



National College of Art and Design
A Recognised College of University College Dublin

QUALITY ASSURANCE PROCEDURES

University College Dublin (UCD), as a Designated Awarding Body under the Qualifications and Quality Assurance Act (2012), considered and approved the Quality Assurance Procedures provided by the National College of Art & Design (NCAD) in July 2016 (a Linked Provider of UCD), as required under the 2012 Act.

In accordance with the 2012 Act, these procedures will be published and a copy lodged with UCD and Quality & Qualifications Ireland (QQI). These procedures will be periodically reviewed and enhanced by NCAD to ensure that they remain fit-for-purpose and appropriately aligned with relevant sectoral, national, international and UCD policy/procedural changes.

UCD will periodically monitor the implementation of these procedures in accordance with, *inter alia*, the QQI Core Statutory QA Guidelines; the Qualifications and QA Act (2012) and UCD QA Procedures.

UCD will also review the effectiveness of these procedures as required under section 28 (2012 Act), at least once every seven years from the issue of these procedures, and from time to time as UCD considers appropriate (section 37).

Note:

These procedures have been mapped to the 'Draft Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures (Pilot Phase 2016).'

The UCD general & specific QA criteria draw on: *QQI Core Statutory Quality Assurance Guidelines (April 2016)*; *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) [ESG] Part 1: Standards and Guidelines for Internal Quality Assurance*; *QQI's Policy on Quality Assurance Guidelines (2014)*; *QQI Sector Specific Statutory Quality Assurance Guidelines for Designated Awarding Bodies (2016)*

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1. General Criteria

A. The quality assurance system is embedded and maintained on a cross institutional basis.

Commentary/Evidence Source

Brief introduction to the College

The National College of Art and Design (NCAD) was established in 1971 by an Act of An tOireachtas, to be governed by a board (An Bord) appointed by the Minister for Education. A Faculty structure with Departments was implemented and this arrangement remains in place with Faculties now re-named as Schools: Design, Education, Fine Art and Visual Culture. The Schools are supported by the Academic Affairs and Finance Departments. The Head of Finance is also the College Secretary & Registrar, the Head of Academic Affairs oversees Admissions, Quality Assurance, Examinations, Student Progression and Research. Both offices report to the Director who reports to the NCAD Board.

In 1981 the College relocated from Kildare Street to the former Power's Distillery in Thomas Street. At the same time, the College passed from the control of the Department of Education to that of the Higher Education Authority. This new campus largely utilised pre-existing buildings adapted for educational use. In 1996, the College became a Recognised College of the National University of Ireland and remains the sole provider of art and design education within the university sector. In 2014, the College established a strategic Academic Alliance with University College Dublin and is now a Recognised College of UCD with a Memorandum of Agreement in place to 2017 and thereafter to be re-negotiated.

Overarching Institutional Quality Assurance System

NCAD operates an integrated system for quality assurance and enhancement informed by QQI guidelines, legislation and international best practice, the aim of which is to enhance the effectiveness of learning, teaching and research, and of the College's management of these core activities. The policy addresses all areas of NCAD's activity.

NCAD also has a Mission-based Performance Compact with the Higher Education Authority (HEA) relating to institutional performance across a range of categories, including: participation, equal access and lifelong learning; excellent teaching and learning and quality of the student experience; and high quality, internationally competitive research and innovation.

The Director, as Chief Officer, has delegated overall responsibility for quality assurance and enhancement to the Head of Academic Affairs. The operational management of quality assurance reviews is co-ordinated by the Quality Assurance Officer, who reports to the Head of Academic Affairs.

NCAD has a range of systems and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. These mechanisms include:

- Regular Peer Review of Academic and Support Units
- Robust programme approval and curriculum review processes

- External Examiner Reports
- Student Representation (student representation at all levels within all Departments, on School Boards, on NCAD's Taught Programme Board, on Academic Council, and An Bord; a Student Council for Year 1 students)
- Systematic student participation and feedback in QA/QE processes
- External review of QA/QE processes.

Quality Assurance Decision-making Fora

Under the National College of Art and Design Act, 1971, An Bord has primary responsibility for protecting, maintaining and developing the academic standards of the programmes and activities of the College. Academic Council has responsibility in relation to all aspects of academic governance, and delegates a number of formal responsibilities for quality assurance and quality enhancement to a number of committees and boards:

- Taught Programme Board
- Research Committee
- Examinations Board
- Appeals Committee

In addition to this, responsibility for quality assurance and enhancement is also distributed throughout the various layers of governance and management within the College: Senior Management Team, School Boards; and NCAD-UCD Joint Academic Programme Board, and UCD's University Programme Board. NCAD's Committee structure is described in the table below:

The Taught Programme Board (TPB) oversees QA systems at NCAD and provides a communication nexus from School Boards to Academic Council and the NCAD-UCD Joint Academic Programmes Board.

The Board consists of representatives from each School, an undergraduate and postgraduate student, the head of Academic Affairs (Chair), The Admissions Officer and the Quality Officer (Secretary). The Director, College Secretary & Registrar and Heads of School are entitled to attend any meetings of this Board.

Board purpose and functions are, as a Standing Committee of Academic Council, to oversee quality assurance in teaching and learning at undergraduate and postgraduate level and to monitor the effective academic administration of NCAD programmes and students.

TPB Terms of Reference 'Taught Programme Board_ToR_NS_28 May 14' and meeting minutes 'TPB Minutes 11-5-16' are available to all NCAD staff on Google Drive.

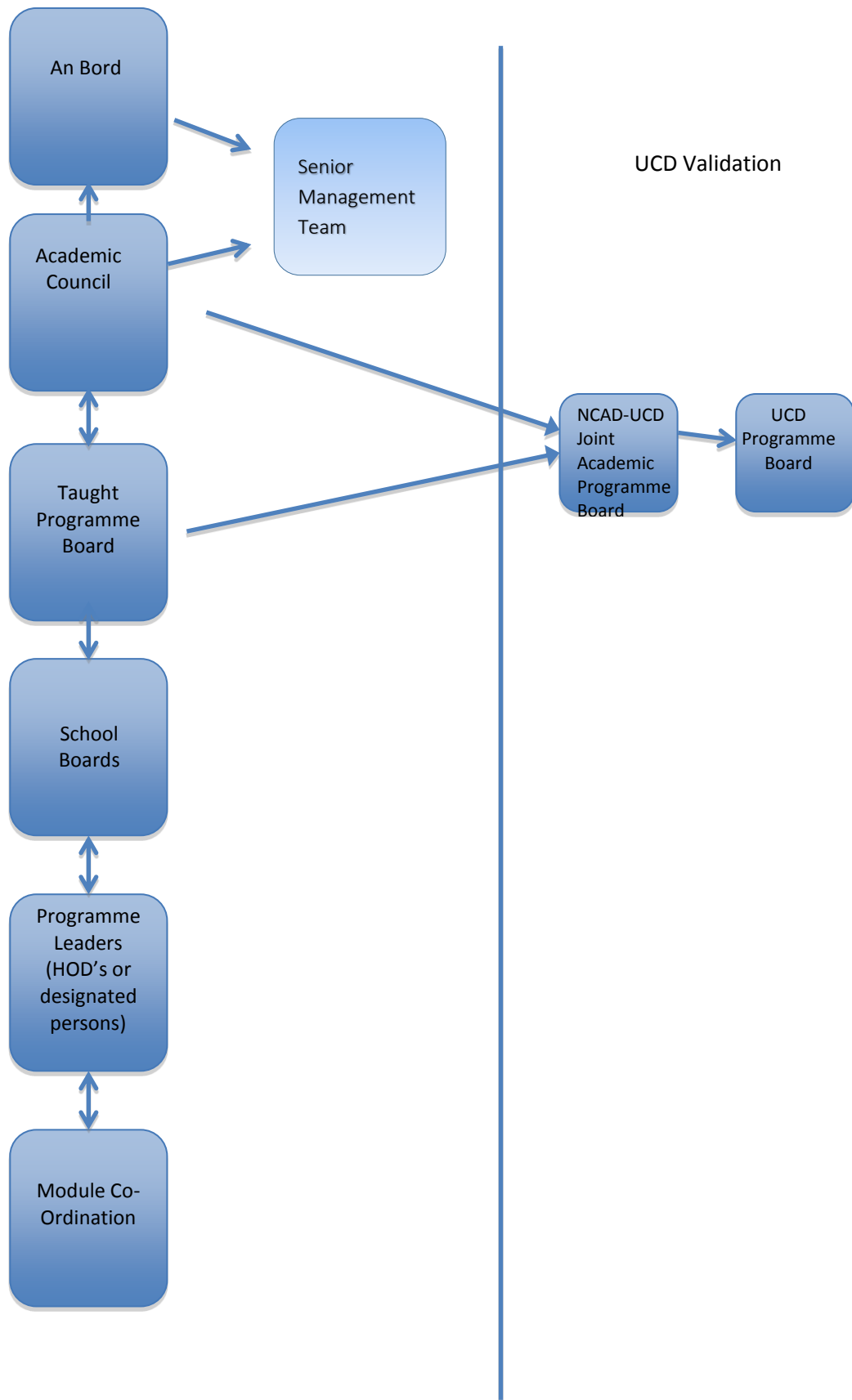
Through the TPB, internal quality systems are maintained on a cross-institutional basis with representatives from all Schools and student representation at undergraduate and postgraduate level.

The Senior Management Team is responsible for overseeing and driving Quality Enhancement processes.

At School and Department level a number of key roles and fora provide oversight and management of the quality of teaching, learning, research and student experience:

- Module coordinators
- Programme Leaders
- Heads of Department
- Heads of School

- School Boards



The NCAD-UCD Joint Academic Programme Board (JAPB) and NCAD representation at UCD's UPB provides oversight of NCAD programmes and development to UCD. JAPB Terms of Reference 'National College of Art and Design – University College Dublin (NCAD-UCD) Academic Board Terms of Reference' and meeting minutes 'JAPB Minutes 11-5-16' are available to all NCAD staff on Google Drive.

JAPB and the NCAD-UCD Strategic Management Committee establish inter-institutional agreement and cooperation as specified within the Memorandum of Agreement.

The NCAD Quality Assurance framework and the governance of quality in NCAD is represented in the following diagram:

Regular	Annual	Periodic	External
<ul style="list-style-type: none"> • Module Design and Approval • Programme Design and Approval • Student Feedback and Representation • First Year Student Council 	<ul style="list-style-type: none"> • External Examining • End of Year Student Survey • Research Student Survey 	<ul style="list-style-type: none"> • Programme Review • Department Review • School Review • Support/Administrative Unit Review 	<ul style="list-style-type: none"> • Accreditation by Professional / Regulatory Bodies • Annual Irish Survey of Student Engagement • Enhancement led Institutional Review

<http://www.ncad.ie/about>

<http://www.ncad.ie/about/history/>

<http://www.ncad.ie/about/structure/ncad-ucd-alliance/inter-institutional-structures/>

B. The quality assurance system should support public confidence in the provider institution and its capacity to provide programmes to agreed standards.

Commentary/Evidence Source

Public confidence in NCAD's capacity to provide programmes to agreed standards is supported through a wide range of measures including: publication of NCAD programmes, admission processes, and regulations; published quality assurance procedures informed by QQI, ESG and UCD guidelines and involving external review, publication and implementation of quality improvement plans, as well as periodic institutional review; benchmarking of programme standards with reference to national and international peer institutions (external examiners) and with reference to Ireland's NFQ; and through the involvement of students in the academic development of programmes through representation across key decision making fora (School Boards, Taught Programme Board, Academic Council and An Bord) and through student feedback surveys (*see further section C below*).

All programme information is published on the NCAD website to an agreed format, citing NFQ level, learning outcomes and individual module descriptors: <http://www.ncad.ie/students/student-academic-information/>

Application methods and information are published on the website: <http://www.ncad.ie/study-at-ncad>

Quality Review procedures and improvement plans are published on the website: <http://www.ncad.ie/about/head-of-academic-affairs/quality/>

Annual Reports are published on the website: <http://www.ncad.ie/about/ncad-annual-reports/>

The NCAD Prospectus is published annually in hard copy and on the website: [http://46.22.133.24/files/download/NCAD Prospectus 2016 17.pdf](http://46.22.133.24/files/download/NCAD_Prospectus_2016_17.pdf)

The Academic Calendar is published interactively on Google Calendar and in pdf on the website: <http://www.ncad.ie/staff/academic-calendar-2016-2017/>

A link to The UCD Examination Regulations is available on the NCAD website at: <http://www.ncad.ie/students/registry-student-services-admissions/policies-procedures-regulations/examination-regulations/>. This is supported by the 'NCAD Addendum to Academic Regulations and Policy' detailing local derogations and arrangements; published on the same web page

The NCAD 'QA Principles, Framework and Guidelines' document is published on the website: <http://www.ncad.ie/about/head-of-academic-affairs/quality/quality-review-procedures-and-guidelines/>

C. Quality assurance findings are systematically analysed and drive enhancement.

Commentary/Evidence Source

Quality Improvement Plans drive enhancement at School\Department level

Peer review reports are read and responded to by the area under review. A quality improvement plan is written with timelines for completion of each recommendation. The Quality Improvement Plans are submitted via the Programme Board to Academic Council and published on the NCAD website: <http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>.

Development of the Quality Improvement Plan is monitored by the Head of School or area under review and by the Senior Management Team.

External Examiner responses and actions drive enhancement at programme level.

External Examiner Reports are reviewed by the department/programme heads and a response and action plan drawn up. The responses from all areas are reviewed by the Head of Academic Affairs and forwarded to the relevant External Examiner with a covering letter. The Head of Academic Affairs notes any common recommendations which may require input from the Senior Management Team (SMT).

Student feedback surveys drive enhancement at undergraduate and postgraduate programme level.

NCAD issues three annual surveys through the Quality Office:

- The End-of-year Student Survey is issued to all students on undergraduate and postgraduate taught programmes. Results of this survey are filtered by programme and year and the resulting report(s) sent from the Quality Office directly to the Head of the Programme (Department), Head of School, Head of Academic Affairs, the College Secretary and the Director. The Head of Department should ensure that all staff relevant to the programme receive a copy of the report(s).
- The Research Student Survey is sent to all postgraduate research students to assess their research experience. Results of this survey are filtered by School and the resulting report(s) sent from the Quality Office to the Head of School, Head of Academic Affairs, the College Secretary and the Director.

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

- In addition to the two internal surveys, NCAD students have participated in the national Irish

Survey of Student Engagement since 2014. The ISSE was established to develop a valuable information source on students' experiences of higher education through sector-wide study. At a local level it is intended to provide quantitative data on the student engagement with NCAD and inform NCAD of which areas require further investigation and analysis. Survey results are sent to NCAD in Excel; a comparison report and summary report are drawn up by the Quality Office for Senior Management discussion. The report is also discussed at Programme Board with recommendations suggested to Academic Council and is available to all staff on Google Drive 'ISSE 2015_NCAD Report_Comparison'.

D. Key findings from quality review are published and agreed actions are followed-up.

Commentary/Evidence Source

Peer Review reports are published on the NCAD website: <http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>

Quality Improvement Plans (agreed actions) arising from Peer Review recommendations are published on the NCAD website: <http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>

Agreed actions are monitored by Heads of School and annually by the Senior Management Team. Since the absorption of the QA Steering Group into the Programme Board, its function of receiving and discussing annual follow-up reports on QuIP's has transferred to the SMT:

"Implementation of the QIP will be closely monitored by Senior Management and An Bord. Progress on implementation of the Plan should be regularly reported through School Boards and the Taught Programme Board to Academic Council." (P.17; QA Principles, Framework & Guidelines 2016)

E. Quality assurance policies and procedures are documented and accessible, and their effectiveness periodically reviewed.

Commentary/Evidence Source

Since the inception of the Quality Assurance Review process at NCAD in 2005, the Quality Assurance Principles, Framework and Guidelines have been published on the NCAD website in pdf format and available for download:

<http://www.ncad.ie/about/head-of-academic-affairs/quality/quality-review-procedures-and-guidelines/>.

The Quality Assurance Reviews undertaken since 2005 were frequently insightful and generally useful in the development of provision across all areas of the College. All reviews are conducted with external participation of internationally recognised peers.

The Quality Assurance Policies and Procedures have a formal standing in NCAD and are reviewed and developed annually in response to local, national and international changes. Quality Assurance is led by senior management in NCAD: formerly through the Quality Assurance Steering Group (led by the Director and then the Head of Academic Affairs), and subsequently through the Taught Programme Board, chaired by the Head of Academic Affairs, and through NCAD's Senior Management Team.

NCAD's policies and procedures support a flexible learning environment in which diverse approaches to learning are supported and innovation in teaching is enabled. Students are encouraged to engage in active learning through a range of student centred learning activities in all disciplinary areas.

Lecturers use a range of methodologies to encourage active participation in learning, including: problem based learning, project based learning, student led presentations, peer learning, studio-critiques,

community based placements, placement in formal educational settings and learning in non-formal contexts. Lecturers also use a range of assessment techniques, including: written assignment, presentations, and exhibition of work. Assessment includes: individual and group based assessment that is formative and summative. In the School of Design students are supported by staff to participate in devising criteria for assessment of peer and individual learning, at undergraduate and postgraduate levels. Student based assessment, though summative, is based on a continuous process of: dialogue, studio based critiques, presentation and display.

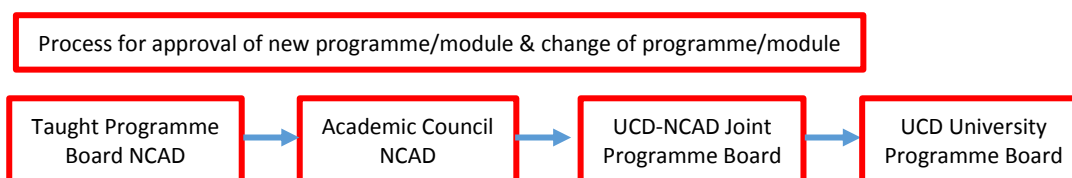
Diversity in NCAD's student population is supported through the implementation of, and proactive and innovative engagement in support of, the College's Access policy:

http://46.22.133.24/files/download/Access_Policy_Website.pdf, particularly in relation to undergraduate recruitment. NCAD's Recognised/Acquired Prior Learning policy and procedures http://46.22.133.24/files/download/RPL_NCAD_Policy_and_Practices_2013.pdf, support diversity of experience within the student population at both undergraduate and postgraduate level.

Diversity of experience amongst staff is pursued through recruitment of staff members with active profiles in industry (as pertains to their domain). In March 2016, the College engaged the services of a firm of external consultants to help develop a fit for purpose suite of policies and procedures. Forde HR will support the College in developing a series of HR policies designed to enhance the diversity of experience of our staff. Policies currently being reviewed/drafted include :

- Gender Equality Policy (under review)
- Disability Policy
- Academic Freedom Policy
- Respect and Dignity in the Workplace Policy (under review)
- Recruitment Policy.

NCAD delivers a number of postgraduate programmes in collaboration with other providers. All programmes developed and delivered in collaboration with partners are subject to validation as outlined below:



The accountability and transparency of NCAD academic policies and procedures are demonstrated through their publication on the NCAD website; through the rigorous process of approval undertaken for each new programme or programme/module change; through the QA review process and through stakeholder (staff/students/UCD) participation on NCAD and UCD Boards.

F. Procedures for quality assurance should include opportunities for student participation and independent external representation.

Commentary/Evidence Source

Student participation

Student feedback is an integral part of QA procedures at NCAD as outlined in the QA Framework and Guidelines 2016 document: http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf.

As primary stakeholders, students meet with each peer review group at site visits to discuss the relevant School/Department/Programme under review (Site visit schedules can be seen in Peer Review Reports <http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>).

Student feedback is systematically gathered and reported through three annual surveys issued by the Quality Office:

- The End-of-year Student Survey is issued to all students on undergraduate and postgraduate taught programmes. Results of this survey are filtered by programme and year and the resulting report(s) sent from the Quality Office directly to the Head of the Programme (Department), Head of School, Head of Academic Affairs, the College Secretary and the Director. The Head of Department should ensure that all staff relevant to the programme receive a copy of the report(s).
- The Research Student Survey is sent to all postgraduate research students to assess their research experience. Results of this survey are filtered by School and the resulting report(s) sent from the Quality Office to the Head of School, Head of Academic Affairs, the College Secretary and the Director.

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

- In addition to the two internal surveys, NCAD students have participated in the national Irish Survey of Student Engagement since 2014. The ISSE was established to develop a valuable information source on students' experiences of higher education through sector-wide study. At a local level it is intended to provide quantitative data on the student engagement with NCAD and inform NCAD of which areas require further investigation and analysis. Survey results are sent to NCAD in Excel; a comparison report and summary report are drawn up by the Quality Office for Senior Management discussion. The report is also discussed at Taught Programme Board with recommendations suggested to Academic Council.

Student representatives are elected by the students at the start of each academic year for each programme and year of programme. The 10 Year 1 student representatives together form a First Year Student Council that meets with the Head of First Year twice each Semester and, should the need arise, with any Head of Department upon request. Year 2 and Year 3 student representatives meet with Heads of Department at regular intervals and attend School Boards where issues specific to the School or programme are discussed. Through this system, students are also made aware of developments within their School.

Student representatives sit on the Programme Board (Taught Programme Board_ToR_NS_28 May 14), Academic Council, School Boards, (School Programme Boards_ToR_NS_28 May 14) and An Bórd (<http://www.ncad.ie/about/structure/an-bord/>) as full board members.

Independent External Representation

Independent external Peer Review is central to quality review procedures. Peer Review Groups are ideally made up of three external reviewers:

- Two reviewers from a comparable area within a similar-type institution (in academic reviews, one reviewer should be chosen from academia and one from the cultural industries)
 - A UCD representative with experience of the Irish higher education and QA systems.
- (http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf).

Peer Reviewers cannot have served as External Examiners for the area under review in the three years previous to the review.

External Examiners are nominated by Schools to the Taught Programme Board where they are discussed and, either recommended to Academic Council or an alternate examiner sought so their independence

from NCAD is not called into question.

2. Specific Criteria

<p>G. Governance and management of quality assurance (including a QA Policy)</p> <p>Criterion 1:</p> <p>There should be a system in place to oversee the education and training, research and related activity of the provider to ensure quality. Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. Quality assurance procedures should form part of a coherent system, which is central to the promotion of a quality assurance culture within the institution – such as: a description of QA processes; identification of roles and responsibilities for the implementation and oversight of QA; systematic analysis of QA findings; evidence of self-monitoring processes – how is the effectiveness of QA processes assessed?</p>
<p>Commentary/Evidence Source</p> <p>NCAD has a published Quality Assurance Principles, Framework and Guidelines: http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf.</p> <p>The Framework and Guidelines are developed through the Taught Programme Board which oversees academic QA processes in NCAD and covers the spectrum of education and training, research and related activity. Quality Assurance is a standing item on NCAD Board agendas, forming part of its strategic management.</p> <p>Through the Taught Programme Board, Academic Council, SMT and An Bórd, internal stakeholders develop and implement QA policy.</p> <p>QA policy on HR and Finance are overseen by the College Secretary & Registrar; Academic QA policy and procedures are overseen by the Head of Academic Affairs; The NCAD Director oversees and reports to the Board on all QA policies and procedures.</p> <p>Through the NCAD/UCD Joint Programme Board, External Examiner reports/responses and Peer Reviews, external stakeholders contribute to the development and implementation of QA processes and procedures.</p> <p>The effectiveness of NCAD's QA procedures is assessed by external peer review, conducted by NCAD's designated awarding body: UCD. The first such review will take place in March 2017 (Draft Procedures for the Approval of UCD Linked Providers v.4, 24 May 2016).</p>

<p>H. Documented Approach to Quality Assurance</p> <p>Criterion 2:</p> <p>The quality assurance system should be documented; there should be robust, documented policies and associated procedures for the assurance of the quality and standards of provision. The documented quality assurance system sets out the provider's commitment to quality in terms of programme provision, research and related activities as appropriate. It also refers to arrangements for the internal evaluation or review and continuous improvement of the effectiveness of the policies and procedures.</p>
<p>Commentary/Evidence Source</p> <p>NCAD operates an integrated system for quality assurance and enhancement, the aim of which is to enhance the effectiveness of learning, teaching and research, and of the College's management of these core activities. The policy addresses all areas of NCAD's activity. The Quality Assurance Policies and Procedures have had a formal standing in NCAD since 2005, are fully documented and have been</p>

reviewed and developed in response to local, national and international changes since that time.

Quality Review procedures and improvement plans are published on the website:

<http://www.ncad.ie/about/head-of-academic-affairs/quality/>

Annual Reports are published on the website:

<http://www.ncad.ie/about/ncad-annual-reports/>

All programme information is published on the NCAD website to an agreed format, citing NFQ level, learning outcomes and individual module descriptors:

<http://www.ncad.ie/students/student-academic-information/>

Application methods and information are published on the website:

<http://www.ncad.ie/study-at-ncad/>

The NCAD Prospectus is published annually in hard copy and on the website:

http://46.22.133.24/files/download/NCAD_Prospectus_2016_17.pdf

The Academic Calendar is published interactively on Google Calendar and in pdf on the website:

<http://www.ncad.ie/staff/academic-calendar-2016-2017/>

A link to The UCD Examination Regulations is available on the NCAD website at:

<http://www.ncad.ie/students/registry-student-services-admissions/policies-procedures-regulations/examination-regulations/>

This is supported by the 'NCAD Addendum to Academic Regulations and Policy' detailing local derogations and arrangements; published on the same web page.

Document templates for proposing New Programmes or proposing changes to Programmes are available through UCD:

UCD – PDARF 2 New Programme Proposal (UMT)

PDARF 3 New Programme Academic Structure Proposal

PDARF 7 Programme Change Proposal

PDARF 9 Module Derogation Request

Available from: <http://www.ucd.ie/registry/academicsecretariat/progs.htm>

NCAD Programme Specification Form and Module Descriptor forms are available from Academic Affairs/QA Office and Google Drive. Sample documentation may be seen at:

<http://www.ncad.ie/students/student-academic-information/>

The schema of existing policies mapped by Academic Affairs, incorporating the outcome of the benchmarking exercise (policies to be developed), and the Crowe Horwath 'Corporate Governance Execution Plan' are available to NCAD staff on Google Drive under 'NCAD_Staff_Intranet'.

Research Quality

The academic regulations of NCAD and UCD specifically address postgraduate and research degrees, at Masters and Doctoral level. NCAD has been involved in the development of a Structured PhD framework since 2008, initially through GradCAM and subsequently through developing its own programme. Each student has a Principal Supervisor and a co-supervisor assigned to them who in order to provide quality supervision, mentoring, guidance and advice throughout their programme of study. Supervisors also endeavour to make students aware of all regulations, policies and codes of practice relevant to their study. The progress of all students is reviewed on an annual basis by a panel that includes supervisors, Head of School and a PhD-holder external to the research and to the School.

A link to NCAD's Postgraduate Policy and Procedures is available on the website at:
[http://46.22.133.24/files/download/NCAD Postgraduate Policy Procedures Feb2013 update.pdf](http://46.22.133.24/files/download/NCAD_Postgraduate_Policy_Procedures_Feb2013_update.pdf)

[http://46.22.133.24/files/download/NCAD Code of Practice for Research Ethics.pdf](http://46.22.133.24/files/download/NCAD_Code_of_Practice_for_Research_Ethics.pdf)

Guidance for research supervisors is given in NCAD's Postgraduate Supervisor's Handbook:
[http://46.22.133.24/files/download/PG Supervisors HB 20132014.pdf](http://46.22.133.24/files/download/PG_Supervisors_HB_20132014.pdf)

Information on NCAD's structured PhD programme, is available on the website:

<http://www.ncad.ie/study-at-ncad/postgraduate/research-degrees-phd/>

[http://46.22.133.24/files/download/The Structured PhD at NCAD2015-16.pdf](http://46.22.133.24/files/download/The_Structured_PhD_at_NCAD2015-16.pdf)

[http://46.22.133.24/files/download/The PhD Journey in NCAD.pdf](http://46.22.133.24/files/download/The_PhD_Journey_in_NCAD.pdf)

Documentation relating to the annual progression and final examination of research students is published on the website. All postgraduate research students are examined by a panel consisting of at least one NCAD/UCD examiner and at least one external examiner. Institutional approval must be sought for all external examiners through: School Board, Taught Programme Board and NCAD's Academic Council. More recently, external examiners for students whose doctoral award is accredited by UCD must be approved at School Board, Taught Programme Board, NCAD's Academic Council, NCAD/UCD Joint Academic Programme Board, and UCD's UPB.

[http://46.22.133.24/files/download/Masters-PhDs Annual Progress Report May14.pdf](http://46.22.133.24/files/download/Masters-PhDs_Annual_Progress_Report_May14.pdf)

[http://46.22.133.24/files/download/Masters PhD Final Award Form \(Feb 2014\).pdf](http://46.22.133.24/files/download/Masters_PhD_Final_Award_Form_(Feb_2014).pdf)

[http://46.22.133.24/files/download/Appointment of research Degree Examination Committee Form.pdf](http://46.22.133.24/files/download/Appointment_of_research_Degree_Examination_Committee_Form.pdf)

Support for the financial administration and quality review of research activity in NCAD is provided by the office of the Head of Academic Affairs and Research. Information on staff research activity is collated by School Boards and submitted to Academic Council. Research at NCAD is also developed and supported through NCAD's Research Committee, NCAD's Research Institute and NCAD'S Innovation and Engagement Office.

<http://www.ncad.ie/research-and-innovation/>

I. Programmes of Education and Training

Criterion 3:

- 3.1 Programme development and approval: the development and approval of new programmes should be conducted in a systematic way, and be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education.
- 3.2 Learner admission, progression and recognition: there are pre-defined and published regulations, which are consistently applied, covering all areas related to learner admission, progression, recognition and certification of awards. Access policies, admission processes and criteria are established and implemented consistently and in a transparent manner, and as appropriate, in accordance with national policies and procedures for Access, Transfer and Progression.
- 3.3 Programme monitoring and review: Ongoing monitoring and periodic review of a programme is used as an opportunity to evaluate and enhance the programme with the benefit feedback from staff, students, external examiners, employers, student progression data etc.

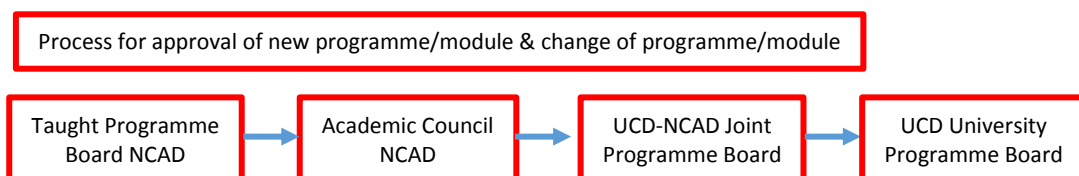
Commentary/Evidence Source

- 3.1 Programme development and approval: the development and approval of new programmes should be conducted in a systematic way, and be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education.**

From 2013 new undergraduate and postgraduate programmes are validated by UCD and adhere to the UCD Academic Regulations alongside an NCAD Addendum to Academic Regulations and Policy that addresses alignments and differences across the two institutions. Older programmes validated by NUI (at this stage a small number of PhD students) are governed by the NCAD Examination Procedures and Regulations 2015/16, which also serves as a primary guide to NCAD's academic procedures. Together the NCAD Examination Procedures and Regulations, the UCD Academic Regulations and the NCAD Addendum to Academic Regulations and Policy define the parameters within which programmes may be designed and developed – this includes support for a modularised and semesterised curriculum, utilising the European Credit Transfer System (ECTS), and mapping of all programmes to the National Framework of Qualifications (NFQ) through articulation of learning outcomes and their alignment with the relevant NFQ level.

Support for programme and module design is available through: NCAD's Teaching and Learning and Quality Assurance Officer, published guidance (NCAD New Programmes Template 2010, N. Hunt), occasional workshops organised by the Head of Continuing Education, and UCD on-line resources.

The process for the development, approval and review of NCAD programmes is mapped below:



This process is implemented in the context of UCD's Programme Development, Approval and Review Framework (PDARF) which sets out the formal institutional processes within UCD. Document templates relating to all stages in the process are available:

- UCD – PDARF 2 New Programme Proposal (UMT)
- PDARF 3 New Programme Academic Structure Proposal
- PDARF 7 Programme Change Proposal
- PDARF 9 Module Derogation Request

Available from: <http://www.ucd.ie/registry/academicsecretariat/progs.htm>

NCAD – Programme Specification Form
Module Descriptor

Available from Academic Affairs/QA Office and Google Drive. Sample documentation available from:
<http://www.ncad.ie/students/student-academic-information/>

The NCAD Programme Specification Form includes details of:

- Qualification
- Programme & stage learning outcomes
- NFQ level of qualification
- Credits assigned

The NCAD Module Descriptor includes details of:

- Credits assigned
- Module learning outcomes
- Assessment method
- NFQ module level

www.ncad.ie/students/registry-student-services-admissions/policies-procedures-regulations/examination-regulations/

<http://www.ncad.ie/students/student-academic-information/>

3.2 Learner admission, progression and recognition: there are pre-defined and published regulations, which are consistently applied, covering all areas related to learner admission, progression, recognition and certification of awards. Access policies, admission processes and criteria are established and implemented consistently and in a transparent manner, and as appropriate, in accordance with national policies and procedures for Access, Transfer and Progression.

Recruitment and admission

In order to build and maintain a positive and supportive learning environment, NCAD has regulations, codes and policies covering all phases of the student 'life cycle'. These are available online:

<http://www.ncad.ie/study-at-ncad>

https://issuu.com/ncad/docs/ncad_portfolio_brief_2017

https://issuu.com/ncad/docs/ncad_prospectus_2016-2017

<http://www.ncad.ie/school-and-community-outreach-programme/school-and-community-outreach-programmes/>

<http://www.ncad.ie/continuing-education>

<http://www.ncad.ie/students/support-services/>

<http://www.ncad.ie/students/registry-student-services-admissions/policies-procedures-regulations/examination-regulations/>

http://www.ucd.ie/registry/academicsecretariat/docs/academic_r.pdf

[http://46.22.133.24/files/download/NCAD Academic Regulations Adendum 2016 01.pdf](http://46.22.133.24/files/download/NCAD_Academic_Regulations_Adendum_2016_01.pdf)

Access, Transfer and Progression

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. The NCAD Access scheme is available to all applicants including further education and mature applicants, not just leaving cert applicants as in the case of HEAR and DARE. Remaining outside of the national scheme allows NCAD to offer places based on a concession around the portfolio score rather than the academic score.

<http://www.ncad.ie/study-at-ncad/undergraduate-year-1/ncad-access-scheme/>

Transfer from other institutions to NCAD is supported through Advanced Entry admissions and the College RPL policy. Opportunities to transfer into NCAD have been reduced in the last 2-3 years due to the pressure of student numbers through increased First Year intake and the change to the 3-year degree structure which gives a shorter time period for students to transfer into, integrate, engage and succeed academically within NCAD.

<http://www.ncad.ie/study-at-ncad/undergraduate-year-1/undergraduate-year-2/>

[http://46.22.133.24/files/download/RPL NCAD Policy and Practices 2013.pdf](http://46.22.133.24/files/download/RPL_NCAD_Policy_and_Practices_2013.pdf)

Progression of students from further education to third level is fully supported by NCAD. Students progressing from further education make up between 40% and 50 % of NCAD's undergraduate year 1 intake each year. This progression is supported through a policy of admission through FETAC minimum entry requirements + portfolio submission, rather than a reserved quota policy.

[http://46.22.133.24/files/download/NCAD 2016 Min.entry.requirements.pdf](http://46.22.133.24/files/download/NCAD_2016_Min.entry.requirements.pdf)

Programme Delivery and Assessment

School Boards have explicit responsibility for the governance, management and quality assurance of their programmes, are responsible for articulation of programme learning outcomes and objectives, and management of the programme curriculum, while also developing the appropriate mode of delivery for all of the programmes for which they are responsible. School Boards undertake this activity in consultation with and subject to the oversight of NCAD's Taught Programme Board, Senior Management Team and Academic Council.

There are three main **approaches to assessment** in NCAD: tutor led assessment (where work is submitted and graded by tutors), peer review or crit (where the student work is reviewed by peers and tutors, and formative feedback is given) and group assessment (where a mark or grade is assigned to the group based on overall performance). There is a set of assessment criteria that is used across the studio modules in the NCAD and a set of assessment criteria for written work. Students are given regular feedback on their assignments and their learning at key points in the year, usually after modules or assignments are completed.

There are generally three **types of assessment** that take place in NCAD:

- 1) Formative assessment - which takes place orally and/or in writing to students on their progress. This does not usually involve a mark and is diagnostic.
- 2) Continuous assessment happens throughout the programme particularly in Fine Art where in the final year semester one and two are considered as one long module in order for students to be able to synthesise a body of work for an exhibition over an extended period of time.
- 3) Summative assessment takes place at the end of each semester or at the end of a module and this

type of assessment takes place at the end of a shorter period or project.

NCAD uses all three types of assessment in different programmes in the different disciplines of Fine Art, Design, Education and visual Culture.

The role of students in relation to programmes and assessment is mediated through the inclusion of student representatives on School Boards, Taught Programme Board and Academic Council. This is a critical interaction, as these fora have explicit responsibility for quality assurance and enhancement of all of the College's academic programmes.

The delivery of, and assessment of progress within, NCAD's programmes is governed by UCD Academic Regulations, the NCAD Addendum to Academic Regulations and Policy, and NCAD Examination Procedures and Regulations. NCAD's Constitution of the Examination Appeals Committee sets out the procedures for making an appeal in relation to the outcome of an assessment, and the Academic Affairs office is responsible for handling all such appeals.

A link to The UCD Examination Regulations is available on the NCAD website at: <http://www.ncad.ie/students/registry-student-services-admissions/policies-procedures-regulations/examination-regulations/>. This is supported by the 'NCAD Addendum to Academic Regulations and Policy' detailing local derogations and arrangements; published on the same web page.

Additional student interaction with academic processes and procedures is also mediated through the following codes of practice, guidelines and procedures:

- NCAD Student Code
- NCAD Policy on Dignity and Respect
- NCAD Student Handbook
- Specific Programme Handbooks
- Policy on Plagiarism
- NCAD Postgraduate Policy and Procedures
- NCAD Postgraduate Supervisor's Handbook
- NCAD Code for Good Research Practice
- NCAD Intellectual Property Policy
- NCAD RPL Policy and Practices

All of these documents can be accessed at: <http://www.ncad.ie/staff/policies-procedures-regulations/>

Throughout a student's programme of study, additional support is provided through a variety of mechanisms, including:

- NCAD Students Union
- NCAD Evening Students Union
- NCAD's Student Learning Support Office
- NCAD's Assistive Technology Service
- NCAD's Student Mentoring Programme
- Additional well-being services: Doctor, Counsellor, Career Guidance

Information on these supports can be found at:

<http://www.ncad.ie/students/support-services/>

<https://www.facebook.com/CEADatNCAD/>

In relation to the completing of an NCAD programme of study and awarding of degrees, NCAD's Student Services & Admissions Office handles all relevant details of arrangements for the graduation ceremony and all associated protocols, and provides all official documents required by students, including:

- Certificate of Attendance
- Graduate Research Transcript
- Statement of Results

- Transcript
- Diploma Supplement.

3.3 Programme monitoring and review: Ongoing monitoring and periodic review of a programme is used as an opportunity to evaluate and enhance the programme with the benefit of feedback from staff, students, external examiners, employers, student progression data, etc.

In Year Programme Monitoring

Heads of Department meet regularly with Department staff as a group at regular intervals, with the frequency of such meetings varying from weekly to once every six weeks. Heads of Department also meet with student representatives from their programme, upon request and ahead of meetings of the School Board. Heads of School meet with Heads of Department (where applicable) on a weekly basis to address operational and module/programme enhancement considerations. In the School of Visual Culture staff meetings are held every six weeks, in the School of Education staff meetings are held on a monthly basis.

School Boards meet three times in the year. Each Department submits a formal report to the School Board and Quality Assurance is a standing item on the agenda of School Boards. Proposed changes to programmes requiring formal approval are discussed at School Boards, brought to NCAD's Programme Board for consideration and to Academic Council for approval. Where proposed changes are significant, the changes are also brought to the NCAD/UCD Joint Academic Programme Board and from there to UCD's UPB.

Annual Programme Review

In June of each year annual programme planning meetings take place at Department and School level based on developments over the year, student feedback on modules and programmes, end of year student survey results, and external examiner reports. Where external examiner reports are not yet available, recommendations arising are addressed during the subsequent academic year, through staff meetings at the start of the academic year and October School Board meetings.

Academic staff across the College also take an active role in external examining duties within the Higher Education sector in Ireland, as well as in Europe and internationally. These duties cover undergraduate and postgraduate up to PhD level and provide the College with on-going exposure within the sector to crucial benchmarking and exemplars of best practice.

Admission, Transition and Retention

Student data relating to application and admission numbers is discussed by the Senior Management Team (SMT) and, through the Heads of School, informs planning (spatial and curricular) at School and Department level.

All first year students on a studio programme in NCAD (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 does not, for the majority of its first year places, operate an admission process based on academic points, College places are offered based on a portfolio score to applicants who meet minimum academic entry criteria.

Student data relating to retention rates is presented to SMT and reported to the HEA (http://www.heai.ie/sites/default/files/hea-progression-irish-higher-education_final.pdf).

J. Teaching and Learning

Criterion 4:

The quality of the learning experience is monitored on an on-going basis. The provider should have an open community that values critical reflection and fosters personal and professional development for both learners and staff. Staff should be appropriately qualified and experienced. The linked provider should demonstrate that it engages with the wider national and international community of practice to enhance teaching and learning. The provider should also ensure that the programme level and each programme's learning environment are appropriate – this will include: physical premises, equipment and facilities; learning off-campus; collaborative learning contexts; learning resources.

Commentary/Evidence Source

Quality of the Learning Experience for Students

Students are encouraged to engage in active learning through a range of student-centred learning activities in all disciplinary areas. Lecturers use a range of methodologies to encourage active participation in learning including: problem based learning, project based learning, student led presentations, peer learning, studio critiques, community-based placements, placement in formal educational settings and learning in non-formal contexts.

The quality of the learning experience for students is monitored through the contribution of elected student representation at academic forums across the College. Student representatives are elected by the students at the start of each academic year for each programme and year of programme. The student representatives meet with Heads of Department at regular intervals and attend School Boards where issues specific to the School or programme are discussed. Through this system, students are also made aware of developments within their School.

Student representatives sit on the Programme Board (Taught Programme Board_ToR_NS_28 May 14), Academic Council (School Programme Boards_ToR_NS_28 May 14), and An Bórd (<http://www.ncad.ie/about/structure/an-bord/>) as full board members.

First year students are supported in making the transition into third level education through a **First Year Student Council**. At the start of the year one student is elected from each of the 10 groups in 1st year, and that group of elected representatives constitutes the First Year Student Council. The Council meets with Head of First Year twice each semester, and at any time at either the Head of Department's or any member of the Council's request. Notes of each meeting are taken by one of the students. These notes are then distributed to all Council members and the information passed on to the full group of First Years. Students from the Council also act as representatives on the First Year Board and on the School Boards for Fine Art, Design, Education and Visual Culture.

The quality of the learning experience is also systematically monitored through gathering and reporting student feedback based upon the three annual surveys issued by the Quality Office and referred to in C, page 7 and F, page 11.

NCAD works to create a learning environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning higher education, and people who wish to continue learning and pursue intellectual and creative enrichment and fulfilment. Additional support to this end are provided by NCAD's Centre for Continuing Education in Art and Design and NCAD's Access Office.

<http://www.ncad.ie/continuing-education>

http://46.22.133.24/files/download/Access_Policy_Website.pdf

Enhancing Teaching and Learning

Teaching and learning are central to art and design education at NCAD. Responsibilities in teaching and learning are devolved across several senior roles and invested within multiple College structures (QA, Academic affairs, student services, Continuing Education). NCAD has undertaken significant reform of the undergraduate curriculum as well as College structures.

NCAD implemented significant curriculum change in recent years, aligning programmes within the Bologna process of 3+2+3. Curriculum changes were undertaken through a process of reflection and dialogue. The 3+2 (+3) process and outcomes were reviewed by two external reviewers and the resultant peer review reports and NCAD response are published on the website at: <http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>. Experienced professionals and consultants provided training and support for staff involved in curriculum change and a teaching and learning resource in the form of an NCAD curriculum-programme design document was devised for staff.

The new undergraduate curricula provided for the introduction of the College wide LPP-learning and professional practice module in year 1. This blended learning module introduces students to learning resources including library and cultural resources, and different approaches to learning. It also provides for teaching technical skills in disciplinary areas in semester 2 of the first year.

NCAD Continuing Education has organised and led training for part-time and full-time staff in a range of areas including:

- Curriculum design workshops
- Modularisation and Learning outcomes
- Problem based learning
- Assessment

In 2015-16, the Head of Continuing Education at NCAD, as part of the regional Pillar 1 cluster in teaching and learning (UCD/TCD/Marino/IADT/NCAD), successfully secured funding from the National Forum for the enhancement of Teaching and Learning for DSIA – Digital Skills in Action - an initiative which sought to promote the All Aboard framework within the HEI. Workshops and case studies of digital skills in action were supported through a TEL week in March 2015.

The Learning Environment

NCAD provides numerous supports to enhance the Learning Environment of students:

The Student Learning Support Service, delivered by the National Learning Network, is a confidential academic support service which provides assistance to students in managing the demands of College life. Learning support at NCAD is available to all students at all levels of study.

<http://www.ncad.ie/students/support-services/>

<http://www.ncad.ie/students/support-services/assistive-technology-service/>

<http://www.ncad.ie/students/support-services/the-writing-and-research-support-service/>

<http://www.ncad.ie/students/support-services/disability-service/>

www.ncadat.blogspot.ie

The Edward Murphy Library at NCAD has an unrivalled collection of over 93,000 books and exhibition catalogues. The major emphasis is on 19th, 20th and 21st century art and design, but material from a large number of other subject areas is also acquired. Students also have access to a range of image

databases and a large lending collection of DVDs.

A key student/researcher resource at NCAD is **The National Irish Visual Arts Library (NIVAL)**, a public research resource dedicated to the documentation of 20th and 21st century Irish visual art and design. NIVAL collects, stores and makes accessible for research an unparalleled collection of documentation about Irish art in all media.

NCAD Gallery supports contemporary practice and critical debate in visual arts practices and reflects the diversity and strengths of the College by developing and promoting the future of art and design in Ireland.

An **IT Support** helpdesk is open for students from 1:30pm to 4:00pm, Monday to Friday. Students in NCAD are provided with an NCAD Google Apps Account (Email; Calendar; and Drive for document storage) for use during their time of study in NCAD. The NCAD has a wireless network available to staff and students.

Eduroam (education roaming) a secure, world-wide roaming access service developed for the international research and education community is available to students and staff at NCAD. It allows students, researchers and staff from participating institutions to obtain Internet connectivity across campus and when visiting other participating institutions by simply opening their laptop.

<http://www.ncad.ie/library/>

<http://www.nival.ie/>

<http://www.ncad.ie/about/gallery/>

<http://www.ncad.ie/students/it-support/>

Additional student support services such as the **Careers Advisory Service** provides careers advice to students throughout their course, and in particular to students in their final year or pursuing postgraduate studies.

Student support is also provided by the NCAD Student **Counselling Service**, which is a confidential and free service for students of the College and is staffed by a professionally qualified psychologist and counsellor. The service offers support, counselling and psychotherapy for students who may be experiencing personal difficulties. The **College doctor** is available to students on Monday, Wednesday and Friday mornings throughout the academic year.

NCAD's **College Community Welfare Committee** is chaired by the Head of Academic Affairs and is comprised of staff members from student support services, including counselling, access, learning support, career guidance, Visual Culture and academic representation from First Year studies. The committee seeks to develop measures to support student retention and provide support to staff through development of training and guidance in welfare matters.

The **Staff Prize** is intended to help students of exceptional ability with their final year expenses. It is funded by staff contributions. Each School may nominate a suitable student from each Department towards the end the Final Year to go forward for the prize, and a selection committee chooses the final award winner(s). The sum awarded is a substantial one, which can help considerably with final year costs.

The **Student Assistance Fund** is available to students experiencing particular or unexpected hardship during their course of study. This may be as a result of family breakdown, bereavement, accidents,

health problems or other crises that result in unexpected financial difficulty.

http://46.22.133.24/files/undergrad_files/Student_Assistance_Fund_2015-16_F.pdf

The **Childcare Support Fund** is funded by the Irish Government and part funded by the European Union under Ireland's EU Structural and Investment Funds Programme 2014 – 2020. The purpose of the Childcare Support Fund is to provide assistance towards the cost of registered childcare (nursery, crèche etc.) for children of full-time students of NCAD, whose ability to participate in education may be adversely affected by childcare responsibilities.

[http://46.22.133.24/files/undergrad_files/Childcare_Assistance_Fund_2015-16_F_\(1\)_1\).pdf](http://46.22.133.24/files/undergrad_files/Childcare_Assistance_Fund_2015-16_F_(1)_1).pdf)

http://46.22.133.24/files/undergrad_files/Childcare_Information_Sheet_F.pdf

http://46.22.133.24/files/undergrad_files/Childcare_Support_Fund_F.pdf

Physical premises, equipment and facilities

The quality of the learning environment is monitored by each School and Department where workshops, studios and technical support specific to each discipline are maintained by Technical Assistants, overseen by Heads of Department and School.

K. Assessment of Learners

Criterion 5:

The linked provider's assessment framework establishes the institution's approach to the assessment of learners in both formal (where it leads to certification) and, as appropriate, in-house assessment. The framework should also include the administration of assessment, procedures and systems for the security and integrity of the assessment process, such as assessment materials and processes; assignments; exam scripts; project work, appeals and records of learner achievement.

Commentary/Evidence Source

Assessment at NCAD

Assessment drives and informs student learning. In an outcomes approach, NCAD lecturers are assessing what has been learnt, not what the tutor has taught. Therefore linking assessment to learning outcomes is very important. All courses in NCAD have an assessment strategy which address assessment methods / techniques, criteria for assessment, grading structures, when assessment takes place, and feedback processes for learners. It also sets out how assessment is regulated and what happens in respect of repeats failures, etc. (Hunt, 2010)

There are generally three **types of assessment** that take place in NCAD:

1. Formative assessment - which takes place orally and/or in writing to students on their progress. This does not usually involve a mark and is diagnostic.
2. Continuous assessment happens throughout the programme particularly in Fine Art where in the final year semester one and two are considered as one long module in order for students to be able to synthesise a body of work for an exhibition over an extended period of time.
3. Summative assessment takes place at the end of each semester or at the end of a module and this type of assessment takes place at the end of a shorter period or project.

NCAD uses all three types of assessment in different programmes in the different disciplines of Fine Art, Design, Education and visual Culture.

The typical type of assessment associated with art college is the 'crit'. The crit features prominently in the education of all students of art. It is a formal process where the students present their work in front

of the whole class and to staff to gain feedback on their work. At a joint colloquium between UCD and DIT the value of the crit was discussed as a means of assessment and education in architecture schools. "The aims of this form of formative assessment is to make the assessment process open and transparent and invite comment from the students to share in the learning experience as well as to use the informed comments from the critics to spark a wider debate on architecture and design."

<http://www.teachingandlearning.ie/event/rethinking-the-crit-assessment-as-learning/>

There are three main **approaches to assessment** in NCAD. Tutor led assessment (where work is submitted and graded by tutors), peer review or crit (where the student work is reviewed by peers and tutors, and formative feedback is given) and group assessment (where a mark or grade is assigned to the group based on overall performance). There is a set of assessment criteria which is used across the studio modules in the NCAD and a set of assessment criteria for written work. Students are given regular feedback on their assignments and their learning at key points in the year, usually after modules or assignments are completed. (See further *NCAD Guidelines for New programme Design*, 2010, N. Hunt).

<http://www.ncad.ie/students/student-academic-information/>

<http://www.ncad.ie/students/student-handbook/>

http://46.22.133.24/files/download/NCAD_EXAM_REGULATIONS_AND_PROCEDURES_2015-16.pdf

http://www.ucd.ie/registry/academicsecretariat/docs/academic_r.pdf

http://46.22.133.24/files/download/NCAD_Academic_Regulations_Adendum_2016_01.pdf

http://46.22.133.24/files/download/NCAD_Postgraduate_Policy_Procedures_Feb2013_update.pdf

<http://www.ncad.ie/students/exam-results/>

L. Staff Recruitment, Management and Development

Criterion 6:

Institutions should take responsibility for the quality of their staff and provide them with a supportive environment that allows them to carry out their work effectively. For example, they should apply fair and transparent processes for the recruitment and development of the staff.

Commentary/Evidence Source

Senior Management are working with Forde HR to develop a fit for purpose suite of policies and procedures including a recruitment policy. This work will lead to a more fair and transparent process for the recruitment, retention and development of staff within the College and positively impact of the quality of the student experience. The College's plan to stabilise its financial position over the next 2-3 years will allow for a modest investment in staff training and development.

NCAD's Centre for Continuing Education (CEAD) provides support for teaching and learning across College. The scholarship of teaching is a critical part of academic life and is central to College policy. CEAD has scheduled seminars and workshops in order to support professional practice in art and design teaching and learning across NCAD.

<http://www.ncad.ie/continuing-education/teaching-learning/>

The College recognises the importance of the mix of full-time, part-time and visiting lecturers in relation to negotiating learning opportunities in the real world – in economic, societal and cultural settings.

M. Support for Learners

Criterion 7:

Institutions should ensure that the learning environment is appropriate to support student learning and a positive student experience generally. Learning resources should be updated and expanded as necessary to reflect up-to-date approaches and student needs. The range of learning resources and student supports should be reflected in a coherent and integrated framework and include: academic and pastoral supports; careers and other guidance; access to library, information and computing services/resources; and appropriate student representation opportunities for students to communicate feedback.

Commentary/Evidence Source

Significant provision is made to enable a rich learning environment for NCAD's students and to provide data support for programme planning and effective quality enhancement. The following suite of statistics and information is presented to, and disseminated by, NCAD'S Senior Management Team in support of self-monitoring and planning at programme, Department and School level:

- Student Feedback Reports – from Quality Assurance Officer
- Student FTEs – from Student Services and Admissions (SS&A)
- Student Recruitment Reporting – from SS&A
- Access and Lifelong Learning Students – from NCAD's Access Officer
- HR Staff Report – from HR & Heads of Department
- Retention and Progression Rates – from SS&A

Academic supports

The Student Learning Support Service, delivered by the National Learning Network, is a confidential academic support service which provides assistance to students in managing the demands of college life. Learning support at NCAD is available to all students at all levels of study. Support is automatically provided to students registered with NCAD's disability office, and is also available to students who do not have a formal diagnosis/condition but find they need assistance during their time in NCAD. The Assistive Technology (AT) service in NCAD provides students with software, IT facilities, advice and training to assist them with writing and research. Specialised software is available for students with specific learning difficulties or disabilities.

<http://www.ncad.ie/students/support-services/>

<http://www.ncad.ie/students/support-services/assistive-technology-service/>

<http://www.ncad.ie/students/support-services/the-writing-and-research-support-service/>

<http://www.ncad.ie/students/support-services/disability-service/>

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Library, Specialist and Information Technology Resources

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NCAD Gallery supports contemporary practice and critical debate in visual arts practices and reflects the diversity and strengths of the College by developing and promoting the future of art and design in Ireland.

An IT Support helpdesk is open for students from 1:30pm to 4:00pm, Monday to Friday. Students in NCAD are provided with an NCAD Google Apps Account (Email; Calendar; and Drive for document storage) for use during their time of study in NCAD. The NCAD has a wireless network available to staff and students.

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<http://www.ncad.ie/library/visit-us/>

<http://www.ncad.ie/library/learning-centre/>

<http://www.ncad.ie/library/visual-resources-centre/>

<http://www.nival.ie/>

<http://www.ncad.ie/about/gallery/>

<http://www.ncad.ie/students/it-support/>

Pastoral Support

Additional student support services such as the **Careers Advisory Service** provides careers advice to students throughout their course, and in particular to students in their final year or pursuing postgraduate studies.

Student support is also provided by the NCAD Student **Counselling Service**, which is a confidential and free service for students of the College and is staffed by a professionally qualified psychologist and counsellor. The service offers support, counselling and psychotherapy for students who may be experiencing personal difficulties. The **College doctor** is available to students on Monday, Wednesday and Friday mornings throughout the academic year.

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[http://46.22.133.24/files/undergrad_files/Student Assistance Fund 2015-16 F.pdf](http://46.22.133.24/files/undergrad_files/Student_Assistance_Fund_2015-16_F.pdf)

<http://www.ncad.ie/students/support-services/>

The **Childcare Support Fund** is funded by the Irish Government and part funded by the European Union under Ireland's EU Structural and Investment Funds Programme 2014 – 2020. The purpose of the Childcare Support Fund is to provide assistance towards the cost of registered childcare (nursery, crèche etc.) for children of full-time students of NCAD, whose ability to participate in education may be adversely affected by childcare responsibilities.

[http://46.22.133.24/files/undergrad_files/Childcare Assistance Fund 2015-16 F \(1\) \(1\).pdf](http://46.22.133.24/files/undergrad_files/Childcare_Assistance_Fund_2015-16_F_(1)_1).pdf)

[http://46.22.133.24/files/undergrad_files/Childcare Information Sheet F.pdf](http://46.22.133.24/files/undergrad_files/Childcare_Information_Sheet_F.pdf)

[http://46.22.133.24/files/undergrad_files/Childcare Support Fund F.pdf](http://46.22.133.24/files/undergrad_files/Childcare_Support_Fund_F.pdf)

Student representation

Student representatives are elected by the students at the start of each academic year for each programme and year of programme. The student representatives attend School Boards where issues specific to the School or programme are discussed. Through this system, students are also made aware of developments within their School.

Student representatives sit on the Taught Programme Board (Taught Programme Board_ToR_NS_28 May 14), Academic Council (School Programme Boards_ToR_NS_28 May 14), and An Bórd (<http://www.ncad.ie/about/structure/an-bord/>) as full board members.

N. Information and Data Management

Criterion 8:

Reliable information and data should be available to inform decision making and to ensure that the linked provider knows what is working well and what needs attention. Controls and structures should be in place to generate specific data/reports for the management of self-monitoring and planning processes. Evidence should also be provided that relates to, for example: information systems to support data capture and analysis e.g. progression data; KPIs; student information systems e.g. maintain secure student records; policies and procedures for data protection and freedom of information requests.

Commentary/Evidence Source

NCAD uses a range of data sets to inform decision-making across and at different levels within the institution.

Reliable information in support of programme planning and effective quality enhancement is presented to, and disseminated by, NCAD's Senior Management Team on the basis of the following data sources:

- Student Feedback Reports – from Quality Assurance Officer
- Student FTEs – from Student Services and Admissions (SS&A)
- Student Recruitment Reporting – from SS&A
- Access and Lifelong Learning Students – from NCAD's Access Officer
- HR Staff Report – from HR & Heads of Department
- Retention and Progression Rates – from SS&A

This information enables self-monitoring and planning at programme, Department and School level.

NCAD gathers and analyses a range of student feedback, such as an End of Year Student Survey, a Research Student Survey, and the Irish Survey of Student Engagement. This information, external examiners reports and key institutional data (student information via Quercus, HR reports and Finance reports) are considered as part of the periodic quality review of Schools and Support units.

A System Performance Framework was put in place by the Irish Government, stating national priorities and key objectives for higher education for 2014-16. Each institution has entered into a compact with the Higher Education Authority undertaking how it will contribute to national objectives from the position of its particular mission. The compacts provide for how institutional performance will be measured.

<http://www.ncad.ie/about/ncad-annual-reports/>

<http://www.ncad.ie/about/head-of-academic-affairs/quality/>

<http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>

http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf

<http://www.ncad.ie/about/head-of-academic-affairs/quality/quality-review-schedule-cycle-2/>

http://46.22.133.24/files/download/Student_Feedback_Policy_Nov2012.pdf

O. Public Information and Communication

Criterion 9:

Public information refers to the information that linked providers communicate and publish about their activities, including their education and training programmes, research and related services; their quality assurance policies, procedures and reports relating to quality review and other appropriate quality evaluation processes. Public information should be clear, accurate, objective, current and accessible. What are the processes to review and update information?

Commentary/Evidence Source

Clear, accurate, up-to-date and accessible information is provided by NCAD through the publication of a wide range of information about its activities, including programmes, admissions and assessment, which is updated as needed.

For *prospective students*, there is a wide variety of policy, procedures and other supporting documents relating to the student lifecycle included on the Study At NCAD website and the NCAD Students website. This information is collaged and managed by Student Services and Admissions, working with Schools to ensure all programme and module information is correct and up-to-date.

Why NCAD? Applicant Information –

- Undergraduate
- Postgraduate
- Fees
- Visit NCAD / Open Days
- Student Conversations
- NCAD Youth Art Programme
- Part-Time / Continuing Education

- Student Support Services
- IT Support
- Student Handbook
- Programme Information
- NCADSU
- My Calendar

Links:

<http://www.ncad.ie/study-at-ncad>

<http://www.ncad.ie/students>

https://issuu.com/ncad/docs/ncad_portfolio_brief_2017

https://issuu.com/ncad/docs/ncad_prospectus_2016-2017

<http://www.ncad.ie/study-at-ncad/undergraduate-year-1/>

Student Services and Admissions also provides dedicated information for prospective students interested in coming to study at NCAD from overseas.

<http://www.ncad.ie/study-at-ncad/international/>

For *graduate admissions*, information is available through NCAD's Postgraduate Website. This gives information on postgraduate study in the Schools of Design, Education, Fine Art and Visual Culture. And includes resources such as:

- NCAD Prospectus
- The Structured PhD at NCAD
- The PhD Journey in NCAD
- Postgraduate Student Handbook

Links:

<http://www.ncad.ie/postgraduate>

http://46.22.133.24/files/download/NCAD_Postgrad_2015_Programmes.pdf

<http://www.ncad.ie/study-at-ncad/postgraduate/taught-masters/>

<http://www.ncad.ie/study-at-ncad/postgraduate/research-degrees-phd/>

For *current students*, the NCAD Student website also provides information on registration, term dates, and examinations.

<http://www.ncad.ie/students>

Additional policies and procedures and other guidelines include:

http://46.22.133.24/files/download/NCAD_EXAM_REGULATIONS_AND_PROCEDURES_2015-16.pdf

http://www.ucd.ie/registry/academicsecretariat/docs/academic_r.pdf

http://46.22.133.24/files/download/NCAD_Academic_Regulations_Adendum_2016_01.pdf

http://46.22.133.24/files/download/NCAD_Postgraduate_Policy_Procedures_Feb2013_update.pdf

Annual Reports, Quality Review Reports and Quality Improvement Plans are also published. NCAD

participates in the annual Irish Survey of Student Engagement. A report from NCAD participation in the ISSE for 2014 and 2015 is available on Google Drive for staff access.

<http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>

<http://www.ncad.ie/about/ncad-annual-reports/>

P. Self-Evaluation, Monitoring and Review

Criterion 10:

Review and self-evaluation of quality (both internal and external processes), including review of programmes of education, training and research and related services, is a fundamental part of a providers quality assurance system. The purpose of such self-evaluation includes monitoring standards and the student experience; ensuring that modules and programmes remain up-to-date; to identify areas that need improvement; and to evaluate the effectiveness of the quality assurance mechanisms used. This monitoring and review should lead to continuous improvement of the institutions provision and supporting systems. Any action planned or taken as a result should be communicated to all relevant stakeholders.

Commentary/Evidence Source

Under the Qualifications and Quality Assurance Act (2012), NCAD is subject to a cyclical external quality review every seven years. NCAD's first review under this framework will be in March 2017.

Self-evaluation and monitoring of the College's educational offerings is a key component of NCAD's Quality Assurance processes. As part of this process, Schools are expected to undertake a review of the programmes they offer, for example, using extern examiner reports, student feedback (formal and informal), and professional and regulatory accreditation reports (where applicable) to inform reflection.

Between 2005 and 2012, all Schools, Departments and Administration areas of NCAD undertook a comprehensive quality assurance review and delivered quality improvement plans. Preparation for quality review requires Schools to assess the effectiveness of the processes they use to monitor and review programmes.

A second cycle of quality assurance reviews is underway, scheduled to take place between 2015 and 2018. In this cycle the emphasis of the review schedule will be School-based rather than Programme-based.

<http://www.ncad.ie/about/head-of-academic-affairs/quality/cycle-1-reports/>

<http://www.ncad.ie/about/head-of-academic-affairs/quality/quality-review-schedule-cycle-2/>

NCAD uses a range of mechanisms to monitor and periodically review programmes.

An annual review and planning process allows Programme Teams, Schools, the College (through Academic Council), and An Bórd to assure themselves that the programmes delivered meet the expectations and needs of staff and students.

As part of NCAD's cyclical quality review process, Schools and Support Units are required to undertake a review of their programmes using, for example, extern reports, student feedback, and Professional and Regulatory Accreditation Reports to inform reflection.

NCAD also appoints Subject External Examiners with international expertise in their field as moderators of the final year assessment process for all taught programmes at undergraduate and postgraduate level, and Special Extern Examiners are appointed in relation to all research degrees.

Alignment of our programmes with contemporary developments in the creative and cultural industries

and professions is an important aspect of NCAD's ongoing programme monitoring and review process. This is achieved through engaging with industry (from SMEs to major cultural institutions) in delivering real-world projects at both undergraduate and postgraduate level, and securing Professional/Regulatory Body accreditation and/or recognition as appropriate for our programmes (for example The Teaching Council).

<http://www.ncad.ie/about/ncad-annual-reports/>

<http://www.ncad.ie/about/head-of-academic-affairs/quality/quality-review-procedures-and-guidelines/>

Q. Other Parties involved in Education and Training

Criterion 11:

- 11.1 Peer relationship with the broader education and training community: collaborative and partnership arrangements, both in Ireland and overseas, should be made with reputable bodies and are subject to appropriate internal and external quality assurance. The nature of all such arrangements that are in place with national and overseas educational establishments should be published on the provider's website.
- 11.2 External Partnerships: quality assurance procedures include provision for engagement with external partners, and should include a formal due diligence stage. Any transnational arrangements in which the provider is involved should be published.
- 11.3 Expert panellists and extern examiners: the quality assurance procedures should include explicit criteria and procedures for the recruitment and engagement of external, independent, national and international experts (where appropriate). The names and affiliations of expert panellists, examiners and other external experts associated with the provider should be collated and monitored by the provider.

Commentary/Evidence Source

11.1 Peer relationship with the broader education and training community: collaborative and partnership arrangements, both in Ireland and overseas, should be made with reputable bodies and are subject to appropriate internal and external quality assurance. The nature of all such arrangements that are in place with national and overseas educational establishments should be published on the provider's website.

NCAD has a number of postgraduate programmes that are delivered in partnership with several Irish Universities:

MSc Medical Devices Design, delivered in partnership with UCD and TCD, two of Ireland's leading universities. The partnership has not, to date, included a review of quality assurance policies and procedures of the partner institutions.

MA Interaction Design, delivered in partnership with UCD. This programme was validated through UCD's University Programme Board in November 2014 (00_UPB Recommendations Report (20141119) UPDATED). The partnership has not, to date, included a review, on the part of NCAD, of quality assurance policies and procedures of the partner institution.

NCAD is a partner in Uversity - established in 2012, Uversity, a Recognised College of The National University of Ireland, is a new concept in the Irish higher education landscape. Uversity offers students the opportunity to design a personalised Master of Arts in Creative Process in partnership with twenty-four leading higher education institutions across the island of Ireland. This unique partnership enables Uversity to offer the best modules across the full range of Creative Arts and Culture in Ireland. The partnership has not, to date, included a review of quality assurance policies and procedures of the partner institutions.

<http://www.ncad.ie/about/uversity/>

<http://www.uversity.org/>

<http://www.uversity.org/institutions/>

International Educational Partnerships

The Lifelong Learning Programme, Erasmus+, supports higher education students with a study period of traineeship in one of 33 participating European countries as part of their undergraduate or postgraduate degree. NCAD has 90+ Erasmus partners, and undergraduate exchange (incoming and outgoing) takes place in Semester 2 of Year 2.

During the 2015/16 academic year, NCAD secured approval for an 'International' degree, involving an Erasmus year abroad. In support of this process a review of NCAD's Erasmus partners is being undertaken to identify suitable partners in relation to the 'International' offer and develop those partnership relationships appropriately.

<http://www.ncad.ie/study-at-ncad/international/>

<http://46.22.133.24/files/download/Erasmus+ 2014-2020 Bilateral Agreements 11Feb.pdf>

<http://www.ncad.ie/study-at-ncad/international/outgoing-exchange-applicants/#sthash.o9f3Td0k.dpuf>

<http://www.ncad.ie/study-at-ncad/international/ncad-student-exchanges/#sthash.fU2dOYGB.dpuf>

NCAD participates in Science without Borders, a large scale nationwide scholarship programme primarily funded by the Brazilian federal government. The period of the scholarship is up to 12 months and is a one year non-degree programme, as students will return to complete their degrees in Brazil.

<http://www.ncad.ie/study-at-ncad/international/science-without-borders-brazil/>

<http://www.cienciasemfronteiras.gov.br/web/csf-eng/>

11.2 External Partnerships: quality assurance procedures include provision for engagement with external partners, and should include a formal due diligence stage. Any transnational arrangements in which the provider is involved should be published.

NCAD seeks to be a College of engaged learning, in which all students are actively engaged in real world learning projects in the culture, society and the economy. To this end, and at any one time, NCAD is engaged with a relatively large number of external partners. The College exercises due diligence in so far as partners are selected on the basis of their good reputation and standing within the cultural sector, the field of social enterprise, community development/education, or national/international enterprise.

11.3 Expert panellists and extern examiners: the quality assurance procedures should include explicit criteria and procedures for the recruitment and engagement of external, independent, national and international experts (where appropriate). The names and affiliations of expert panellists, examiners and other external experts associated with the provider should be collated and monitored by the provider.

Independent external Peer Review is central to quality review procedures. Peer Review Groups are ideally made up of three external reviewers:

- Two reviewers from a comparable area within a similar-type institution (in academic reviews, one reviewer should be chosen from academia and one from the cultural industries)
- A UCD representative with experience of the Irish higher education and QA systems. (http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf.)

Peer Reviewers cannot have served as External Examiners for the area under review in the three years previous to the review.

External Examiners are nominated by Schools to the Programmes Board where they are discussed and, either recommended to Academic Council or an alternate examiner sought so their independence from NCAD is not called into question.

R. Comprehensive Quality Assurance Framework

Criterion 12:

Institutions should have Quality Assurance mechanisms that are interconnected and reflect a coherent system. The Quality Assurance Framework should be comprehensive and embedded at all levels of the institution's activities. The quality assurance procedures should also be consistent with Section 28 of the Qualifications and Quality Assurance Act 2012.

Commentary/Evidence Source

NCAD has published a substantial suite of QA procedures and associated policies and guidelines on its website (publically available information) and on Google Drive (internal information e.g. External Examiner Reports and responses). QA Procedures are based on the following principles:

- Quality assurance is understood to be the responsibility of the whole College, both staff and management;
- Students should be part of quality assurance procedures through their presence and engagement with academic board meetings and feedback measures;
- Where examples of good practice across the College are identified, they are acknowledged, shared and implemented in a collegial manner;
- Review processes are locally driven at School, Department and programme level, with subsequent quality enhancement plans devised at the relevant level and development of the plans monitored at the next level of management, e.g. Head of Department, Head of School or the Senior Management Team;
- Programme documentation is produced locally and conforms to an agreed and standardised format College-wide to facilitate shared resources and quality enhancement;
- Programme documentation is both locally and centrally held and updated annually Programme and year student feedback surveys are systemised and issued centrally but evaluated, and actions implemented by Programme Leaders, Heads of Department and Heads of School;
- External Examiner Reports are responded to and acted upon where appropriate;
- The NCAD Access, Transfer and Progression Policy is published and accessible to applicants and students.

The QA Framework & Guidelines 2015 from which the principles are taken is published at:

http://46.22.133.24/files/download/QA_frameworkGuidelines_Parts_1-2-3_2016.pdf

An indicative sample of supporting documentation is set out below:

Academic Affairs: <http://www.ncad.ie/about/head-of-academic-affairs/>

Quality Review & Student Feedback: <http://www.ncad.ie/about/head-of-academic-affairs/quality/>

Applicant & student policies, procedures & regulations: <http://www.ncad.ie/about/head-of-academic->

[affairs/policies-procedures-regulations/](#)

Postgraduate:

[http://46.22.133.24/files/download/NCAD Postgraduate Policy Procedures Feb2013 update.pdf](http://46.22.133.24/files/download/NCAD_Postgraduate_Policy_Procedures_Feb2013_update.pdf)

Undergraduate/Postgraduate programme information & module descriptors:

<http://www.ncad.ie/students/student-academic-information/>

Examinations: <http://www.ncad.ie/staff/policies-procedures-regulations/examination-regulations/>

Continuing Education: <http://www.ncad.ie/continuing-education>

Staff Resources: <http://www.ncad.ie/staff>

Google Drive:

External Examiner Reports and responses year by year

Taught Programme Board reports

Academic Council reports

An Bord reports

Student Feedback reports