



**National College
of Art & Design**

A Recognised College of
University College Dublin

Interim Report - June 2016

To

Strategic Dialogue Cycle 3

HEI Self Evaluation Report

28th June 2016

Executive Summary

This Strategic Dialogue Cycle 3 Self-assessment shows a markedly improved position from that presented in the Strategic Dialogue Cycle 2 submission of June 2015, and a comparable position to that presented in our interim submission of 31 March 2016. The revised position is as follows:

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

The total number of objectives has increased by 2, as the College has reverted back to the original structure of the Objectives as set-out in the Mission Based Performance Compact of February 2014. 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.

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 post graduate MA and PhD offerings that give truth to the vision of the 3+2+3 strategy adopted in 2008.

Many of the objectives which see their categorisation improve are benefiting from the recommendations contained in the Strategic Innovation and Development Fund report NCAD+UCD which was presented to the HEA in June 2016, and the two working groups that have been created to further the research contained in that report.

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. NCAD had retained the reporting format adopted for its 31 March 2016 submissions.

Category	Objective	Interim Target, End 2015
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

A. Regional Clusters			
Short Name	1. Closer relationship with UCD	Owner	Bernard Hanratty Philip Napier
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. 		
Interim target, end 2015	<ul style="list-style-type: none"> • 4 joint projects established and reviewed against agreed metrics. • Complete planning for merger, establish NCAD as a college of UCD. 		
Progress against 2015 target, 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. An inaugural conference took place in 2015, with further events planned for 2016. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • The joint taught MA Programme in Spatial Art and Visualisation is well advance and will be promoted domestically and internationally for the 2017-18 academic year <p>Planning for merger 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>The reports contains 10 recommendations, 6 of which will be implemented by the end of 2016 and 4 of which will be implemented during the course of 2017.</p> <p>The report will materially inform the renewal of the Memorandum of Agreement between the institutions and heralds an end to any ambiguity about the nature of the relationship between the two institutions.</p>
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.
Summary	

A. Regional Clusters			
Short Name	2. UCD Merger	Owner	Bernard Hanratty Dervil Jordan
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.		
Interim target, end 2015	a. Resolution of merger issues b. First intake of students onto joint PME.		
Progress against 2015 target, commentary and data source	<p>a. Resolution of merger issues 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 has established two working groups to undertake the work necessary to further the recommendations of the 'NCAD+UCD' report. One will consider the future of our academic collaboration and the other will focus on academic accreditation. The outputs of these working groups will inform the institutions' approach to strategic dialogue conversations with the HEA beginning in autumn 2016, and will also feed into the drafting a new memorandum of agreement between NCAD and UCD to commence 1st September 2017.</p> <p>b. First intake of students onto joint PME 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>		
Final target, end 2016	<ul style="list-style-type: none"> • First cohort (ITE) exit. 		
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 		
Interim target, end 2015	<ul style="list-style-type: none"> Set up and run organisational models of delivery 		
Progress against 2015 target, commentary and data source	<p>The Institute of Education (UCD, TCD, MIE, NCAD) continues to achieve focus, with a memorandum published on 22 March 2016 jointly by UCD and TCD setting-out a framework for its advancement.</p> <p>The Professional Master of Education continues to collaborate on the alignment of research methods modules and collaboration on school placement delivery where appropriate. Development of online resources to be shared across the institutions is ongoing. Collaborative research activity and CPD will be delivered across the four institutions of TCD, UCD, NCAD and MIE.</p> <p>Two joint research seminars and ebook of combined research activity were delivered in 2016</p> <p>NCAD and MIE have two jointly-delivered CPD modules in Education that come under the auspices of the Institute of Education.</p>		
Final target, end 2016	<ul style="list-style-type: none"> Consolidate learning and set out continuing network of model for joint activities. 		
Summary			

B: Participation, Equal Access and Lifelong Learning			
Short Name	1. Part-time Degree Programme	Owner	Dervil Jordan Derek McGarry Philip Napier
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.		
Interim target, end 2015	a. Initial cohort of 12 students registered on semester 1 post-diploma b. indicative collaborative programmes		
Progress against 2015 target, commentary and data source	<p>Part-time route to Degree level</p> <p>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 which 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 has determined to de-prioritise the further advancement of a Degree-level part time courses in order to concentrate on its core delivery of full time Level 8 Honours degrees, Level 9 Masters and PhDs.</p> <p>Collaborative Programmes</p> <p>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 community based learning partnerships in 2015.</p>		
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. 		
Summary	a.		
	b.		

B: Participation, Equal Access and Lifelong Learning			
Short Name	2. Increase number of access students	Owner	Dervil Jordan
Institution Objective	<ul style="list-style-type: none"> To increase number of access students through the reserved places mechanism 		
Performance Indicator	<ul style="list-style-type: none"> Number of students registering annually. 		
Baseline	<ul style="list-style-type: none"> Current numbers 16 @ 2013. 		
Interim target, end 2015	<ul style="list-style-type: none"> 18 		
Progress against 2015 target, commentary and data source	<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 2015 target:</p> <ul style="list-style-type: none"> 27 first year students and 3 postgraduate students were accepted under the NCAD Access Scheme in 2015/16. <p>NCAD's linked programme with primary and secondary schools, which includes access days, shadowing programme, artist mentoring placements and primary access programme, continue to build a strong partnership and a pedagogical basis for our Access partners.</p> <p>Access scheme continues to expand partnerships in educational and community settings through developing imaginative and innovative programmes from primary secondary and further education and third level sectors.</p> <p>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 cert 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>		
Final target, end 2016	<ul style="list-style-type: none"> 20 		
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. 		
Interim target, end 2015	<ul style="list-style-type: none"> 10 primary and 10 post-primary teachers registered for award as part-time CPD students. 		
Progress against 2015 target, commentary and data source	<p>NCAD has delivered 12 post primary CPD workshops in the 2015/16 academic year. In the summer of 2016, 10 summer courses will be delivered - 6 courses in Visual Art for primary teachers in NCAD and 3 courses for art teachers in post primary schools in NCAD. A course in print for primary teachers. Jointly developed and facilitated by NCAD and MIE staff, will be delivered in MIE.</p> <p>The Institute of Teacher Education (ITE) Committee has made a submission to the Teaching Council (Dec 15) with regard to the CPD courses being delivered by colleges in the ITE and the recognition of those courses by the Teaching Council for accreditation.</p> <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 October, 2015, NCAD proposed the "Licensed Provider" concept to the Teaching Council.</p> <p>As mentioned 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 will be receiving immediate 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 will be intimately involved in this process and NCAD will be a proud pioneer in this regard.</p>		
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. 		
Summary			

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"> Launch of new degree courses – S.E.A. (Socially Engaged Art) (MA) and Visual Culture (BA) with existing programmes – in 2013. Current real world partnerships in economic, social and cultural settings. Pattern of high achieving graduates. 		
Interim target, end 2015	<ul style="list-style-type: none"> Completion of S.E.A (MA). Increase in external learning situations/programmes/placements for students and staff. 		
Progress against 2015 target, commentary and data source	<p>MA Socially Engaged Art The MA in Socially Engaged Art is in its second two-year cycle, the current group of 8 students moves into year two in September 2016. 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>Continued international collaborations with the Stockyard Institute in Chicago and regular contact with a range of external partners set the programme apart in terms of its vision and collaborative nature. The programme continues to draw on a range of stakeholders in this field of practice and is building future partnerships and widening the external placement for students.</p> <p>BA (Hons) Visual Culture A first cohort of 8 students successfully completed the new BA (Hons) Visual Culture.</p> <p>Increase in external learning situations/programmes/placements 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 (further, adult and community education) <p>External learning is also addressed under E1, and progress is as follows:</p> <ul style="list-style-type: none"> Number of students engaged in real world learning projects 		

	<p>with external partners: 55%</p> <ul style="list-style-type: none"> • 44 projects were delivered in 2015 • 51 external partners on collaboration programmes. <p>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. Projections indicate that NCAD innovation and engagement activity has already increased by 64% as of June 2016.</p>
Final target, end 2016	<ul style="list-style-type: none"> • New increased intake of 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.
Summary	

C: Excellent teaching and learning and quality of the student experience			
Short Name	2. Identify & Reward Excellence in Education	Owner	Bernard Hanratty
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. 		
Interim target, end 2015	<ul style="list-style-type: none"> First award for excellence in teaching. 		
Progress against 2015 target, 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>The College has determined that resources need to concentrate on its core delivery of full time Level 8 Honours degrees and Level 9 Masters and PhD.</p>		
Final target, end 2016	<ul style="list-style-type: none"> Create teaching research fellowship. 		
Summary			

C: Excellent teaching and learning and quality of the student experience			
Short Name	3. Centre of Excellence in Teaching Practice	Owner	Dervil Jordan
Institution Objective	For NCAD to be recognised internationally as a centre of excellence of learning and teaching practice and research in teaching.		
Performance Indicator	Uptake of applications from international contexts.		
Baseline	Existing national recognition of NCAD's position.		
Interim target, end 2015	Increase in recognition and student numbers for U.K.		
Progress against 2015 target, 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.</p> <p>NCAD's international registrations for International Fee Paying non-EU students has increased from 8 in 2013/14 to 14 in the year 2015/16. Of these 14, 3 are on the Science Without Borders programme and 1 is a Uiversity student.</p> <p>NCAD has since 2014 participated in Science Without Borders (SWB) and in 2015/16 had 3 full time students registered under this programme. Similarly NCAD has been supportive of Uiversity and has offered elective modules for the International MA in Creative Process, in 2015/16 we had one Uiversity student registered in the College.</p> <p>NCAD is launching 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. This initiative will address a fall in Erasmus numbers as it will be more compatible with the 3+2 degree structure. The BA International was approved by UCD in April 2016 and will be available as an option to 2015/16 1st year students.</p> <p>NCAD increased its QS Ranking for international Art and Design from a position of 73rd to 68th in the world (QS University Rankings Worldwide by Subject, 2016). Importantly, NCAD's ranking for Academic Reputation increased from a position of 48th to 40th in the world. This is a very important reference point for international students, and positions NCAD as an attractive English speaking Art and Design institution with which to either complete a study abroad programme, a full undergraduate degree or a masters. NCAD is the only Irish Art & Design College to have achieved this level of international recognition.</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.
Final target, end 2016	Increase recognition and student numbers from EU and non-EU contexts and retention.
Summary	

C: Excellent teaching and learning and quality of the student experience			
Short Name	4. Transitions Agenda	Owner	Siún Hanrahan, Head of Academic Affairs
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. 		
Interim target, end 2015	n/a		
Progress against 2015 target, commentary and data source	<p>HE sector Transitions Agenda</p> <p>NCAD is not formally part of either of the HE sector Transition review groups (TGRUSE & IOTI group) and we have not been formally informed of any outcomes. We are however aware, through peer networks, the CAO and other reports, of the emerging agenda and have taken action where required. NCAD has aligned its academic entry criteria with sectoral changes in the leaving cert and common points scale.</p> <p>Many of the key issues identified through the Transitions review and the recommended courses of action are not immediately relevant to NCAD. NCAD does not, for the majority of its first year places, operate an admission process based on leaving cert points, the College offers places based on a portfolio score to applicants who meet minimum entry academic criteria. In addition the majority of NCAD first year entrants come onto a Common Entry programme.</p> <p>NCAD would reflect back on the Transitions Agenda that while there are many benefits to a common entry approach there are also challenges.</p> <ul style="list-style-type: none"> 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. 		

	<ul style="list-style-type: none"> • Periods on a common programme in first year can take away from the period of time available to teach specific and specialist skills. <p>Common entry programmes are not the norm in peer level art & design institutions in the UK. In the UK it is normal to have a non - degree foundational year followed by degree specialisation often in another institution.</p> <p>NCAD portfolio of programmes</p> <p>NCAD offers a broad range of undergraduate programmes in fine art, design, education and visual culture. The portfolio consists of :</p> <ul style="list-style-type: none"> • 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, Visual Communication, Fashion Design, Textile & Surface Design, Jewellery & Metalwork. • 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>Common First Year Studio Programme</p> <p>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.</p> <p>Academic Year</p> <p>A review of the duration of NCAD’s academic year was initiated at Academic Council in June 2016. This will take place over and report within the 2016/17 academic year.</p>
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.
Summary	

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

Short Name	5. Retention Rates	Owner	Dr Siún Hanrahan, Head of Academic Affairs
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 		
Interim target, end 2015	n/a		
Progress against 2015 target, commentary and data source	<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 reports publication NCAD is aware that there has been a change in pattern and that for the years 2013/14 to 2014/15 and subsequent years there has been a rise in non- progression rates in NCAD. This change in pattern coincides with a period of intense challenge and change in the College including the introduction of new programmes structures, new academic structures and regulations including semesterisation and modularisation, increased student numbers, higher student staff ratios and underinvestment in buildings and equipment.</p> <p>While the non-progression rate is expected to stay within the average rates for university level 8 programmes, the College is concerned with a negative change in this rate intends to address the issue. In doing this the college is aware that in addition to the student characteristics identified in the HEA report as having a relationship to progression (educational attainment at entry , gender, age, socio economic factors etc.) it must also consider structural factors specific to NCAD over this period when there is an identifiable change in pattern.</p>		
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. 		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	1. Grow number of Doctoral Students	Owner	Jessica Hemmings
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	Percentage increase in registrations		
Baseline	30		
Interim target, end 2015	35		
Progress against 2015 target, commentary and data source	<p>The current number of PhD Students at NCAD is 28 – these straddle Fine Art, Design, Visual Culture and Education. This number falls short of our 2015 target.</p> <p>As an institution we remain committed to our research ethos, and 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 via the Research Institute. NCAD is also committed to supporting current colleagues advance their qualifications to the PhD level through in-kind support of research time.</p> <p>NCAD continues to contribute PhD level supervision to the UCD SmartLab initiative.</p>		
Final target, end 2016	40		
Summary 2016			

D: High quality, internationally competitive research and innovation			
Short Name	2. To scope and develop a Professional structured doctorate route	Owner	Jessica Hemming
Institution Objective	To scope and develop a Professional-Structured Doctorate route.		
Performance Indicator	Validation and introduction of Professional-Structured Doctorate.		
Baseline	n/a		
Interim target, end 2015	First intake 2		
Progress against 2015 target, commentary and data source	<p>NCAD has launched a structured PhD and currently has 7 students on the programme.</p> <p><i>Note: the description of this objective should read 'structured' rather than 'professional' doctoral route.</i></p>		
Final target, end 2016	Second intake 3, total 5 registered students		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	3. Research Institute – NCAD, Fellow visits	Owner	Jessica Hemmings
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	Increase in numbers of NCAD Fellows and Visiting Fellows, provision of adequate space for Institute.		
Baseline	27 NCAD Fellows, 2 Visiting Fellows, no dedicated space as yet.		
Interim target, end 2015	<ul style="list-style-type: none"> • 34 NCAD Fellows, 4 Visiting Fellows. 		
Progress against 2015 target, 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"> • 30 NCAD fellows, and 10 visiting fellows over the last 24 months with an average stay of 2 months. <p>Two Fulbright students have spent time at NCAD over the last year – one in Education and the other in the National Irish Visual Arts Library (NIVAL).</p> <p>The new Studio Fellowship in Fine Art based in the Annexe is Niamh McCann for 2016/17.</p> <p>By way of example, the MA Art in the Contemporary World hosted a joint NCAD and Irish Museum of Modern Art (IMMA) inaugural 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.</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.</p>		
Final target, end 2016	38 NCAD Fellow, 4 Visiting Fellows.		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	4. Researcher support via Research Inst.	Owner	Jessica Hemmings
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	Implementation of small grant and research leave scheme.		
Baseline	Current small grant spend €10,000 per annum, no leave scheme.		
Interim target, end 2015	€15,000; phased introduction research leave scheme (Subject to levels of funding)		
Progress against 2015 target, 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.</p> <p>A proposed “top slice” agreement applied to all external research funding arriving into NCAD will be implemented to future seed fund internal research bids.</p> <p>Jessica Hemmings (NCAD) and Emily Mark-Fitzgerald (UCD) co-hosted a research funding workshop in UCD on April 20, 2016 to introduce further funding opportunities under the umbrella of the NCAD+UCD Centre for Creative Arts & Critical Cultures, which in the case of NCAD colleagues would aim to drive further investments into the Research Institute.</p> <p>Research leave scheme: While a research leave scheme has been agreed through Academic Council, the funding to resource it is not currently available.</p>		
Final target, end 2016	€20,000; full implementation of scheme. (Subject to levels of funding.)		
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 focussing on larger and strategically significant projects with key partners and funders.		
Performance Indicator	Quantified growth in research income.		
Baseline	€311,330 (subject to continuing levels of support from key partners like Enterprise Ireland).		
Interim target, end 2015	<ul style="list-style-type: none"> • €400,000 (subject to continuing levels of support from key partners like Enterprise Ireland). 		
Progress against 2015 target, commentary and data source	<p>€400,000 target:</p> <ul style="list-style-type: none"> • An income of €311,330 was generated in 2015. • Decline in income from 'pure' or academic research has been apparent with closer to market / engaged research income increasing. <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 2015:</p> <ul style="list-style-type: none"> • 2015 NCAD HEA key performance indicator targets were achieved. • 44 industry research projects were delivered in 2015 (against a baseline of 22) • 51 external partners on collaboration programmes. • There has been a significant rise in the number of non-income generating 'in-kind' knowledge transfer partnerships service agreements. Such agreements frequently prevent schools and departments from undertaking income generating higher impact research partnerships that better meet our HEA and Knowledge Transfer Ireland TTSI2 metrics. <p>Our pipeline commercialisation fund projects have been increasingly 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. Subsequently, NCAD is now developing new commercialisation models that help address this issue.</p>		
Final Target, end 2016	€450,000		
Summary			

D: High quality, internationally competitive research and innovation			
Short Name	6. Establish international design research project	Owner	Bernard Hanratty
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	Successful establishment of project		
Baseline	n/a		
Interim target, end 2015	Securing financing for project		
Progress against 2015 target, 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 will be further enhanced by the impending appointment of a 0.4 'Director of Design Research' to the College of Engineering and Architecture who will be articulating a design research strategy, including input from NCAD and IADT.</p>		
Final target, end 2016	Introduction of project and a base. (Subject to successful securing of funding.)		
Summary			

**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 		
Interim target, end 2015	<ul style="list-style-type: none"> • Number of live projects with external partners: 25 • Number of students engaged in real world learning projects with external partners: 75% • Number of events held in partnership with other organisations: 15 		
Progress against 2015 target, commentary and data source	<p>The number of live projects continues to grow with engagement across all 4 schools of NCAD, exceeding the interim 2015 target. Targets relating to the number of events held in partnership with other organisations and the number of students engaged in real world learning have not been achieved in full.</p> <ul style="list-style-type: none"> • Number of live projects with external partners: 44 • Number of students engaged in real world learning projects with external partners: upwards of 75% • Number of formal and informal events held in partnership with other organisations grew steadily in 2015 		
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. 		
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 		
Interim target, end 2015	<ul style="list-style-type: none"> • 10 Enterprise Ireland-funded projects • 4 design licences / patents filed • Supported 1 spin-out company to date 		
Progress against 2015 target, commentary and data source	<ol style="list-style-type: none"> 1. NCAD continues to develop its commercialisation pipeline and has exceeded all targets. 2. The NCAD-NovaUCD TTSI2 consortium maintained an A+ rating with Knowledge Transfer Ireland. 3. Until 2015 EI/KTI did not factor <€20k research agreements. An impediment to further growth is NCAD capacity issues <p>2015 Targets met:</p> <ul style="list-style-type: none"> • 44 innovation and engagement agreements/projects/events: <ul style="list-style-type: none"> • 1 x Enterprise Ireland Commercialisation Fund Project • 1 x Enterprise Ireland Commercialisation Fund spin-out • 1 x Enterprise Ireland Commercialisation Fund Feasibility Grant • 1 x Licensing Option Agreements • 10 Enterprise Ireland Innovation Vouchers • 10 x contract research agreements (Knowledge transfer partnerships <€25k) • 21 x collaborative research agreements • 5 x events/facilities rental/earned income • 4 x Invention Disclosure Forms • 3 x Patent applications • 2 x EU Design Registrations 		
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 		
Summary			

F: Enhanced Internationalisation

Short Name	1. International exchange and knowledge exchange	Owner	Bernard Hanratty
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 = 110¹ • Total Non-EU (International Fee Paying) = 8 • Erasmus Placement Outgoing = 23 		
Interim target, end 2015	<ul style="list-style-type: none"> • Implement the approved internationalisation strategy. 		
Progress against 2015 target, commentary and data source	<p>International Fee Paying non-EU students Our current international registrations for International Fee Paying non-EU students has increased from 8 in 2013/14 to 14 in the current year 2015/16. Of these 14, 3 are on the Science Without Borders programme and 1 is a Uiversity student.</p> <p>NCAD has since 2014 participated in Science Without Borders (SWB) and currently has 3 full time students registered under this programme. Similarly NCAD has been supportive of Uiversity and have offered elective modules for the International MA in Creative Process, we currently have one Uiversity student registered in the College.</p> <p>Erasmus and new BA (International) programme NCAD is launching 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. 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 will be available as an option to 2015/16 1st year students.</p> <p>Internationalisation NCAD increased its QS Ranking for international Art and Design from a position of 73rd to 68th in the world (QS University Rankings Worldwide by Subject, 2016). Importantly, NCAD's ranking for Academic Reputation increased from a position of 48th to 40th in</p>		

¹ This figure should be removed as it is not in line with data definitions

	<p>the world. This is a very important reference point for international students, and positions NCAD as an attractive English speaking Art and Design institution with which to either complete a study abroad programme, a full undergraduate degree or a one year masters. NCAD is the only Irish Art & Design College to have achieved this level of international recognition.</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. Nonetheless, full implementation of the internationalisation strategy in order to meet the 2016 target is dependent on resources and the future relationship with UCD.</p>
<p>Final target, end 2016</p>	<ul style="list-style-type: none"> • Achieve the following increase in international activity: <ul style="list-style-type: none"> • 15% incoming international students.² • 5% outgoing students on exchange/placement.³ • Collaborating on 1 international research project. • Established 3 knowledge exchange partnerships with international companies.
<p>Summary</p>	

² This figure should be reduced to 1% or 15 students to bring target in line with data definition

³ Reduce from 5% to 2% based on interim review.

G: Institutional Consolidation

Short Name	1. Deepen UCD relationship upto merger	Owner	Bernard Hanratty
Institution Objective	Deepen relationship with University Education (UCD) up to merger with UCD		
Performance Indicator	Establishment of merger		
Baseline	Current Academic Alliance and joint activity		
Interim target, end 2015	<ul style="list-style-type: none"> Joint academic programmes agreed. All financial, HR and capital issues identified and solutions agreed with HEA/Department 		
Progress against 2015 target, 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>The reports contains 10 recommendations, 6 of which will be implemented by the end of 2016 and 4 of which will be implemented during the course of 2017.</p> <p>The report will materially inform the renewal of the Memorandum of Agreement between the institutions and heralds an end to 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 will act as case studies for the development of a Framework for Shared Activity which will address the academic and administrative governance of offerings between NCAD and UCD, multi-party offerings involving NCAD, UCD and other parties, or even offerings between NCAD and parties other than UCD.</p>		
Final target, end 2016	<ul style="list-style-type: none"> Foundational issues for merger resolved to proceed to merger 		
Summary 2016			

G: Institutional Consolidation

Short Name	2. Tri-lateral Cluster NCAD/UCD/IADT	Owner	Philip Napier
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. 		
Interim target, end 2015	<ul style="list-style-type: none"> • Module sharing in place. • Industry project • Enterprise linkages (including local authorities) • Joint final exhibitions and summer schools. 		
Progress against 2015 target, commentary and data source	<p>A range of <u>collaborative modules</u> are in place:</p> <p>MFA Fine Art with:</p> <ul style="list-style-type: none"> • UCD Science • Create (National Development Agency for Collaborative Arts), DCC 'The Lab' • St James's Hospital • Lyric Theatre (Belfast), Belfast School of Art (Ulster University) • Glasgow School of Art (Exchange Exhibition, Dublin & Glasgow) <p>MA Art in the Contemporary World with:</p> <ul style="list-style-type: none"> • School of Architecture, UCD • School of Art History and Cultural Policy, UCD <p>MA Design History and Material Culture with:</p> <ul style="list-style-type: none"> • UCD School of Art History and Cultural Policy • Department of Anthropology, NUI Maynooth <p>MSc Medical Device Design with:</p> <ul style="list-style-type: none"> • TCD, St James's Hospital, UCD • Collaboration at project level with TCD, RCSI, UCD, The Mater Hospital, RVEEH, St Vincent's, St James's. <p><u>Industry project:</u></p> <p>Initiated and agreed in 2015, Intel Ireland and the Environmental Protection Agency (EPA) sponsored a 5 week project with the MA Interaction Design students (commenced 4 April 2016). The sponsorship fee has been agreed at €10,000 and will also include design mentoring from Intel staff and expertise input from EPA staff. The project marks the establishment of a significant concrete</p>		

	<p>link for the MA programme with Intel.</p> <p><u>Enterprise Linkages:</u> This target is not feasible in relation to IADT as they are involved in a separate TTSI2 partnership/collaboration.</p> <p><u>Joint final exhibitions and summer schools:</u> A joint final exhibition did not take place in the academic year 2015/16. A 'City Life' Summer School was delivered in 2015, with a further Summer School projected for 2017.</p> <p><u>Joint Taught MA programme:</u> NCAD with UCD and IADT will jointly offer the Spatial Art and Visualisation MA launching in the academic year 2017/18.</p> <ul style="list-style-type: none"> • SAV work packages (design of programme) completed • An administrative Memorandum of Agreement is being developed • Joint exhibition on Access initiatives with NCAD and IADT as part of the 25th European Access Network Conference in May 2105 in UCD
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
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. 		
Interim target, end 2015	n/a		
Progress against 2015 target, commentary and data source	<p>Meeting the significant challenge posed by the change to a 3+2(+3) curricular structure, particular 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, 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 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>Since January 2016 NCAD has embarked upon a wholesale review and upgrading of its governance structures and HR policies and procedures. NCAD has engaged corporate governance experts Crowe Horwath and HR experts Forde HR to support it in the development and deployment</p>		

	of these policies and procedures. The HR work with Forde HR will give consideration to the workload model and adopting one or more of methodologies set-out in the 2014 report.
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
Summary	