



EQ-Arts Review Follow-up Report

Name of the institution: Visual Arts BA, MA, PhD– Faculty of Multimedia Communications, Tomas Bata University, Zlín

Type: Enhancement, Programme Review

Date initial review: 18 – 20 November 2019

Date of the follow-up visit (if appropriate): n/a

Reviewer follow-up: Chair of the initial review, Ian Farren (UK) and Maren Schmohl (DE) panel member of the initial review.

Note to the institution. Please add:

- an introduction in which you can give an overall view of how you felt about the outcomes, the process you used to agree, the strategy to address the recommendations etc.
- a summary on where you are in responding to the recommendations and your next plans/steps.

The results of the EQ-Arts evaluation process were discussed by the management of the FMC, presented to the heads of the studios and then specific strategic and short-term goals were derived focusing on:

- formalizing of feedback and the process of implementing it into the decision-making process,

- increasing the quality of the educational process - involvement of experts from the industry (especially graduates), monitoring trends in the individual fields and pedagogy, exchange and foreign placements of teachers in similar foreign schools for exchange of experience, etc.)

- restructuring of the organisational structure, especially in the area of economic and project activities, in order to reduce the administrative burden on teachers, to facilitate the management and implementation of projects and creative activities, etc.

	Recommendations <i>[to be filled in by EQ-Arts]</i>	Actions undertaken by the institutions and analysis of the impact, September 2022 <i>[to be filled in by the institution]</i>	Comments of the reviewers, December 2022 <i>[to be filled in by the reviewer, based on the information provided, on additional material received and possibly on a second site-visit]</i>
R1	Whilst there are some descriptions of the work within the specialisations, as well as course and module descriptions, the review team has not found a clear statement of overall goals and learning outcomes for the Visual Arts Programme, or its nine specialisations.	The objectives, graduate profile and specific study content are defined in the self-evaluation report and in the accreditation file of the study programme. These documents are currently being processed as part of the application for the extension of the accreditation of the study programme.	Whilst recognising that some progress has been made, the Chair and reviewers find that the actions undertaken do not articulate the substantive programme goals and how they align with the institutional mission, as stated in the recommendation. The Chair and reviewers would encourage the Institution/Faculty to revisit and address the recommendation as written.

<p>R2</p>	<p>Clearly defined goals and outcomes of the Visual Arts Programme and all specialisations, will help the effective planning of curricula and the learning and teaching strategy. (An overall learning and teaching strategy would also address the great variance of strategies; the Review Team has found over the nine studios.)</p>	<p>The creation and modification of study programmes at UTB is governed by the <i>Regulations for the Creation, Approval, Implementation and Modification of Study Programmes of TBU</i> dated 25 July 2019¹, which, in accordance with the Higher Education Act and the Statutes of TBU, stipulates:</p> <p>(a) the requirements for institutional accreditation for a field or fields of education (hereinafter referred to as "institutional accreditation"),</p> <p>b) the rules for the development, approval and changes to study programmes under institutional accreditation,</p> <p>c) the rules for the development, approval and amendment of study programme proposals prior to their submission for accreditation to the National Accreditation Authority for Higher Education (hereinafter referred to as the "Accreditation Authority"),</p> <p>(d) the requirements for study programmes and courses of study,</p> <p>e) the rules for the implementation of study programmes at the TBU faculties or directly at TBU,</p>	<p>Whilst recognising that some progress has been made, the Chair and reviewers find that the actions undertaken do not articulate how the substantive programme goals are achieved through the content and structure of the curriculum, methods of delivery and how they align with the institutional mission, as stated in the recommendation.</p> <p>The Chair and reviewers would encourage the Institution/Faculty to revisit and address the recommendation as written.</p>
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R3	A formalised approach to (written) feedback on assessment, which is rigorously applied and reviewed, should be instituted across the Visual Arts programme.	<p>Since 2020/2021, UTB has had a system for evaluating the quality of educational, creative and related activities based on feedback processes, in particular surveys and quantitative and qualitative surveys, with academic staff, students, relevant professional chambers, professional associations or employers' organisations or other experts from the business sphere being involved in these processes to a representative extent, taking into account the types and profiles of study programmes.</p> <p>The process of quality assurance and internal quality assessment at UTB is defined in the <i>Rules of the Quality Assurance System for Educational, Creative and Related Activities and Internal Quality Assessment of Educational, Creative and Related Activities of TBU</i> dated 29 July 2020¹.</p>	The Chair and reviewers recognise and commend the Institution's efforts and progress to address this recommendation.
R4	A rigorous analysis on a programme and studio level against a set of benchmarks and goals would enhance the strategic development of the programme.	TBU has defined indicators to monitor the success rate in the admissions procedure, the failure rate in the study programme, the rate of	The Chair and reviewers recognise and commend the efforts and significant progress that the Institution has made to address

		<p>successful completion of the study programme and the employability of graduates.</p> <p>The monitored parameters are summarised in the Report on Internal Evaluation of the Quality of Educational, Creative and Related Activities of TBU 2021-2025 and in the Appendix to the Report on Internal Evaluation of the Quality of Educational, Creative and Related Activities of TBU 2021.</p> <p>The evaluation takes place at regular meetings of the FMC management and at the Dean's meetings with the heads of studios.</p>	<p>this recommendation and encourages them to further develop what appears to be essentially quantitative performance indicators, to a more nuanced qualitative analysis, aligned to strategic goals.</p>
R5	<p>The introduction to collect more nuanced alumni data and feedback, would be helpful to critically reflect the development and enhancement of the programme.</p>	<p>The procedure for the evaluation of feedback on educational activities from graduates and employers, including the evaluation of the quality of teaching, is newly regulated by the Rector's Directive SR/10/2019 <i>Rules for the Evaluation of Educational Activities</i> dated 20 June 2019¹, the evaluation of the quality of study programmes is specified in the Rector's Directive SR/17/2020 <i>Organisation and Course of Evaluation of Study Programmes</i> dated 20 August 2020 .</p> <p>The findings are presented to the Degree Programme Council and after critical reflection incorporated into the educational process.</p>	<p>The Chair and reviewers recognise and commend the efforts and significant progress that the Institution has made to address this recommendation.</p>
R6	<p>A further development of pedagogical skills for all staff should be developed.</p>	<p>Within the framework of the projects implemented at the faculty, teachers can educate themselves in new trends in pedagogy</p>	<p>The Chair and reviewers commend the Faculty's efforts to address this recommendation and anticipate</p>

		and in their field. Currently, for example, we are starting an Erasmus+ project aimed at the sharing of experience in the field of creative education with colleagues from Poland and Slovakia.	seeing that this development will eventually offer training opportunities for all staff on a regular, ongoing basis. Institution/Faculty wide sharing and discussion of the results of the Erasmus+ Project could be a helpful point of enhancement.
R7	Equal support for all staff to stay up to date in order to ensure they are current in their professional and artistic field, including contemporary trends and developments, will enhance the quality of the programme and the student experience.	One of the priorities of the FMC 2021+ Strategic Development Plan is to develop the internal environment of FMC UTB as an environment that inspires and motivates people to work and study, to collaborate internally and externally, to support the identification with the FMC TBU brand and its values, and to respect the internal rules of the university. We strive to achieve this goal through cooperation with businesses, the professional public, institutions, personalities and organisations active in the field.	The Chair and reviewers commend the Institution's efforts to prioritise and embrace this recommendation.
R8	The introduction of regular, formalised meetings would support internal communication, ensure greater consistency and the sharing of best practice.	In order to strengthen the internal culture, regular meetings are held on studio as well as on the broader FMC management level, represented by heads of studios and vice-deans.	The Chair and reviewers recognise and commend the Faculty for operationally embedding this recommendation.
R9	A job description with clearly defined roles and responsibilities for a Head of Programme (or Programme Director) would ensure strategic planning, delivery and enhancement of the Programme.	The duties of study programme directors and course directors are newly regulated by the Regulations for the Creation, Approval, Implementation and Modification of Study Programmes of TBU dated 25 July 2019.	The Chair and reviewers recognise and commend the Faculty for implementing and embedding this recommendation.
R10	Stronger staff engagement in the formal decision-making processes (e.g. Senate)	Employees have long had a higher ratio of representation in the Faculty Senate compared to student representatives (6:5). They are	The Chair and reviewers would encourage the Institution/Faculty

	would significantly help to build a collegial quality culture across the Faculty.	involved in submitting proposals, discussing internal standards and control activities (not only economic).	to revisit and address the recommendation as written. It is clear that the Institution does not recognise the intention of this recommendation.
R11	University and national regulations notwithstanding, the introduction of further meaningful inclusion of student representation would enhance a quality culture within the Faculty.	Students are represented in the Internal Evaluation Council, where they monitor the results of the evaluation, propose measures to improve the quality of educational and other activities within the framework of the accreditation processes, etc. They are also represented in the Faculty and University Academic Senates. The Student Union of UTB is an informal association that makes suggestions for the improvement of student life and organises a number of educational and cultural events for students.	The Chair and reviewers recognise the current formalised representation, as articulated in the actions undertaken here, however, we would encourage the Institution as a whole to further reflect on enhanced measures to realise the “meaningful inclusion” of students.
R12	A transparent quality enhancement framework and a set of regulations needs to be applied systematically and rigorously across all studios within the programme.	A quality system has been applied across all studios - see R3 Quality management processes and objectives are set out in the FMC 2021+ Strategic Plan and updated annually in the Action Plan.	The Chair and reviewers recognise the Faculty’s progress and efforts to address this recommendation and commend the Faculty for embracing and prioritising the development of a ‘Quality’ culture.
R13	Whilst there are different approaches to collecting data there needs to be a rigorous analysis, informed by strategic goals and quality standards, in order to have purposeful impact on the programme.	Regular data collection and analysis are carried out during the preparation and updating of the FMC Strategic Plan by a team led by the Vice-Dean for Quality and Strategic Development, which, among other things, also prepares a Self-Evaluation Report at the level of the Visual Arts	Whilst the Chair and reviewers acknowledge the Faculty’s progress to address this recommendation, we would encourage continued efforts to engage with the full

		study programme, containing a number of analyses evaluating pedagogical, creative and project activities within the programme.	scope of the recommendation, which stresses the link of data analysis to strategic goals, quality and standards.
R14	There should be a consistent policy and procedure across all studios to regularly gather, and meaningfully engage with feedback from students, alumni and externals.	viz R3	The Chair and reviewers recognise and commend the Institution's efforts and progress to address this recommendation.
R15	A more formal arrangement would ensure the sustainability of the programmes activities in these areas and enhance the experience for all participants.	The introduction and successful implementation of a number of internal standards governing quality management at the level of the faculty and individual studios certainly represents an adequate response to the need to formalize these processes.	The Chair and reviewers commend the response to this recommendation, which recognises the ongoing approach to engage with the full scope of this recommendation, at a Faculty and Programme level.

Date: September 9, 2022