



EQ-Arts

Self-evaluation report

Institutional review

[Name of the institution to be reviewed]

[Logo of the institution]

[Site visit date]

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How to write the SER: preamble to the EQ-Arts Template for Self-Evaluation (Institutional Review)

Aim of the Self-Evaluation Report (SER) template

EQ-Arts provides this self-evaluation template in order to assist institutions in the process of drafting and structuring their self-evaluation report for an institutional review.

EQ-Arts standards for Institutional Review (IR)

The template is based on the EQ-Arts standards for institutional review, which are available for download on the EQ-Arts website. The template lists the standards and it suggests a set of questions for each of the standards, which could 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, institutions 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).

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

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

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 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 address each EQ-Arts standard in turn, and 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 could 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, research, pedagogy, 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.²

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.

Additional 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 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.
- 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.

² 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.

- 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 (a clear organigram is welcomed), 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) etc.]

History of the institution

[Please write here a short history of your institution.]

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. Institutional mission, vision and context

Standard: the institutional mission and vision are clearly stated.

Questions to be considered when addressing this standard:

- a) What is the institution's mission, vision and aims?
- b) What are the institution's current and future major threats and challenges?
- c) What is the institution's long-term strategy and how does it reflect its mission?
- d) How do the aims of its educational programmes address the institutional mission?
- e) What are the institutional priorities (in the regional, national and international context) and which areas are emphasised?
- f) What is the national legal context/framework in which the institution operates?
- g) How are equal opportunities embedded in the institutional mission/vision?
- h) What quantitative and qualitative data/information is collected, and how is it used to support the institutional mission/ vision?
- i) How are outcomes of internal quality assurance processes used to support the institution's mission and 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 Vision;
- Strategic/Operational/Action plans;
- An overview of educational programmes and their aims;
- Key supportive documents and policies (Learning & Teaching, Research, Enterprise, Ethics, etc.);
- State-specific regulations, criteria set up by e.g. national quality assurance and accreditation bodies, qualifications framework;
- Equal Opportunities policy;
- Evaluative reports on equal opportunities (e.g. results of surveys);
- Statistical data:
 - Number of students/graduates (by semesters, gender, field of study, national/international);
 - Number/% of students that have transferred to other institutions or dropped out (incl. reasons for this)
 - Number of student applications each year (by study programme);
 - Numbers of students accepted each year (by study programme);
 - Student progression and achievement statistics (by study programme) for past 5 years;
- Quality management strategy and structure;
- Outcomes (impact) of internal quality assurance process.

2. Educational processes

2.1 The programmes and their methods of delivery

Standard: the goals of the institution are achieved through the content and structure of the study programmes and their 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 are programmes designed in terms of objectives and intended learning outcomes and how are they aligned with the institutional aims?
- c) Where appropriate, is there a connection/progression among and between the study programmes/cycles?
- d) Are programme outcomes compatible with the Subject Dublin Descriptors' learning outcomes (e.g. ELIA Dance, Film, Fine Art and Design subject descriptors) and with the national qualifications framework?
- e) How is 'student centred' learning supported in the institution and the programmes?
- f) What flexibility exists within the institution that enables students to develop individualised study profiles?
- g) How is the institution utilising different teaching methodologies in the delivery of the programmes?
- h) What role does research³ play throughout the programmes offered?
- i) How does research inform curriculum development and teaching?
- j) How does research feed into students' assignments/activities/tasks?
- k) How does the institution encourage critical reflection and self-reflection by the students?
- l) How does the institution support students in presenting their creative work?
- m) How does the institution provide 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.]

³ The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'. Source: [Glossary of the Shared 'Dublin' descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards](#).

Supportive material/evidences:

- Evidence of how the programmes are linked to the Dublin Descriptors and/or the subject learning outcomes;
- Programme Handbooks/Course descriptions/Credit structure etc;
- Institutional Information Guides, websites, virtual learning environments (VLEs);
- Educational approaches: information on teaching methods and techniques (individual/group tuition, relationship to professional practice, use and integration of e-learning tools and appropriate music technology, projects, internships, syllabi etc.);
- Learning/teaching/assessment strategy;
- Examples of activities drawing on staff research, samples of students' research projects, dissertations and other research projects;
- Statistical data:
 - Number of students per subject area;
 - Number of staff in various subject areas;
 - Staff workload for teaching, counselling, administration and research/enterprise;
 - Number of full-time and part-time staff;
- Student/Staff feedback (focus groups, internal/external surveys etc.);
- Student performance opportunities:
 - Professional placements;
 - Community outreach/involvement;
 - Mobility opportunities for artistic development (Erasmus, tours, joint-projects etc.);
- Documentation outlining the structure for academic, career and personal guidance.

2.2 International perspectives

Standard: the institution offers a range of opportunities for students and staff to gain an international perspective.

Questions to be considered when addressing this standard:

- a) What is the institutional strategy for offering international perspectives and experiences to students?
- b) To what extent do the study programmes and the extra-curricular activities broaden the students' international perspectives and experiences?
- 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 institution participating in international partnerships/exchanges?
- f) How does the institution support incoming and outgoing students and staff?
- g) Does the institution have international teachers delivering parts of the curriculum?
- h) How have teachers developed international expertise?

- i) Which activities does the institution organise under the umbrella “internationalisation@home”?
- j) How does the institution 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:

- International policy and strategy;
- Any other strategies to promote international cooperation, the inclusion of foreign students and staff and student and staff exchanges;
- Language policy;
- Information and services available for incoming and outgoing students and staff;
- Overview of international partnerships, co-operation agreements and participation in European/international projects;
- International activities within and outside the curriculum
 - Master classes
 - International projects
 - Visiting artists/designers/performers/lecturers
 - Research/enterprise programmes;
- Student/staff feedback (focus groups, internal and external surveys);
- Statistical data:
 - Numbers of international students and staff
 - Numbers of international visiting guest lecturers
 - Numbers of incoming and outgoing student and staff exchanges
 - Numbers of Research and enterprise projects.

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 all assessment criteria and procedures easily accessible to and clearly defined for students and staff?
- e) 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:

- Documentation relating to and explaining the institution's methods for assessment (reference to which qualification Framework and Learning Outcomes benchmark statements used, assessment criteria, grading system, etc.);
- Regulations concerning the assessment of students, including appeals procedures;
- Samples of examination papers, coursework, reports and other relevant examples of assessed work of students;
- External examiners/professional body/employers feedback;
- Clear and accessible rules and standards;
- Student/staff feedback (focus groups, internal and external surveys);
- Methods for providing timely feedback to students, including feedback on their public presentations (if applicable).

3. Student profiles

3.1 Admission/Entrance qualifications

Standard: clear admissions criteria exist, which establish artistic/academic suitability of students.

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 institution's 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;
- 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.

3.2 Student progression, achievement and employability

Standard: the institution 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 is student progression and achievement monitored within the programmes?
- 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 on student progression and achievement:
 - Completion rate
 - Pass rate
 - Retention rate;
 - 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.
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- 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 perspectives on the value of the education offered;
- Employers perspectives (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

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 programmes' teaching staff have appropriate qualifications as educators?
- b) Is there an institutional strategy 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 institution (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;
- 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 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 are sufficient qualified teaching staff to effectively deliver the programmes.

Questions to be considered when addressing this standard:

- a) How does the institution 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 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:

- Teaching staff details:
 - Number of staff⁴ in various subject areas (in Fte⁵)
 - Total number of hours taught
 - Equal opportunities;
- Strategies for maintaining flexibility in the teaching staff (activities for continuing professional development, language courses etc.);
- Student/staff feedback (focus groups, internal and external surveys);
- Recruitment procedure.

⁴ Staff includes teaching, technical and administrative.

⁵ 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 programmes.

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 standard of equipment and resources appropriate to the demands of the professional world?
- c) Is the library, its associated equipment (VLE, book-stock, journals etc.) and its services appropriate?

[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:
 - number and size of rooms available to students (teaching and practice studios, lecture and seminar rooms, workshops, exhibition venues, IT and library facilities etc.);
 - computing and technological facilities available to students;
 - libraries, associated equipment and services available to students (VLE, books, journals, periodicals, audio-video materials, subscriptions to periodic publications, etc.);
 - opening hours of libraries and studio/workshop facilities;
 - feedback from staff and students.

5.2 Financial resources

Standard: the institution's financial resources enable successful delivery of the study programmes.

Questions to be considered when addressing this standard:

- a) What are the institution's financial resources and how are these resources guaranteed?
- b) How does the institution ensure sustainable funding to run its programmes?
- c) How are decisions taken to allocate resources on faculties, departments, study programmes, individual teaching staff members etc.?
- d) What are the key features for long-term financial planning?
- e) Does the institution have a risk management strategy?

[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:

- Operational Management diagram;
- Strategic Plan/Operational Plan/Annual Budget;
- Minutes Financial Management meetings (Boards, Senate etc.);
- Budget data:
 - for teaching staff
 - for support staff
 - for running and upgrading facilities and equipment
 - for artistic/academic/research/enterprise activities;
- Internal decision making policies dealing with financial resources;
- Risk management strategy;
- Strategies for improving the funding of the institution.

5.3 Support staff

Standard: the institution 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 complement the teaching, learning and artistic activities?
- b) Are policies/strategies 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 institution.

Questions to be considered when addressing this standard:

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

[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:

- Key management meetings (Senate, Boards, Committees) membership, Terms of Reference;
- Communication tools for the publication of information to students and staff (newsletter, website, VLE, Boards, Forum 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 institution has an appropriate organisational structure and clear decision-making processes.

Questions to be considered when addressing this standard:

- a) What is the organisational structure of the institution in terms of committees and senior staff?
How is the effectiveness of these monitored?
- b) How are key strategic decisions made within the institution? Who is involved?
- c) Are the responsibilities of senior staff in the institution clearly defined?
- d) Is there sufficient and appropriate representation (e.g. students, staff, external representatives, etc.) within the institution'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);
- Details of the management structure of the institution and line management responsibilities;
- Strategic and Operational Plans;
- Examples of institution decision-making processes (e.g. agendas and minutes of meetings);
- Risk management strategy and evidence of monitoring;
- Communication policy/guidelines;
- Membership of key committees/groups within the institution;

7. Internal Quality Culture

Standard: the institution has a strong internal quality culture, supported by clear and effective quality assurance and enhancement procedures.

Questions to be considered when addressing this standard:

- a) What quality assurance and enhancement policies and procedures are in place within the institution?
- b) How and by whom are the programmes being reviewed and how often does this take place?
- c) Does the institution set clear benchmarks/metrics for programmes to measure their success?
- d) What happens to the programme if they do not achieve these measures?
- e) How are the quality assurance and enhancement procedures monitored and reviewed at an institutional and programme level?
- f) What external quality assurance activities take place and how does it affect internal quality assurance and enhancement policy?
- g) How do quality assurance and enhancement procedures inform/influence each other?
- h) How are staff/students/alumni/representatives of the arts⁶ profession/quality assurance experts involved in the quality assurance and enhancement procedures?
- i) How are the institution's quality assurance procedures communicated to staff and students?
- j) How is quality enhancement used at an institutional level to make institution-wide changes/changes to programmes?
- k) How are staff and students informed of changes made?
- l) How would the overall quality culture within the institution 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:

- Strategies/policies for quality assurance and enhancement system;
- Documentation of policies and procedures related to quality assurance and quality enhancement;
- Benchmarks/metrics set for institutional/programme achievement;
- Evidence of impact of the quality enhancement procedures;
- Agendas and minutes of meetings;
- Evidence of complaints procedures;
- Actions leading to improvements in quality assurance procedures;
- Monthly newsletters, website updates, emails.

⁶ Arts – to represent all fields of art, design and performance.

8. Public interaction

8.1 Cultural, artistic and educational contexts

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

Questions to be considered when addressing this standard:

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

[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:

- Supporting evidence of external activities (e.g. projects, community activities, educational initiatives and partnerships, membership of programme personnel on relevant external committees, involvement in pre-higher education, enterprise projects etc.);
- Supporting evidence of student training/involvement in external cultural, artistic and/or educational projects.

8.2 Interaction with the artistic professions

Standard: the institution actively promotes links with various sectors of the creative industries and other artistic professions.

Questions to be considered when addressing this standard:

- a) How does the institution engage with various sectors of creative industries and other artistic⁷ professions?

⁷ Artistic – to represent all fields of art, design and performance.

- b) What are the long-term plans for the (continued) development of the links with the artistic professions?
- c) How does the institution support its programmes in interacting with the artistic professions?
- d) How does the institution assess and monitor the on-going needs of the professions?
- e) How does the institution engage in and promote Lifelong Learning opportunities?

[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 the creative industries and other 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 institution for interacting with the artistic professions.

8.3 Information provided to the public

Standard: information provided to the public about the institution 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 institution ensure that information given to the public (students, audiences, parents, arts education institutions at other levels, etc.) is consistent with its activities (educational programmes, organisational structure, academic calendar, exhibitions etc.)?
- c) What mechanisms are in place to review information before it goes public?
- d) How does the institution 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 institution 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, VLE/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/evidence. 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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