**EQ-Arts Review Report**

**Institutional/Programme review**

**TEMPLATE**

**[Name of the institution to be reviewed]**

**[Logo of the institution]**

**[Site visit dates]**

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**Overview of EQ-Arts Standards and Criteria**

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| **EQ-Arts Standards** | **Criteria** |
| **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. | 1.1 The QA policy is clearly inspired by and linked with the institution’s mission, strategy, and policies for learning & teaching and research |
| 1.2 The institution’s mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector and societal needs locally, nationally and internationally. |
| 1.3 The institution has Equal Opportunities and Inclusion & Diversity strategies that cover all its operational activities |
| 1.4 The institution has an appropriate organisational structure, allied with, and aligned to clear, inclusive and effective decision-making processes that enable it to realise its mission and meet its stated strategic objectives. |
| 1.5 The institution uses an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor its progress towards the realisation of its stated strategic objectives. |
| 1.6 The QA policy is designed to foster an institution-wide quality culture that promotes continuous development and enhancement as well as innovation in cooperation with the CPAD sector. |
| **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-centered 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 all programmes are informed by leading research in the subject field. The curricula of postgraduate programmes also actively engage students in research. |
| **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. |

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| **EQ-Arts Standards** | **Criteria** |
| **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. |
| **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. |
| **6. Communication**  The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available. | 6.1 The institution’s internal communication systems are accessible to all students and staff and enable vertical and horizontal interaction between all its internal stakeholders. |
| 6.2 The institution’s approach to external communication, welcomes and facilitates communication from and with external stakeholders. |
| 6.3 The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent and readily available. |
| **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. |

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

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

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

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

* **Fully compliant** (the institution meets the standard in all respects);
* **Partially** or **substantially compliant** (the institution meets the standard in most, or some, respects);
* **Not compliant** (the institution fails to meet the standard in all, or almost all, respects).

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

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

**Preamble**

### The purpose of this template

This template is provided to assist review teams in the drafting and structuring their final report and to promote consistency across all review reports undertaken solely by EQ-Arts.

### EQ-Arts standards for institutional/programme review

This template is aligned with the template for the EQ-Arts Self-evaluation Report (SER)for Institutional/Programme Review[[2]](#footnote-2), which is available for download on the EQ-Arts website (<http://www.eq-arts.org>). The following template lists the standards and the associated criteriawhich need to be considered when addressing each standard, it also provides lists of suggested sources of supporting evidence that the institution may present as annexes to their SER. When drafting its standards, EQ-Arts took full account of Part 1 of the [Standards and guidelines for quality assurance in the European Higher Education Area (ESG)](http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf) [[3]](#footnote-3). Therefore, institutions can be assured that all the European standards and guidelines (ESG) for internal quality assurance are addressed in EQ-Arts review procedures.

### How to proceed?

This template provides brief guidelines in relation to report writing and is then divided into 11 chapters, which include the introductory section of the report (Chapter 0) and each of the 7 EQ-Arts Standards (Chapters 1 to 7), as well as summary and conclusion chapters (Chapters 8 to 10).

When the report has been drafted, this preamble should be deleted, so that the report starts with the introductory chapter (Chapter 0). In the following 7 chapters (that address each of the standards) the associated criteria need to be carefully considered and referenced. These criteria are intended to help the institution to understand the range and nature of the topics covered by that standard. The criteria should be deleted once the report has been drafted, so that each chapter consists of the standard itself and the description of the way in which the standard is met in respect to each of the associated criteria.

For each standard, the report should include:

1. A description of the situation in the institution, based on elements from the Self-Evaluation Report, findings from the site-visit and elements from the supporting evidence provided by the institution (all duly referenced)
2. A statement assessing the compliance of the institute with this standard

* Fully compliant (the institution meets the standard in all respects)
* Partially or substantially compliant (the institution meets the standard in most, or some, respects). In such cases, one would expect a recommendation as to how full compliance might be achieved in future
* Not compliant (the institution fails to meet the standard in all, or almost all, respects): In such cases, one would expect a condition in the context of a formal accreditation review (or strong recommendation in the case of a Quality Enhancement Review) to be imposed.

The verdict on compliance should be duly justified within the report.

1. 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 who met with the Review Team stated that …”)

Individuals should not be named in the report, any opinions expressed by individuals, or insights gained from comments made by individuals should be anonymised by referring only to the title of the postholder (for example, the Rector or the Head of the Quality Assurance Office) or groups that the review team met with during the site-visit (for example, the students, the teaching staff, employers, etc.) as appropriate.

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

**0. Introduction**

This chapter of the report should provide the following information:

* The Context of the Review
* Relevant Data on the Institution/Programme
* The Institution’s Mission/Vision
* The Review Process
* Composition of the Review Team

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### 1. Quality Assurance Policy

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)   * 1. The QA policy is clearly inspired by and linked with the institution’s mission, strategy, and policies for learning & teaching and research.   2. The institution’s mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector and societal needs locally, nationally, and internationally.   3. The institution has Equal Opportunities and Inclusion & Diversity strategies that cover all its operational activities   1.4. The institution has an appropriate organisational structure, allied with, and aligned to clear, inclusive, and effective decision-making processes that enable it to realise its mission and meet its stated strategic objectives.  1.5 The institution uses an appropriate set of qualitative and quantitative indicators, to critically evaluate, accurately measure and monitor its progress towards the realisation of its stated strategic objectives.  1.6 The QA policy is designed to foster an institution-wide quality culture that promotes continuous development and enhancement as well as innovation in cooperation with the CPAD sector. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 1***

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

|  |  |
| --- | --- |
| ***Institution/Programme*** | ***Compliance level*** |
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### 2. Student-Centred Learning

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  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 all programmes are informed by leading research in the subject field. The curricula of postgraduate programmes also actively engage students in research. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 2***

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

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| --- | --- |
| ***Institution/Programme*** | ***Compliance level*** |
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### 3. Assuring the Student Study Experience

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  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. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 3***

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

|  |  |
| --- | --- |
| ***Institution/Programme*** | ***Compliance level*** |
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### 4. Human Resources

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  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. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 4***

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

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| ***Institution/Programme*** | ***Compliance level*** |
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### 5. Learning & Teaching Resources

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  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. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 5***

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

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| ***Institution/Programme*** | ***Compliance level*** |
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### 6. Communication

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  6.1. The institution’s internal communication systems are accessible to all students and staff and enable vertical and horizontal interaction between all its internal stakeholders.  6.2. The institution’s approach to external communication, welcomes and facilitates communication from and with external stakeholders.  6.3. The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent, and readily available. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 6***

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

|  |  |
| --- | --- |
| ***Institution/Programme*** | ***Compliance level*** |
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### 7. Quality Assurance Processes

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

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| **Description of Provision** (please use each criterion below as a sub-heading and use the same numbering)  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. |

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| **Review Team’s analysis** including good practice, recommendations, and conditions (when relevant) and with reference to each of the above criterion |

***Compliance with Standard 7***

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

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| ***Institution/Programme*** | ***Compliance level*** |
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## 8. Profile of compliance with the standards

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| **Standard 1. Quality Assurance Policy** | |
| The institution’s mission, strategic plan, and policies for learning & teaching and research effectively align with, and are developed and enhanced by, its policy for quality assurance that actively fosters a quality culture. | |
| **Title/level of Institution/Programme** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions[[4]](#footnote-4)** (drawn from the review team’s analysis of this standard) | |
| **Standard 2. Student-Centred Learning** | |
| The institution’s approved study programmes are designed and delivered to meet their specified objectives and externally referenced learning outcomes, and to foster student-centred approaches to learning and assessment processes. | |
| **Title/level of Institution/Programme** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |
| **Standard 3. Assuring the Student Study Experience** | |
| The institution and its programmes consistently and equitably apply pre-defined and published regulations that are fit for purpose and cover the whole cycle of the student study experience. | |
| **Title/level of Programme/Institution** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |
| **Standard 4. Human Resources** | |
| The institution and its programmes ensure that the student learning experience is supported by a sufficient compliment of appropriately qualified and experienced employees. | |
| **Title/level of Programme/Institution** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |

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| **Standard 5. Learning & Teaching Resources** | |
| The institution allocates sufficient financial resources to its study programmes so that they have access to an appropriate and sufficient range of learning & teaching resources that enable students to achieve the intended learning outcomes. | |
| **Title/level of Programme/Institution** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |
| **Standard 6. Communication** | |
| The institution and its programmes effectively manage and facilitate communication amongst internal and external stakeholders, and publish information that is clear, accurate, consistent and readily available. | |
| **Title/level of Programme/Institution** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |

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| **Standard 7. Quality Assurance Processes** | |
| The institution and its programmes systematically engage in effective internal and external quality assurance review processes to both assure and enhance all aspects of their provision. | |
| **Title/level of Programme/Institution** (add boxes below as necessary) | **Compliance level** |
| * **Areas of Good Practice** (drawn from the review team’s analysis of this standard) * **Recommendations** (drawn from the review team’s analysis of this standard) * **Conditions** (drawn from the review team’s analysis of this standard) | |

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| **9. Conclusions** |
| This section offers a summary of the institutional/programme attributes which stand out as being strong relative to the EQ-Arts standards for institutional review, as well as an outline of the areas in which there is potential for further development (including conditions where appropriate). |
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| **Annex 1 – Site-Visit Schedule** |
| Please insert below a copy of the site-visit schedule. |

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| **Annex 2 – List of supporting documents** |
| Please insert below an alphabetical list of the supporting material/sources of evidence provided by the institution before and during the review process. |
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1. The page numbers above will need to be adjusted once the report template has been completed and all blue text removed from the body of the Report [↑](#footnote-ref-1)
2. EQ-Arts Institutional/programme reviews can take the form of either formal accreditations or enhancement reviews. The same review report template is used for both processes. [↑](#footnote-ref-2)
3. 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> [↑](#footnote-ref-3)
4. Conditions are only identified in the case of formal accreditation reviews [↑](#footnote-ref-4)