

# Academic Affairs Review 2022

## Quality Improvement Plan



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

### Structuring Our Enhancement Work

The Board and staff have a shared belief in the transformative potential of an NCAD education to equip our graduates with the bold curiosity and the new thinking which society critically needs. Our commitment to realising this potential is articulated through *Futures, Bold and Curious 2019-2024*, NCAD's Strategic Plan, and the three areas of strategic focus it identifies for the enhancement of the enhancement of the learning environment at NCAD in the coming years:

Embed BOLD and CURIOUS LEARNING at our core  
CONNECT and BE CONNECTED  
An EFFECTIVE ORGANISATION.

Review visit on:	27 April 2022
Review Report submitted on:	May 2022
QA Steering Committee approved QIP on:	09 May 2023
QA Steering Committee approved QIP Update 1 on:	26 September 2023
QA Steering Committee approved QIP Update 2 on:	23 October 2024
QA Steering Committee approved QIP Update 3 on:	[Date of QIP approval]
QA Steering Committee approved QIP Update 4 on:	[Date of QIP approval]

## 1 Embed Bold and Curious Learning at our Core

OUR AMBITION: Bold and curious learning is agile and responsive. It recognises the power and value to our society and economy of learning through art and design, not for it. We are committed to ensuring every student has access to a learning experience that is dynamic, resourced and transformative. Embedding bold and curious thinking challenges students to innovate and interrogate, and to take risks in their learning.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Teaching and Learning Strategic Project, a Supporting Research Strategic Project, a Digital Environment Enabling Project and a Built Environment Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified

QIP No.	PRR ref	SAR ref	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
<b>1.1</b>	<b>Teaching &amp; Learning Enhancement</b>							
1.1.1	1, x.x	6.40	That the objective of NCAD to develop a more comprehensive learning and teaching strategy is prioritised so that the implementation of the strategy can be accelerated in the next academic year	We welcome the encouragement in respect of developing structures to support Learning and Teaching at NCAD, and we will prioritise this recommendation in the coming year, and over the lifetime of the NCAD strategy.	T&L (AD)	Teaching and Learning Action Plan <ul style="list-style-type: none"> <li>● Draft Approved</li> <li>● Pilot implementation</li> <li>● Implementing costed Plan</li> </ul> Digital Learning Strategy <ul style="list-style-type: none"> <li>● Review Audit findings &amp; develop plan for re-commencing strategic process</li> <li>● Preliminary Report for consultation</li> <li>● Consultation on Preliminary Report - curriculum facing &amp; IT Enabling Project facing</li> <li>● Draft Digital Learning Strategy for consultation</li> <li>● Draft Approved</li> <li>● Pilot implementation</li> <li>● Implementing costed Strategy</li> </ul>	complete complete 2024/25 ongoing  Q3 2023 complete  Q2 2024 complete  Q1 2024 Q3/4 2024 ongoing  Q2 2024 Q1 2025  2024/25 2025/26	HoAA & T&L Officer  HoAA, T&L Officer & Digital Learning Strategy Lead  HoAA & T&L Officer

						<p>Cross-Disciplinary Learning Action Plan</p> <ul style="list-style-type: none"> <li>● Review Benchmarking Findings &amp; Evaluate Pilot Cross-Disciplinary Workshop Access</li> <li>● Consult on 'shared priorities' (building on learning from pilot &amp; findings of audit)</li> <li>● Develop follow-on proposal in consultation with colleagues &amp; students across the College</li> <li>● Develop Draft Cross-Disciplinary Learning Resources Access Protocol</li> <li>● Finalise Cross-Disciplinary Learning Resources Action Plan</li> <li>● Implementing costed Action Plan</li> </ul> <p>Resource and Delivery Plan for implementation of agreed action plans.</p>	<p><del>2025/26</del> 2026/27 2027/28</p> <p>Q2 2023 <b>complete</b></p> <p>Q3 2023 <b>complete</b></p> <p>Q3 2023 <b>complete</b></p> <p>Q1/2 2024 <b>complete</b></p> <p>Q1 2024 Q3 2024 ongoing <del>2024/5</del> 2025/6</p> <p>Q3 2026</p>	HoAA
1.1.2	2, x.x		That a very close alignment between the Academic Affairs unit and those providing leadership in relation to Research and	NCAD is a small college, necessitating close collaboration at senior	N/A (AD)	<p><b>Research and Researchers</b></p> <p>The structures to provide effective support for research and researchers at NCAD are being</p>	Q3 2023 <b>complete</b>	

			<p>Postgraduate Development is developed with respect to quality assurance and enhancement policies and procedures for postgraduate studies.</p>	<p>management level. We welcome this recommendation and will ensure that we work closely with those providing leadership in Research and Postgraduate Development over the lifetime of this QIP.</p>	<p>developed through the work of a Research Development Officer and supporting project team. These structures have been described /defined (Q4 2022), and an implementation plan will be in place by September 2023.</p> <p>This QIP will be updated to reflect effective engagement by A&amp;SA with these structures at this point:</p> <ul style="list-style-type: none"> <li>- A minimum of one meeting per Trimester between Head of Research, Doctoral Studies Coordinator and Head of Academic Affairs, <i>from 2024/25 academic year</i> (September, January, June).</li> </ul> <p><b>Postgraduate Research</b> Postgraduate Research structures are being reviewed, including through the appointment of a Doctoral Studies Coordinator in 2022/23. A preliminary report is due in Q3 2023.</p> <p>Postgraduate Research is also being enhanced through the development of an MRes programme with significant taught elements.</p> <p>NCAD is working toward full alignment in respect of UCD’s Academic Regulations for Postgraduate Research – <a href="#">plan in place, consultation in September/October 2024; implementation from January 2025.</a></p> <p><b>Postgraduate Development</b> A&amp;SA are working toward the appointment of a Recruitment Officer to support the work of Academic Registry. In particular, this appointment will greatly support effective support of strategies in respect of postgraduate recruitment.</p>	<p><b>complete</b></p> <p>Q3 2023 <b>complete</b></p> <p>Q2 2023 <b>complete</b></p> <p><del>2023/24</del> 2024 <b>Ongoing</b></p>	<p>Research Officer (&amp; HoPG Dev)</p> <p>HoAA</p> <p>Doctoral Studies Coordinator, HoPG Dev, HoAA</p> <p>HoPG Dev</p> <p>HoAA</p>
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					<p>The Head of Academic Affairs is Chair of NCAD’s Programmes Board and provides the Secretariat to NCAD’s Academic Council. Existing postgraduate programmes receive the scrutiny/support of Programmes Board, and changes/issues/needs are addressed in collaboration with School Boards, prior to changes being recommended for approval to Academic Council.</p> <p>Approval for the development of new programmes requires engagement with both the College Management Team and programme governance structures (School Board / Programmes Board / Academic Council). This ensures good oversight and enables effective collaboration on the part of Academic &amp; Student Affairs (both in respect of Academic Registry and Academic Development).</p>	<p>Q2 2023 <b>complete</b></p> <p>Ongoing</p> <p>Ongoing</p>	<p>Head of Academic Registry</p> <p>HoAA, HoPG Dev</p> <p>HoAA, HoPG Dev</p>
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1.1.3		6.40	Roll-out of Canvas as NCAD's VLE		N/A (AD)	<p>Canvas is being rolled out over three years, starting September 2022.</p> <p>Basic training has already been offered to staff members involved in the first phase (and continues to be available online).</p> <p>Further training focused upon those teaching Year 1 UG students took place in 2022, &amp; invites reflection on pedagogy for blended learning. Student inductions took place in late September.</p> <p>Business Case for recruitment of Educational Technologist on a pilot basis was made successfully.</p> <p>Establish potential for such a role in support of T&amp;LE</p> <p>Training for staff working with Year 2 UG students and Year 1 PG students is planned for 2023.</p> <p>Training to support full implementation of Canvas across all years of all programmes is planned for 2024 – largely complete; minor deferral of full implementation to 2025; google classroom will be turned off January 2026.</p>	<p>complete</p> <p>complete</p> <p>complete</p> <p>Q1 2023</p> <p>Q1 2024</p> <p>2023/24</p> <p>T2 2024</p>	<p>T&amp;L Officer</p> <p>T&amp;L Officer</p> <p>HoAA, T&amp;LE Officer</p> <p>HoAA, T&amp;LE Officer</p> <p>HoAA, T&amp;L Officer</p> <p>HoAA, T&amp;L Officer</p>
1.1.4		7.36	Build on the learning gains from the COVID response in key ways: (i) Systematically develop short, creative and engaging interventions that offer effective learning		N/A (SE & AD)	Develop Head of Student Experience role	Q3 2023	HoAA

			support in a way that is attractive and accessible without labelling; (ii) Work with colleagues within and beyond Academic Affairs on the rollout of the VLE to support the management of effective information flows to students, reducing information overload and overwhelm; (iii) Work with colleagues involved in delivering the Teaching and Learning Strategic Project to engage with the Universal Design Approach to Learning within the development of a T&LE infrastructure.			Develop short, creative & engaging interventions year-on-year (in collaboration with Learning Support)	Q4 2024	HoAA & HoSE
						Develop UD guidance in support of effective use of Canvas to reduce information overload and overwhelm. <b>UD principles are being applied in preparation of Canvas sites (which is currently actively supported by T&amp;L team). Development of an independent guide has been delayed due to the workload involved in this final phase of roll-out.</b>	<del>2023/24</del> <b>2024/25</b>	HoAA, T&L Officer, HoSE.
<b>1.2 Quality Assurance/Enhancement</b>								
1.2.1	3, x.x	6.31	That a planned sequence of reviews is prepared and that it is implemented in a timely manner.	As the College emerged from a period of crisis we struggled to meet the challenges of an ambitious schedule of periodic reviews. Additional resources have been put in place to support timely delivery of a planned sequence of reviews across the College.	N/A (AD)	Effective delivery against the sequence of reviews is being closely monitored by the QA Steering Committee. <ul style="list-style-type: none"> <li>Report to Academic Council Quarterly</li> <li>Report to An Bord Annually</li> <li>Report to UCD Annually</li> </ul>	ongoing Q2 (A'y) Q3 (A'y)	HoAA, Quality & Academic Support Officer
1.2.2	11		That a process of integrating peer-to-peer evaluation is implemented as part of quality enhancement.	The value of peer-to-peer learning is well recognised across the College. We welcome this recommendation and the creation of learning opportunities it proposes.	N/A (AD)	Include Peer-to-Peer Learning as part of the 'Briefing' process for programmes/units preparing for QA Review	From Q3 2023 <b>complete</b>	HoAA, Quality & Academic Support Officer
1.2.3		6.32	Introduce an induction/orientation programme for Subject Extern Examiners and monitor/evaluate the effectiveness of this and other recently introduced enhancements.		N/A (AD)	Review renewal of Subject Extern appointments to synchronise as much as possible  Record, & Schedule Digital & In-Person Induction Programme	<b>complete</b> Q4 2022  Q2 2023 Q3 2023 <b>complete</b>	HoAA, Q&AS Officer

						Schedule annual Q&A / Experience Review session for SEEs - <i>Resolved as an annual survey, with results shared with QASC and HoSs and HoDs.</i>	Q3 2024 <b>complete</b>	
1.2.4	8, x.x	6.33	Student surveys such as ISSE should be reviewed in order to ensure that feedback is acted upon and that there is a process in place to ensure that students get a response to their feedback.	Finding ways of ‘closing the loop’ in respect of student feedback is a high priority for Academic Affairs. We welcome the recommendation to also attend closely to what students are saying through the ISSE as part of this process.	N/A <b>(AD)</b>	Include ISSE report in annual QEP development process  Circulate ISSE overview to School Boards alongside NCAD Annual Student Survey findings	Q3 & 4 (annual)  Q3 (annual)	HoAA, Q&AS Officer
1.2.5		6.33	Continue to improve student involvement in QA processes. NCAD's student forums have been externally reviewed and facilitation training provided to staff, with a revised process to be implemented from Spring 2022. Review NCAD's End-of-Year survey and reconsider questions in alignment with NCAD's Academic Ethos, ensuring that the questions complement the feedback gathered through student forums.		N/A <b>(AD)</b>	Provide staff training for Student Forums  Implement revised Student Forums format  Review & evaluate revised Student Forums format  Review & revise NCAD's End-of-Year survey in line with Academic Ethos	Q1 2023 <b>complete</b>  Q1&2 2023 <b>complete</b>  Q3 2023 <b>complete</b>  Q1&2 2023 <b>complete</b>	Q&AS Officer  Q&AS Officer  Q&AS Officer  HoAA, Q&AS Officer
1.2.6	x.xx		Establish and ensure oversight of the consistent publication of student, staff and module handbooks.	Tightening and, where possible, streamlining processes that ensure adequacy, accuracy and coherence in all programme related documentation is a high priority for the area, and we welcome the recommendation to include handbooks within our remit in this respect.	N/A <b>(AD)</b>	Update & Publish NCAD Student Handbook  Develop central repository on Workvivo for All student handbooks – <i>this action is not wholly relevant in Canvas - integrated approach being developed. Will be kept under review.</i>  Review all student handbooks & develop proposal for greater alignment (format, UD principles, etc.)  Align all student handbooks	Q3 2023 <b>complete</b>  Q3 2024 <b>in review</b>      Q4 2024 / Q1 2025 <b>in progress</b>  Q3 2025	A&SA Officer  A&SA Officer  HoAA, A&SA Officer  HoAA, A&SA Officer



1.3 Programme Development								
1.3.1		6.20	Support academics and programme leaders in developing a stronger understanding of the processes involved in programme development, and the support that Academic Affairs can provide.		N/A (AD)	Review & develop 'handbook' / guidance  Develop & record presentation as online resource  Develop Annual Programme Development Q&A / Workshop sessions, linked with Curriculum Design inputs	Q3 2023 Q4 2024  Q4 2023 Q2 2025  Q1 2024 2025/26	HoAA, A&SA Officer, T&LE Officer
1.4 Student Experience								
1.4.1	x.x		Work with colleagues across academic departments to provide students with additional information (as in the case of the additional charges for materials or the cost of access to restricted software) before they start a programme.	The costs associated with higher education are significant and pose a real challenge for students and their families. We recognise the value of this recommendation in supporting our students to plan for, and transition effectively into, higher education.	N/A (SE)	Engage with Departments across the College as part of the annual update of the NCAD Prospectus – <b>rethink required: build upon NCADSU survey.</b>  Develop and consult on a proposal for consultation on how best to communicate this information to new students and prospective students.  Create advance access to relevant information for prospective and incoming students	Q2 2024 Q4 2024  Q3 & 4 2024 Q1 2025  Q1 2025 Q2 2025	HoAA, A&SA Admin'r, Head of Academic Registry
1.4.2		7.25	Continue to build on initiatives to enhance student awareness of the learning supports that are available to them and to support staff in responding to diverse educational needs.		N/A (SE)	Review & enhance Welcome & Orientation process from a UD perspective. Introduce 'Now you have started' tours in Trimester 1 for incoming Year 1 students to boost awareness Decided against such tours as they create an expectation that cannot be met - SLSS is fully committed to registration process & associated supports in Trimester 1	Q2 2023 complete  Q3 2023 complete	HoAA, (HoSE)  HoAA, Learning Support, Head of First Year Studies, CC Coordinator

1.4.3		7.26	Schedule workshops at a Departmental level to build engagement with video resources to support staff in their capacity to respond to the diverse learning needs of students.		N/A (SE & AD)	<p>Disseminate information on and encourage awareness of the resource through Workvivo</p> <p>Schedule workshops with Departments</p> <p>Deliver workshops across all Departments</p>	<p>Q3 2023 <b>complete</b></p> <p>Q3 2023 <b>complete</b></p> <p>2024 onwards <b>ongoing</b></p>	<p>HoAA</p> <p>HoAA, (HoSE)</p> <p>Learning Support</p>
1.4.4		7.42	Enhance supports for learners by extending NCAD's Framework for Supporting Studentship, e.g. by exploring the possibility of introducing an Academic Mentors system.		N/A (SE)	<p>Renew work on developing Academic Mentors system, with particular focus on cost of implementation. <b>Head of First Year is piloting an initiative in 2024/25.</b></p> <p>Explore this and other possibilities with CCWC <b>as part of evaluation/review.</b></p> <p>Bring costed proposal to CMT for discussion.</p> <p>Review accessibility of language in forms</p> <p>Develop accessible explanations of student policies</p> <p>Ensure all student policies are available in an accessible format (i.e., readable by assistive technology)</p>	<p><del>Q3 2023</del> <b>2024/25</b></p> <p><del>Q4 2023</del> <b>Q3 2025</b></p> <p><del>Q1 2024</del> <b>Q4 2025</b></p> <p><del>Q3 2023</del> <b>Q3 2025</b></p> <p><del>Q1 2024</del> <b>Q4 2024</b></p> <p><del>Q3 2023</del> <b>Q3 2024</b></p>	<p>HoAA</p> <p>HoAA, A&amp;SA Ad'r</p> <p>HoAA</p> <p>HoAA, A&amp;SA Ad'r</p> <p>HoAA, A&amp;SA Ad'r</p> <p>HoAA, A&amp;SA Ad'r</p>

## 2 Connect and Be Connected

OUR AMBITION: The best creative practice responds to the time in which it is made. We are acutely aware of the changing nature of creative practice, the relevance of our connection to the world beyond the campus, and the importance of forging connections. We are committed to connecting with local, national and international contexts, and focusing on the needs of society and all our communities.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Beyond NCAD Strategic Project, a Teaching and Learning Strategic Project, a Supporting Research Strategic Project, a Resourcing Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified.

QIP No.	PRR ref	SAR ref	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
2.1	5		The approach to access, currently well-developed in NCAD, should be used as an exemplar for other areas of the institution.	The Academic & Student Affairs team is pleased to have the value of the work undertaken through our Access programme recognised and acknowledges the value to ourselves and others of distilling and sharing the approach taken across and beyond Academic Affairs.	N/A (SE & AD)	<p>Develop a strong, visual narrative(s) profiling the work of the Access Office</p> <p>Share this within and beyond Academic &amp; Student Affairs as a ‘sharing of practice’</p> <p>Invite and enable wider sharing of practice aligned with key themes emerging from within Access.</p>	<p><del>Q3 2024</del> Q3 2025</p> <p><del>Q1 2025</del> Q1 2026</p> <p>Qs 2-4 2025 2026</p>	<p>HoAA, (HoSE), Access Officer</p> <p>(HoSE), Access Officer</p> <p>HoAA, (HoSE), T&amp;L Officer</p>
2.2		5.46	Enhancement of staff participation in Erasmus+, supporting the College's capacity to further internationalise curricula.		N/A (AR)	<p>Engage with Global Development Officer in respect of Erasmus+ opportunities for staff</p> <p>Map potential ‘traineeship’ opportunities for staff through organisations such as ELIA and Cumulus</p>	<p>Q2 2023 complete</p> <p>Q3 2024 ongoing</p> <p><del>Q3 2024</del> Q4 2024</p>	<p>HoAA, Erasmus Office</p> <p>Erasmus Office</p> <p>HoAA, A&amp;SA Leadership Team</p>

						Map opportunities for traineeship mobilities with colleagues across A&SA.		
2.3		7.28	Continue to collaborate with HEI partners through the Programme for Access to Higher Education and consider ways in which the Creative Arts Summer School and other projects piloted through this collaboration can be further developed and enhanced.		N/A (SE)	<p>Presentation of CASS made to TUD School of Creative Arts, they will participate in June 2023</p> <p>Seek to expand HEI CASS network nationally</p> <p>Explore opportunities for mainstreaming CASS within core access programming</p>	<p><b>complete</b></p> <p>Q4 2023 <b>complete</b></p> <p>Q2 2024 <b>complete</b></p>	<p>Access Officer</p> <p>(HoSE), Access Officer</p> <p>HOAA (HoSE), Access Officer</p>
2.4		7.29	Establish participation in national HEAR and DARE Access Schemes.		N/A (AR)	Application was made in 2022, with NCAD participating as part of the 2023/24 recruitment process	<b>Complete</b>	Head of Academic Registry

### 3 An Effective Organisation

OUR AMBITION: Every objective in this Strategic Plan has to be underpinned both by solid foundations and by rigorous and efficient application. We are committed to being a cohesive and effective organisation, in which good management and decision making ensure all resources are fully maximised to support NCAD’s strategic objectives, and our position as a public-funded organisation is understood and valued.

IMPLEMENTATION: A number of ‘strategic’ and ‘enabling’ projects are underway to support delivery of this ambition for the learning environment at NCAD: a Working Together Better Strategic Project, a Resourcing Enabling Project. Where these initiatives provide the key vehicle through which an enhancement opportunity will be delivered this is identified.

QIP No.	PRR ref	SAR ref	Recommendation	Response	Strategy Project	High Level Actions	Timeline	Responsible
<b>3.1</b>	<b>Planning &amp; Development</b>							
3.1.1	3		Place a stronger emphasis on both internal and external benchmarking in quality assurance and enhancement.	Effective benchmarking has a key role to play in the assurance and enhancement of quality. At College-level we are beginning to seriously engage in benchmarking processes as part of the strategy implementation process. As an area, we welcome the encouragement to extend that impetus across our processes.	N/A <i>ALL</i>	Develop a preliminary proposal for an A&SA Benchmarking Framework’, encompassing: <ul style="list-style-type: none"> <li>(a) key points for benchmarking across each of the three departments within Academic &amp; Student Affairs,</li> <li>(b) a structure through which to respond to learnings and review and renew Benchmarking Framework annually within and across the three departments.</li> </ul> Consult with colleagues within each of the Departments on the preliminary proposal	Q3 2023 complete	HoAA & Leadership team
						Finalise A&SA Benchmarking Framework Implement Evaluate effectiveness	Q1 2024 Q3 2024 Q4 2024 Q3 2024 Q1 2025	

							2025/26	
							Q3 2027	
3.1.2	4		Develop a new programme of institutional research, with a distinctive focus on the characteristics and activities of NCAD. This on-going programme of institutional research should build the evidence base for the future strategy of the institution.	The Academic Affairs Office acknowledges the potential value to the area and to the College of a programme of institutional research and we are very interested in developing such a programme over the lifetime of the current institutional strategy and this Quality Improvement Plan.	N/A <i>ALL</i>	<p>Develop a preliminary proposal for a programme of institutional research, drawing on data available from within and beyond the Departments within A&amp;SA.</p> <p>Consult with colleagues across the College - through Academic Council, CMT and School Boards - to understand their response and priorities.</p> <p>Prior to finalising a programme of institutional research, conduct a further benchmarking exercise to understand the breadth of external data available relative to NCAD's identified priorities, and to situate our interests and priorities in relation to the wider field of Institutional Research in HEIs nationally and internationally.</p> <p>Finalise proposed programme of institutional research, and seek approval from CMT, Academic Council and An Bord.</p> <p>Implement</p> <p>Evaluate effectiveness</p>	<p><del>Q3 2024</del> <b>Q4 2024</b></p> <p><del>Q4 2024</del> <b>Q1 2025</b></p> <p><del>Q1 2025</del> <b>Q2 2025</b></p> <p><del>Q2 2025</del> <b>Q3 2025</b></p> <p>2025-27</p> <p>Q1 2028</p>	HoAA
3.1.3	12	7.43	The demands on counselling and the careers service should be evaluated in order to establish the resources required.	We welcome this recommendation. The challenges experienced during the Covid pandemic, and that continue to be experienced as we come to terms with its effects, have highlighted the importance of understanding the nature	N/A <i>(SE)</i>	<p>Stabilise Counselling provision through recruitment of additional salaried staff</p> <p>Develop proposal for baseline provision of salaried staff &amp; annual flexible capacity</p>	<p><b>complete</b> Q2 2023</p> <p>Q3 2023 <b>complete</b></p>	HoAA, NCAD Counsellor

				and scale of student need, and of effective planning in order to continue to deliver an effective and responsive service.		Diversify the kinds of support offered to maximise available resource in meeting student need.	Q3 2023 complete	
3.1.4	Para. X.x	4.14, 4.28	The consolidated list of recommendations derived from this report and the SAR should be used as the basis for the preparation of a strategic plan and annual work plan for the Office of Academic Affairs	We hope that the spirit of this recommendation is reflected in this Quality Improvement Plan, and we look forward to implementing this recommendation.	N/A	All recommendations from within Review Group Report and the SAR have been consolidated in this QIP  Enhancement Themes identified through an area-development away day will be included in this QIP	complete  complete	HoAA  HoAA, A&SA Leadership Team
3.1.5		4.13	Institute regular meetings within and across all areas of Academic Affairs.		N/A ALL	This is being addressed as part of building an operational plan for the area.	complete Q2 2023	HoAA, A&SA Leadership Team
3.1.6		4.15	Conduct an annual audit and plan in respect of CPD needs and opportunities for the work of the area		N/A ALL	Complete an agreed operational plan for Academic & Student Affairs & its constituent Departments  Schedule an audit in respect of CPD needs and opportunities  Develop and implement a plan in respect of CPD for Academic & Student Affairs	complete Q2 2023  <del>Q3 2023</del> Q1 2025  <del>Q4 2023</del> 2025/26	HoAA, A&SA Leadership Team
3.1.7		4.29	Conduct an annual survey of Academic Affairs staff to invite ongoing reflection on the work of the area		N/A ALL	Institute from Q3 2024	<del>Q3 2024</del> Q4 2024 complete	HoAA
3.1.8		4.30	Develop a plan and structures to enable staff and students beyond the area to give feedback on the work of the area.		N/A ALL	Develop a student and staff friendly introduction to the work of the area  Develop an internal communications plan  Develop an external communications plan  Develop a platform to enable and invite staff and students beyond the area to give feedback on the work of our area	Q3 2023 complete  Q3 2023 complete  Q3 2023 complete  Q4 2024 complete	HoAA, A&SA Leadership Team

3.1.9		5.26	Institute a process for the regular review of the alignment of procedures for admission, assessment and progression in UCD's Academic Regulations.		N/A (AR & AD)	<p>Close analysis of points of divergence</p> <p>Consult with CMT and Academic Council on points of divergence that may pose a challenge for NCAD structures</p> <p>Plan for achieving alignment <i>or</i> engage with UCD in respect of Derogation</p> <p>Update NCAD Addendum</p> <p>Circulate Update through programme governance structures and through Workvivo</p> <p>Undertake this process annually</p>	<p>Q2 2023 complete</p> <p>Q2 2023 complete</p> <p>Q3 2023 complete</p> <p>Q3 2023 complete</p> <p>Q3 2023 complete</p> <p>ongoing</p>	HoAA, supported by HoAR and Q&AS Officer
3.1.10		7.43	Develop an online booking system for students accessing student support services and consider ways to enhance identification and tracking of students experiencing difficulties.		N/A (SE)	<p>Review proposed functionality of PCHEI client management system - will it support booking of appointments?</p> <p>Identify wider 'booking' needs and scope systems that might meet those needs.</p> <p>Develop a proposal for addressing appointment booking.</p> <p>Work with the College Community Welfare Committee to understand the challenges and possibilities for identifying and intervening to support students experiencing difficulties.</p>	<p>Q3 2023 complete</p> <p>Q3 2023 complete</p> <p>Q3 2023 complete</p> <p>Q4 2024</p>	<p>HoAA, A&amp;SA Ad'r, Head of Counselling</p> <p>HoAA, A&amp;SA Ad'r</p> <p>HoAA</p> <p>HoAA, (HoSE)</p>
<b>3.2</b>	<b>Operational Enhancement Projects</b>							
3.2.1	10		Review the role of clubs and societies in NCAD to ensure continuity and	The Academic Affairs Office acknowledges the value of this	N/A (SE)	<p>Consult with NCADSU</p> <ul style="list-style-type: none"> <li>Q of Supports &amp; Priorities</li> </ul>	<p>Q4 2023</p> <p>Q4 2024</p>	HoAA, A&SA Ad'r, HoSE



			alignment with institutional culture and ethos and that the oversight of expenditure on clubs and societies is aligned with best practice.	recommendation. NCADSU and the College community have gained real value from the Union rejoining USI several years ago. Understanding how we might better support and develop the valuable work of the Union through understanding and aligning with best practice as suggested could also be transformative within and for the community.		<ul style="list-style-type: none"> <li>Practice across USI</li> </ul> <p>Benchmark practice across Irish HE</p> <p>Develop proposal in consultation with outgoing and incoming USI Officers (June/July 2023)</p>	<p><del>Q1 2024</del></p> <p><b>Q1 2025</b></p> <p>Qs 1-3</p> <p><del>2024</del></p> <p><b>2025</b></p>	
3.2.2	x.xx	4.10, 4.24	Review and implement staff induction processes, and develop process handbooks across all aspects of the work of the area.	A strong sense of collegiality within and across Academic Affairs as a whole has been effective in sustaining a capacity and willingness to respond with flexibility in delivering the work of the area. Nonetheless, we recognise the value of taking a structured approach, including in respect of staff induction and the development of process handbooks.	N/A <b>ALL</b>	<p>Review &amp; enhance staff induction processes across A&amp;SA</p> <p>Complete Operational Map/Plan across A&amp;SA</p> <p>Review existing 'process handbooks'</p> <p>Develop plan for building 'process handbooks' across all aspects of the work of the area</p> <p>Publish all 'process handbooks' for area on shared drive</p>	<p>Q3 2023 <b>complete</b></p> <p>Q2 2023 <b>complete</b></p> <p>Q3 2024 <b>complete</b></p> <p>Q3 2024 <b>complete</b></p> <p>Q4 2025</p>	HoAA, A&SA Leadership Team
3.2.3	x.xx		Review the internal structure of Academic Affairs and its organisation / re-organisation to ensure that there is no over-reliance on a single individual and that there is an on-going programme of staff development and training that incorporates modules on all the functions of the office.	The challenges of building in additional capacity within small organisations, with extensive reporting responsibilities, are significant. All the more important, therefore, to recognise the value of this recommendation and find ways to mitigate the risk of over-reliance on any one individual.	N/A <b>ALL</b>	<p>Review the internal structure of Academic &amp; Student Affairs</p> <p>Consider role-alignments and how to support effective capacity in respect of core tasks</p> <p>Develop an in-house staff development and training 'programme' that supports cross-functional awareness and capacity.</p>	<p>Q4 2024</p> <p>Q1 2025</p> <p>Q2 2025</p>	HoAA, A&SA Leadership Team
3.2.4		5.31	Undertake review of workflow within and between Student Records and Academic Departments centred upon the recording of assessments to enhance efficiency and minimise duplication of activity (particularly in		N/A <b>(AR)</b>	<p>Ensure good representation and engagement in Administration review being led by BDO, including T&amp;L Office in respect of NCAD's VLE</p>	<p><b>complete</b></p> <p>Q1&amp;2 2023</p>	HoAA, A&SA Leadership Team

			the context of the introduction of Canvas, a new VLE in support of academic delivery).					
3.2.5		5.39	<p>Quercus improvements to system functionality to include the following:</p> <ul style="list-style-type: none"> <li>● Updates to allow students to choose electives as part of the registration process;</li> <li>● Cross-sessional capability to allow more flexible learner pathways;</li> <li>● Updates to the assessment functions that will update the student result issuing and student transcripts to reflect updated UCD regulations and an anticipated more flexible student journey.</li> </ul>		N/A (AR)	<p>Review and finalise scope of Quercus upgrade</p> <p>Discuss, agree and commission upgrade from Elucian</p> <p>Plan implementation of upgrades within Quercus</p> <p>Implement upgrades</p>	<p>Q1 2023 <b>complete</b></p> <p>Q2 2023 <b>complete</b></p> <p>Q3 2024 <b>complete</b></p> <p>Q3 2024 <b>ongoing</b></p>	HoAR, SR&D Manager
3.2.6		6.18	Complete the new Module Book as a matter of priority. Embed its implementation and establish awareness of its purpose and value across the College.		N/A (AD)	<p>A first iteration of the Module Book is complete and published on Workvivo</p> <p>A 'Tracker' is in development and will be trialled during 2023 to ensure effectiveness in support of Curriculum implementation in Quercus</p> <p><b>Review of effectiveness of 'tracker'</b></p>	<p><b>complete</b></p> <p>Q3 2024 <b>complete</b></p> <p>Q3 2025</p>	<p>Q&amp;AS Officer</p> <p>Q&amp;AS Officer</p>
3.2.7		6.19	Develop further documentation to support the early stages of new programme development and to conduct feasibility testing to establish a business case for and the resource implications of proposed new developments. Establish a clear structure to ensure effective oversight and implementation of the early stages of programme development.		N/A (AD)	<p>Review existing documentation, including business case documentation developed by HoPG Dev</p> <p>Consult with key stakeholders on strengths/weakness of supports</p> <p>Enhance documentation and supports to ensure effective oversight and support for early stage programme development</p>	<p><del>Q3 2023</del> <b>Q4 2024</b></p> <p><del>Q2 2023</del> <b>Q1 2025</b></p> <p><del>Q3 2024</del> <b>Q3 2025</b></p>	HoAA & Q&AS Officer

3.3 Policy Framework Enhancements								
3.3.1	7		The currency and timeliness of quality assurance policy and procedure documents should be reviewed and linked to an effective system of review and updating.	We acknowledge that the systems to ensure effective review and updating of quality assurance policy and procedure documents is not robust. Addressing this is a priority for the area in the coming year.	N/A (AD)	<p>Complete Operational Map/Plan across A&amp;SA</p> <p>Ensure that all policies falling within the remit of A&amp;SA are clearly scheduled for review within the operational plan</p> <p>Track progress through inclusion in A&amp;SA Leadership Team work plan</p> <p>Commence Annual Review &amp; Update QA Policies &amp; Procedures</p> <p>Report to CMT and Academic Council annually in September</p>	<p>complete Q2 2023</p> <p>Q2 2023 complete</p> <p>Q2 2023 complete</p> <p>Q3 2023 complete</p> <p>ongoing</p>	HoAA, A&SA Leadership Team
3.3.2		7.27	Review the policies, procedures and communications through which additional learning supports are made available to students.		N/A (SE)	<p>Review &amp; enhance Welcome &amp; Orientation process from a UD perspective</p> <p><del>Introduce 'Now you have started' tours in Trimester 1 for incoming Year 1 students to boost awareness</del>  <i>Decided against such tours as they create an expectation that cannot be met - SLSS is fully committed to registration process &amp; associated supports in Trimester 1</i></p>	<p>Q2 2023 ongoing</p> <p>Q3 2023 complete</p>	HoAA, (HoSE)  HoAA, Learning Support, Head of First Year Studies, CC Coordinator
3.3.3		6.34	Review and develop the documentation relating to NCAD's systems for monitoring and improving the quality of its educational provision.		N/A (AD)	<p>Complete Operational Map/Plan across A&amp;SA</p> <p>Ensure that all policies falling with the remit of A&amp;SA are clearly scheduled for review within the operational plan</p> <p>Track progress through inclusion in A&amp;SA Leadership Team workplan</p> <p>Report to CMT and Academic Council annually in September</p>	<p>complete Q1 2023</p> <p>complete Q2 2023</p> <p>Q2 2023 complete</p>	HoAA, A&SA Leadership Team

							ongoing	
3.3.4		6.44	Consider how to build on the outcomes of the wholesale review of student-facing policies, with a focus on a systematic approach to maintaining currency and to promoting awareness of the policy framework amongst students and staff.		N/A (AD)	Build this into the Operational Plan for the Area  Build into communications plan for the Area	complete Q1 2023  Q3 2023 complete	HoAA
<b>3.4</b>	<b>Data Management Enhancements</b>							
3.4.1		5.32	Consider extending the analysis of results to build a picture of assessment outcomes on a Trimester-by-Trimester basis across all stages of programmes.		N/A (AR)	Present business case for appointment of Examinations Officer to create capacity in Academic Registry  Build generation of Trimester-by-Trimester analysis of assessment outcomes into Operational Plan	Q1 2023 complete  Q2 2023 complete	Head of AR, HoAA
		5.40	Make more consistent use of data gathered by extending the analysis of the information gathered and more effectively communicating the information to staff and students.		N/A (AR)	Build this into the Operational Plan for the Area  Build into communications plan for the Area	Q2 2023 complete  Q4 2023 complete	HoAA
		6.45	Develop an agreed system for securely storing information relation to student assessment appeals, complaints and disclosures.		N/A ALL	Engage with IT to extend VPN access, across A&SA  Agree structures for confidential documents  Implement structure for confidential documents and ensure that a record is kept regarding secure access	Q3 2023 complete  Q3 2023 complete  <del>Q4 2023</del> Q4 2024	HoAA
<b>3.5</b>	<b>Communication</b>							
3.5.1	9		Develop and consolidate the College’s student recruitment plan, including ensuring the active participation of all Departments.	NCAD’s student recruitment planning, particularly at undergraduate level, is largely successful and involves collaboration with Departments and programme leaders across the College.	N/A (AR)	Submit business case for creating a new role in Academic Registry: Recruitment Manager  Recruit for new role	complete  Q2 2023 complete	Head of Academic Registry, HoAA

				The recommendation to further develop and consolidate our planning is welcome.		Review existing UG & PG recruitment planning information	Q3 2023 complete	
						Consolidate recruitment plan, including strategies to support effective participation of all Departments	Q4 2023 complete	
3.5.2	13	4.8, 4.23	Address the discontinuities in communication between Academic Affairs and the academic departments that have arisen as a consequence of COVID and staff changes.	Establishing and sustaining effective relationships within and across areas of the College has been challenging at times during the pandemic. As life returns to its new normal, we welcome the recommendation to actively build and renew relationships within the area and across the College.	N/A ALL	Develop a student and staff friendly introduction to the work of the area	Q3 2023 complete	HoAA, A&SA Leadership Team
		4.9, 4.23	Develop a communication plan to meaningfully disseminate information on the work of the area.			Develop an internal communications plan	Q3 2023 complete	
						Develop an external communications plan	Q3 2023 complete	
						Develop a platform to enable and invite staff and students beyond the area to give feedback on the work of our area	Q4 2023 complete	
3.5.3		7.44	Develop and regularly review a strategy for communicating with staff and students about the supports available.		N/A (SE)	Submit business case for creating new Head of Student Experience role	complete	HoAA, (HoSE)
						Recruit Head of Student Experience	Q3 2023 complete	
						Develop strategy for communicating with staff and students about the supports available to enhance our students' learning journey	Q3 2023 complete	
3.5.4		6.35	Improve visibility and legibility of QA information on the website as part of supporting a good understanding of QA/QE at NCAD.		N/A (AD)	Conduct benchmarking exercise in relation to QA communications on HEI websites	Q3 2023 complete	A&SA Ad'r
						Agree outline for presentation of QA information as part of the new College website	Q4 2023 complete	HoAA, Q&AS Officer
						Review current website information to identify immediate enhancement opportunities.	Q3 2023 complete	Q&AS Officer

## Summary Overview of Immediate/Top Priorities

QIP No.	High Level Action	Timeline	Responsible	RAG status
<b>1</b>	<b>BOLD AND CURIOUS LEARNING AT OUR CORE</b>			
<b>1.1</b>	<b>Teaching &amp; Learning Enhancement</b>			
1.1.1.a	Teaching and Learning Action Plan	2024/25	HoAA, T&LEO	
1.1.1.b	Digital Learning Strategy	2025/26	HoAA, T&LEO	
1.1.1.c	Cross-Disciplinary Learning Action Plan	2024/25	HoAA, T&LEO	
1.1.1.d	Resource & Delivery Plan for all elements of strategy	Q3 2026	HoAA, T&LEO	
1.1.2.a	Research & Researchers	Q4 2023	HoAA	
1.1.2.b	Postgraduate Research	2023/24	HoAA	
1.1.2.c	Postgraduate Development	Q2 2023	HoAcReg	
1.1.3	Roll-out of Canvas as NCAD's VLE	2024/25	HoAA, T&LEO	
1.1.4.a	Head of Student Experience Role	Q3 2023	HoAA	
1.1.4.c	UD Guidance in support of effective use of Canvas	2023/24	HoAA, T&LEO	
<b>1.2</b>	<b>Quality Assurance/Enhancement</b>			
1.2.1	Planned sequence of reviews prepared and implemented	ongoing	HoAA, Q&ASO	
1.2.2	Peer-to-peer evaluation as part of quality enhancement	Q3 2023	HoAA, Q&ASO	
1.2.3	Induction/Orientation of Subject Extern Examiners	Q3 2023	HoAA, Q&ASO	
1.2.5	Student Forums & Annual End-of-Year Survey	complete	HoAA, Q&ASO	
1.2.6.a	Student Handbook	Q3 2023	HoAA, A&SAO	
<b>1.4</b>	<b>Student Experience</b>			
1.4.3	Workshops at Department-level to support staff re student learning needs	2024	HoAA, SEM	
1.4.4	Developing academic mentoring structures	Q1 2024	HoAA, SEM	
<b>2</b>	<b>CONNECT AND BE CONNECTED</b>			
2.2.a	Engage with Global Development regarding staff mobility	Q2 2023	Erasmus Office	
2.4	Establish Participation in HEAR and DARE Access Schemes	complete	HoAR, AO	
<b>3</b>	<b>AN EFFECTIVE ORGANISATION</b>			
<b>3.1</b>	<b>Planning &amp; Development</b>			
3.1.1.a	Preliminary Proposal for A&SA Benchmarking	Q3 2023	A&SA LT	
3.1.3	Counselling Resourcing model established	Q3 2023	HoAA, HoC	
3.1.4	strategic plan and annual work plan for Area	complete	A&SA LT	
3.1.5	Regular meetings across Area & its Departments	complete	A&SA LT	
3.1.6	Audit of & Action Plan for CPD needs across area	Q4 2024	A&SA LT	
3.1.8.a-c	Introducing & communicating the work of the area	Q3 2023	A&SA LT	
3.1.9	Structures for regular review of alignment with UCD Regulations	Q3 2023	HoAA	
3.1.10.a-c	Online booking system for students accessing support services	Q3 2023	A&SA LT	
<b>3.2</b>	<b>Operational Enhancement Projects</b>			
3.2.5	Quercus Enhancements	Q3 2024	HoAA, HoAR	
3.2.6	Module Book and Tracker	Q3 2024	HoAA, Q&ASO	
3.2.7	Enhance Programme Development Supports	Q3 2024	HoAA, Q&ASO	
<b>3.3</b>	<b>Policy Framework Developments</b>			
3.3.1	QA Policy & Procedure Review & Update	Q3 2023	HoAA, Q&ASO	
<b>3.4</b>	<b>Data Management Enhancements</b>			
3.4.1.a	Develop plan to enhance availability of data on assessment outcomes	Q2 2023	HoAA, HoAR	
<b>3.5</b>	<b>Communication</b>			
3.5.1	Student Recruitment Plan	Q4 2023	HoAR	
3.5.3	Strategy for communicating regularly with staff & students about supports	Q3 2023	HoAR, SEM	

## Summary Overview of Medium to Longer-Term Ambitions

QIP No.	High Level Action	Timeline	Responsible	RAG status
<b>1</b>	<b>BOLD AND CURIOUS LEARNING AT OUR CORE</b>			
<b>1.1</b>	<b>Teaching &amp; Learning Enhancement</b>			
1.1.4.b	Creative & engaging interventions as part of learning support structure	Q4 2024	HoAA, SEM	
<b>1.2</b>	<b>Quality Assurance / Enhancement</b>			
1.2.4	ISSE incorporated in QEP processes	Q4 2023	HoAA, Q&ASO	
1.2.6.b	Central repository for all student handbooks	Q3 2024	A&SAO	
1.2.6.c	Review & Proposal for Alignment of all student handbooks	Q1 2025	HoAA, A&SAO	
1.2.6.d	Align all student handbooks	Q3 2025	HoAA, A&SAO	
<b>1.3</b>	<b>Programme Development</b>			
1.3.1	Support stronger understanding of Programme Development	Q1 2024	HoAA, Q&ASO	
<b>1.4</b>	<b>Student Experience</b>			
1.4.1	Information to students on costs associated with programmes at NCAD	Q1 2025	HoAA, A&SAO	
1.4.2	Enhance student awareness of learning supports	Q3 2023	HoAA, SEM	
<b>2</b>	<b>CONNECT AND BE CONNECTED</b>			
2.1	Share Access good-practice across College	2025	HoAA, SEM	
2.2.b	Map Erasmus Traineeship mobilities for staff (across College)	Q3 2024	Erasmus Office	
2.2.c	Map Erasmus Traineeship mobilities for staff in A&SA	Q3 2024	Erasmus Office	
2.3	Continue to develop PATH	Q2 2024	SEM, AO	
<b>3</b>	<b>AN EFFECTIVE ORGANISATION</b>			
<b>3.1</b>	<b>Planning &amp; Development</b>			
3.1.1.b-e	Consultation, Implementation & Evaluation of Benchmarking Framework	Q3 2027	A&SA LT	
3.1.2	Institutional Research – development, implementation, evaluation	Q1 2028	HoAA	
3.1.7	Annual survey of A&SA staff to support reflection on work of area	Q3 2024	A&SA LT	
3.1.8.d	A platform to enable staff & students to feedback on work of area	Q4 2024	A&SA LT	
3.1.10.d	CCWC to enhance structures to support students experiencing difficulties	Q4 2024	HoAA, SEM	
<b>3.2</b>	<b>Operational Enhancement Projects</b>			
3.2.1	Review role of Clubs & Societies with NCADSU	Q3 2024	HoAA, SEM	
3.2.2	Enhance A&SA Staff Induction Processes	Q4 2025	A&SA LT	
3.2.3	A&SA structural enhancements – ‘business continuity planning’	Q2 2025	A&SA LT	
3.2.4	Workflow review and structures to support enhancement	complete	HoAR, T&LEO	
<b>3.3</b>	<b>Policy Framework Developments</b>			
3.3.2	Enhance communication to students re learning supports	Q3 2023	HoAA, SEM	
3.3.3	Enhance systems for reviewing and renewing policies	Q3 2023	HoAA, A&SAO	
3.3.4	Currency & awareness of policy framework	Q3 2023	HoAA, A&SAO	
<b>3.4</b>	<b>Data Management Enhancements</b>			
3.4.1.b	Begin to generate & disseminate data on assessment outcomes	Q4 2024	HoAA, HoAR	
3.4.1.c	System for securing storing student complaints information	Q4 2023	A&SA LT	
<b>3.5</b>	<b>Communication</b>			
3.5.2	Develop Introduction to and communication plan for work of A&SA	Q3 2023	A&SA LT	
3.5.4	Improve visibility and legibility of QA information on website	Q4 2023	Q&ASO	