



# EQ-Arts

## Self-evaluation report

### Programme review

[Name of the programme to be reviewed]

[Name of the institution]

[Logo of the institution]

[Site visit date]

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## How to get started: preamble to the EQ-Arts Template for self-evaluation (Programme Review)

### Aim of the self-evaluation template

EQ-Arts provides this self-evaluation template in order to assist your institution in the process of drafting and structuring the Self-Evaluation Report (SER) for programme review/accreditation.

### 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.

The template lists the standards, it suggests for each of the standards a set of questions that should be considered when addressing them, and it provides an overview of the supportive material that needs to be presented. When drafting their standards/principles, EQ-Arts have 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.<sup>1</sup> 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.

Mind that standards are not criteria, but statements or expectations to comply with. The degree of compliance is normally measured by using underlying qualitative and quantitative indicators.

### How to write the SER?

This template contains a preamble that provides practical instructions, an outline of the introduction to be written by the institution, and all the standards that need to be addressed divided into eight chapters.

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<sup>1</sup> 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](http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf)

*[Practical tip: when writing the report, the preamble to this template should be deleted, so that the report starts with the actual introduction.]*

The introduction should cover all programmes.

**After the introduction, the institution is expected to write one chapter per programme to be accredited, each time based on the template provided in chapters 1-9 of this document.** When information to be included is similar from one programme to another, the institution is asked to refer to the pages where the text is mentioned initially (and not to copy-paste several times the same text).

For each chapter (i.e. each programme), 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 function of these questions is not that they all should be answered separately in detail, but rather that they should provide guidance to the issues to be possibly addressed in the self-evaluation process in relation to each standard. These issues may differ according to the institutional context and the review procedure being used. So, please do not use them as a checklist nor as criteria!

*[Practical note: 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. The answers can be inserted in the provided text box below each standard.]*

It is suggested that, for each standard, the report should include an analysis of challenges faced, how the institution has reflected on these and the changes that are envisioned to address them. Brief historical accounts of changes that have recently been implemented, and their effects, may also help to place future strategies for quality enhancement into context. The self-evaluation report should show appropriate balance between description, on the one hand, and evaluation of strengths and weaknesses on the other. Institutions should adopt an open and self-critical approach towards quality assurance.

Finally, below each standard, there is a series of 'supportive material/evidence' indicated which suggests the kind of existing documentation or materials that should be used to support the self-evaluation description and analysis written in relation to that standard. When drafting the report, reference (using footnotes/links etc.) need to be made to these supporting documents.

*[Practical note: the indicative list of material should be deleted and replaced by the actual titles/headings of the supporting documents. In chapter 9, all the documents should be listed accordingly.]*

Four types of material are recommended:

1. Quantitative (statistical) data (number of students, teachers, financial information);
2. Qualitative data (distinctive achievements, successes in all aspects – students, staff, pedagogy, research, enterprise etc.);
3. Documentation relating to curricula, artistic activities, facilities, biographies of teachers.;
4. Strategic and policy documents which describe the institution's (new) goals and methods applied to reach them, and provide an assessment of the institution's current work.<sup>2</sup>

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.

### Further guidelines

In addition to the instructions above, the following guidelines need to be taken into account when drafting the self-evaluation report.

The report should:

- be no longer than 30 pages (excluding supporting documents).
- be written in English unless otherwise agreed with the EQ-Arts.
- be structured in accordance with the way in which the standards themselves are listed and numbered.
- be analytical and reflective, and include, if possible for each standard, an analysis and assessment of the situation described and some thoughts about future directions envisioned.

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<sup>2</sup> It is understood that institutions may not always have pre-existing comprehensive supporting documentation or materials and that these may still be in development. If this is the case, institutions are asked to give succinct answers to areas of enquiry and to provide details explaining the stage of development of the information.

- include easily readable statistical overviews and supporting information in relation to students, staff, graduates, alumni, applicants, finance etc.
- include a list of annexes and acronyms.

Institutions are recommended to:

- adhere closely to the list of 'supportive material/evidence' given in the standards and ensure that all the standards are supported by appropriate documents, while not overdoing by adding too many.
- include any relevant statistical information (students, staff, graduates, alumni, applicants, facilities, finance etc.) in an easily readable format.
- include any documentation relevant to the national educational system), the institution and/or the programme.
- contact the EQ-Arts Office to discuss the language of these materials. It is normally agreed that larger documents (catalogues, comprehensive study plans, etc.) may be presented in the original language provided that comprehensive summaries are provided in English.
- number the attachments and establish easily visible cross-references between the SER and each of the attached documents. The SER should list the supporting documents in full.

The Self-Evaluation Report should be sent:

- approved by the senior board and signed by the Rector (or equivalent).
- electronically to the EQ-Arts Office with a list of the proposed supporting documents, a minimum of six weeks in advance of the review team's visit. The EQ-Arts Office will distribute the SER to the review team.
- the supportive material is uploaded on an online platform, which can be accessed by all review team members.
- to all members of staff and students who are to meet the review team.

## Introduction

### The production of the Self-Evaluation Report

*[Please insert here an introductory part including a brief account on how the self-evaluation process was organised, the authors and how the report was produced and decided upon.]*



## Executive HEI's profile

*[Please provide here an executive summary including some key facts and data about the institution and the programme(s): the vision and mission, the operational management structure, key policies and documents, statistical data on the number of students enrolled in the programme(s), number of students and staff (teaching and support) in the various cycles of the programme (if appropriate).]*

## History of the institution and the programme(s)

*[Please write here a short history of your institution and of the programme(s).]*

## The national higher arts educational system

*[Please provide a brief description of the national higher arts educational structure or system and the place of your institution within the structure (a clear flowchart is welcomed). Describe any major national changes policies, laws etc. impacting on the institution, its mission, its programmes and its IQA. (This will provide important contextual information for the review team.)]*

## 1. Programme's goals and context

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

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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Mission and/or policy statements;
- An overview of the educational programme and its aims;
- External & internal reports/reviews/questionnaires;
- Description of the programme's profile;
- State-specific regulations, criteria set up by e.g. national quality assurance and accreditation bodies, qualifications framework;
- The institutes data-management and communications policy;
- Admission profile of the study programme and description of the framework for admission;
- Policies on equal opportunities;
- Evaluative reports on equal opportunities (e.g. results of surveys).

## 2. Educational processes

### 2.1 The curriculum and its methods of delivery

**Standard: the aims of the programme are achieved through the content and structure of the curriculum and its teaching & learning methodologies**

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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Course handbook and syllabi showing:
  - Overall structure of the programme
  - Learning outcomes of the programme
  - The use of ECTS credits or equivalent
  - Characteristics of individual modules/units (credits, content, specific learning outcomes, assessment methods)

- Availability of options for personal study profiles within the course structure
- Any additional features such as in the case of Masters study, additional qualifications compared to a Bachelor's degree;
- Evidence of how the curriculum is linked to the EQF benchmark statements, or information about plans for the introduction and use of these;
- Educational approaches: information on teaching methods and techniques (individual/group tuition, relationship to professional practice, use and integration of VLEs/e-learning tools and appropriate technology, projects, internships, etc.);
- Student internal and external presentation/performance/exhibition opportunities;
- Student contribution to/consultation on learning, teaching and assessment strategies;
- Student/staff feedback (focus groups, internal and external surveys);
- Examples of activities drawing on staff research, samples of students' research projects, dissertations and other research projects;
- Documentation outlining the structure for academic, career and personal guidance.

## 2.2 International perspectives

**Standard: the programme offers a range of opportunities for students and staff 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Internationalisation strategy;
- Any other strategies to promote international cooperation, the inclusion of foreign students and staff and student and staff exchanges;
- Examples where an international dimension is included in the curriculum/modules;
- Language policy, courses taught in a second language;
- Information and services available for foreign students;
- Overview of international partnerships, co-operation agreements and participation in international projects;
- International activities within and outside the curriculum
  - Master classes
  - International projects/Exhibitions
  - Visiting performers/lecturers;
- Student/staff feedback (focus groups, internal and external surveys);
- Support strategy for students on international exchanges etc;
- Statistical data:
  - Numbers of foreign students and staff
  - Numbers of foreign visiting guest lecturers
  - Numbers of incoming and outgoing student and staff exchanges;

## 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Samples of documentation of creative practice, examination papers, coursework, reports and other relevant examples of assessed work of students;
- Regulations concerning the assessment of students, including appeals procedures;
- The transparency and publication of these rules and standards;
- Student/staff feedback (focus groups, internal and external surveys);
- Any other documentation relating to and explaining the institution's grading system;
- Methods for providing timely feedback to students.



### 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 institution have clear and appropriate criteria for admissions for all types of applicants (including mature students and lifelong learning opportunities)?
- 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Formal admission requirements;
- Interview procedure and guidelines;
- Reports of any evaluations of the admission requirements and procedures (also for students without formal qualification and participating in lifelong learning opportunities);
- Information on internal and external stakeholder feedback on the admission procedures;
- Information on the appeals procedure;
- Statistical data (for the 3 last academic years):
  - Number of student applications each year
  - Numbers of students accepted each year.

#### 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/ evidence:

- Statistical data (for the 3 last academic years):
  - Number of students/number/% of graduates (gender, field of study, national/international)
  - Number/% of students completing within the normal duration of the programme
  - Number/% of students that have transferred to other institutions or dropped out (incl. analysis of the reasons for this);
  - Numbers/% of students progressing to employment over the past five years;
  - Numbers/% of students progressing to employment in discipline related fields over the past five years;
  - Numbers/% of students progressing to further study/research over the past five years.
- Evaluative reports on student progression and achievement;
- Examples of diplomas/diploma supplement/transcripts of records that are handed out to students when finishing studies;
- Data on alumni career activities;
- Alumni engagement/feedback on the value of the education received;
- Employers engagement/feedback (national and international) on the value of the education offered;
- List of creative industries in which graduates find employment;
- Any other relevant documentation/reports.

## 4. Teaching staff

### 4.1 Staff qualifications and professional activity

**Standard: 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 policy and strategy (review & evaluation, funding etc.) that supports and enhances the teaching staff's artistic/pedagogical/research and enterprise 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, exhibitions/fairs, research, enterprise, curating/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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/ evidence:

- Policy and procedures on staff recruitment;
- Terms of academic staff contracts, evidencing workloads and time allocation for research and professional development;
- Artistic, professional and/or academic record of the teaching staff (e.g. curriculum vitae, registers/databases of artistic/research/enterprise activities);
- Evidence of teaching staff's activities in international contexts (networks, conferences, competitions, festivals, articles, exhibitions etc.);
- Relevant policy documents (annual report and/or other documents);
- Records of staff research/enterprise output & income generation;
- Records of staff participation in continuing professional development;
- Student/staff feedback (focus groups, internal and external surveys).

### 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Teaching staff details:
  - Number of staff<sup>3</sup> in various subject areas in full-time equivalent (Fte<sup>4</sup>)
  - Total number of hours taught
  - Equal opportunities;
- Strategies for maintaining flexibility in the teaching staff;
- Student/staff feedback (focus groups, internal and external surveys);
- Recruitment procedure.

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<sup>3</sup> Staff includes teaching, technical and administrative

<sup>4</sup> Fte stands for full-time equivalent.

## 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Information on facilities:
  - rooms and associated equipment available to students;
  - quality of rooms relative to discipline standards;
  - computing and technological facilities available to students;
  - statistical data (number of books, journals etc.);
  - libraries, associated resources and services available to students;
  - books & journals – review and renewal;
  - access to resources;
  - feedback from staff and students;
  - evaluative reports/documentation;
- Access to VLE resources;
- The institutions resource timetabling system and process;
- Student/staff feedback (focus groups, internal and external surveys).

### 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Programme Capital/resource Plan:
- Budget data:
  - for teaching staff
  - for support staff
  - for running and upgrading facilities and equipment
  - for artistic/academic/research activities.
- Strategies for improving the funding of the programme

### 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Statistical data on support staff (technical, administrative, non-teaching staff, etc.):
  - number in full-time equivalent
  - composition and roles
  - competency and qualifications;
- Policies on continuing professional development and initiatives;
- Evaluative documents/reports;

- Student/staff feedback (focus groups, internal and external surveys);
- Assessment procedure;
- Tenure track and/or other promotion procedures.

## 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Annual review reports;
- Communication tools for the publication of information to students and staff (VLE, newsletter, boards, etc.);
- Policies/procedures on communication process;
- Student/staff feedback (focus groups, internal and external surveys)

### 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 management 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 institution/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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Details of the organisational structure of:
  - the institution (e.g. organisational chart/organogram)
  - the study programme (e.g. details of programme management, its committees [e.g. membership, links between committees, number of meetings per year, etc.]);
- Programme Development Plan/Action Plan;
- Examples of programme decision-making processes (e.g. agendas and minutes of meetings);
- Student/staff feedback (focus groups, internal and external surveys);
- Examples of changes that have happened as a result of issues raised through management/programme meetings and/or student/staff feedback.

## 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)?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Documentation of policies and procedures related to quality assurance and quality enhancement;
- Feedback from staff/students/alumni/representatives of the creative industries profession/quality assurance experts (focus groups, internal and external surveys);
- Benchmarks/metrics set for programme achievement;
- Agendas and minutes of meetings;
- Actions leading to improvements of the programme;
- Strategies/policies for improving the quality assurance and enhancement system;
- Monthly newsletters, website updates, emails.

## 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)?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/ evidence:

- Documentation of external activities (e.g. projects, community activities, educational initiatives, membership of programme personnel on relevant external committees, etc.);
- Information on student training/involvement in external cultural, artistic and/or educational projects.

### 8.2 Interaction with the artistic professions

#### Standard: the programme actively promotes links with various sectors of the creative industries

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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Documentation showing:
  - structures for communication with relevant sectors of artistic professions
  - initiatives taken to support students, graduates and staff in programme projects
  - evidence of the programme's commitment to Lifelong Learning activities and examples of specific initiatives;
- Details regarding the interaction with the professions, its influence on the programme and its impact on the student experience;
- Student/staff feedback (focus groups, internal and external surveys);
- Action plans for meeting the needs identified through interaction with the professions;
- Funding allocated within the programme for interacting with the creative industries and artistic professions.

### 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?

*[Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution has reflected on these and the changes that are envisioned to address them.]*

Supportive material/evidence:

- Student/staff feedback (focus groups, internal and external surveys);
- Programme handbooks;

- Institutional information policies (recruitment policies, website and other information materials if appropriate);
- Organisational structure;
- Ethics Policy, Committee and procedures;
- Marketing and/or Publicity Office policy statements or equivalent documents;
- IT communication strategy statements;
- Public contact statements/policies (i.e. response time to inquiries etc., codes of conduct for dissemination of public statements etc.);
- Newsletters, website updates, emails.

## 9. Supporting documents

*[Please insert here a list of supporting material/ evidences. 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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