly in collaboration with UCD. Studio+ will: <ul style="list-style-type: none"> ○ Enable accredited internship opportunities for those wishing to gain 'industry' experience before progressing to their final year; ○ Enable greater collaboration and student mobility at undergraduate level between NCAD and UCD (NCAD students will be enabled to take up to 30 credits in UCD, for example with UCD's College of Business). ○ Enable greater engagement with 'real world' contexts for students on all studio programmes. • The development of flexible learning models within NCAD was de-prioritised as part of the de-prioritisation of part-time programmes in the context of the current Compact in order to concentrate on the College's core delivery of full-time Level 7 Honours degrees, Level 9 Masters and PhDs. 		

In its Strategy Document for 2017-2021, however, NCAD has prioritised the development and expansion of the range and scope of part-time options across NCAD, including flexible learning, at undergraduate and postgraduate level. Consequently, this objective is likely to be addressed in the context of the next HEA Compact although significant constraints upon the College's ICT infrastructure may curtail our ambitions in this regard.

Collaborative and Joint Programmes:

- MSc Medical Device Design
 - Delivered in collaboration with UCD, TCD & St James's Hospital
 - Collaboration at project level with TCD, RCSI, UCD, The Mater Hospital, RVEEH, St Vincent's, St James's Hospital.
- MA Interaction Design (new)
 - Delivered in collaboration with UCD
 - Collaboration at project level with Mater Hospital, Environmental Protection Agency, E-Health Ireland, Intel, Frontend, Silver Cloud Health.
- MA Spatial Arts Visualisation (new, to be announced & promoted in 2017/18, first enrolments in 2018/19)
 - To be delivered jointly by NCAD, IADT & UCDAdministrative and governance structures for the programme have been agreed and the programme document is going forward for final validation.

As outlined in earlier responses, NCAD has a wide range of collaborative modules in place with regional and international partners within and beyond the Higher Education sectors. In relation to UCD in particular, these include co-taught modules at Masters-level, inputs into a number of UCD courses such as the Smurfit MBA (equipping UCD students with the design thinking skills and methodologies increasingly required by 21st century industry and commerce), and co-supervision at Doctoral-level.

Collaborative Research

There has been a wide range of collaborative research activity between NCAD and UCD across the life-time of the Academic Alliance and the current Compact. An audit of collaborative research projects and outputs conducted by the NCAD+UCD Collaborative Working Group identified upwards of:

- 27 research projects,
- 5 symposia/conferences
- 1 book publication (2015).

Of the 27 collaborative research projects, 7 took place in 2016.

International Networks

NCAD and NCAD staff are active members of a number of national

and international networks including:

- Design: IDI, DCCoI, ICAD, National Design Forum, ISTD, RSA and Cumulus
- Fine Art: VAI, EARN, DRN.
- Education: EDIN, AISHE, NFTL, HEI FET, ESAI, ETAI, ATAI, ESAI, ECER/EERA, SCoTENS, InSEA, NSEAD, AAI, PDST, NIPT, DES, NCCA, FORUM, TCI.
- Visual Culture: AICA, Design History Society, AAH.

Exhibitions and *in situ* programme events

NCAD+UCD collaboration in respect of exhibitions, artists-in-residence and consequent *in situ* programme events has been significant in terms of sustained and, more recently, expanding engagement.

There have been 9 NCAD+UCD collaborative exhibitions to date:

- *Tunnelling Art & Science* has been an annual exhibition arising out of collaboration between NCAD's School of Fine Art, UCD's School of Physics and UCD Parity Studios.
- *Access Through the Looking Glass* expanded NCAD exhibition engagement beyond Fine Art to include the School of Education in 2016.
- Other recent exhibitions (2015) have included collaborations between NCAD's School of Fine Art, UCD Parity Studios and UCD's College of Science, School of Physics and School of Architecture.

The Artists-in-Residence programme initiated by Parity Studios has been very successful. UCD Parity Studios was initiated by the College of Sciences in 2013 (and involves a 10 year funding commitment). The residency programme has since expanded to include the Colleges of Arts and Humanities, Social Sciences and Law, Engineering and Architecture, and Business. There have been 8 artists-in-residence since 2014.

Parity Studios, in collaboration with NCAD, have also led 5 collaborative modules at undergraduate level.

'*in situ*' collaborations with UCD include the recent D1 project, developing creative responses to inner city Dublin in partnership with UCD Architecture and the Irish Architecture Foundation, and resulting in a cross-institutional exhibition.

Summary

G: Institutional Consolidation			
Short Name	3. Systems and Workload Management	Owner	Bernard Hanratty
Institution Objective	To be informed and take a lead role in responding to the Transitions Agenda within the Art and Design Sector.		
Performance Indicator	<ul style="list-style-type: none"> • Integration with other institutional models/initiatives • Platform/processes supporting WLM 		
Baseline	<p>As per NCAD's submission in relation to 'A Review of Workload Management Models in Irish HEIs' (2014):</p> <ul style="list-style-type: none"> • A hybrid workload management model is used to address teaching, research and service. • Workload management is overseen by Schools but administered at Departmental level. • Direct teaching time is estimated to account for 60-75% of total effort (although this is not standard across the institution). • Standard contractual teaching requirement is 18 student contact hours per week • A related administration workload of 6 hours accounts for service contribution • Indirect teaching related activities are recognised as 1.25 or 1.5 hours per one hour teaching, depending on the level taught • Large class sizes and different models of teaching are recognised across some Schools and disciplines. • Partial quantitative measures to evaluate research performance are applied • Variations to standard workload are made for Heads of School and Departments and for staff who are asked to take on other responsibilities. 		
Final target, end 2016	<ul style="list-style-type: none"> • Comprehensive suite of Governance Policies and Procedures, including all aspects of HR • Review of workload allocation model as part of enhanced HR policies and procedures • Roadmap for achieving greater integration of WLM with other institutional models • Identification of resources required to achieve a more effective WLM across the College 		
Progress against Final Target, end 2016, commentary and data source	<p>Meeting the significant challenge posed by the change to a 3+2(+3) curricular structure, particularly in a context of constrained resources, has placed considerable demands upon staff across the College. To the credit of all, an extraordinary and very successful Graduate Exhibition was mounted in June 2016, featuring the work of more than 530 final year students.</p> <p>It was anticipated in the submission to the HEA's 'A Review of Workload Management Models in Irish HEIs' that the change to 3+2(+3) would necessitate review and reconfiguration of the workload allocation model as a strategic priority. In the event, the reality of delivering against the challenges of accommodating a full suite of</p>		

	<p>undergraduate programmes across three-year and four-year pathways resulted in a lack of investment in a formal process of review and reconfiguration.</p> <p>Nonetheless, commencing in January 2016, NCAD embarked upon a wholesale review and upgrading of its governance structures and HR policies and procedures. The College now has a comprehensive suite of Governance Policies and Procedures, including all aspects of HR. Work undertaken with Forde HR in 2016 and during the current academic year, as well as consultation with UCD, are informing the workload model being developed by NCAD.</p> <ul style="list-style-type: none"> • A Comprehensive suite of Governance Policies and Procedures, including all aspects of HR has been developed and approved. • Review of workload allocation model as part of enhanced HR policies and procedures is underway. • Roadmap for achieving greater integration of WLM with other institutional models is being developed. • Identification of resources required to achieve a more effective WLM across the College is also being developed.
Summary	

8. Case Study Outline

Access Case Study

Art Schools are indeed different from other universities and higher education initiatives. It is appropriate therefore that the Access Programme in NCAD should manifest some distinctly original characteristics.
(Granville, 2010)

NCAD marked ten years of Access in 2016 allowing time for reflection and consideration of the development of the programme and how it engages in widening participation, social justice and inclusive pedagogic practice.

There are a number of elements to the overall programme that have been tested and developed in order to maximize our reach with limited resources. Our pre-entry activities, including Access Day, Student Shadowing Days and Portfolio Preparation Scholarship Awards focus on bringing students from our linked schools into the College.

The Access Programme has developed a strategic partnership approach to community outreach and engagement. We have developed our reach into Ballyfermot and its environs through forging close working links with the Ballyfermot Chapelizod Partnership for pre-entry engagement with both primary and secondary schools. We have established a strong partnership with the Tallaght Community Arts Centre through Creative Campus Projects, and a Digital Pathways Project. Our most recent partnership with the Rediscovery Centre and Axis Arts Centre in Ballymun resulted in the Ballymun Creative Lab, a summer school that took place during July 2016.

Targeting areas of Dublin from which there is traditionally low progression to higher education in art and design presents a number of challenges. The strategic partnership approach developed by NCAD addresses such challenges by engaging with specifically targeted schools in the environs of our partner organization. Building upon visits to the schools to introduce the project and establish links with art-teachers and school principals, the projects are developed in response to the specific context, primarily in an out of schools structure. For example, the Digital Pathways Project took place in the Tallaght Community Arts Centre on Wednesday afternoon when schools had a half-day. The Ballymun Creative Lab took place over two weeks in July. Working with our strategic partner, we recruited from a mix of local schools, allowing young people to make new friends and to explore their similar interests in art and design. A key element of each programme involved a visit to NCAD and these visits included campus tours, studio workshops and mediated tours of the graduate show. This strategy has increased our reach to DEIS band schools from 6 in 2004 to 34 in the greater Dublin area.

Engagement Case Study

Since 2013, TileStyle and NCAD have been developing an annual knowledge transfer project. Always looking for innovative ways to engage with artists, creatives and the design world, TileStyle was delighted to take the opportunity to work with NCAD and committed to an initial 3-year partnership.

Following on from two successful years of partnership, it was time to break new ground, so the relationship was re-imagined in order to have more meaningful outputs, based on a business need that TileStyle had working in new material, Krion®, to the Irish marketplace

For TileStyle working with product design students created an opportunity to explore ideas and concepts in a fresh, exciting way that would have meaningful benefit for the company, while the students learned to apply their creative expertise in real life scenarios through negotiation.

NCAD staff accompanied TileStyle on a research visit to Porcelainova in Valencia, Spain. This was a significant knowledge exchange opportunity. NCAD staff fully engaged with a network of industry partners, including interior architects and manufacturers.

Both TileStyle and NCAD had a number of objectives for this project and we are delighted that the outcomes have exceeded our expectations. We initially hoped to enhance and build brand awareness, see some new product designs and educate and engage our staff in the process. All of these and more were achieved as outlined below. NCAD had the goal of offering students the opportunity to work with an innovative new material, as well as engaging with a commercial entity such as TileStyle who could offer a “real world” feel to what the students were attempting to do, combined with the full support needed to run such a project and final exhibition.

The benefits of the partnership have been multifaceted, ranging from the branding, PR and footfall benefits, the availability of new product designs to display in the showroom and the level of staff engagement and learning that took place during this project. We have learnt a lot over the last 2 years and this year we ensured that certain elements were included in the student brief from the outset, so that nothing was left to chance. From an NCAD perspective, the college was in a position to present students with a totally new and exciting project, in the full knowledge that any technical or material supports were only a phone call away. The students got to work with a totally innovative material taking it from sheeted format to a 3D object resulting in the creation of stunning pieces of work which not only looked beautiful but also met the brief of being practical and enhancing the dining experience. The students were involved in all aspects of the exhibition set up and launch, helping them understand the importance of timelines, product presentation skills and the networking skills involved in being part of such an exhibition.