**Overview of EQ-Arts Standards and Criteria mapped to the ESG**

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| **ESG part 1 ESG Standards** | **EQ-Arts Standards** | **EQ-Arts Criteria** |
| **Standard 1.1**Policy for QA | **Standard 1:** Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.  | **1. Quality Assurance Policy**  The institution’s mission, strategic plan, and policies for learning & teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture.  | * 1. The QA policy is clearly inspired by and linked with the institution’s mission, strategy, and policies for learning & teaching and research
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| * 1. The institution’s mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector and societal needs locally, nationally and internationally.
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| * 1. The institution has Equal Opportunities and Inclusion & Diversity strategies that cover all its operational activities
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| * 1. The institution has an appropriate organisational structure, allied with, and aligned to clear, inclusive and effective decision-making processes that enable it to realise its mission and meet its stated strategic objectives.
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| * 1. The institution uses an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor its progress towards the realisation of its stated strategic objectives.
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| * 1. The QA policy is designed to foster an institution-wide quality culture that promotes continuous development and enhancement as well as innovation in cooperation with the CPAD sector.
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| **Standard 1.2** Design and approval of programmes **Standard 1.3**Student-centred learning, teaching and assessment | **Standard 1.2:** Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. **Standard 1.3:** Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.  | **2. Student-Centred Learning** The institution’s approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centred approaches to learning and assessment processes.  | 2.1 The design of the study programmes is aligned with institutional vision, mission and strategies. |
| 2.2 Study programmes, and their intended learning outcomes (LOs) are designed, and regularly approved, including with the involvement of internal and external stakeholders. |
| 2.3 The learning, teaching and assessment methods and criteria are effectively aligned with intended learning outcomes. |
| 2.4 Students are made fully aware of relevant assessment criteria and receive clear, objective, and timely feedback on their level of achievement against the learning outcomes. |
| 2.5 Students are challenged and enabled to take an active role in their learning processes. |
| 2.6 Students are provided with opportunities to engage with related professional practices and the world of work as part of their study programme. |
| 2.7 The curricula of undergraduate programmes are informed by leading research in the subject field. The curricula of postgraduate programmes actively engage students in research. |
| **Standard 1.4**Student admission, progression, recognition and certification | **Standard 1.4:** Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g., student admission, progression, recognition and certification.  | **3. Assuring the Student Study Experience** The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience | 3.1 The institution and its programmes consistently apply regulations on the whole cycle of the student experience addressing application & admissions, recognition for prior learning, and progression & achievement. |
| 3.2 The regulations pertaining to the student experience are applied according to the specific rights of the students, their individual rights and their diversity. |
| **Standard 1.5**Teaching staff | **Standard 1.5:** Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.  | **4. Human Resources** The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees. | 4.1 The compliment of teaching, research, academic management and study support staff available to students is sufficient to enable them to achieve their learning outcomes. |
| 4.2 The competences of the teaching, research, academic management and study support staff enable the students to achieve their learning outcomes. |
| 4.3 The institution recruits the teaching, research, academic management and study support staff in accordance with their Equal Opportunities and Inclusion & Diversity Strategies. |
| 4.4 The institution offers its staff career opportunities that are equitable, enables them to improve their performance, to achieve their personal ambitions and engage with the strategic priorities of the institution and developments across the wider CPAD sector. |
| **Standard 1.6**Learning resources and student support | **Standard 1.6:**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.  | **5. Learning & Teaching Resources** The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning & teaching resources that enable students to achieve the intended learning outcomes | 5.1 The institution allocates appropriate financial resources to the material support of all aspects of student learning, including intended Learning Outcomes. |
| 5.2 The institution makes appropriate resources available to deliver the relevant quality of research. |
| 5.3 The institution ensures that the technical, digital and physical infrastructure made available to students enables them to achieve the intended Learning Outcomes. |
| 5.4 An appropriate range of study, research and individual well-being support & guidance is readily accessible to all students. |
| **Standard 1.7** Information management**Standard 1.8**Public information | **Standard 1.7:**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities. **Standard 1.8:**Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. | **6. Communication and Information Management** The institution collects, analyses and uses relevant information to support the effective management of its provision, and effectively manages and facilitates communication amongst internal and external stakeholders, and publishes information that is clear, accurate, consistent and readily available. | 6.1 The institution collects, analyses and uses relevant information to support the effective management of its programmes and other activities. |
| 6.2 The institution’s internal communication systems are accessible to all students and staff and enable vertical and horizontal interaction between all its internal stakeholders. |
| 6.3 The institution’s approach to external communication, welcomes and facilitates communication from and with external stakeholders. |
| 6.4 The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent and readily available. |

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| **Standard 1.9** On-going monitoring and periodic review of programmes **Standard 1.10**Cyclical EQA | **Standard 1.9:**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. **Standard 1.10:**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.  | **7. Quality Assurance Processes** The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision.  | 7.1 The institution’s Internal Quality Assurance (IQA) system effectively monitors and reviews its formal processes and each of its study programmes on a regular basis. |
| 7.2 The institution and its programmes are subject to External Quality Assurance (EQA) on a regular basis. |
| 7.3 The institution involves the participation of internal and external peers/experts and stakeholders in its IQA and EQA processes. |
| 7.4 The institution’s IQA system, and its cycles, are designed to ensure that its outcomes both assure and enhance its provision. |