



# EQ-Arts Review Report

## Institutional and Programme Reviews

EPAC (École Professionnelle des Arts Contemporains)



4-6 April 2022

13-16 June 2022



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## Overview of EQ-Arts Standards and Criteria

EQ-Arts Standards	Criteria
<p><b>1. Quality Assurance Policy</b></p> <p>The institution's mission, strategic plan, and policies for learning &amp; teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture.</p>	<p>1.1 The QA policy is clearly inspired by and linked with the institution's mission, strategy, and policies for learning &amp; teaching and research</p> <p>1.2 The institution's mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector and societal needs locally, nationally and internationally.</p> <p>1.3 The institution has Equal Opportunities and Inclusion &amp; Diversity strategies that cover all its operational activities</p> <p>1.4 The institution has an appropriate organisational structure, allied with, and aligned to clear, inclusive and effective decision-making processes that enable it to realise its mission and meet its stated strategic objectives.</p> <p>1.5 The institution uses an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor its progress towards the realisation of its stated strategic objectives.</p> <p>1.6 The QA policy is designed to foster an institution-wide quality culture that promotes continuous development and enhancement as well as innovation in cooperation with the CPAD sector.</p>
<p><b>2. Student-Centred Learning</b></p> <p>The institution's approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centered approaches to learning and assessment processes.</p>	<p>2.1 The design of the study programmes is aligned with institutional vision, mission and strategies.</p> <p>2.2 Study programmes, and their intended learning outcomes (LOs) are designed, and regularly approved, including with the involvement of internal and external stakeholders.</p> <p>2.3 The learning, teaching and assessment methods and criteria are effectively aligned with intended learning outcomes.</p> <p>2.4 Students are made fully aware of relevant assessment criteria and receive clear, objective, and timely feedback on their level of achievement against the learning outcomes.</p> <p>2.5 Students are challenged and enabled to take an active role in their learning processes.</p> <p>2.6 Students are provided with opportunities to engage with related professional practices and the world of work as part of their study programme.</p> <p>2.7 The curricula of all programmes are informed by leading research in the subject field. The curricula of postgraduate programmes also actively engage students in research.</p>
<p><b>3. Assuring the Student Study Experience</b></p> <p>The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience</p>	<p>3.1 The institution and its programmes consistently apply regulations on the whole cycle of the student experience addressing application &amp; admissions, recognition for prior learning, and progression &amp; achievement.</p> <p>3.2 The regulations pertaining to the student experience are applied according to the specific rights of the students, their individual rights and their diversity.</p>

EQ-Arts Standards	Criteria
<b>4. Human Resources</b>  The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees.	4.1 The compliment of teaching, research, academic management, and study support staff available to students is sufficient to enable them to achieve their learning outcomes.
	4.2 The competences of the teaching, research, academic management and study support staff enable the students to achieve their learning outcomes.
	4.3 The institution recruits the teaching, research, academic management and study support staff in accordance with their Equal Opportunities and Inclusion & Diversity Strategies.
	4.4 The institution offers its staff career opportunities that are equitable, enables them to improve their performance, to achieve their personal ambitions and engage with the strategic priorities of the institution and developments across the wider CPAD sector.
<b>5. Learning &amp; Teaching Resources</b>  The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning & teaching resources that enable students to achieve the intended learning outcomes	5.1 The institution allocates appropriate financial resources to the material support of all aspects of student learning, including intended Learning Outcomes.
	5.2 The institution makes appropriate resources available to deliver the relevant quality of research.
	5.3 The institution ensures that the technical, digital and physical infrastructure made available to students enables them to achieve the intended Learning Outcomes.
	5.4 An appropriate range of study, research and individual well-being support & guidance is readily accessible to all students.
<b>6. Communication</b>  The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available.	6.1 The institution's internal communication systems are accessible to all students and staff and enable vertical and horizontal interaction between all its internal stakeholders.
	6.2 The institution's approach to external communication, welcomes and facilitates communication from and with external stakeholders.
	6.3 The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent and readily available.
<b>7. Quality Assurance Processes</b>  The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision.	7.1 The institution's Internal Quality Assurance (IQA) system effectively monitors and reviews its formal processes and each of its study programmes on a regular basis.
	7.2 The institution and its programmes are subject to External Quality Assurance (EQA) on a regular basis.
	7.3 The institution involves the participation of internal and external peers/experts and stakeholders in its IQA and EQA processes.
	7.4 The institution's IQA system, and its cycles, are designed to ensure that its outcomes both assure and enhance its provision.

The outcomes of all EQ-Arts quality assurance and quality enhancement reviews will be a report written by a Review Team composed of international subject specialists in the CPAD sector. All such reports will be permanently lodged in the public domain via the EQ-Arts website. All reports will identify areas of good practice, potential areas for further development and perceived weaknesses. Accreditation and Validation reports will, additionally, include a formal recommendation on the accreditation/validation outcomes along with any conditions or requirements that may, or may not, be attached to these.

Each finding determined by the review is substantiated within the information provided by the institution (including the SER and its appendices) and/or evidence gathered during the Evaluation Team's discussions with the groups of staff, students, graduates and other stakeholders during the on-site visits.

The EQ-Arts Board will base its decisions concerning recommendations, conditions and accreditation on the basis of the recommendations as set out in the report they receive from the Review Teams.

Review reports conclude with a set of judgments, collectively agreed by the Review Team – and based upon the evidence provided by the institution and/or evidence gathered during the site visits – in respect of each of the seven EQ-Arts standards. There are three levels of judgment available to review teams in making their judgement against each standard:

- **fully compliant** (the institution meets the standard in all respects);
- **partially or substantially compliant** (the institution meets the standard in most, or some, respects);
- **not compliant** (the institution fails to meet the standard in all, or almost all, respects).

More information regarding the EQ-Arts Enhancement and Accreditation Review process can be downloaded from the EQ-Arts website at:

<http://www.eq-arts.org/wp-content/uploads/2016/09/Annex-22-EQ-Arts-Quality-Framework-for-Accreditation-and-Assessment-5.7.20.pdf>

## 0. Introduction

The École Professionnelle des Arts Contemporains (hereinafter 'EPAC') is a relatively small, private educational institution, founded in 1996, and based in Saxon, Switzerland, in the French-speaking Canton of Valais. EPAC moved to its current campus in 2001, a redevelopment of a former cinema.

In summary, EPAC's vision states: the school that goes beyond commonly accepted art practices to find new ways of creating, blending traditional art and technology and opening up new avenues of creation among their community and across the world; a renowned Swiss art school, with international links, focusing on preparing students from all backgrounds for successful careers in the many artistic disciplines; at the forefront of art and technology to meet the needs of industry and technological advances; the leading art school for visual and narrative arts in Switzerland, combining traditional artistic skills with state-of-the-art technology, giving graduates a professional mindset and an edge in the professional art world; a reputable art school that combines technology with traditional methods to provide a world-class education for art professionals (*Source: EPAC Vision and Mission Statement - Annex 2*).

In summary, EPAC's mission states: to provide stimulating programmes and projects for students to realise their potential. Through traditional art disciplines and the latest technology, EPAC will open the minds and hearts of students to professional and international opportunities in the world of visual and narrative arts. EPAC's programmes combine tradition and technology with professional projects and assignments that will provide real experience in the art world. Through art, technology, professional projects and guidance from art professionals, EPAC will challenge each student and transform their potential into talent for a career in the art world, enabling students to acquire the skills they need in the digital/media/arts industry or in higher education (*Source: EPAC Vision and Mission Statement - Annex 2*).

EPAC's current educational offering is a one-year preparatory course and a three-year diploma course with the option to graduate with a European Bachelor degree for students with the required level of attainment in English Language (*EAHBES accreditation reference no. CH-03EA01*) as follows:

- European Bachelor of Fine Arts – Major: Visual Arts – Minor: Strip Cartoons
- European Bachelor of Fine Arts – Major: Visual Arts – Minor: Illustration
- European Bachelor of Fine Arts – Major: Visual Arts – Minor: Painting

- European Bachelor of Fine Arts – Major: Visual Arts – Minor: New Media

The term 'New Media' is also referred to in EPAC documentation as 'Game Arts'.

Alongside the EQ-Arts Review process, EPAC senior management proposed a change to award titles of the BA as follows:

- Bachelor of Fine Arts – major in Painting, Illustration and Comic Art (please note: *bande dessinée* is to be translated into English consistently as *comic art*).
- Bachelor of Fine Arts – major in Game Arts

EPAC also offers an MA, although due to a drop in student numbers as a result of the Covid-19 global pandemic, no students are currently enrolled on the MA programme (*Source: Covid-19 Global Pandemic Addendum to the SER*):

- European Master of Fine Arts – Major: Game Arts

Only a slight award title change is proposed for the MA as follows:

- Master of Fine Arts - Game Arts

For clarity on current and proposed award titles, please see the table of 'key data' on pg. 11-13 of this report.

Switzerland is governed under a federal system and education is managed at Canton level. As EPAC is a private school, it is not currently accredited within the official educational system of the Canton of Valais, and therefore generates its financial resources from student fees. However, a significant number of EPAC students depend on bursaries from the local Canton to pay for their education, and EPAC is currently undergoing a review process with the Canton of Valais to become accredited by the Canton, although it plans to remain as an independent, private institution. EPAC's study programmes have previously been accredited by the European Accreditation Board of Higher Education Schools (hereinafter 'EABHES') (*Source SER pg. 14 / pg.20 and hard copy of Letter of 3-year Accreditation Renewal 2019 – Annex 95*) meaning that while the qualifications currently awarded by EPAC are internationally recognised they are not recognised at canton level or within the federal accreditation system. As part of the review process with the Canton of Valais, the Canton requires EPAC to be accredited by a quality assurance agency which is on the EQAR register in order to strengthen EPAC's position as an Art School offering

undergraduate and postgraduate study programmes and to ensure a culture of quality assurance at EPAC. EQ-Arts was approached by EPAC, not only because it is on the EQAR register, but it is also a subject specific quality assurance agency for the Creative and Performing Arts and Design (hereinafter 'CPAD') sector. Subsequently EPAC commissioned EQ-Arts to conduct quality assurance accreditation reviews at both institutional and programme level over the course of two visits in April and June 2022. It was agreed that these Institutional *and* Programme Accreditation Reviews could be undertaken simultaneously due to the comparatively small scale of EPAC. The EQ-Arts Accreditation Review Team (hereinafter 'Review Team') conducted accreditation reviews of the Institution and study Programmes across two visits, with the main focus of the first visit on the institutional review, and the main focus for the second visit on the review on the European Bachelor of Fine Arts (BA) and Master of Fine Arts (MA) provision. This report will therefore refer to the institution as a whole but will also draw distinctions on the undergraduate and postgraduate offering where necessary or appropriate, and where different compliances are given within a standard separately for the institution, BA or MA (see Section 8). However, the Review Team recognise and acknowledge that all three are, of course, interlinked and co-dependent, and hereinafter this report will refer to the 'review process', in the singular.

To support the review process and to undertake a liaison role between EPAC and EQ-Arts, EPAC enlisted the services of a Business Consultant and Higher Education professional based in Switzerland, who will remain at EPAC on a consultancy basis as Quality Systems Manager, to support capacity building and provide advice on quality assurance and its processes following this review. It is understood by EQ-Arts that a successful outcome of the Accreditation Review will enable EPAC to apply for Federal Accreditation status in Switzerland (*Source: Meeting with EPAC Business Consultant*).

The procedure for the EQ-Arts quality assurance review followed a four-stage process:

- EPAC prepared a Self-Evaluation Report (hereinafter 'SER') and supporting documents, based on the EQ-Arts Standards for Institutional and Programme Review and EQ-Arts SER template.
- An international Review Team from EQ-Arts, joined by a Secretary appointed by EQ-Arts, analysed the SER and the supporting documents with reference to the EQ-Arts Standards.
- The Review Team carried out the first site visit in April 2022 which included a tour of the facilities and meetings with:

- Co-Founders/ Head(s) of the Institution;
  - Programme leaders (hereinafter ‘teachers’);
  - Director of International Affairs
  - Preparatory students (with translation services);
  - Pedagogical Head (with translation services - hereinafter the ‘Academic Director’)
  - BA students – all years (with translation services);
  - BA teachers (with translation services);
  - BA alumni;
  - Technical and support staff (hereinafter ‘teachers’ and ‘administrative staff’);
  - Staff with responsibility for quality assurance (‘hereinafter Management Group’);
  - Representatives from the decision-making committees; and
  - Representatives from the external professional field (with translation services).
- Prior to the second site visit of the Review team in June 22, EPAC added addenda to the SER and provided further supporting documents. During the second visit the Review Team viewed the diploma exhibitions and watched a showreel of MA graduation work from previous years. The Review Team met with:
    - Management Group;
    - School Board with the Management Group (with translation services);
    - Academic Director (with translation services);
    - MA teachers;
    - MA alumni;
    - Graduating BA students (representing each current award title); and
    - BA teachers (with translation services).
  - The Review Team produced the report that follows, addressing the Institutional and BA and MA provision against each of the Standards.

The Review Team was constituted as follows:

- Dr Sarah Bennett (Chair) – Visiting Fellow and former Head of the School of Art and Architecture, Kingston University, UK;
- Rainer Usselmann – Co-Founder of Happy Finish; a global creative tech production agency, London, UK;

- Dries Deryckere – Head of Major Game Graphics Production at Howest University of Applied Sciences, Kortrijk, Belgium;
- Floor van der Wal (visit 1) – BA student at the Design Academy in Eindhoven, Netherlands;
- Johanna Kotlaris (visit 2) – recent graduate of MA in Fine Art at the Piet Zwart Institute in Rotterdam, Netherlands;
- Anna Brown (Secretary) – Impact Development Manager, Kingston University, UK.

The Review Team appreciated the extent of reflection and planning undertaken by EPAC in preparing the SER and supporting documents and would like to formally recognise and thank EPAC for the significant amount of hard work and dedication shown to this process, particularly given the relatively small size of EPAC’s management and administrative team. The SER presented an opportunity for EPAC to reflect on its existing quality assurance mechanisms, address each of the standards and relate these to current challenges and future plans for quality assurance. Alongside the SER, a significant amount of supporting documentation was provided including a strategic plan and a business plan. These plans begin to outline a clear vision for the development and sustainability of EPAC and its study programmes. At the time of the review, the strategic plan and business plan were still ‘works-in-progress’. They were presented to the Review Team in their current form with explanations as to how they will be developed going forward. This will be further addressed in the report.

The Review Team would also like to thank EPAC for their generous hospitality during their visit to Saxon, and the staff and students for their time and their commitment to the review process. The Review Team received honest, open, thoughtful and constructive answers to their questions, and were impressed by the enthusiasm with which the students particularly, were keen to participate. Despite EPAC’s relatively small size, the Review Team were pleased to see a wide range of stakeholders engaged in the review process, which enabled the Review Team to gain a valuable insight into the current state of play and future plans for quality assurance.

**Key data:**

<b>Name of the institution being reviewed</b>	École Professionnelle des Arts Contemporains
<b>Legal status</b>	Private institution

<b>Date of creation</b>	1996
<b>Website address</b>	<a href="https://epac.ch/">https://epac.ch/</a>
<b>BA Study Programme (EQF level 6) - current award titles being reviewed</b>	<p>European Bachelor of Fine Arts – Major: Visual Arts – Minor: Strip Cartoons (<i>bande dessinée</i>)</p> <p>European Bachelor of Fine Arts – Major: Visual Arts – Minor: Illustration</p> <p>European Bachelor of Fine Arts – Major: Visual Arts – Minor: Painting</p> <p>European Bachelor of Fine Arts – Major: Visual Arts – Minor: New Media</p>
<b>MA Study Programme (EQF level 7) - current award title being reviewed</b>	European Master of Fine Arts – Major: Game Arts
<b>BA Study Programme (EQF level 6) - proposed award titles</b>	<p>Bachelor of Fine Arts – Major in Painting, Illustration and Comic Art</p> <p>Bachelor of Fine Arts – Major in Game Arts</p>
<b>MA Study Programme (EQF level 7) - proposed award title</b>	Master of Fine Arts – Game Arts.
<b>Number of students enrolled (2021/22)</b>	<p>Preparatory course: 17 (not being reviewed)</p> <p>First Year BA: 12</p> <p>Second Year BA: 17</p> <p>Third Year BA: 15</p> <p>First Year MA: 0</p> <p>Second Year MA: 0</p> <p>Total: 61</p>
<b>Number of teachers serving the programmes</b>	11 fractional and part-time teachers with an FTE of 3.5

<b>Number of administrative and support staff</b>	4 fractional administrators with an FTE of 1.95 plus the two founders
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It is important to note that the Accreditation Review site visits took place following an extraordinary 24 months during which Higher Education was impacted upon worldwide by the Covid-19 global pandemic and that the Review Team acknowledge that many aspects of the work of EPAC, including teaching and learning methods and delivery of the study programmes, underwent modifications and adjustments during this period. The Covid-19 Global Pandemic Addendum requested by EQ-Arts for the second site visit elucidates on the impact on EPAC.

**Covid-19 Global Pandemic Addendum to SER**

*On March 16, 2020 the Swiss government imposed a lockdown in response to the unfolding Covid-19 global pandemic, which involved the closure of all schools and universities. In preparation for the anticipated lockdown and consequent transition to online learning, a number of quick decisions needed to be made and implemented at EPAC.*

*EPAC quickly introduced “Discord” to act as the communications platform, with all students, teachers and staff registered to use it by the first official day of online learning. Discord has remained as EPAC’s primary communication tool even after the lockdowns lifted. EPAC created multiple Discord ‘channels’ for both group and private communications between staff, teachers and students. In order for students to submit their work for evaluation, a secure Dropbox was set up. Teachers adapted well to teaching online, although some experienced challenges in monitoring follow-up activities and an increase in workload during the transition to online classes. Given the anxiety surrounding the pandemic, EPAC made the decision to employ a psychologist to support students with their well-being.*

*Graduation juries were able to happen once lockdown restrictions eased, however the number of people allowed in a room together was limited to 3. The restrictions were respected, and masks were worn by all present in the room. Graduation shows due to be held in June 2020 were postponed until more people were able to gather in a room together (until December 2020). Admin staff continued to work on site when they were permitted to return, with no more than 3 staff to a room, as per the legal requirement. Students were phased back to campus gradually, with a hybrid model of both face-to-face and distance learning employed. A full return to campus*

*is beginning to happen, and EPAC is keen to regain the lost momentum for social events and rejuvenate campus life following a difficult period.*

*Most significantly for EPAC, the Covid-19 global pandemic had a serious impact on student numbers, and particularly the number of international students enrolled. Despite some financial support from the Canton of Valais, between 2020-21, student numbers reduced by 15%, creating a significant financial loss of more than CHF 100'000. In 2021/22, no international students or MA students were enrolled at EPAC.*

## 1. Quality Assurance Policy

**Standard:** The institution's mission, strategic plan, and policies for learning & teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture.

### Description of Provision

**1.1 The QA policy is clearly inspired by and linked with the institution's mission, strategy, and policies for learning & teaching and research.**

At the heart of EPAC's mission is the desire to offer programmes that blend traditional art forms with the latest technologies, and to offer their students access to the professional world of the visual and narrative arts; locally, nationally and internationally. This mission is reflected in EPAC's core values - Diversity, Tolerance, Support, Inclusion, Integrity, Self-expression, Creation, Innovation, Internationalism (*Source: SER pg.6 and Vision and Mission Statement – Annex 2*).

In 2021-22, EPAC's senior management established a high-level strategy from which they developed a strategic plan, which is currently a 'work-in-progress'. The draft strategy was created following a period of critical reflection - in preparation for the EQ-Arts Accreditation - in which the EPAC leadership recognised a need to work constructively at all levels to ensure that their Quality Policy is linked with their Strategic Plan and the vision, mission, and teaching and learning policy (*Source: SER pg.11 and EPAC Strategic Plan 2022-25 - Annex 68*). The Strategic Plan is yet to cover short-term consolidations and to include clear quantitative and qualitative indicators (Key Performance Indicators – hereinafter 'KPIs'). The construction of this Strategic Plan has been a beneficial process for EPAC, enabling the institution to communicate a clear sense of direction for their internal stakeholders, processes and resources. In drafting the Strategic Plan, EPAC senior management carried out analytical PESTLE and SWOT reviews to identify and address the main issues that would form the strategic direction of the institution from 2022-2025 (*Source: Strategic Plan – Annex 68 and EPAC One-page Strategic Plan - Annex 94*). Developing and implementing this Strategic Plan is recognised as a key strategic goal for EPAC (*Source: Meeting with Management Group*).

**1.2 The institution's mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector and societal needs locally, nationally, and internationally.**

Part of EPAC's mission is to innovate 'new paths into our community', and it currently provides a valuable contribution to local cultural life and society. EPAC has developed a close connection with the community in Saxon over the past two decades (*Source: SER pg. 25*) and has formed strong links with national organisations, including the Fondation Pro Helvetia, who acted as the

sponsor for EPAC's 2014 Pi Symposium Event (*Source: SER pg. 8*). The Pi Symposium, held in Monthey (Valais) and organised by EPAC, was a conference and exhibition dedicated to art and emerging technologies. Although the event was considered a great success, and EPAC would like to run another similar event in the future, there are no current plans for a follow up event (*Source: Meeting with the Co-Founders*). The Canton of Valais has also engaged EPAC students to produce artwork for use in promotional material for the region (*Source: Meeting with Co-Founders*). Saxon and the surrounding areas have a modest network of artists working and collaborating in their own studios. Although EPAC is already tapped into these networks through the professional connections of the teachers, EPAC's Academic Director is keen to cultivate this further and evolve these connections to better include students (*Source: Meeting with Academic Director*).

EPAC's alumni are working in, and are well connected to, the local, national and international CPAD sector (*Source: Meeting with alumni*). Prior to the start of the Covid-19 global pandemic in 2020, EPAC had made strong headway into the international CPAD Higher Education sector through establishing international exchange programmes, notably in Taiwan and Poland (*Source: SER pg. 25*). EPAC's strong international exchange links, and international student recruitment, have been considerably negatively impacted as a direct consequence of the Covid-19 global pandemic (*Source: Covid-19 Global Pandemic Addendum to SER*). As such, re-establishing these international networks is a priority for EPAC (*Source: Meetings with the Co-Founders and Director of International Affairs*).

### **1.3 The institution has Equal Opportunities and Inclusion & Diversity strategies that cover all its operational activities**

EPAC has a fully operational Equal Opportunities, Inclusion and Diversity Policy, and has made a strong start at recognising diversity within the school, particularly regarding neuro-diverse learners and LGBTQ+ students (*Source: Meetings with teachers, Prep and BA students*). EPAC is committed to taking further measures to strengthen the application of their Equal Opportunities, Inclusion and Diversity Policy to ensure that students and staff feel safe and supported during their time at EPAC, and as part of this process they are currently rewording relevant course documents and policies to include gender-neutral pronouns (which is further elaborated on in Standard 3) (*Source: Meeting with Management Group*).

### **1.4 The institution has an appropriate organisational structure, allied with, and aligned to clear, inclusive, and effective decision-making processes that enable it to realise its mission and meet its stated strategic objectives**

In preparation for the Review, EPAC'S senior management made substantial revisions to its organisational structure to address identified gaps or fault lines in its decision-making processes and procedures, whilst continuing to reflect the particular size and scale of EPAC (*Source: SER 'Organisational Structure', pg. 3*). This revised structure includes: a reconstituted Management Board that ensures continuity of oversight of EPACs financial, strategic and operational affairs at senior leadership/management level and includes a sub-committee with focus on the institutional imperative for efficient marketing; a representative School Board with terms of reference and a standing agenda to ensure inclusive and clear decision-making and approval of academic processes; a formal Examination and Resit Board with terms of reference and standing agenda to ensure fairness and transparency and adherence to evaluation regulations. Given that this structure is still relatively new to EPAC, they continue to make minor revisions to the terms of reference, to ensure that the 'organisational flow' is efficient and effective, and fit-for-purpose for the scale and character of EPAC as a Higher Education Institution. Informal teachers' meetings will continue to be regularly convened as a forum for discussion.

**1.5 The institution uses an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor its progress towards the realisation of its stated strategic objectives.**

EPAC has worked hard to consolidate and expand their pre-existing institutional aims into a formal institutional strategy, resulting in a Strategic Plan and a Business Plan (2022-25). In developing these, EPAC has produced multiple statements that now cover all aspects of their strategic goals. As noted above, these plans are not yet finalised, although this is an immediate priority for EPAC (*Source: Meeting with Management Group*). In their current form, these plans contain statements of intent for KPIs linked to strategic goals but at present lack the identification of clear and measurable and/or trackable qualitative and quantitative indicators.

**1.6 The QA policy is designed to foster an institution-wide quality culture that promotes continuous development and enhancement as well as innovation in cooperation with the CPAD sector.**

EPAC's senior management have positively recognised the need for an institution-wide approach to quality assurance that involves all internal stakeholders in quality assurance processes, and they are actively and enthusiastically moving forward to establish a strong culture of quality assurance within the institution. To this end, EPAC has operationalised their Quality Assurance Policy through their Quality Manual – although the manual is still considered to be a 'work-in-progress' and in need of finalisation and implementation in some areas of its remit (*Source: Quality Manual - Annex 69*). Through the development of their quality assurance processes, EPAC has recognised the need to support the teaching staff to engage with the wider CPAD sector, both

regionally and nationally, and this is a key strategic goal over the next three-years. To achieve this, EPAC aims to maintain and develop its close interaction with existing arts and cultural organisations, and to strategically expand its network of national and international partners (Source: Meeting with Management Group).

### **Review Team's analysis**

The Review Team confirms that EPACs QA policy reflects the institution's mission, strategy, and policies for learning & teaching and research (Source: EPAC Vision and Mission - Annex 2, Teaching and Learning Policy – Annex 3 and Strategic Plan – Annex 68).

The Review Team recognises that EPAC is making a significant contribution to the local CPAD sector and understands that efforts to impact nationally and internationally have been significantly curtailed by the Covid-19 global pandemic. The Review Team **recommends** (C1.2) that EPAC provide a more detailed strategic (yet achievable for the scale of institution) approach to their impact upon the CPAD sector, through for example, collaborative projects with other Higher Education Institutions. Such activities might be delivered in the latter periods of the strategic planning cycle (2024/25).

The Review Team **commends** (C1.4) the way in which EPAC has revised its organisational structure to include a representative School Board (which includes all stakeholders), with a standing agenda that ensures the regular reviewing and monitoring of progress on internal quality assurance matters and strategic goals relating to academic standards and enhancements and includes full representation from across the institution. The Review Team **recommends** (C1.4) that the terms of reference for the School Board, and the Management Board require minor revisions, that are in process by the EPAC management, in order for the 'organisational flow' to be efficient and effective. They should also be fit-for-purpose for the scale and character of EPAC as a small, private Higher Education Institution. Consideration and interpretation of trend data arising from the Examination Board need to be reflected in the terms of reference of the School Board.

Furthermore, although it is noted that the strategic plan is not yet finalised and operational, the Review Team are concerned that it lacks important qualitative and quantitative indicators. As a **condition** (C1.5) of accreditation, and to be urgently addressed, EPAC will need to translate their KPI statements into an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor progress towards their strategic and business goals,

operationalised in the strategic plan (see S1 C1.1). Qualitative and quantitative indicators should also be identifiable and included in the Quality Manual.

As the effects of the pandemic start to lift, the Review Team **recommends** (C1.6) that EPAC facilitate the BA and MA teachers to engage in enhancement events in collaboration with appropriately identified Higher Arts institutions within the region and national context and that this is incorporated into the strategic plan.

### **Compliance with Standard 1**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 1:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Partially compliant</b>	<b>Partially compliant</b>	<b>Partially compliant</b>

## 2. Student-Centred Learning

**Standard:** The institution's approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centred approaches to learning and assessment processes.

### Description of Provision

#### 2.1 The design of the study programmes is aligned with institutional vision, mission, and strategies.

The award titles, as proposed by EPAC (see pg. 8 of this report), are designed to reflect the dynamics of the job market in the visual arts, video games and comics in Switzerland, which EPAC considers confirms and reinforces their decision to 'train' professional illustrators, comic artists and game artists (*Source: Outline of Visual Arts Sector in Switzerland - Annex 15*).

The design of its study programmes has enabled EPAC to position itself as a unique provider of arts education locally, nationally and internationally due to their scale, size, location and focus on both the traditional and technological disciplines (*Source: New Revised Study Programmes BA and MA - Annex 81 and 82*). The newly revised Intended Learning Outcomes (hereinafter 'ILOs') for the BA and the MA are, in the main, well-aligned with the institutional vision, mission and strategies. However, while EPAC's mission to combine traditional art with emerging digital technologies is evidenced through student work (*Source: Graduating BA and MA work*), this merging of old and new technologies is not yet explicitly referred to in the ILOs - though the Review Team recognise that the mapping exercise and review of the study programmes is a work-in-progress. Similarly, the intended reintroduction of EPAC's international exchange offering is not fully reflected in the ILOs, and ILOs for the third year of the BA programme have yet to be finalised, which is an urgent priority for EPAC (*Source: Meeting with Academic Director*). The ILOs for the MA final project are not finalised, which is another priority for EPAC, but all other MA ILOs are in place and aligned with EPAC's vision and mission.

Students and alumni stated that their expectations are being met (*Source: Meetings with BA students and BA and MA alumni*). The Review Team has had no opportunity during the site visits to discuss expectations of the study programme with MA students, and limited scope to meet recent MA alumni, due to the lack of recent enrolment caused by the pandemic (*Source: Covid-19 Global Pandemic Addendum to SER*). The structure and curriculum of the BA and MA programmes, from enrolment to graduation, demonstrate that students build skills coherently over the course of their studies, and this is shown in a diagram of the MA programme structure. There is no simple visual representation of the BA programme structure in the form of a simple diagram, although the detailed curriculum timetable is available on campus in visual format.

## 2.2 Study programmes, and their intended learning outcomes (LOs) are designed, and regularly approved, including with the involvement of internal and external stakeholders.

Newly-revised BA and MA graduate profiles (*Source: Graduate Profiles - Annexes 76 –78*) have been developed in consultation with the BA students and alumni, MA alumni, teachers, and partners from the external professional field – this consultation was led by the Academic Director (*Source: SER pg. 18*). Both the European Quality Framework (EQF) level 6 and 7 descriptors and the graduate profiles informed the drafting of the new BA and MA ILOs which are due to be considered by the newly established School Board, for final approval, at the next scheduled meeting (*Source: SER pg. 19 and School Board Agenda - Annex 74*). Stakeholders involved in these processes are positive about being consulted and feel that it has been a beneficial experience to be included in designing the programmes (*Source: Meetings with teachers and School Board with the Management Group*).

EPAC's revised organisational structure has only recently been established meaning that regular approval of the study programmes and ILOs within this structure is a new process. Student members of the School Board are the elected class delegates (one for each year group on the BA and MA, and one for the Preparatory Course). Due to the availability of its members, the inaugural meeting of the School Board is scheduled for the first week of September 2022, although in the future, EPAC senior management state that meetings will take place three times during the academic year, with the final meeting being held well in advance of the next academic year and at a time that all representative members can attend (*Source: Meeting with Management Group*).

## 2.3 The learning, teaching and assessment methods and criteria are effectively aligned with intended learning outcomes.

*Note: to ensure consistent alignment with French as the main language of delivery at EPAC, hereinafter this report will use the term 'evaluation' in place of the English term 'assessment'.*

In the SER, EPAC acknowledge that previously evaluations tended to be subjective and anecdotal and that evaluation criteria were written by individual teachers with no coherent oversight of student learning (*Source: SER pg. 13 and meeting with teachers*). In preparation for the EQ-Arts review and following a period of consultation and reflection from EPAC regarding their study programmes and drafting of graduate profiles and ILOs, a thorough mapping exercise between teachers and the Academic Director took place, to ensure that teaching, learning and evaluation methods and criteria are effectively aligned with the new ILOs, for the BA and MA study programmes (*Source: SER pg. 19 and meeting with Academic Director*). EPAC is in the process of finalising the ILOs for the BA, including ILOs relating to international exchange, internships and the

third-year project and for the final project of the MA, after which the same mapping process is due to take place, prior to approval at the School Board.

At present, proposals for revising teaching methods are discussed and minuted in the teachers' meetings, and it is intended by EPAC that these should also be discussed at the School Board if major changes are envisaged (*Source: Meeting with teachers*).

#### **2.4 Students are made fully aware of relevant assessment criteria and receive clear, objective, and timely feedback on their level of achievement against the learning outcomes.**

Students report that they receive useful oral feedback from their teachers throughout the study programme and after their evaluations - both formative and summative – except final year summative evaluations (*Source: Meetings with BA students and BA and MA alumni*). A few students state that occasionally the evaluation criteria have not always been clear, but the teachers clarified that they are always willing to speak with students face-to-face and respond to any questions and explain grades further (*Source: Meetings with BA students and teachers*). Grades are published on ProNote, and students are encouraged to ask if they want further feedback (*Source: SER pg. 16*). Summative feedback for the final year project of the BA and MA is provided by an external jury, who evaluate the work against the criteria of evaluation provided by EPAC. The Academic Director attends the final year evaluations, as an observer, to ensure due process (*Source: Meetings with Academic Director and Management Group*). As the MA programme has not been enrolling for the past two-years, evaluation criteria for the final project mapped to the ILOs are not yet clearly defined and this a priority for EPAC (*Source: Meeting with Academic Director*). However, the evaluation methods for the MA are clearly identified (*Source: Revised MA Study Programmes - Annex 82*).

#### **2.5 Students are challenged and enabled to take an active role in their learning processes.**

EPAC's philosophy is that students 'learn by doing' (*Source: SER pg. 17*). BA students are encouraged to find and construct their own identity throughout the programme and switching between disciplines is encouraged if it aligns with the student's learning direction. The freedom that students at EPAC are given during their studies is frequently raised as a highlight of EPAC's offering, with students appreciating the space and encouragement they are given to explore their own interests (*Source: Meetings with BA students and BA and MA alumni*). Students are encouraged to undertake internships abroad and negotiate studying off campus including internationally if it aligns with their learning direction, with recent graduates producing final projects inspired by and developed during their time abroad (*Source: Meetings with BA students*

*and Management Group*). Although the level of freedom is generally spoken about positively, some students note that the level of freedom suits some personalities better than others and that some students would benefit from some clearer boundaries and guidance during their time at EPAC (*Source: Meetings with BA students and MA alumni*).

#### **2.6 Students are provided with opportunities to engage with related professional practices and the world of work as part of their study programme.**

The teachers at EPAC are all well-embedded in professional creative practice and they have fractional contracts at EPAC alongside their professional work in the CPAD sector (*Source: SER pg. 17 and CVs of staff and teachers – Annex 33*). The teachers' professional identities and networks within the CPAD sector strongly contribute to the teaching practices at EPAC. The BA and MA students and alumni underline the importance of this practice and point it out as one of the major strengths of EPAC (*Source: Meetings with BA students and MA alumni*). Each year, EPAC runs approximately ten workshops with external professionals from the CPAD sector and the extra learning opportunities provided by the industry-focused workshops are, according to the students, a highlight of the programme (*Source: SER pg. 24 and meeting with BA students*). The workshops are run by professionally active specialists who deliver the sessions which are in line with the institutional vision and mission (*Source: SER pg. 13*).

As part of their study programme, students are required to undertake professional internships. Where possible internships are directly related to their field of study, although this became increasingly difficult to manage during the Covid-19 global pandemic (*Source: SER pg. 20 and meeting with Academic Director*). As such, EPAC has taken a more pragmatic view of internships and encourages students to take part in a wide range of experiences in the professional world, which has resulted in the student experience of the internships varying widely. The Academic Director is considering introducing a reflective journal as an evaluation task for the internships in order that all students engage in reflective practice during their internship. It is also hoped that with the Swiss video game industry booming and recognised as being of federal importance there will be an increase in relevant work experience and internship opportunities (*Source: Outline of Visual Arts Sector in Switzerland - Annex 15*). Portfolio, CV and personal branding workshops form part of the curriculum, and, through the connections of the teachers, some students are encouraged to take part in occasional professional mandates (including competitions) from external companies (*Source: SER pg. 20*). For example, in 2021-22 EPAC students worked on the Granini Sustainable Innovation Challenge run by the Eckes-Granini Group and one of EPAC's BA

students were successful in gaining one of the top prizes (Source: SER pg. 9 and <https://www.granini.ch/fr/nos-engagements/sustainable-innovation-challenge/>).

**2.7 The curricula of all programmes are informed by leading research in the subject field. The curricula of postgraduate programmes also actively engage students in research.**

EPAC states in the SER (pg. 28) that “as a small educational institution, [it] does not have a research mandate”. The leadership team at EPAC has, however, recognised the importance of a research mandate and are working towards fulfilling that mandate as a new strategic objective. The teachers, as professionals, have been engaged in their own artistic practice and are well positioned to engage with the debates in higher arts education around artistic research that will inform the ways in which MA students can be actively involved in research, which until now has not been a requirement of EABHES accreditation, although research skills are clearly included within the MA curriculum (Source: *Meeting with Management Group and Revised MA Study Programmes - Annex 82*). This is further explored under Standard 5 of this report.

### **Review Team’s analysis**

The Review Team consider that the revised BA Award titles, as proposed by EPAC (see pg. 8 of this report), are appropriate and relevant to the national and international visual arts context.

It is evident that the expectations of the undergraduates on the study programme are being met. The meeting with MA Alumni, and the quality of the MA Graduation work viewed gives the Review Team some limited insight into whether the MA study programme, when running, meets the students’ needs and expectations. It is clear from discussions with the BA and MA teachers, BA students and BA and MA alumni that the students build skills throughout the programmes in a coherent way, although this is not currently illustrated in a programme diagram. The Review Team **recommends** (C2.1) (BA) that a simple diagram be produced of the BA study programme to demonstrate the overview of the structure, to be included in the BA student guidebook. The Review Team also **recommends** (C2.1) (MA) that the current MA programme diagram is further developed to demonstrate an overview of the programme structure and co-dependencies, for inclusion in the MA student guidebook when the programme enrolls students.

The process to revise the BA and MA graduate profiles was welcomed by all contributors and the Review Team **commends** (C2.2) the process for both the BA and MA study programmes, whereby an external partner, the teachers, the alumni and the students (BA only) contributed, through

consultation, to developing the graduate profiles, that form the basis of the ILOs, which are also aligned with the EQF levels 6 and 7.

While recognising that the revision of the ILOs is still a 'work-in-progress' the Review Team found that EPAC's mission to combine the traditional art forms with new and emerging technology should be more explicitly reflected in the BA and MA ILOs, given its centrality to the mission and vision of the institution. Therefore, as a **condition** (C2.1 and C2.2) of accreditation the drafting of the BA Intended Learning Outcomes need to be finalised to reflect the relationship between traditional art disciplines and the latest technology, and the drafting of year three ILOs aligned to the EQF level 6 need to be completed. The BA ILOs should cover internships and international exchange. Evaluation criteria should then be checked against those ILOs. The drafting of ILOs for the final project in the MA study programme must also be urgently finalised and aligned to the EQF level 7.

Students and teachers spoke positively about the evaluation process at EPAC, and the students noted the approachability of the teachers when seeking further clarification on grades. The Review Team **commends** (C2.4) EPAC for communicating evaluation criteria to BA and MA students in hard copy and acknowledges that further feedback can be clarified face-to-face by teachers when asked. As a **condition** (C2.4) of accreditation, the evaluation criteria for the MA need to be clearly defined and mapped to the ILOs.

Both the BA and MA programme would benefit from clearer boundaries and guidance, that offer the students a framework considering the amount of freedom that they have. Therefore, the Review Team **recommends** (C2.5) that consideration is given to the balance of freedom and structure offered throughout both programmes.

BA students and MA alumni spoke enthusiastically about the professional links of the teachers and the external professional workshops timetabled by EPAC. The Review Team **commends** (C2.6) EPAC for inviting representatives from the professional field to run a variety of workshops on the BA and MA programmes which are well received by the students. BA students are required to undertake internships, and sometimes individual students and at other times whole cohorts, work on optional external mandates. The BA students revealed that they had had varying experiences with internships and professional mandates, and some felt better equipped for professional practice than others, although this had been impacted by the global pandemic. The Review Team **recommends** (C2.6) that the Academic Director considers evaluation tasks aligned to each BA

student's internship experience and further **recommends** (C2.6) that in the BA programme, all students have equivalent exposure to external professional opportunities.

**Compliance with Standard 2**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 2:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Substantially compliant</b>	<b>Partially compliant</b>	<b>Partially compliant</b>

### 3. Assuring the Student Study Experience

**Standard:** The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience.

#### Description of Provision

##### 3.1 The institution and its programmes consistently apply regulations on the whole cycle of the student experience addressing application & admissions, recognition for prior learning, and progression & achievement.

EPAC employs the same clear and consistent admissions procedures for the Preparatory, BA and MA study programmes, which consists of an exam, interview and portfolio presentation (*Source: Admission Policy - Annex 86*). If moving from the Preparatory study programme to BA study programme, or from the BA to MA study programme, then progression is based on grades and academic performance rather than an exam and interview (*Source: Meeting with Academic Director*). Students reported that their experience of the admissions process was generally a positive one (*Source: Meetings with BA students and BA and MA alumni*).

EPAC has an appeals procedure that is fit-for-purpose and is made readily available to students in the student guidebook (*Source: SER pg.22 and New Appeals Procedure - Annex 88*). EPAC has recently established a new Examination and Resit Board with terms of reference within its organisational structure to ensure fairness and transparency in evaluation, achievement and progression, and to replace the previous examination meeting (*Source: SER pg.12 and Examination Board Terms of Reference and Agenda - Annexes 72 and 75*). As this Board is new within the structure, the terms of reference and the exam and evaluation regulations are in the process of being finalised. Once finalised, the updated regulations will be included in the recently revised BA student guidebook, and the new MA student guidebook. EPAC has introduced an Academic Integrity Policy which includes information on academic dishonesty, plagiarism and ethical practices (*Source: SER pg. 22 and Academic Integrity Policy - Annex 87*), for inclusion in the student guidebooks. It is not clear what penalties are in place where academic dishonesty is identified.

##### 3.2 The regulations pertaining to the student experience are applied according to the specific rights of the students, their individual rights, and their diversity.

EPAC shows agility and flexibility in responding to individual feedback from students. Both students and teachers fed back that these mainly informal processes between individuals had created a strong foundation that could be enhanced by formalising aspects of the feedback loop (*Source: Meetings with the teachers, BA students and BA and MA alumni*). Complaints and general student issues are currently addressed through the established class delegate system; however, it is found to be inconsistent in the extent to which complaints are addressed and resolved effectively (*Source: Meeting with BA students*). The terms of reference of the new School Board provide the structure

for formal student feedback through class delegates to be addressed. EPAC acknowledges that a formal complaints policy and procedure is missing and needs to be drafted and included in the student guidebook (*Source: Meeting with Management Group*).

For 2021-22, EPAC produced a BA student guidebook, which had been updated at the time of the Review Team's second visit in June (*Source: SER pg. 21 and Revised Student Guidebook - Annex 85*). The revised student guidebook includes additional information on enrolment, local information and important contact information, academic policies, evaluation and exam regulations. The revised student guidebook was sent to all BA students for their feedback, and they found it much improved, less vague and containing more useful information. A similar guidebook for the MA students is not yet drafted, but this is considered as a priority for EPAC ahead of enrolling students onto the MA study programme (*Source: Meetings with Academic Director and Management Group*).

EPAC has an operational Equality, Diversity and Inclusion Policy (hereinafter 'EDI' policy) (*Source: SER pg. 24 and Equality, Diversity and Inclusion Policy - Annex 57*), and students speak positively of their experience at EPAC in relation to their rights and diversity (*Source: Meetings with Prep and BA students and MA alumni*). Students feel that EPAC has created a safe space, a culture of transparency and strong relationships between students and teachers that contribute to an enhanced experience, and this is supported through the signing of the EPAC charters by students and teachers, which covers issues such as anti-bullying, anti-harassment, behaviour, attendance and discipline (*Source: Meetings with BA students and Management Group, EPAC Student Charter - Annex 25 and Charte Déontologique – Annex 96*). EPAC is particularly well adapted to supporting students with defined special educational needs such as autism and is committed to ensuring that every enrolled student has equal access to the academic curriculum (*Source: SER pg. 21 and meeting with teachers*). LGBTQ+ students report that their experiences at EPAC are positive; EPAC is open-minded and welcoming, and students are encouraged to specify their preferred pronouns with staff and teachers (*Source: Meeting with Prep students*). Some of the alumni students noted that although they found EPAC to be safe and inclusive, there was a lack of diversity within the teaching team which is predominately white and male. Some of the alumni said that they would like to see more women represented amongst the teachers and noted that EPAC still has further to go to ensure that it is fully inclusive (*Source: Meeting with BA alumni*).

Although it is acknowledged that the working language of EPAC is French, EPAC has recognised that where they use English translations of documents, it is important to use gender-neutral language in programme documents and policies that refer to students and to mirror this, to the extent that it is possible, in French language documents (*Source: Meeting with Management Group*).

International students, predominantly from Taiwan and Poland, are required to have English language skills and are tutored individually in English. Many have little understanding of the French language, which is the working language of EPAC. The senior management has noted that in order to ensure the accessibility of their programmes when international students return, translations of key documents will be available (*Source: Meetings with Director of International Affairs and Programme Leads*).

### **Review Team's analysis**

As identified in the Admissions Policy and evidenced further in meetings with relevant staff members, consistent standards of entry are maintained at all times throughout the admissions process. Students spoke positively about their experience as applicants, and the Review Team **commends** (C3.1) EPAC for the consistency of its BA and MA admission processes. EPAC employs a clear process that spans the Preparatory, BA and MA study programmes and consists of an exam, interview and portfolio presentation. Students who progress from the Preparatory to BA programme, or BA to MA programme, are admitted on the basis of their grades and academic performance.

The Review Team further **commends** (C3.1) EPAC for the introduction of a new Examination and Resit Board and terms of reference within its organisational structure to continue to ensure fairness and transparency in the BA and MA evaluation processes. The Review Team recognises that these new initiatives are in the process of finalisation, and as a **condition** (C3.1) of accreditation, EPAC must finalise the full BA and MA Evaluation and Exam Regulations, including the role of external juries, and any consequences of academic dishonesty, for inclusion in the BA and MA student guidebooks. The Review Team **commends** (3.2) EPAC for involving the BA students in analysis and feedback on the usefulness of the student guidebook (2021-22) following implementation of revisions for 2022-23.

The Review Team **commends** EPAC (C3.2) on their established Student Charter and Charte Déontologique (Teacher's Charter) which help to ensure a safe, supportive and inclusive environment at the school.

As a **condition** (C3.2) of accreditation, EPAC should introduce a formalised complaints procedure to ensure that student complaints can be dealt with efficiently and confidentially, and to ensure consistency with the statement in the Quality Policy that a complaints procedure exists.

EPAC has a fully operational EDI policy, and need to ensure that it, and any other related policies, are readily accessible to the students in the student guidebook. The Review Team further **recommends** (C3.2) that EPAC revise programme documents to consistently include gender-neutral language when referring to students, in both French and English versions, where possible.

### **Compliance with Standard 3**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 3:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Partially compliant</b>	<b>Substantially compliant</b>	<b>Substantially compliant</b>

## 4. Human Resources

**Standard:** The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees.

### Description of Provision

**4.1 The compliment of teaching, research, academic management, and study support staff available to students is sufficient to enable them to achieve their learning outcomes.**

EPAC currently has a healthy teacher to student ratio (17.4 to 1), and a committed and professional teaching and support staff (*Source: SER pg. 1*) who are dedicated to EPAC and to ensuring that students have everything that they need to achieve their learning outcomes (*Source: Meeting with teachers and Management Group*). EPAC's aim to return their student numbers to pre-pandemic levels (75 students) would alter the staff to student ratio to 21.4 to 1 (if current staffing levels are maintained).

All teachers and administrative staff at EPAC work on a fractional or part-time basis (*Source: SER pg.3*), although the contracts for teachers and the Academic Director are reviewed annually by EPAC Management Board, and adjustments made according to need. (*Source: Meeting with Management Group*).

EPAC is moving towards a more transparent approach to supporting student learning and has recently produced revised written teachers' job descriptions which set out how teachers support students to achieve their learning outcomes (*Source: Teacher's Job Descriptions - Annex 90*). The version in English has not been proofread.

**4.2 The competences of the teaching, research, academic management and study support staff enable the students to achieve their learning outcomes.**

The majority of teaching staff at EPAC are embedded in current professional practice locally, regionally or nationally. Furthermore, there are a few external visiting teachers who act as consultants at EPAC, and who are professionally embedded internationally (*Source: Meetings with teachers, CVs of teachers and staff – Annex 33 and BA Study Programme pg.1 - Annex 81*). Current BA students, and BA and MA alumni spoke positively about the teaching staff and identify the professional experience of the teachers within the creative arts as a particular highlight of their study experience at EPAC. By working alongside practising professionals, EPAC students are immediately exposed to the realities of working in the professional world. The BA and MA academic curriculum aims to be reflective and representative of what is taking place in the wider contemporary field of art (*Source: SER pg. 17*) - particularly relevant as EPAC's rural location places

it at a distance from other art schools and contemporary galleries. Teachers enjoy and appreciate the level of trust and confidence that the EPAC senior managers have in them, and their skills as both artists and teachers (*Source: Meeting with teachers*).

In September 2019, EPAC created a new position for an Academic Director, having identified the need to employ a specialist academic professional to ensure the quality of teaching and learning was effectively monitored and further developed. Although the position is not full time, the creation of the role has contributed to an enhancement in processes and procedures regarding the academic delivery of the curriculum (*Source: SER pg. 27 and 38 and meeting with teachers*). In August 2021, a new administrative role was created to ensure effective administrative support for the teaching staff and student body, and students reported that the administrative processes have improved since this appointment holder arrived in post (*Source: SER pg. 22 and meeting with BA students*).

At the time of the Review Team's visit there were no MA students currently enrolled at EPAC, and admissions for 2022/23 was in process. Consequently, the teaching provision for the course had not been scheduled for 2022/23. However, EPAC has an action plan for recruiting suitably experienced staff to the programme who are already known to them within their network of contacts (*Source: Meeting with Management Group*).

#### **4.3 The institution recruits the teaching, research, academic management and study support staff in accordance with their Equal Opportunities and Inclusion & Diversity Strategies.**

Due to the commitment of the teaching and administrative staff at EPAC, turnover of staff is low, and consequently there have been few opportunities to implement EDI in the recruitment processes. Diversity within the current profile of teaching and administrative staff is negligible. There are currently six nationalities represented across the seventeen members of teaching staff and support/administration staff, and a male to female ratio of 13 to 4 – although this increases slightly when including visiting professionals employed to deliver workshops (*Source: SER pg. 24*). EPAC understands that the institution would benefit from a more diverse range of staff and is committed to ensuring that when any new positions become available positive action will be taken to encourage a diverse set of applicants. This commitment will also apply to the employment of visiting teachers and workshop providers (*Source: SER pg. 26 and meeting with Management Group*).

**4.4 The institution offers its staff career opportunities that are equitable, enables them to improve their performance, to achieve their personal ambitions and engage with the strategic priorities of the institution and developments across the wider CPAD sector.**

EPAC is committed to providing their staff with professional opportunities for development. The issue of continuing professional development forms one of the five strategic areas of focus in the newly revised, high-level Strategic Plan. EPAC has now constructed a simple Staff Development Policy Document which highlights areas of focus for improvement and identifies the introduction of a formal appraisal system (*Source: SER pg. 26 and New Staff Development Policy - Annex 89*). Before the development of this new policy, staff development was managed informally; teachers came to the management group with a proposal, according to their needs, and this was addressed as necessary. As a small institution, this worked adequately, however EPAC acknowledges that, in order to enhance quality, more formal processes need to be developed. Prior to the creation of the staff development policy, staff performance was regularly monitored through systems such as lesson observation by the Academic Director and formal feedback (surveys) from the students regarding the performance of teaching staff. Individual meetings also took place between the Academic Director and teaching staff regarding staff performance and teaching needs (*Source: SER pg. 26 and meeting with Academic Director*). Consequently, teachers have, to some extent, been supported to gain new skills already – such as instruction in new software (*Source: Meeting with teachers*). Budget for staff development has been included in the budget for 2022/23 of the Business Plan within staff expenses and personnel costs (*Source: Meeting with Management Group and Business Plan - Annex 91*). As the Staff Development Policy is a new document, it has not yet been fully implemented at EPAC.

**Review Team's analysis**

The Review Team **commends** (C4.1) EPAC on the quality of its BA and MA teaching staff, and its support staff. The teachers were held in very high regard by the students, and this came across consistently and clearly to the Review Team.

Concerns were raised by the Review Team as to the capacity of the Academic Director (based on contractual time committed to EPAC) to be able to undertake all the requirements of the role, particularly in light of enhanced quality assurance activities and responsibilities. The Review Team **recommends** (C4.1) that the contract for the Academic Director be reviewed and amended as necessary to ensure that the time contracted to EPAC is sufficient to enable duties to be fully discharged. Furthermore, as a **condition** (C4.1) of accreditation, the Review Team require EPAC to

revise the Job Description of the Academic Director so that it maps to the strategic goals and includes sufficiently defined roles and responsibilities, including for regular monitoring and evaluation of the study programmes.

The Review Team welcomes the recently revised job descriptions of the teachers, although further work needs to be done on these to ensure that they align with EPAC's revised quality assurance processes and systems. As a **condition** (C4.1) of accreditation, job descriptions should clearly indicate that the BA and MA teachers should evaluate students according to criteria which have been mapped to the Intended Learning Outcomes. The reference to 'ad hoc evaluations' should be removed, and the teachers' job descriptions should be revised to include the following:

- the need to ensure that teaching reflects the vision, mission, and values of EPAC;
- that teaching provided is innovative and engaging, and meets the requirements of students, employers and other stakeholders;
- that it promotes a culture of excellence, quality, equality, diversity, and inclusion;
- the need to undertake appropriate staff development activities that support personal development and the changing needs of EPAC and its environment; and
- the need to contribute to the development of and ensure compliance with all of EPAC's policies.

Acknowledging that EPAC has had little opportunity to implement positive action in its recruitment process due to the low turnover of staff, the Review Team **recommends** (C4.3) that EPAC takes 'positive action' to diversify the profile of their teaching and administrative staff when appointing to future vacant posts, for example in employing teachers for the MA.

The Review Team is reassured that a staff development budget is included within the Business Plan. The Review Team **recommends** (C4.4) that EPAC include a separate budget line for staff development, to ensure transparency and understanding across the institution. The Review Team further **recommends** (C4.4) that EPAC implements its new Staff Development Policy during the new academic year (2022/23) and that the new staff appraisal process that is being planned as part of the Staff Development Policy is templatised and referenced in the newly revised job descriptions. As part of EPAC's staff development plans the Review Team **recommends** (C4.4) that the BA teachers are encouraged to visit other Higher Education Institutions offering similar programmes, to help build knowledge and understanding of different quality levels of BA graduate work, or indeed any other activities that may be useful in benchmarking the quality of final student projects.

**Compliance with Standard 4**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 4:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Partially compliant</b>	<b>Substantially compliant</b>	<b>Substantially compliant</b>

## 5. Learning & Teaching Resources

**Standard:** The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning & teaching resources that enable students to achieve the intended learning outcomes.

### Description of Provision

#### 5.1. The institution allocates appropriate financial resources to the material support of all aspects of student learning, including intended Learning Outcomes.

As a relatively small private school, EPAC is reliant on student fees as its main source of income, although it is keen to look at ways to diversify its incomes. The fees received from the students are reinvested into the school, in terms of teachers' salaries, study resources and infrastructure costs. Beyond this, the only other source of income is from the founders of the school using their own private funds to supplement the financial costs in operating the school (*Source: SER pg. 27*). EPAC's student numbers have been significantly negatively affected by the Covid-19 global pandemic, with enrolment down by 15% (*Source: Covid-19 Global Pandemic Addendum to SER*). As such, regaining momentum on recruitment is a key priority for EPAC (*Source: Meeting with Co-Founders*). As a result of the administrative appointment in 2021 and following several years of outsourcing, EPAC has recently brought the finance function back in-house, and has been able to make some significant savings to alleviate some of the financial pressures (*Source: SER pg. 27*).

EPAC has a small physical library on site; a computer room with twelve individual stations and several subscriptions for various software that is used in the course of learning (*Source: Tour of the facilities and meeting with teachers*). Students report that they have the materials needed to support their learning during their time at EPAC and they feel comfortable to ask for something they need if it is not provided. They noted that EPAC is and was responsive to their needs. Some students noted that better lighting and tables and chairs could improve their learning experience at EPAC (*Source: Meetings with BA students, and BA and MA alumni*). This need was mirrored by members of staff who expressed a desire to invest in better fixtures, fittings and furniture for the spaces (*Source: Meeting with technical and support staff*).

In preparation for this review, EPAC drafted a high-level business plan. The intention of this draft was to show how the institution plans to allocate appropriate resources to support all aspects of student learning, including the intended learning outcomes, as well as research and well-being support and guidance. The intention was to help the Review Team understand how student numbers affect working capital and the ability to support payroll as well as the maintenance of EPAC's technical infrastructure. This plan lists a number of risks and uncertainties that could

materially affect EPAC's ability to operate sustainably, however it lacks plans for risk mitigation for each identified risk (*Source: Business Plan - Annex 91*).

Although keen to reinstate the MA Game Arts programme at EPAC, the management group confirmed that should MA enrolments drop below 5, it would be unsustainable for EPAC to run the programme in 2022/23. However, it is not currently clear what actions EPAC's management and shareholders would take, should overall admissions come in under target across all its programmes (*Source: Meeting with Management Group*). Given the small size of EPAC, other potential material risks that have not been stated in the business plan include key-person risk, i.e., the risk of business interruption, should current key EPAC managers suddenly become incapacitated. The Review Team heard that EPAC has experienced difficulties with key staff members being unwell, and by consequence, delays in decision-making have occurred (*Source: Meeting with staff responsible for quality assurance*).

### **5.2 The institution makes appropriate resources available to deliver the relevant quality of research.**

As noted earlier, and stated in the SER, EPAC does not have a research mandate, but has recognised the need to develop a mandate that reflects the size, scale and fields of artistic practice of the institution (*Source: SER pg. 28*). During meetings with teachers and the management group at EPAC, discussions took place about the multiple and existing teacher and alumni research practices, and how these might be collated into a coherent web, or print publication that celebrates and showcases stakeholder exhibitions, projects, publications etc. Such a publication could be regularly updated and would reflect the commendable depth and range of artistic practices engaged in by EPAC stakeholders. Readily accessible to all students, the publication would cover a representative range of disciplines to inform and inspire artistic research practice at EPAC (*Source: Meetings with Management Group and teachers*). The Pi Symposium, an exhibition and conference based on art and emerging technologies organised by EPAC in 2014, is an excellent example of a research event.

### **5.3 The institution ensures that the technical, digital and physical infrastructure made available to students enables them to achieve the intended Learning Outcomes.**

Housed in a converted cinema, the physical spaces available at EPAC are:

- Four classrooms/studios, where students are clustered by grade level in separate areas. They each have a personal workspace.
- One multi-purpose room which is used for large-scale events, such as conferences or projects involving the entire school, or meetings where all students and staff can gather. It

is also used for practical painting and academic drawing classes, and as an exhibition space.

- One computer room with twelve workstations. When not in use for classes, it is freely accessible to students who do not have a personal computer or for the use of specific software.
- One silk screen working print shop with binding equipment (press, cutter etc) which is available for self-service and supported by a teacher when needed.
- One room dedicated to animation and stop motion, which can be darkened in order to create light effects and atmospheres for photo shoots.
- One cafeteria for staff and students to eat and meet
- One room with twenty seats, a projector, and speakers for theory classes
- Other communal equipment

EPAC also provides students with a multifunction copier and an A3 scanner. A small library with about 500 art books is available in the cafeteria. The school has several easels for painting and academic drawing (*Source: Tour of the facilities*).

EPAC states that they have limited physical and technical facilities, due to the very small size of the institution (*Source: SER pg. 28*), but the physical infrastructure, albeit limited, makes an effort to provide an inspirational learning environment (*Source: Tour of the facilities*.) The BA students and alumni seem generally content with what was and is provided for them in terms of supporting their learning (*Source: Meetings with BA students and BA alumni*). Some students noted that they found the learning environment calming, and others praised the physical space for its inclusive and collective atmosphere (*Source: Meetings with BA alumni and Prep students*). The MA alumni also voiced their satisfaction with the technical, digital and physical infrastructure made available specifically for postgraduate students, although they graduated over 5 years previously.

The Management Group confirmed that EPAC does not have access to any online research databases (such as JSTOR). Generally, however, students were in broad agreement that infrastructure provision at EPAC was broadly adequate for allowing them to reach their study goals.

#### **5.4 An appropriate range of study, research and individual well-being support & guidance is readily accessible to all students.**

Due to the relatively small scale of EPAC, its students are supported in their general study and research skills by the teachers, including those who teach and provide guidance for dissertations.

It was not clear that referencing protocols for written work are taught systematically during the study programmes.

EPAC is proud of its 'family' atmosphere where all individuals are valued equally. EPAC believes that this nurturing atmosphere enables students to receive an educational experience that not only focusses on their academic learning, but also on their general well-being and personal development, whilst also recognising the need for a more formal approach to well-being and support (*Source: SER pg. 30 and meeting with Co-Founders*). Student needs are identified during the enrolment process and the school ensures that appropriate provision is in place to support students in their learning. Despite the success of its informal processes and familial approach to well-being, EPAC recognises the need for more specialised training of staff, in areas such as counselling of students and dealing with conflict situations (*Source: SER pg. 30 and meeting with Management Group*). During the pandemic, EPAC engaged the services of a professional psychologist and invited a member of the student body to act as peer mediator to support students who were struggling with the uncertainty of the situation (*Source: SER pg. 30 and Mediation Contract with Psychologist - Annex 61*). EPAC intends to continue to offer students access to counselling and well-being support post-Covid (*Source: Meeting with the Management Group*). EPAC confirms that students on longer foreign trips or exchanges continue to receive support from their teachers in order to ensure that their course progression stays on track and their well-being continues to be supported (*Source: Meeting with Management Group*). Overall, students express their satisfaction with the support offered by EPAC in general, and its teachers in particular.

### **Review Team's analysis**

The Review Team appreciates the significant amount of work that has taken place on the Business Plan in preparation for the site visits. However, there are a number of crucial elements still lacking in the plan. As a **condition** (C5.1) of accreditation, the Review Team require EPAC to draft a more comprehensive business plan with risk assessment and mitigation, including worst case financial modelling and solutions for underwriting student fees during the 3-year review cycle.

To date, it has not been necessary for EPAC to have a research mandate, and it was not required for EAHBES accreditation. However, in the EQ-Arts standards (linked to the ESG) a research mandate is necessary to support masters level education. EPAC is eager to develop current research-focused activities into research goals which are clearly embedded within their Strategic

Plan. As a **condition** (C5.2) of accreditation, the Review Team require EPAC to include enhanced research-related aims in their strategic plan (2022-2025) to inform the MA curriculum and enhance the student experience. This could comprise the running of, or participating in, CPAD sector events (like the Pi Symposium) and/or collating in a single point of reference existing teacher and alumni research practice. As part of the need for embracing its research mandate the Review Team **recommends** (C5.3) that EPAC should consider making available access to (an) online research database(s) such as The Journal of Artistic Research (JAR - <https://www.jar-online.net/en>). The Review Team also **recommends** (C5.4) that EPAC runs workshops to ensure that referencing protocols are used correctly by BA and MA teachers and students alike.

The Review Team heard frequently from teachers and students that EPAC has created a supportive, safe space where student well-being is cared for. The Review Team **commends** (C5.4) EPAC on the dedication of its support staff and BA and MA teachers, and the level of study support offered to students, particularly the neuro-diverse students.

**Compliance with Standard 5**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 5:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Partially compliant</b>	<b>Substantially compliant</b>	<b>Partially compliant</b>

## 6. Communication

**Standard:** The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available.

### Description of Provision

**6.1 The institution's internal communication systems are accessible to all students and staff and enable vertical and horizontal interaction between all its internal stakeholders.**

EPAC has a communications strategy, written in 2021 by the Marketing Manager, and covering internal communication, external communication and marketing (*Source: Communications Strategy - Annex 45*). The section of the strategy relating to internal communication draws upon a process of critical reflection and feedback from staff and students about how internal communication flows within the institution (*Source: SER pg. 34 and Communications Strategy – Annex 45*). Staff and students have started to see some positive changes as a result of, as yet, partial implementation of the strategy (*Source: Meetings with teachers and BA students*).

As a relatively small school, much of the internal communication takes place face-to-face, via newsletter and on a screen in the entrance hall (*Source: SER pg. 31*). EPAC also uses Discord as a general platform for internal communications. Discord is credited for facilitating better information flows within EPAC (*Source: Meetings with teachers and BA students*). Introduced at the onset of the pandemic, Discord functions as an accessible platform to share assignments, quick Q&As between students, teachers and vice versa, as well as updates from EPAC administration (*Source: Covid-19 Global Pandemic Addendum to SER and meetings with teachers and BA students*). The online Discord environment creates a flexible space for students, teachers and staff to communicate in all directions. Staff and students commented positively on improved internal communications during and after the pandemic, although with the return to campus delivery there is some inconsistency in its use by teachers which occasionally results in confusion for students, for example about changes to teaching schedules. The return to on-campus learning and teaching has resulted in some necessary readjustments in the use of Discord and the need to clarify the type of communication being prioritised for programme information and messaging (*Source: Meetings with BA students and teachers*). All visiting teachers are able to access Discord (*Source: SER pg. 31*).

Being a relatively small institution enables EPAC to continuously monitor the effectiveness of the various internal communication systems that are in operation through meetings with course delegates, informal communications with students and staff and satisfaction surveys which took place 2015-16, in late 2020, and in February 2022 (*Source: SER pg. 32 and Feedback from Students*

- Annex 7). The findings of the surveys and the critical reflection outlined above are yet to be translated into performance indicators, actions, action owners and a timeline in an operational Internal Communications Plan, although EPAC senior management acknowledge an ongoing need for further improvements to internal communications and messaging. EPAC's goal is for staff, teachers and students to be fully invested in EPAC's strategic vision and mission - particularly its newly revised and implemented quality assurance processes (*Source: Meeting with staff responsible for quality assurance*), to which end EPAC has employed a higher education consultant to undertake coaching in relation to internal quality assurance processes (hereinafter referred to as the 'Quality Systems Manager').

#### **6.2 The institution's approach to external communication, welcomes and facilitates communication from and with external stakeholders.**

EPAC's approach to external communications is based on professional connections fostered by teachers and key stakeholders. EPAC therefore has access to a broad network of contacts within the CPAD sector and manages this via a database of external contacts within their Customer Relationship Management System (*Source SER pg. 33*). EPAC has developed a number of partnerships and coordinates its artistic activities with organisations such as the International Game Developers Association (IGDA), Switzerland, The Research Institute for Artificial Intelligence (IDIAP), and Pro Helvetia - a Swiss foundation that promotes art and culture, both nationally and internationally. At an institutional and individual level EPAC has developed professional relationships with these various organisations and these open channels of communication are highly valued (*Source: SER pg. 32 and meeting with representatives from the external professional field*). However, use of, and communication within this network is still relatively limited in its scope to; organising workshops, internships and occasional work experience opportunities (*Source: Meeting with representatives from the external professional field*). EPAC recognise that there is scope to develop external communications further, for example to facilitate a greater exchange of good practice and ideas with others across in the CPAD sector, whether institutional or individual (*Source: Meeting with Management Group*).

The Marketing Manager, who is part of the EPAC's Management Group (*Source: SER pg.3 'Organisational Structure'*), led the drafting of a marketing strategy for student recruitment and enhancing EPAC's external profile in 2021. The starting point for this strategy was a SWOT analysis of the processes that were already in place (*Source: SWOT analysis [marketing] - Annex 37*), and this has since evolved into a fuller and more comprehensive section in the Communications Strategy (*Source: SER pg. 34 and Communications Strategy - Annex 45*). An operational plan for

full implementation of the marketing aspect of the Communications Strategy to facilitate external communication systems is drafted although it is missing performance indicators to track the efficacy of the various tactical marketing measures planned (*Source: Communications Plan [marketing] – Annex 92*).

**6.3 The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent, and readily available.**

Currently, all external and some internal communications are checked by the management of the school, before being made available to internal and external stakeholders. The intention with this checking process is to ensure that clear, accurate and consistent information is published (*Source: SER pg.34 and meeting with Management Group*). As noted above, the new internal communications platforms, Discord, has made a marked improvement to availability and accessibility to internal communications at EPAC.

EPAC's external website is due to be updated following the EQ-Arts review, and to address a few inaccuracies in English translations. In addition, there is some disparity in the presentation of student work covering all disciplines offered at EPAC on the website. This is because prior to 2019 (when the Marketing Manager joined EPAC) student work was not archived to a central online system accessible to EPAC staff, which it now is. Therefore, the team only have access to a small range of past graduates' artwork (*Source: Meeting with Management Group and <https://epac.ch>*).

EPAC senior management recognise the need and see opportunities to continually improve the clarity, accuracy and consistency and most of all inclusivity of internal and external communications system. It is envisaged that the Communications Strategy and Communications Plan, once fully operationalised, will enable EPAC to better manage internal and external communications in a clear and consistent way (*Source: SER pg. 34*).

**Review Team's analysis**

The substantial amount of work undertaken by EPAC to produce a communications strategy (covering internal and external communications and marketing) is noted and appreciated by the Review Team. The Review Team **commends** (C6.1) EPAC for producing a detailed communications [marketing] plan that includes actions, action owners and a timeline. This document shows clearly how marketing is operationalised over the coming cycle, but it lacks KPIs. The Review Team **recommends** (C6.1) that performance indicators should be included in order to track the efficacy of the various tactical marketing measures planned. The Review Team **commends** (C6.1) EPAC for

recognising the key role that inspiring and effective communications can play in ensuring that an internal quality culture takes root and is 'lived' in EPAC, and for engaging a Quality Systems Manager to help facilitate this.

As a **condition** (C6.1) of accreditation, the Review Team requires EPAC to operationalise the internal and external communication aspects of its communication strategy in the form of a plan to include actions, action owners and a timeline - as they have already completed with their communications [marketing] plan. When developing this plan, EPAC should ensure that KPIs are included in order to track the efficacy of the internal and external communication activities. This internal and external communications plan needs to be added to EPAC's strategic plan and be implemented.

### **Compliance with Standard 6**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 6:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Substantially compliant</b>	<b>Substantially compliant</b>	<b>Substantially compliant</b>

## 7. Quality Assurance Processes

**Standard:** The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision.

### Description of Provision

#### 7.1 The institution's Internal Quality Assurance (IQA) system effectively monitors and reviews its formal processes and each of its study programmes on a regular basis.

In preparation for the Review, EPAC management has undertaken work to revise the Quality Manual (*Source: Meeting with staff responsible for quality assurance*) into an operational document that provides guidance, and elucidates, on the regular internal quality assurance processes pertaining to all areas of its activities (*Source: SER pg. 38*). As mentioned in Standard 1 as a condition, quantitative and qualitative indicators are yet to be incorporated into the finalised Quality Manual. A School Board has also been created, with a standing agenda that ensures the regular reviewing and monitoring of progress on internal quality assurance matters and strategic goals relating to academic standards and the study programmes (*Source: School Board Agenda – Annex 74*). This includes considering trend data from the recently established Examination Board. The frequency and positioning of the School Board in the academic calendar has been carefully thought through by the EPAC Management, to align with its other decision-making committees, and the recently established organisational structure is a key element in assisting EPAC to effectively operationalise its quality assurance system.

In addition, and to compliment the formal remit of the School Board, EPAC is committed to continue running the well-established and regular teachers' meetings, which provide a semi-informal forum for dialogue on pedagogical matters related to the study programmes that can be brought to the School Board by the teacher representatives as and when necessary. These meetings take place every 6-8 weeks (*Source: SER pg. 35*). While the Academic Director already has a key role in regularly monitoring and evaluating the study programmes, this is not stated in the Academic Director's job description (*Source: Academic Director's Job Description – Annex 60*).

To further embed and strengthen the internal quality assurance system, EPAC has hired an independent consultant as a Quality Systems Manager, on a part-time basis, to assist and advise the senior management on how quality assurance is 'lived' at EPAC through policies, processes and people (*Source: Meeting with Management Group*).

#### 7.2 The institution and its programmes are subject to External Quality Assurance (EQA) on a regular basis.

EPAC senior management recognise the need for introducing more rigorous external quality assurance processes and have therefore engaged an EQAR registered, subject specific quality assurance agency, namely EQ-Arts, to consider their provision for accreditation, aligned to the European Standards and Guidelines (ESG) through EQ-Arts' quality framework. Prior to engaging EQ-Arts, EPAC adhered to the academic standards and regulations of its external accrediting body; EABHES (*Source: EABHES Contract for Services - Annex 56 and hard copy of Letter of 3-year Accreditation Renewal 2019 – Annex 95*). The last external accreditation process took place in 2019. The follow-up process was delayed due to the pandemic (*Source: SER pg. 35*).

In Switzerland, the monitoring of academic standards and regulations is delegated to the education department of the individual cantons. Consequently, the Canton of Valais has an important role in terms of external quality assurance of both public and private schools in its region. The education department of the Canton monitors the curriculum format of EPAC and the senior management regularly meet with the Canton education officers to discuss issues related to quality assurance processes (*Source: SER pg. 36*).

### **7.3 The institution involves the participation of internal and external peers/experts and stakeholders in its IQA and EQA processes.**

EPAC encourages the involvement of all staff and external stakeholders in its internal quality assurance processes by emphasising its stated values, vision and mission. The staff of the school endeavour to 'live' the mission of the school in their daily actions, and to focus on the importance of the curriculum providing students with the opportunities for self-expression, creativity and innovation in the work they produce (*Source: SER pg. 36*). EPAC's revised internal quality assurance cycles and systems are a work-in-progress, and there is a high level of commitment of the senior management to embed these systems. The teachers are acclimatising to the new quality assurance culture and the majority are eager to be involved and are genuinely enthusiastic about the improved internal quality assurance processes being introduced. However, a few do not yet recognise the valuable role they can play or understand how they can be involved (*Source: Meeting with teachers*). It is anticipated that the link between the teachers' forum and the new School Board will enable the teachers to see the value of the contribution they bring to the quality assurance processes (*Source: Meeting with Management Group*)

EPAC's external stakeholders from the professional field are embedded in the quality assurance processes at EPAC and provide useful feedback about quality assurance issues and enhancement of processes and procedures; most recently in developing the graduate profiles (*Source: Meeting*

*with Management Group*). EPAC has been undertaking regular student surveys for some time as part of their internal quality assurance process and is keen to ensure that students continue to play a central role. This is mirrored in the desire by students to be actively involved (*Source: Meeting with BA students*). EPAC does not have a formalised method of keeping in touch with its alumni and therefore is unable to systematically involve its graduates in quality assurance, although through informal channels there is some participation by alumni (*Source: Meetings with BA and MA alumni*).

#### **7.4 The institution's IQA system, and its cycles, are designed to ensure that its outcomes both assure and enhance its provision.**

Internal quality assurance systems at EPAC were designed to be annually reviewed and action plans initiated for the new academic year (*Source: Timetable of the Internal Quality Assurance Cycle - Annex 52*). In advance of the first visit, EPAC held a brainstorming session with all the teaching and administrative staff to highlight all the relevant internal stakeholders, issues involved in quality assurance delivery, and key dates and milestones in the internal quality assurance cycle (*Source: SER pg. 37 and meeting with teachers*). EPAC has acknowledged that it needs to pay greater attention to cyclical quality assurance process and has incorporated monitoring points throughout the year, tied into the schedule for School Board, at which enhancements are discussed (*Source: SER pg. 37 and Agenda for School Board – Annex 74*).

As noted above, EPAC has created the position of Quality Systems Manager, to support the wider EPAC community in reorienting their current quality assurance practices and processes towards a more comprehensive and embedded internal quality assurance culture and the operationalisation of the Quality Manual. This Quality Systems Manager will run regular workshops with staff to train and upskill on issues of quality assurance during the academic year 2022/23 (*Source: Meeting with Management Group at which the new Quality Systems Manager was present*).

#### **Review Team's analysis**

The Review Team recognise that once the performance indicators are added to the Quality Manual that EPAC's internal quality assurance systems for monitoring and reviewing its study programmes will be augmented, and EPAC will be able to enhance their current monitoring and evaluation cycles.

The students show clear enthusiasm and willingness to be involved in the internal quality assurance processes at EPAC. The Review Team **commends** (C7.3) the institution and programmes, on the enthusiasm on the part of the BA students they met in wanting to play an active role in internal

quality assurance, and to have a voice in assuring and enhancing the quality of the study programmes and their educational experience.

Few EPAC alumni (both BA and MA) are formally connected to the internal quality assurance processes, and graduating students note that they have not yet been asked as a group to stay in touch. A **condition** (C7.3) of accreditation is to establish an effective formal method of staying in touch with all BA and MA Alumni in place of the informal or personal contacts that the teachers have with selected Alumni, in order for them all to be equally involved in quality assurance processes and bring added value to EPAC.

The Review Team are pleased to learn that it is intended that internal quality assurance workshops will be arranged at EPAC, to support BA and MA teachers and other staff to understand the improved systems and processes. The Review Team **recommends** (C7.4) that these internal quality assurance workshops for BA and MA teachers should be scheduled at the earliest convenient opportunity.

The Review Team is very aware that EPAC's international offering has been significantly negatively affected by the Covid-19 global pandemic. The centrality of EPACs' international agenda, and the desire to reinstate it, leads the Review Team to **recommend** (C7.4) that KPIs need to be identified in the Quality Manual, applied and reviewed to assure the quality of this aspect of its provision once international students are enrolled.

### **Compliance with Standard 7**

*The Review Team concludes that the programme(s)/Institution have achieved the following level of compliance with Standard 7:*

<b><i>Institution</i></b>	<b><i>BA study programme</i></b>	<b><i>MA study programme</i></b>
<b>Substantially compliant</b>	<b>Substantially compliant</b>	<b>Substantially compliant</b>

## 8. Profile of compliance with the standards

### Standard 1. Quality Assurance Policy

The institution's mission, strategic plan, and policies for learning & teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture.

<b>Institution</b>	<b>Compliance: Partial</b>
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<b>Bachelor of Fine Arts – major in Game Arts</b>	<b>Compliance: Partial</b>
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<b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	
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<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Partial</b>
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#### Areas of Good Practice

- EPACs QA policy reflects the institution's mission, strategy, and policies for learning & teaching and research, and the Review Team **commends** (C1.4) the way in which EPAC has revised its organisational structure to include a representative School Board (including all stakeholders).

#### Recommendations

- The Review Team **recommends** (C1.2) that EPAC provide a more detailed strategic (yet achievable for the scale of institution) approach to impacting on the CPAD sector.
- The Review Team **recommends** (C1.4) that the terms of reference for the School Board, and the Management Board require minor revisions, that are in process by the EPAC management, in order for the 'organisational flow' to be efficient and effective.
- The Review Team **recommends** (C1.6) that EPAC facilitate the BA and MA teachers to engage in enhancement events in collaboration with appropriately identified Higher Arts institutions within the region and national context and that this is incorporated into the strategic plan.

#### Conditions

- As a **condition**\* (C1.5), EPAC will need to translate their KPI statements in the Strategic Plan into an appropriate set of qualitative and quantitative indicators. Qualitative and quantitative indicators should also be identifiable and included in the Quality Manual.

## Standard 2. Student-Centred Learning

The institution's approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centred approaches to learning and assessment processes.

<b>Institution</b>	<b>Compliance: Substantial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b> <b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	<b>Compliance: Partial</b>
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Partial</b>

### Areas of Good Practice

- The process to revise the BA and MA graduate profiles was welcomed by all contributors and the Review Team **commends** (C2.2) the process for both the BA and MA study programmes.
- The Review Team **commends** (C2.4) EPAC for ensuring that evaluation criteria are communicated to BA and MA students in hard copy and acknowledges that further feedback can be clarified face-to-face by teachers when asked.
- The Review Team **commends** (C2.6) EPAC for inviting representatives from the professional field to run a variety of workshops on the BA and MA programmes which are well received by the students.

### Recommendations

- The Review Team **recommends** (C2.1) that a simple diagram be produced of the BA study programme to demonstrate the overview of the structure, to be included in the BA student guidebook.
- The Review Team **recommends** (C2.1) that the current MA programme diagram is further developed to demonstrate an overview of the programme structure and co-dependencies.
- The Review Team **recommends** (C2.5) that consideration is given to the balance of freedom and structure offered throughout both the BA and MA programmes.
- The Review Team **recommends** (C2.6) that the Academic Director considers evaluation tasks aligned to each BA student's internship experience and further **recommends** (C2.6) that in the BA programme, all students have equivalent exposure to external professional opportunities.

## Conditions

- As a **condition\*** (C2.1 and C2.2) of accreditation, the drafting of the BA Intended Learning Outcomes need to be finalised to reflect the relationship between traditional art disciplines and the latest technology and should complete the drafting of year three ILOs aligned to the EQF level 6. The BA ILOs should cover internships and international exchange. Evaluation criteria should then be checked against those ILOs. The drafting of ILOs for the final project in the MA study programme must also be urgently finalised and aligned to the EQF level 7.
- As a **condition\*** (C2.4) of accreditation, the evaluation criteria for the MA need to be clearly defined and mapped to the ILOs.

## Standard 3. Assuring the Student Study Experience

The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience.

<b>Institution</b>	<b>Compliance: Partial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b> <b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	<b>Compliance: Substantial</b>
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Substantial</b>

### Areas of Good Practice

- The Review Team **commends** (C3.1) EPAC for the consistency of its BA and MA admission processes.
- The Review Team **commends** (C3.1) EPAC for the introduction of a new Examination and Resit Board and terms of reference within its organisational structure to ensure fairness and transparency in the BA and MA evaluation processes.
- The Review Team **commends** (3.2) EPAC for involving the BA students in analysis and feedback on the usefulness of the student guidebook (2021-22) following implementation of revisions for 2022-23.
- The Review Team **commends** (C3.2) EPAC on their established Student Charter and Charte Déontologique (Teacher's Charter) which help to ensure a safe, supportive and inclusive environment at the school.

### Recommendations

- The Review Team **recommends** (C3.2) that EPAC revise programme documents to consistently include gender-neutral language when referring to students, in both French and English versions, where possible.

### Conditions

- As a **condition\*** (C3.1) of accreditation, EPAC must finalise the full BA and MA Evaluation and Exam Regulations, including the role of external juries, and any consequences of academic dishonesty, for inclusion in the BA and MA student guidebooks.
- As a **condition\*** (C3.2) of accreditation, EPAC should introduce a formalised complaints procedure to ensure that student complaints can be dealt with efficiently and confidentially, and to ensure consistency with the statement in the Quality Policy that a complaints procedure exists.

## Standard 4. Human Resources

The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees.

<b>Institution</b>	<b>Compliance: Partial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b>	<b>Compliance: Substantial</b>
<b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Substantial</b>

### Areas of Good Practice

- The Review Team **commends** (C4.1) EPAC on the quality and commitment of its BA and MA teaching staff, and its support staff.

### **Recommendations**

- The Review Team **recommends** (C4.1) that EPAC review the contract for the Academic Director and amend it as necessary to ensure that the time contracted to EPAC is sufficient to enable duties to be fully discharged.
- The Review Team **recommends** (C4.3) that EPAC takes ‘positive action’ to diversify the profile of their teaching and administrative staff when appointing to future vacant posts.
- The Review Team **recommends** (C4.4) that EPAC include a separate budget line for staff development, to ensure transparency and understanding across the institution.
- The Review Team **recommends** (C4.4) that EPAC implements its new Staff Development Policy during the new academic year (2022/23) and that the new staff appraisal process that is being planned as part of the Staff Development Policy is templatised and referenced in the newly revised job descriptions.
- As part of EPAC’s staff development plans the Review Team **recommends** (C4.4) that the BA teachers are encouraged to visit other Higher Education Institutions offering similar programmes.

### **Conditions**

- As a **condition**\* (C4.1) of accreditation, the Review Team require EPAC to revise the Job Description of the Academic Director so that it maps to the strategic goals and includes sufficiently defined roles and responsibilities.
- As a **condition**\* (C4.1) of accreditation, EPAC should revise job descriptions to clearly indicate that the BA and MA teachers should evaluate students according to criteria which have been mapped to the Intended Learning Outcomes. Please refer to pg. 34 of this report for further details.

## **Standard 5. Learning & Teaching Resources**

The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning & teaching resources that enable students to achieve the intended learning outcomes.

<b>Institution</b>	<b>Compliance: Partial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b> <b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	<b>Compliance: Substantial</b>
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Partial</b>
<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>▫ The Review Team <b><u>commends</u></b> (C5.4) EPAC on the dedication of its support staff and BA and MA teachers, and the level of study support offered to students, particularly the neuro-diverse students.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▫ The Review Team <b><u>recommends</u></b> (C5.3) that EPAC should consider making available access to (an) online research database(s).</li> <li>▫ The Review Team <b><u>recommends</u></b> (C5.4) that EPAC runs workshops to ensure that referencing protocols are used correctly by BA and MA teachers and students alike.</li> </ul> <p><b>Conditions</b></p> <ul style="list-style-type: none"> <li>▫ As a <b><u>condition</u></b>* (C5.1) of accreditation, the Review Team require EPAC to draft a more comprehensive business plan with risk assessment and mitigation, including worst case financial modelling and solutions for underwriting student fees during the 3-year review cycle.</li> <li>▫ As a <b><u>condition</u></b>* (C5.2) of accreditation, the Review Team require EPAC to include enhanced research-related aims in their strategic plan (2022-2025) to inform the MA curriculum and enhance the student experience.</li> </ul>	
<b>Standard 6. Communication</b>	
The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available.	
<b>Institution</b>	<b>Compliance: Substantial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b> <b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	<b>Compliance: Substantial</b>
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Substantial</b>

### Areas of Good Practice

- The Review Team **commends** (C6.1) EPAC for producing a detailed Communications Plan [marketing] that includes actions, action owners and a timeline.
- The Review Team **commends** (C6.1) EPAC for recognising the need for inspiring and effective communications on issues of Internal Quality Assurance and for engaging a Quality Systems Manager to help facilitate this.

### Recommendations

- The Review Team **recommends** (C6.1) that performance indicators should be included in the communications plan in order to track the efficacy of the various tactical marketing measures planned.

### Conditions

- As a **condition** (C6.1) of accreditation, the Review Team requires EPAC to operationalise the internal and external communication aspects of its communication strategy in the form of a plan to include performance indicators, actions, action owners and a timeline.

## Standard 7. Quality Assurance Processes

The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision.

<b>Institution</b>	<b>Compliance: Substantial</b>
<b>Bachelor of Fine Arts – major in Game Arts</b> <b>Bachelor of Fine Arts – major in Painting, Illustration, Comic Arts</b>	<b>Compliance: Substantial</b>
<b>Master of Fine Arts – Game Arts</b>	<b>Compliance: Substantial</b>

### Areas of Good Practice

- The Review Team **commends** (C7.3) the enthusiasm on the part of BA students in wanting to play an active role in internal quality assurance, and to have a voice in assuring and enhancing the quality of the study programmes and their educational experience.

### Recommendations

- The Review Team **recommends** (C7.4) that internal quality assurance workshops for BA and MA teachers should be scheduled at the earliest convenient opportunity.
- The Review Team **recommends** (C7.4) that KPIs need to be identified that align with EPAC's International provision and applied and reviewed to assure the quality of this aspect of its provision once international students are enrolled.

**Conditions**

- A **condition** (C7.3) of accreditation is to establish an effective method of staying in touch with all BA and MA Alumni and collating the informal or personal contacts that the teachers have with selected Alumni, in order for them all to be involved in internal quality processes and bring added value to EPAC.

\* denotes conditions that are urgent (see summary in section 10)

## 9. Conclusions

EPAC is embarking on a period of transition as it starts to navigate and embed a stronger culture of quality assurance into its systems and processes. This period of transition also involves slight changes to award titles and the Review Team consider that the revised BA Award titles, as proposed by EPAC, are appropriate and relevant to the national and international visual arts context.

Described by the Co-Founders as an *'école de niche'*, it is clear that EPAC is a specialised institution with a dedicated teaching staff, senior management team and student-body, who are committed to ensuring that it prospers. The family atmosphere and close community ties are the heart of EPAC, and in preparation for the Review Team's visit, the staff and senior management were keen to ensure this was communicated in both the SER, the addenda, and site visits.

In writing the SER and addenda, EPAC reported that the process enabled them the opportunity to critically reflect on their existing processes and systems, and to start to consider which aspects needed improving and formalising. As such, EPAC were able to fully and partially implement a number of new processes in preparation for the site visits. The Review Team found the SER and its addenda to be an honest, insightful and accurate representation of the institution, and its BA and MA study programmes, and it was reflective and clear on the actions required to improve and enhance the existing quality assurance processes. Significant progress was made in preparing for the first and second site visits, in spite of the ongoing challenges that EPAC faced as a result of the Covid-19 global pandemic.

It is evident to the Review Team that EPAC and its study programmes have a central role in the community, in and around Saxon, and play an important role in local artistic life. The success of EPAC's 2014 Pi Symposium demonstrates EPAC's reach not only locally, but nationally too, with participants from across Switzerland taking part in the event. Unfortunately, the Covid-19 global pandemic has significantly affected the momentum of EPAC's international aspirations; incoming and outgoing exchange students have been unable to travel, and international enrolments have disappeared, which has had a significant impact on finances. Between 2022-25, a key priority for EPAC will be reigniting and growing of these international networks again in order to increase international recruitment and stabilise and balance income and expenditure.

EPAC has created a space where students feel safe and nurtured, and able to freely express themselves. Neuro-diverse students and LGBTQ+ students particularly noted that EPAC was a place

where they felt supported and safe and able to approach teachers and staff without judgement. Diversity amongst the teachers and management group is very low at EPAC. However, the Review Team understands that due to the commitment of the staff, turnover is very low and therefore they have had little opportunity to take positive steps to remedy this. Going forward, EPAC is committed to increasing diversity within its staff and teaching teams.

Although research has, to date, not been a priority, as it was not required for accreditation with EAHBES, EPAC is keen to develop their research culture. As their teachers also work professionally in the CPAD sector, EPAC is in a strong position to do this. EPAC recognises that opportunities for teaching staff and students to become involved in research activities exposes teachers and students to new developments in their specialist fields.

The financial sustainability of EPAC was of concern for the Review Team, particularly in light of the reduced student numbers as a result of the Covid-19 global pandemic. EPAC has already taken positive steps to address this concern, which they share. Although not yet finalised, a Business Plan for 2022-25 has been produced and the senior managers in charge of financial management were able to provide the Review Team with a statement of support declaring their willingness and intent to use their best endeavours to ensure that adequate financial support will be made available, should this become necessary.

In noting areas of good practice and in making recommendations and conditions against each standard, the Review Team is broadly in agreement with EPAC's own analysis of their institutional and programme strengths and areas for improvement. The SER and its addenda, and the extensive strategic work carried out by the team at EPAC in the months leading up to the two site visits, will establish a clear vision for its future, once finalised and implemented. The Review Team encourages EPAC to retain its critically effective stance when considering the recommendations and addressing the conditions set out in this report.

The Review Team would like to once again thank EPAC for their engagement in this process, their preparation and the enthusiasm of the representatives that the Review Team met. This review process took place against a backdrop of a difficult few years for EPAC in light of the Covid-19 global pandemic. The Review Team were able to conduct a thorough, fair and rigorous accreditation review as a result of the significant amount of work and preparation that took place by a small yet dedicated team.

## 10. Summary of compliance with EQ-Arts standards

EQ-Arts Standards	Compliance: Fully – F Substantially – S Partially - P Not - N			Remarks
	EPAC	BA	MA	
<p><b>Standard 1 Quality Assurance Policy</b></p> <p>The institution’s mission, strategic plan, and policies for learning &amp; teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture.</p>	P	P	P	*Please refer to section 8 of this report for the condition that needs to be completed urgently (C 1.5).
<p><b>Standard 2 Student-Centred Learning</b></p> <p>The institution’s approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centered approaches to learning and assessment processes.</p>	S	P	P	*Please refer to section 8 of this report for the two conditions that need to be completed prior to the start of the new academic year (C2.1/C2.2 and C2.4).
<p><b>Standard 3 Assuring the Student Study Experience</b></p> <p>The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience.</p>	P	S	S	*Please refer to section 8 of this report for the two conditions that need to be completed prior to the start of the new academic year (C3.1 and C3.2)
<p><b>Standard 4 Human Resources</b></p> <p>The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees.</p>	P	S	S	*Please refer to section 8 of this report for the two conditions that need to be completed prior to the start of the new academic year (C4.1)
<p><b>Standard 5 Learning &amp; Teaching Resources</b></p> <p>The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning &amp; teaching resources that enable students to achieve the intended learning outcomes</p>	P	S	P	*Please refer to section 8 of this report for the two conditions that need to be completed urgently (C5.1 and C5.2)
<p><b>Standard 6 Communication</b></p> <p>The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available.</p>	S	S	S	
<p><b>Standard 7 Quality Assurance Processes</b></p>	S	S	S	

The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision.				
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## Annex 1 – Site-Visit Schedule

### EQ-Arts Quality Assurance & Enhancement Review

#### Schedule for first visit to EPAC 4-6 April 2022

##### Monday 4 April 2022

9h00 – 9h15	Operational meeting – setting up, refreshments, organisation etc.
<b>9h15 – 09h30</b>	<b>Review Team (RT) meet Liaison person</b>
<b>9h30 – 10h30</b>	<b>RT meet the Co-Founders / Heads of the Institution</b>
10h30 - 11h00	private meeting RT
<b>11h00 – 12h00</b>	<b>RT meet the Programme leaders</b>
12h00 - 12h30	private meeting RT
<b>12h30 - 13h00</b>	<b>RT meet the Director of International Affairs</b>
13h00 – 13h45	working lunch (private RT) in the meeting room
<b>13h45 – 14h15</b>	<b>Tour of the facilities</b>
14h15 – 14h30	private meeting RT
14h30-15h00	<b>RT meet Preparatory Year Students (with translation services)</b>
<b>15h00 – 15h15</b>	private meeting RT
15h15- 16h15	<b>RT meet BA students (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year) (with translation services)</b>
<b>16h15 – 16h45</b>	private meeting RT
16h45 – 18h00	<b>RT meet the Pedagogical Head / Academic Director (with translation services)</b>
18h00-19h00	private meeting RT

##### Tuesday 5 April 2022

09h00 – 09h30	private meeting RT
<b>09h30 – 10h30</b>	<b>RT meet BA alumni</b>
10h30 –11h00	private meeting RT
<b>11h00 – 12h00</b>	<b>RT meet programme(s') teachers (with translation services)</b>

12h00– 12h30	private meeting RT
<b>12h30 –13h30</b>	<b>RT meet technical and support staff</b>
13h30 – 14h30	working lunch (private RT) in the meeting room
<b>14h30 –15h30</b>	<b>RT meet staff with responsibility for quality assurance</b>
15h30 – 16h00	private meeting RT
<b>16h00 –16h30</b>	<b>RT meet representatives of decision-making committees</b>
16h30 – 17h00	private meeting RT
<b>17h00 –18h00</b>	<b>RT meet representatives of the professions and employers (with translation services)</b>
18h00 –19h00	private meeting RT

### **Wednesday 6 April 2022**

<b>09h00 – 09h30</b>	<b>Clarification meeting</b>
09h30 – 13h00	private meeting RT
13h00 – 14h00	working lunch (private RT) in the meeting room
<b>14h00 – 14h30</b>	<b>Oral feedback to the Co-Founders / Heads of Institution and colleagues</b>
15h00	RT Departure

### **Schedule for second visit to EPAC 13-16 June 2022**

#### **Monday 13 June 2022**

09h00 – 9h15	Operational meeting – setting up, refreshments, organisation etc.
<b>9h15 – 9h30</b>	<b>Review Team (RT) meet Liaison person</b>
<b>9h30 – 10h30</b>	<b>RT meet with Members of the Management Group</b> <i>Focus: EPAC Strategic Plan and organisational structure</i>
10h30 - 11h30	private meeting RT
<b>11h30 – 12h30</b>	<b>RT meet with Members of the Management Group</b> <i>Focus: Business Plan and risk assessment</i>
12h30 - 14h00	private meeting RT with lunch

<b>14h00 - 15h00</b>	<b>RT meet the Members of the School Committee and Management Group</b> (with translation services)  <i>Focus: Internal Quality Assurance</i>
15h00 – 15h30	private meeting RT
<b>15h30 – 16h30</b>	<b>RT meet Academic Director</b> (with translation services)  <i>Focus: BA and MA Study Programmes (inc. Programme Learning Outcomes)</i>
16h30 – 17h00	private meeting RT
<b>17h00 – 18h00</b>	<b>RT meet teachers of MA Study Programme</b>
18h30 – 20h00	private meeting RT at Hotel

### **Tuesday 14 June 2022**

<b>09h00 – 10h00</b>	<b>RT view selection of MA work (inc. work of MA Alumni attending the 10h00 meeting)</b>
<b>10h00 – 11h00</b>	<b>RT meet alumni of the MA programme</b>
11h00 – 11h30	private meeting RT
<b>11h30 – 12h30</b>	<b>RT view selection of BA work</b>
12h30– 14h00	working lunch (private RT) in the meeting room
<b>14h00 – 15h30</b>	<b>RT meet graduating BA students (representing each current award title)</b>
15h30 – 16h00	private meeting RT
<b>16h00 – 17h30</b>	<b>RT meet teachers of BA Study Programme</b> (with translation services)
<b>17h30 - 20h00</b>	private meeting RT at Hotel

### **Wednesday 15 June 2022**

<b>09h00 – 10h00</b>	<b>Clarification meeting – RT with EPAC Management Group</b>
10h00 – 13h00	private meeting RT
13h00 – 14h00	working lunch (private RT) in the meeting room
14h00 – 17h30	private meeting RT
18h00 – 20h00	private meeting RT at Hotel

**Thursday 16 June 2022**

09h00 -10h00	private meeting RT
<b>10h00 – 11h00</b>	<b>RT verbal feedback to EPAC</b>
12h00	RT depart Saxon

## Annex 2 – List of supporting documents

In addition to the **Self-Evaluation Report (SER)**, EPAC provided the following documents with a corresponding annex number. Please note that some of these documents were provided in French, and EPAC has translated the titles. This list uses the translated titles provided to the Review Team. In order to navigate through the annexes, the Review Team has added, in square brackets, additional information and/or titles. Some documents were provided in hard copy only, and this has been noted below. Those in grey were provided in advance of the first visit and were later either incorporated into other longer documents or revised and re-supplied as a new document. They have been kept in this list to reflect the review process.

Academic Regulations EABHES	Annex 29
Accreditation EABHES	Annex 20
Admissions Policy and Procedure	Annex 86
Agenda for Examination Board	Annex 75
Agenda for Management Board	Annex 73
Agenda for School Board	Annex 74
All Syllabus and Briefing Document on Workshops	Annex 64
Appeals Procedure	Annex 31
Assessment Criteria and Grading System	Annex 24
Benchmarks/Metrics for Institutional/Programme Achievement	Annex 50
Business Plan	Annex 91
Canton of Valais Bursaries [application form]	Annex 97
Charte Déontologique de L'EPAC [Teacher Charter - hard copy only]	Annex 96
Committee Structure / Membership	Annex 13
Communication Plan [marketing]	Annex 92
Communications Strategy [includes marketing, internal and external communications]	Annex 45
Contracts of Collaboration with International Schools	Annex 58

Covid-19 Global Pandemic Addendum to SER	Annex 93
Directory of Formal External Partnerships	Annex 27
Directory of International Partnerships	Annex 22
Dossier for 'École Suisse' Recognition	Annex 65
EABHES Contract for Services	Annex 56
Equality and Inclusion Policy	Annex 57
Equality, Diversity and Inclusion Policy [signed]	Annex 62
Evaluation Criteria	Annex 84
Evidence of Engagement with Relevant Subject Associations / Peer Institutions	Annex 47
Evidence of the Support for International Mobility Offered to Incoming and Outgoing Students	Annex 23
Examination Board Terms of Reference	Annex 72
Example of Student Assessment	Annex 34
Example of Student Timetable	Annex 40
Example of Teacher's Assessment	Annex 51
Examples of Communications	Annex 43
Examples of Study Programme Handbooks	Annex 48
External Communication Processes	Annex 17
Feedback from Alumni	Annex 8
Feedback from Staff	Annex 9
Feedback from Students	Annex 7
Feedback from the Professional World and Employers	Annex 41
Financial Reporting [hard copy only]	Annex 63
Graduate Profile for BA major Game Art	Annex 76
Graduate Profile for BA major Painting, Illustration, Comic Art	Annex 77
Graduate Profile for MA Game Art	Annex 78
ILOs – All Courses	Annex 79
Information on Physical Resources	Annex 38
Institutional Funding Model	Annex 46
Institutional Organigram	Annex 12

International Contracts	Annex 21
IT Issues [hard copy only]	Annex 49
Job Description for Teacher [revised]	Annex 90
Job Description of Director of Pedagogy [Academic Director]	Annex 60
Letter of 3-year Accreditation Renewal 2019 – EABHES [hard copy only]	Annex 95
List of Physical Resources	Annex 39
MA Programme Intended Learning Outcomes	Annex 80
Management Board Terms of Reference	Annex 70
Mediation Contract with Psychologist	Annex 61
Minutes of Board Administration	Annex 67
Minutes of meetings - Marketing Group	Annex 55
Minutes of meetings - Teachers Meeting	Annex 54
Minutes of meetings with State of Wallis, Educational Department	Annex 53
Mission and Vision statement	Annex 2
National Qualification Framework	Annex 16
New Academic Integrity Policy	Annex 87
New Appeals and Complaints Procedure	Annex 88
New Staff Development Policy	Annex 89
One-Page Strategic Plan	Annex 94
Outline of Visual Arts Sector in Switzerland	Annex 15
Pedagogical Policy	Annex 3
Policies/Procedures for Communication Processes	Annex 44
QA Manual - reviewed	Annex 69
Quality Assurance Policy	Annex 1
Quality Manual	Annex 66
Records of Committee Meetings	Annex 14
Records of External Partnerships	Annex 59
Records of Public-facing Activities and Events	Annex 6
Records of Student External Placements/Internships [hard copy only]	Annex 26

Records of Teachers' Meetings	Annex 19
Reports on Marketing Activities	Annex 42
Resource Allocation Model	Annex 35
Revised BA Study Programmes [in progress]	Annex 81
Revised MA Study Programmes	Annex 82
Revised Student Guidebook	Annex 85
Revised Syllabus	Annex 83
Sample Study Programme Handbooks/Course Descriptors	Annex 18
School Board Terms of Reference	Annex 71
Sources of External Funding [hard copy only]	Annex 36
Staff CVs	Annex 33
Staff Organigram	Annex 32
Staff Recruitment form	Annex 11
Strategic Plan	Annex 68
Student Admissions Data	Annex 10
Student Admissions Documents	Annex 28
Student Support and Guidance	Annex 30
Student Charter	Annex 25
Study Programme Aims	Annex 4
SWOT Analysis	Annex 5
SWOT Analysis [marketing]	Annex 37
Timetable of the Internal Quality Assurance Cycle	Annex 52