



Quality Enhancement Review Report

Programme review

[Name of the programme(s) reviewed]

[Name of the institution]

[Logo of the institution]

[Site visit date]

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Preamble to the EQ-Arts Template for Reviewers' Report Programme Review

Aim of this template

EQ-Arts provides this template in order to assist reviewers in the process of drafting and structuring their final report and to ensure consistency between all the review reports.

EQ-Arts standards for programme review

The template is based on the EQ-Arts standards for programme review, which are available for download on the EQ-Arts website (see: <http://www.eq-arts.org>). The template lists the standards, it suggests for each of the standards a set of questions, which should be considered when addressing them, and it provides an overview of the supportive material which needs to be presented. When drafting its standards, EQ-Arts has considered Part 1 of the [Standards and guidelines for quality assurance in the European Higher Education Area \(ESG\)](#), aiming to provide higher education institutions with standards and guidelines for internal quality assurance.¹ This way, programmes reviewed by EQ-Arts are ensured that all the European standards and guidelines for internal quality assurance are addressed in EQ-Arts review procedures.

How to proceed?

This template contains a short preamble, which provides guidelines in relation to the report writing, all the standards, which need to be addressed divided into eight chapters, as well as summary and conclusion chapters.

When writing the report, this preamble should be deleted, so that the report starts with the actual introduction. In the chapters following the introduction, the indicated standards need to be carefully considered one by one, using the provided sets of questions for each standard as guidelines. These questions aim at facilitating the understanding of each standard and at illustrating the range of topics covered by that standard. The questions should be deleted when drafting the report, so that each chapter consists of the standard itself and the description of the way in which the standard is met.

¹ The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) have been developed in 2005 and revised in 2015 by the key stakeholders in the field of quality assurance at European level: the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). A major goal of these Standards and Guidelines is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. See http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf

For each standard, the report should include:

- 1) A description of the situation in the institution, based on elements from the Self-Evaluation Report and on findings from the site-visit duly referenced*
- 2) A statement assessing the compliance of the programme with this standard*
 - Fully compliant (the institution/programme meets the standard in all respects)*
 - Partially or substantially compliant (the institution/programme meets the standard in most, or some, respects). In such cases, one would expect a recommendation as to how full compliance might be achieved in future*
 - Not compliant (the institution/programme fails to meet the standard in all, or almost all, respects): In such cases, one would expect a condition (or strong recommendation in the case of a Quality Enhancement Review) to be imposed.*

The verdict on compliance should be duly justified.

- 3) Comments and suggestions for improvement*

Elements from the Self-Evaluation Report should be precisely quoted (for example, “[Self-Evaluation Report (SER), p. 16]”) and findings from the site-visit duly referenced (for example, “Students met indicated that” or “[meeting with administrative staff]”).

The report may also address other issues, which the Review Team finds relevant to the aims of the review exercise.

Introduction

Information to be provided:

- *Context of the review*
- *Data on the institution/programme*
- *Composition of the Review Team*

1. Programme's goals and context

Standard: the programme goals are clearly stated and reflect the institutional mission

Questions to be considered when addressing this standard:

- a) What is the institution's mission, vision and aims?
- b) What is the rationale and aims for the programme and what are its distinctive/unique features?
- c) How does the institution ensure the programmes align with its mission and/or in the regional, national and international context?
- d) What is the quality management process to ensure the standards of the programme are maintained and developed?
- e) What elements and factors are involved in determining admission capacity and profile?
- f) What were the procedures for formal approval and legal recognition of the study programme taken into consideration in its development?
- g) What quantitative and qualitative statistical information is collected, and how is it used to support/enhance the study programme?
- h) How are the key stakeholders (teachers, students & employers/professional bodies) engaged in the development of the programme?
- i) How are equal opportunities embedded in the institutional/programme mission/vision?

Text to be inserted:

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2. Educational processes

2.1 The curriculum and its methods of delivery

Standard: the goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery

Questions to be considered when addressing this standard:

- a) What is the institutional process in place for the design, approval and re-approval of programmes?
- b) How does the curriculum reflect the institutional mission and address the aims of the programme?
- c) How are students engaged in the development of the curriculum and the learning and teaching strategy?
- d) What are the learning outcomes of the programme and are they compatible with the Subject Dublin Descriptors' learning outcomes (e.g. ELIA Dance, Film, Fine Art and Design subject descriptors)?
- e) How does the programme enable students to develop individual study profiles?
- f) Where appropriate, is there a connection/progression between the programme and other study programmes/cycles?
- g) What is the range of learning and teaching strategies used in the delivery of the curriculum?
- h) How are students offered opportunities to present their creative practice internally and externally?
- i) How does the programme encourage critical reflection and self-reflection by the student?
- j) How are students introduced to research and what role does it play within the programme?
- k) How does research inform curriculum development and teaching?
- l) How does research feed into students' assignments/activities/tasks?
- m) Are there formal arrangements for students to receive academic, career and personal guidance?

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2.2 International perspectives

Standard: the programme offers a range of opportunities for students to gain an international perspective

Questions to be considered when addressing this standard:

- a) How is the programme aligned with the international strategy of the institution?
- b) To what extent do the curriculum and the extra-curricular activities offer international perspectives?
- c) How is the international dimension integrated into the curriculum at all levels of study?
- d) Are there any intended learning outcomes explicitly formulated linked to internationalisation?
What are they?
- e) How is the programme participating in international partnerships/exchanges/research?
- f) How are international students on the programme supported?
- g) Does the programme have international teachers delivering parts of the curriculum?
- h) How have teachers developed international expertise?
- i) Which activities does the programme organise under the umbrella
“internationalisation@home”?
- j) How does the programme organise QA on internationalisation?

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- 3) *Comments and suggestions for improvement*

2.3 Assessment

Standard: assessment methods are clearly defined and demonstrate achievement of learning outcomes

Questions to be considered when addressing this standard:

- a) What are the methods for assessment and how do these methods show the achievement of learning outcomes?
- b) How are they being reviewed to consider issues such as consistency and fairness?
- c) Are the assessment methods aligned with the teaching and learning methods/formats?
- d) Are the assessment criteria and procedures easily accessible to and clearly defined for students and staff?
- e) What moderation processes are in place and does it include external input?
- f) What kind of grading system is being used in examinations and assessments?
- g) Are students provided with timely and constructive feedback on all forms of assessments?

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3. Student profiles

3.1 Admission/Entrance qualifications

Standard: there are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme

Questions to be considered when addressing this standard:

- a) Does the programme have clear and appropriate criteria for admissions?
- b) In what ways do the entrance requirements assess the abilities (artistic/technical/academic/pedagogical) of the applicants to successfully complete the study programme?
- c) Who is involved in the applicant selection procedure?

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3.2 Student progression, achievement and employability

Standard: the programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students

Questions to be considered when addressing this standard:

- a) How are student progression and achievement monitored within the programme?
- b) What are the recognition mechanisms (prior learning, study abroad)?
- c) Is there a policy for data collection on alumni and what information does the programme collect on the professional activities/employment of the students after they complete the programme, and how is this information used?
- d) Are graduates successful in finding work/building a career in today's highly competitive creative industries?
- e) What range of creative practice arenas do graduates have jobs in immediately after graduation and later?
- f) How do graduates contribute to the enhancement of cultural life locally, nationally and internationally?

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4. Teaching staff

4.1 Staff qualifications and professional activity

Standards: members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers

Questions to be considered when addressing this standard:

- a) How does the institution ensure that all members of the programme's teaching staff have appropriate qualifications as educators?
- b) Is there an institutional strategy that supports and enhances the teaching staff's artistic/pedagogical/ research activity?
- c) Is there a policy in place for continuing professional development of teaching staff?
- d) How are teaching staff engaged in the different activities of the institutions (committees, concerts, organisation of events, etc.)?
- e) How are teaching staff encouraged to engage in on-going critical reflection and to develop this quality in their students?

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4.2 Size and composition of the teaching staff body

Standard: there is sufficient qualified teaching staff to effectively deliver the programme

Questions to be considered when addressing this standard:

- a) How does the programme ensure that the number and experience of teaching staff are adequate to cover the volume and range of disciplines?

- b) How does the composition of the teaching staff allow adaptation to new professional requirements and changes to the curriculum?
- c) How does the recruitment policy foster new developments within the programme?

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5. Facilities, resources and support

5.1 Facilities

Standard: the institution has appropriate resources to support student learning and delivery of the programme

Questions to be considered when addressing this standard:

- a) Are the building facilities (teaching and practice studios, lecture and seminar rooms, workshops, exhibition venues, IT and library facilities, etc.) appropriate to the needs of the professional world?
- b) Are the equipment/tools/machinery etc. appropriate and up to current standards to meet the demands of the professional world?
- c) Are the computing and other technological facilities appropriate and current?
- d) Is the library resources (IT, VLE, book-stock, journals) and services appropriate?
- e) Does the programme utilise a VLE (e.g. Moodle) to support the students learning?

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5.2 Financial resources

Standard: the institution's financial resources enable successful delivery of the programme

Questions to be considered when addressing this standard:

- a) How does the institution ensure sustainable funding to run its programmes?
- b) How are decisions taken to allocate resources for study programmes?
- c) What are the key features for long-term financial planning?
- d) Does the programme have sufficient resources for its effective delivery?

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- 3) *Comments and suggestions for improvement*

5.3 Support staff

Standard: the programme has sufficient qualified support staff

Questions to be considered when addressing this standard:

- a) Are there sufficient qualified support staff (technical, administrative, non-teaching staff, etc.) to support the teaching, learning and artistic activities of the programme?
- b) Are policies in place for continuing professional development of support staff?

Text to be inserted:

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The verdict on compliance should be duly justified.

3) Comments and suggestions for improvement

6. Communication, organisation and decision-making

6.1 Internal communication process

Standard: effective mechanisms are in place for internal communication within the programme

Questions to be considered when addressing this standard:

- a) How does the programme communicate with its students and staff?
- b) How do students and staff communicate?
- c) How does the programme communicate with part- time and hourly-paid teaching and non-teaching staff and with external collaborators (guest teachers, examiners, etc.)?
- d) How does the programme ensure the continued effectiveness of its communication systems?
- e) How do the programmes share best practice?

Text to be inserted:

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6.2 Organisational structure and decision-making processes

Standard: the programme is supported by an appropriate organisational structure and decision-making processes

Questions to be considered when addressing this standard:

- a) What is the organisational structure of this programme and how is it linked with that of the institution?
- b) What are the decision-making processes within the programme?
- c) Are staff responsibilities in the programme clearly defined?
- d) Is there sufficient and appropriate representation (e.g. students, staff, external representatives, etc.) within the programme's organisational structure and decision-making processes?
- e) What evidence exists to demonstrate that the organisational structure and the decision-making processes are effective?

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- 3) *Comments and suggestions for improvement*

7. Internal Quality Culture

Standard: the programme has in place effective quality assurance and enhancement procedures

Questions to be considered when addressing this standard:

- a) What quality assurance and enhancement procedures are in place within the programme? How often and by whom is the programme being reviewed?
- b) How and by whom are the quality assurance and enhancement procedures monitored and reviewed?
- c) How do quality assurance and enhancement procedures inform/influence each other?
- d) Does the institution set clear benchmarks/metrics for programmes to measure their success?
- e) What happens to the programme if they do not achieve these measures?
- f) How are staff/students/alumni/representatives of the creative industries profession/quality assurance experts involved in the quality assurance and enhancement procedures and how is their feedback used to enhance the programme?
- g) How are these procedures used to inform decision-making?
- h) How are students and staff informed if their feedback has led to change?
- i) How would the overall quality culture within the programme be characterised (e.g. individual vs. collective – innovative vs. traditional – self-determined vs. system-controlled – managerial vs. professional)?

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- 3) *Comments and suggestions for improvement*

8. Public interaction

8.1 Cultural, artistic and educational contexts

Standard: the programme engages within wider cultural, artistic and educational contexts

Questions to be considered when addressing this standard:

- a) Does the programme engage with the public discourse on cultural/artistic/educational policies and/or other relevant issues, and if so, how?
- b) What are the contributions of the programme to cultural/artistic/educational communities at the local, national and international level?
- c) Does the programme prepare its students to advance society through the use of their knowledge and skills, and if so, how?
- d) Is the programme involved in the development of cultural and social/enterprise projects at local, national and/or international levels (outside the institution)?

Text to be inserted:

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8.2 Interaction with the artistic professions

Standard: the programme actively promotes links with various sectors of the music and other artistic professions

Questions to be considered when addressing this standard:

- a) How does the programme engage with various sectors of the creative industries and artistic professions?
- b) What are the long-term plans for the (continued) development of the links with the creative industries and artistic professions?
- c) How does the programme assess and monitor the on-going needs of the professions?
- d) How does the programme engage in and promote Lifelong Learning opportunities?
- e) How does the programme support students and staff to engage in external projects?

Text to be inserted:

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8.3 Information provided to the public

Standard: information provided to the public about the programme is clear, consistent and accurate

Questions to be considered when addressing this standard:

- a) What resources and delivery systems are used to convey information to the public?
- b) How does the programme ensure that information given to the public (students, audiences, parents, arts education institutions at other levels, etc.) is consistent with the content of the programme?
- c) What mechanisms are in place to review information before it goes public?
- d) How does the programme ensure ethical considerations are addressed before going public?
- e) How is the accuracy of the information ensured on an on-going basis?
- f) Which results of QA does the programme publish?

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9. Summary of the programme(s)' compliance with EQ-Arts Standards

EQ-Arts Standards	Compliance: Fully – F Partially - P Substantially - S Not - N	Remarks
<i>Standard 1</i> The programme goals are clearly stated and reflect the institutional mission.		
<i>Standard 2.1</i> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.		
<i>Standard 2.2</i> The programme offers a range of opportunities for students to gain an international perspective.		
<i>Standard 2.3</i> Assessment methods are clearly defined and demonstrate achievement of learning outcomes		
<i>Standard 3.1</i> There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.		
<i>Standard 3.2</i> The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.		
<i>Standard 4.1</i> Members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers.		
<i>Standard 4.2</i> There are sufficient qualified teaching staff to effectively deliver the programmes.		
<i>Standard 5.1</i> The institution has appropriate resources to support student learning and delivery of the programme.		
<i>Standard 5.2</i> The institution's financial resources enable successful delivery of the study programmes.		
<i>Standard 5.3</i> The programme has sufficient qualified support staff.		
<i>Standard 6.1</i> Effective mechanisms are in place for internal communication within the programme.		

<i>Standard 6.2</i> The programme is supported by an appropriate organisational structure and clear decision-making processes.		
<i>Standard 7</i> The programme has in place effective quality assurance and enhancement procedures.		
<i>Standard 8.1</i> The programme engages within wider cultural, artistic and educational contexts.		
<i>Standard 8.2</i> The programme actively promotes links with various sectors of the music and other artistic professions.		
<i>Standard 8.3</i> Information provided to the public about the programme is clear, consistent and accurate.		

10. Summary of strong points, recommendations and conditions

This section offers a summary of the institutional attributes which stand out as being strong relative to the EQ-Arts standards for programme review, as well as an outline of the areas in which potential for further development emerged.

List of strong points

- *Strong point 1*
- *Strong point 2*
- *Strong point 3*
- *Strong point 4*
- ...

Recommendations for further development

- *Recommendation 1*
- *Recommendation 2*
- *Recommendation 3*
- *Recommendation 4*
- ...

Conditions for further development (if appropriate)

- *Condition 1*
- *Condition 2*
- *Condition 3*
- *Condition 4*
- ...

11. Conclusion

Concluding remarks to close the report

Annex 1 – List of supporting documents

Please insert here a list of supporting material/ evidences provided by the institution before and during the review. The supporting documents can be attached at the end of this report, or can be made available for download online on a page accessible to the peer-reviewers.

Annex 1. *Title*

Annex 2. *Title*

Annex 3. *Title*

Annex 4. *Title*

Annex 5. *Title*

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