**EQ-Arts Self-evaluation report**

**Institutional/Programme review**

**TEMPLATE**

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

 **[Logo of the institution]**

**[Site visit date]**

**How to use the EQ-Arts Template for producing a Self-Evaluation Report (SER)**

This document is made up from two sections, each of which have a distinct function. One section (which exclusively uses black text) provides guidance to participating institutions as to the content that EQ-Arts expects to be covered in each chapter of the SER. Interleaved with these, there are template chapters (where text is framed by blue borders) which – when completed – will form the SER itself.



 

 **Guidance Section SER Chapter Template**

When all the SER chapters of the template have been completed (in line with the guidance provided for each chapter), all the guidance sections – including the guidance within the template sections (in black text) – should be removed. **However, each chapter of the template should be structured in the same way that the standards and their criteria are listed and numbered within this guide.**

The final section of the template provides a place for the institution to list all the supporting documentation that it intends to make available to the review team.

Once the SER Template has been completed it should be approved by the senior board of the institution and signed off by the Rector (or equivalent) and submitted electronically to the EQ-Arts Office **a minimum of six weeks in advance of the date agreed for the start of the site-visit by the review team.** The EQ-Arts Office will distribute the SER to the members of the review team.

The supporting documentation (as listed by the institution in the final section of the Template) should be uploaded to an online platform which can be accessed by all review team members.

**The institution should distribute the SER to all members of staff and students, and other internal and external stakeholders, who the Review Team will meet with during the site-visit.**

**EQ-Arts will not engage in an assessment review with any institution that has previously undergone an EQ-Arts Enhancement Review, within the national period of cyclic reviews.**

**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-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. |
| **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 and sustainable levels of 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 and sustainable levels of financial resources to the material support of all aspects of student learning and welfare.  |
| 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 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. |
| **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. |

## Introduction to the EQ-Arts Template for Self-Evaluation Reports

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

### The purpose of the Self-Evaluation Report (SER) template

This template is based on the EQ-Arts standards for institutional/programme review (which are available for download on the EQ-Arts website), it lists the standards, and the underpinning criteria that need to be addressed in each individual standard and suggests relevant sources of evidence that can be presented to support the reflective and critically self-evaluative commentary (henceforth referred to as the commentary) provided by the institution/programme. EQ-Arts uses a single set of standards for both accreditation and enhancement reviews, these are designed so as to allow them to be applied to different levels of review – from institutional review through to the review of an individual programme. The level at which the EQ-Arts standards will be applied by Review Teams will be agreed in advance with the institution that is the subject of the review. Although an EQ-Arts enhancement review does not lead to a formal outcome (as is the case for the accreditation), the same criteria – that underpin each standard – are applied in order to ensure the rigour of this process.

The EQ-Arts standards relate directly to Part 1 of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) 2015 that have been specifically formulated to provide higher education institutions with a set of standards and guidelines for internal quality assurance (IQA). Therefore, institutions reviewed by EQ-Arts can be assured that the European standards and guidelines for internal quality assurance are addressed in full within the EQ-Arts external quality assurance (EQA) review procedures. The review procedures take full account of the requirements of the national higher arts educational structure in which an institution operates, and the template provides the opportunity (*see Section D of Chapter 0: Introductory Section*) for institutions/programmes to bring to the attention of the review team any relevant issues pertaining to its national context that may have a significant bearing on the review process. However, institutions/programmes should keep in mind that standards are not criteria but are statements or requirements that they need to comply with. Through the EQA process, the degree of compliance is evaluated using relevant underlying qualitative and quantitative indicators.

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### In completing their SER, institutions/programmes are advised to pay particular attention to the relationship between Standard 1 and Standard 7. Standard 1, *inter alia*, is concerned with assessing IQA at the institutional strategic level while Standard 7 is broadly concerned with assessing IQA at the operational level. Institutions/programmes should ensure that their critical self-analysis in each of these two sections of the SER reflects this distinction.

### Drafting the SER

This template provides institutions/programmes with practical instructions that outline the content of the SER introductory section and each of the standards that need to be addressed.

Following on from the introductory section (which has four sub-headings), each of the seven EQ-Arts standards need to be carefully considered, using the criteria and associated guidelines provided for each standard. These criteria are designed to provide insights for the Review Team regarding each standard and to provide guidance for the institution on the range of topics covered by that standard that need to be addressed through the critical self-evaluation process.

The commentary provided by the institution/programme for each of the standards in the SER should provide an analysis of any internal or external challenges faced, how the institution/programme has reflected on these challenges and the changes that have been implemented – or are currently envisioned – in order to address them. The commentary should be appropriate to the level at which the review is addressed (from institutional level to individual programmes, or other academic divisions, such as departments, schools or faculties). The commentary provided within each section of the template should evidence an appropriate balance between factual, contextualising commentary and analysis of the strengths and weaknesses of institutional/programme provision. In short, institutions/programmes should adopt an open and self-critical approach towards the external quality assurance process.

**Suggested Sources of Evidence**

Within each standard, as set out below, an indicative list of supporting evidence (existing documentation or other reference materials) is provided, that institutions/programmes can draw on – and/or attach to the SER when it is submitted – to support the institution’s commentary written in relation to that standard[[1]](#footnote-1). When drafting the report, references (using footnotes or hyperlinks, etc.) need to be provided to these supporting documents.

The lists of Suggested Sources of Evidence are not intended to imply that all institutions have existing and specific documentation covering each aspect of their provision. However, the list is intended to clarify what information institutions should provide to underpin the reflective commentary they provide in the main body of the self-evaluation report.

Four types of reference material are recommended:

* Strategic and policy documents which describe the institution’s mission, vision, strategic goals and the methods applied to reach them, and provide an assessment of the institution’s current work.
* Quantitative (statistical) data (number of students, teachers, financial information, etc.)
* Qualitative data (distinctive achievements, successes in all aspects – students, staff, research, pedagogy, enterprise, etc.)
* Documentation relating to curricula, artistic activities, physical resources, staff CV’s, etc.

EQ-Arts understands that institutions may not always have pre-existing comprehensive supporting documentation or materials to hand and that in some cases these may still be at a development stage. If this is the case, institutions are asked to provide information in the SER or during the Review meetings that address the specific areas of enquiry with a brief accompanying account that explains the stage of development of the information provided.

Supporting documents can be attached at the end of the SER or can be made available for download online on an on-line platform that is accessible to members of the Review Team. Institutions should anticipate that in preparation for, and/or during the Review process, the Review Team may request further documentation.

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### Additional guidelines

In addition to the instructions set out above, the following guidelines also need to be taken into account when drafting the Self-Evaluation Report.

The SER should:

* be comprised of no more than 30 pages (excluding any diagrams, tables and supporting documents).
* be written in English (unless otherwise agreed in advance with EQ-Arts).
* include a glossary of any acronyms used.
* include supporting documents that accompany the SER and list them as annexes in Chapter 8; these supporting documents should be numbered and clearly cross-referenced with the SER.
* be structured in the same way that the standards and criteria themselves are listed and numbered
* include easily readable statistical overviews, diagrams and supporting information in relation to applicants, admissions, students, graduates, alumni, staff and finance, etc.
* take full account of the list of *Suggested Sources of Evidence* set out within each standard, ensuring that each standard is supported by appropriate evidential documentation[[2]](#footnote-2).
* include any documentation relevant to the national educational system, the institution and/or the programme.
* institutions should 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 but that relevant summaries are provided in English.

Submitting the Self-Evaluation Report:

* before being submitted to EQ-Arts, the SER should be approved by the senior board of the institution and signed off by the Rector (or equivalent).
* the SER should be sent 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 should be uploaded on to an online platform, which can be accessed by all Review Team members.
* The SER should be the subject of wide discussion within the institution and distributed in advance of site-visit to all members of staff and students, and other internal and external stakeholders, who the Review Team will meet with during the site-visit.

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| **TEMPLATE** |
|  **and guidance sections**[[3]](#footnote-3) |
| **Chapter 0** | ***Introductory Section*** |
| **Chapter 1** | **Standard 1: *Quality Assurance Policy*** |
| **Chapter 2** | **Standard 2: *Student-Centred Learning*** |
| **Chapter 3** | **Standard 3: *Assuring the Student Study Experience*** |
| **Chapter 4** | **Standard 4: *Human Resources*** |
| **Chapter 5** | **Standard 5: *Learning & Teaching***  |
| **Chapter 6** | **Standard 6: *Communication and Information Management***  |
| **Chapter 7** | **Standard 7: *Quality Assurance Processes*** |
| **Chapter 8** | ***Supporting Documentation*** |

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| **SER Introductory Section SER Chapter 0**  |
| 1. **The production of the self-evaluation report**
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| *[Please insert here an introductory text which should include a brief account on how the self-evaluation process was organised, who the authors of the SER are, and how the report was produced and agreed upon]*[Allow the inserted text to expand the box as necessary] |
| 1. **Profile of the institution**
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| *[Please provide here an executive summary that includes key facts and data about the institution and its programme provision: the vision and mission, the operational management structure (it is helpful to include a clear organigram), key policies and documents, the competences and various responsibilities of institutional councils and of decision-making bodies at other levels (such as schools, departments, faculties, etc.,), 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.]*[Allow the inserted text to expand the box as necessary] |

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| C. History of the institution |
| *[Please provide a short history of the institution, including the key stages of its development]*[Allow the inserted text to expand the box as necessary] |
| **D. The national higher arts education system** |
| *[Please provide a brief description of the national higher arts educational structure or system and the place of your institution within the structure (it is helpful to include a flowchart). Describe any major national changes policies, laws, etc., that have impacted on the institution, its mission, its programmes and its IQA system]*[Allow the inserted text to expand the box as necessary] |

**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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 1.1:** The QA policy is clearly inspired by and linked with the institution’s mission, strategy, and policies for learning & teaching and research |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which the QA policy reflects the institutional Mission and Vision.
* The ways in which the QA policy reflects policies for Learning, Teaching and Research.
* How the design of its quality management processes assure institutional standards in Learning, Teaching and Research.
* How the QA policy is integrated into the institution’s strategic management.

Suggested Sources of Evidence (inter alia):

* Quality Assurance Policy
* Public information source on Quality Assurance Policy (*e.g., institutional website*)
* Mission and Vision statement (*and related strategies*)
* Learning & Teaching Policy
* Study Programme Aims
* Research Policy
* Action Plans
* Strategic Plan
* SWOT Analysis

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* How its mission, strategic plan and policies respond to, and impact upon, the Creative, Performing Arts and Design (CPAD) sector.
* How its mission, strategic plan and policies respond to sustainability, societal needs locally, nationally and internationally.
* How issues of sustainability[[4]](#footnote-4) are currently being addressed and/or how the institution is planning to address such issues in the future (with approximate timescales).

Suggested Sources for Evidence (inter alia):

* Impact Study
* Feedback from External Stakeholders[[5]](#footnote-5) (*gathered through formal channels*)
* Records of Public-facing Activities and Events[[6]](#footnote-6)
* Sustainability Strategy or institutional strategies, processes or protocols that have a sustainability dimension.

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| **Criterion 1.3** The institution has Equal Opportunities and Inclusion & Diversity strategies that cover all its operational activities.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The ways in which equal opportunities are embedded in staff recruitment and career progression/promotion, and in student admissions.
* How quantitative and qualitative data is used to evaluate compliance with Equal Opportunities regulations.
* How diversity is valued and supported through inclusive practices within the student and staff experience.
* The ways in which an inclusivity has been developed and embedded in curricula.

Suggested Sources for Evidence (inter alia):

* Equal Opportunities Policy/Strategy
* Inclusion & Diversity Policy/Strategy
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (gathered through formal channels)
* Feedback from Staff (*gathered through formal channels*)
* Record of Staff Development Activities[[7]](#footnote-7)
* Student Admissions Data[[8]](#footnote-8)
* Staff Recruitment Data

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| **Criterion 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.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The effectiveness, inclusiveness and clarity of its organisational structure for decision making.
* How internal and external stakeholders are represented in the decision-making processes.

Suggested Sources for Evidence (inter alia):

* Institutional Organigram
* Committee Structure, Membership and Terms of Reference
* Strategic Plan

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| **Criterion 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.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The ways in which the institution identifies quantitative indicators[[9]](#footnote-9) to be used as tools to measure its progress towards its strategic objectives.
* The ways in which the institution identifies qualitative indicators[[10]](#footnote-10) to be used as tools to monitor and evaluate its progress towards its strategic objectives.

Suggested Sources for Evidence (inter alia):

* Strategic Plan[[11]](#footnote-11)
* List of stakeholder groups who receive feedback on progress towards strategic objectives
* Records of Committee Meetings (check for consistency)

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| **Criterion 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.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The outcomes of the application of the institution’s QA policy are used to inform and develop the institution’s mission, strategic plan and policies.
* How the institution identifies and shares good practice, both internally and externally, as an effective enhancement tool.
* The ways in which students and staff/internal stakeholders are able to participate in quality enhancement at programme and course level.
* The ways in which external stakeholders contribute to the development of the study programmes.
* The ways in which the study programmes reflect innovations and advances in the professional field (work field) and the wider CPAD sector.

Suggested Sources for Evidence (inter alia):

* Mission and Vision statement (*and related strategies*)
* Study Programme Aims
* Quality Assurance Policy
* Relevant National Higher Education Regulations
* National Qualification Framework
* Internal & External Communication Processes

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| SER Standard 1. Quality Assurance Policy SER Chapter 1 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

**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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 2.1:** The design of the study programmes is aligned with institutional vision, mission and strategies. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which study programmes are designed - in terms of how objectives and programme learning outcomes align with institutional aims.
* How programme level action plans (or equivalent processes) support and reflect institutional strategic planning.

Suggested Sources of Evidence (inter alia):

* Mission and Vision statement (*and related strategies*)
* Sample Study Programme Handbooks/Course Descriptors
* Study Programme Action Plans
* Records of Study Programme Meetings

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| **Criterion 2.2** Study programmes, and their intended learning outcome are designed, and regularly approved, including with the involvement of internal and external stakeholders. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The institutional process for the design, approval and re-approval of study programmes.
* The ways in which students, teachers, alumni and the work field contribute to the design and approval process.
* How the intended learning outcomes are calibrated against the national and/or European Qualifications Frameworks.
* How, in addition to specific artistic competences[[12]](#footnote-12), the intended learning outcomes include transversal and interdisciplinary, intercultural and international competences.

Suggested Sources for Evidence (inter alia):

* Study Programme Approval/Accreditation Processes and Reports
* Committee Structure, Membership and Terms of Reference
* Sample Study Programme Handbooks/Course Descriptors
* National Qualification Framework[[13]](#footnote-13)
* Internationalisation Policy and Strategy[[14]](#footnote-14)
* Equal Opportunity Policy
* Directory of International Partnerships[[15]](#footnote-15)
* Evidence of the support for international mobility offered to incoming and outgoing students
* Record of Activities providing opportunities for Transversal, Interdisciplinary, International and Intercultural Competences (*both within and out with the curriculum*)
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through formal channels*)
* Feedback from Staff (*gathered through formal channels*)
* Quantitative Data[[16]](#footnote-16)

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| **Criterion 2.3** The learning, teaching and assessment methods and criteria are effectively aligned with intended learning outcomes. |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* How different learning and teaching methods are used in the delivery of the study programmes to support students in achieving their learning outcomes.
* Use of the Virtual Learning Environment and blended/distance learning.
* The methods for assessment that are used and how they assess the achievement of learning outcomes.

Suggested Sources for Evidence (inter alia):

* Learning &Teaching Policy
* Assessment Policy
* Institutional Information Guides, Websites, Virtual Learning Environments (VLEs)
* Quantitative Data[[17]](#footnote-17)
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through formal channels*)
* Feedback from Staff (*gathered through formal channels*)
* The benchmark statements/LOs the institution uses to assess the level of achievement of its students.

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| **Criterion 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.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* How assessment criteria and procedures are accessible to and clearly defined for students and staff.
* How timely and constructive feedback is provided on formative and summative assessments.
* The ways that feedback communicates levels of achievement against learning outcomes.
* How consistency and fairness in assessment is assured across courses and study programmes.

Suggested Sources for Evidence (inter alia):

* Assessment Criteria and Grading System[[18]](#footnote-18)
* Samples of Written Feedback from Assessment[[19]](#footnote-19)
* Assessment Regulations and Appeals Procedure
* Feedback from External Examiners/Professional Regulatory Bodies/Employers
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through formal channels*)
* Feedback from Staff (*gathered through formal channels*)
* Record of Staff Development Activities[[20]](#footnote-20)

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| **Criterion 2.5** Students are challenged and enabled to take an active role in their learning processes.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* How ‘student centred’ learning is supported in the institution and enabled in the programmes.
* What flexibility exists within the study programmes that enables students to develop individualised study profiles.
* The ways that the institution encourages and develops independent thinking, critical reflection and self-reflection in the students.
* How student initiatives are supported, E.g., in the presenting/publishing their creative work externally.

Suggested Sources for Evidence (inter alia):

* Records of Student-led Initiatives
* Sample Study Course Descriptors (*for optional courses*)
* Learning & Teaching Policy
* Student proposal templates
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through formal channels*)
* Feedback from Staff (*gathered through formal channels*)

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| **Criterion 2.6** Students are provided with opportunities to engage with related professional practices and the world of work as part of their study programme.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The opportunities provided by the institution/programme for students to engage with related professional practices.
* The ways in which students are supported to engage in external projects.
* How preparation of students for the world of work/professions is embedded within the curriculum.

Suggested Sources for Evidence (inter alia):

* Records of Student External Placements/Internships
* Sample Study Programme Handbooks/Course Descriptors (*including credit structure*)
* Committee Structure, Membership and Terms of Reference[[21]](#footnote-21)
* Directory of Formal External Partnerships[[22]](#footnote-22)
* Feedback from External Stakeholders (*gathered through formal channels*)[[23]](#footnote-23)
* Quantitative Data[[24]](#footnote-24)
* Feedback from Students (*gathered through informal and formal channels)*
* Feedback from Alumni (*gathered through formal channels*)
* Feedback from Staff (*gathered through formal channels*)

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| **Criterion 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.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* The role that research[[25]](#footnote-25) plays throughout the study programmes offered.
* How research informs curriculum development and teaching in all study programmes.
* How research feeds into undergraduate students’ assignments/activities/tasks.
* How postgraduate students are actively engaged in research through their study programmes.

Suggested Sources for Evidence (inter alia):

* Quantitative and Qualitative Data on Staff Research[[26]](#footnote-26)
* Quantitative and Qualitative Data on Funded Research Projects.
* Record of Research Projects undertaken by Postgraduate Students.
* Sample of Undergraduate and Postgraduate Projects linked to staff research and/or leading research in the subject field.
* Record of contributions made by Doctoral student to study programmes.
* Feedback from Students (*gathered through informal and formal channels*).
* Feedback from Alumni (*gathered through formal channels*).

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| SER Standard 2. Student-Centred Learning SER Chapter 2 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

## 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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The processes that are in place to ensure that admissions procedures support fairness and optimise the likelihood of suitable applicants being accepted.
* The processes that are used to assure the institution that its regulations are applied consistently across programmes and modules/courses.
* The ways in which the institution supports graduate career prospects.

Suggested Sources of Evidence (inter alia):

* Feedback from Students (*gathered through informal and formal channels*)
* Student Admissions Policy and Procedures[[27]](#footnote-27)
* Role of Internal and External Stakeholders in Admissions Processes
* Record of Staff Development Activities[[28]](#footnote-28)
* Academic Regulations
* Quantitative Data[[29]](#footnote-29)
* Feedback from External Stakeholders[[30]](#footnote-30) (*gathered through formal channels*)
* Student Support and Guidance[[31]](#footnote-31)

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The processes used to collate and analyse data pertaining to the student experience.
* The ways in which the student experience is supported across diverse student profiles.
* How students are informed about where and how to access complaints and appeals procedures.
* The ways in which the Institution enables the ‘student voice’ to be expressed and is registered and responded to.

Suggested Sources for Evidence (inter alia):

* Feedback from Students (*gathered through informal and formal channels*)
* Equal Opportunity Policy
* Appeals Procedure
* Quantitative and Qualitative Data[[32]](#footnote-32)
* Record of Staff Development Activities[[33]](#footnote-33)

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| SER Standard 3. Assuring the Student Study Experience SER Chapter 3 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

## 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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The way in which it ensures that the number of teaching staff are adequate to cover the volume of students and range of study disciplines.
* The ways in which it ensures that there are a sufficient number of qualified support staff[[34]](#footnote-34) to complement the teaching, learning and artistic activities.

Suggested Sources of Evidence (inter alia):

* Policy and Procedures for staff Recruitment and Promotion
* Quantitative and Qualitative Data on Staff Research[[35]](#footnote-35)
* Record of activities undertaken in international contexts by teaching staff[[36]](#footnote-36)
* Relevant Policy Documents (*annual report and/or other documents*)
* Record of Staff Development Activities[[37]](#footnote-37)
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through formal channels*)

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| **Criterion 4.2** The competences of the teaching, research, academic management and study support staff enable the students to achieve their learning outcomes. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which it ensures that all members of staff have relevant experience and teaching staff are appropriately qualified as educators.
* The ways in which it ensures that the composition of the teaching staff allows for the monitoring of changing professional requirements and any necessary changes to curricula.
* The ways in which it encourages teaching staff to engage in on-going critical reflection and to develop this quality in their students.
* The ways in which the composition of the staff body offers an appropriate range of support and guidance for students.

Suggested Sources of Evidence (inter alia):

* Allocation of Staff Resources[[38]](#footnote-38)
* Record of Staff Development Activities[[39]](#footnote-39)
* Relevant Staff CVs (*in summary form*)
* Policy and Procedures for staff Recruitment and Promotion
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through formal channels*)

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| **Criterion 4.3** The institution recruits the teaching, research, academic management and study support staff in accordance with their Equal Opportunities and Inclusion & Diversity Strategies.  |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* Implementation of Institutional strategies for equal opportunities, diversity and inclusion.
* The policies, processes and procedures that are applied to the selection and recruitment of staff.
* The ways in which its recruitment processes and procedures foster new developments within the institution and its curricula.

Suggested Sources of Evidence (inter alia):

* Policy and Procedures for staff Recruitment and Promotion.
* Evidence drawn from Faculty/departmental/study programme planning process.

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The policies/strategies that are in place for continuing professional development of teaching and support staff.
* The ways in which teaching staff are engaged in the different activities of the institution (committees, exhibitions/fairs, research, enterprise, curating/organisation of events, etc.).
* The support – in terms of both time and other resources – that is made available to academic staff to support their research.
* The opportunities made available for staff to gain relevant intercultural and international experiences.
* The ways in which the institution identifies staff training needs, monitors staff performance, and supports career development and promotion.
* The ways in which it supports academic staff to be professionally active[[40]](#footnote-40) in the CPAD sector.

Suggested Sources of Evidence (inter alia):

* Quantitative Data[[41]](#footnote-41)
* Staff Development Policy[[42]](#footnote-42)
* Record of Staff Development Activities[[43]](#footnote-43)
* Evidence of the support for international mobility offered to incoming and outgoing staff.
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through formal and informal channels*)
* Policy and Procedures for staff Recruitment and Promotion
* Redacted staff review reports

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| STANDARD 4: Human Resources SER Chapter 4 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

## STANDARD 5. Learning and Teaching Resources

**The institution allocates sufficient and sustainable levels 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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 5.1:** The institution allocates appropriate and sustainable levels of financial resources to the material support of all aspects of student learning and welfare.  |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which it ensures sustainable funding to materially resource its programmes.
* The key features for long-term resources planning (including capital investment).
* The processes for managing and allocating relevant budgets (e.g., for workshops, equipment, IT, Library etc) for the effective delivery of its study programmes.
* Whether the library and online resources (e.g., e-Books, e-Journals, and data bases) are appropriate for curriculum content and student independent study.
* Whether repairs, replacement and upgrading of equipment is undertaken in a timely manner to support student learning needs.

Suggested Sources of Evidence (inter alia):

* Resource Allocation Model[[44]](#footnote-44)
* Sources of External Funding[[45]](#footnote-45)
* Organigram/Flow Diagram[[46]](#footnote-46)
* Risk assessment as part of financial planning
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through informal and formal channels*)

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| **Criterion 5.2** The institution makes appropriate resources available to deliver the relevant quality of research. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* How the physical and technical facilities (studios, lecture and seminar rooms, workshops, exhibition venues) meet the access needs of students and staff involved in research activities.
* Whether the equipment/tools/machinery are appropriate, accessible and up to professional standards to support students and staff involved in research activities.
* Whether the computing, IT, library and digital infrastructure are appropriate, accessible and up to a sufficient standard to support students and staff involved in research activities.

Suggested Sources for Evidence (inter alia):

* Information on Physical Resources[[47]](#footnote-47)
* Comprehensive List of Digital Resources[[48]](#footnote-48)
* Timetabling System
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through informal and formal channels*)

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| **Criterion 5.3** The institution ensures that the technical, digital and physical infrastructure made available to students enables them to achieve the intended Learning Outcomes. |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* How the physical and technical facilities (teaching and practice studios, lecture and seminar rooms, workshops, exhibition venues) meet the needs of the students in achieving their learning outcomes (training or supervision for the use of equipment, etc.).
* Whether the equipment/tools/machinery are appropriate and up to current standards meet the needs of the students in achieving their learning outcomes.
* Whether the computing, IT, library and digital infrastructure are appropriate and sufficient and support student learning on and off campus (opening hours, security, etc.).
* How the institution assures itself that the available physical, technological and digital resources are current, up to standard to reflect those of the professional world, and support autonomous learning.

Suggested Sources for Evidence (inter alia):

* Information on Physical Resources[[49]](#footnote-49)

– Library Acquisitions Policy[[50]](#footnote-50)

* Comprehensive List of Digital Resources[[51]](#footnote-51)
* Timetabling System
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Feedback from the professional world and employers

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| **Criterion 5.4** An appropriate range of study, research and individual well-being support & guidance is readily accessible to all students.  |

Guidance Notes:

In this standard the institution/programme should describe and evaluate:

* Whether there are sufficient qualified support staff to support the teaching, learning and artistic activities of students.
* Whether there are sufficient qualified support staff to support the individual welfare[[52]](#footnote-52) needs of students.
* The policies in place for continuing professional development of support staff.

Suggested Sources for Evidence (inter alia):

* Quantitative Data[[53]](#footnote-53)
* Staff Development Policy[[54]](#footnote-54)
* Relevant Evaluative Reports
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Tenure track and/or other promotion procedures.

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| SER Standard 5. Learning and Teaching Resources SER Chapter 5 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

## STANDARD 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.**

**The following criteria should be addressed within this standard:**

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| **Criterion 6.1** The institution collects, analyses and uses relevant information to support the effective management of its programmes and other activities.  |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The institution clearly defines and sets the quantitative and qualitative metrics/criteria required to ensure the effective management of its programmes.
* The process the institution/programme uses to collect this data.
* What the institution/programme does with this data.
* The staff are appropriately trained to achieve these objectives.
* The evidence that is available to show this process is effective and works.

Suggested Sources of Evidence (inter alia):

* Records of Committee Meetings (*Senate, Boards, Committees*)
* Committee Structure, Membership and Terms of Reference
* Examples of Communications[[55]](#footnote-55)
* Policies/Procedures for Communication Processes
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through informal and formal channels*)

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| **Criterion 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. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The methods that it uses to communicate with the students and staff.
* The means by which students and staff communicate regularly.
* The effectiveness of the ongoing communication between its different study programmes and/or academic divisions (departments, faculties, schools, etc.).
* The methods used to communicate with part time and hourly-paid teaching and non-teaching staff, and with external collaborators (guest teachers, examiners, etc.).
* How the internal communication systems are used effectively to share good practice.
* The means by which it ensures the continued effectiveness of its various communication systems.
* How the key outcomes of formal QA processes and the institution’s follow-up actions are communicated to all those concerned.

Suggested Sources of Evidence (inter alia):

* Records of Committee Meetings (*Senate, Boards, Committees*)
* Committee Structure, Membership and Terms of Reference
* Examples of Communications[[56]](#footnote-56)
* Policies/Procedures for Communication Processes
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through informal and formal channels*)

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| **Criterion 6.3** The institution’s approach to external communication, welcomes and facilitates communication from and with external stakeholders. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which it communicates and engages with relevant sectors of the creative industries and other artistic[[57]](#footnote-57) professions.
* Its long-term plans for the (continued) development of its links with the artistic professions.
* The ways in which it supports its programmes in their interaction with the artistic professions.
* The means through which the on-going needs of related professions are assessed and monitored.
* The ways in which the institution/programme engage(s) with its local and regional communities.
* Its engagement in, and promotion of, Lifelong Learning opportunities.
* How the external communication systems are used effectively to share good practice. (e.g., with subject association channels).

Suggested Sources of Evidence (inter alia):

* External/Public Communications Strategy[[58]](#footnote-58)
* Examples of Feedback from Employers and Professional Practitioners (*and its influence on programme design and/or content*)
* Feedback from Students (*gathered through informal and formal channels)*
* Feedback from Staff (*gathered through informal and formal channels*)
* Institutional Funding Model[[59]](#footnote-59)
* Evidence of engagement with relevant subject associations and/or peer institutions

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| **Criterion 6.4** The internal and external communication systems ensure that information published by the institution is clear, accurate, consistent and readily available.  |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The resources and delivery systems that are used to convey information to the public.
* The process through which it ensures that information provided to the public (students, audiences, parents, arts education institutions at other levels, etc.) is updated and consistent with its activities (educational programmes, organisational structure, academic calendar, exhibitions etc.).
* The means by which the institution makes public its regulations covering student study.
* The means by which it ensures that ethical considerations are addressed before being made public.
* The ways that the mission and strategy of the institution and its policies on education, research and QA are public.
* The means through which the accuracy of information provided to the public is ensured.

Suggested Sources of Evidence (inter alia):

* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Staff (*gathered through informal and formal channels*)
* Examples of Study Programme Handbooks
* Internationalisation Policy and Strategy[[60]](#footnote-60)
* Institutional Organigram
* Ethics Policy, Committee and Procedures.
* Examples of Marketing and/or Publicity Office Statements
* IT Strategy
* External Communication Strategy and Policy[[61]](#footnote-61)
* Examples of Communications[[62]](#footnote-62)
* Information for applicants, e.g., on website
* URLs pertaining to regulations.

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| STANDARD 6: Communication and Information Management SER Chapter 6 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

## 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.**

**The following criteria should be addressed within this standard:**

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|  **Criterion 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.  |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The quantitative and qualitative indicators it uses to evaluate, verify and improve the quality of its provision.
* How the IQA system monitors and evaluates the entire learning experience of its student body, as a basis for continuous improvement and enhancement.
* How the IQA system, inter alia, monitors and helps to develop the ‘career cycles’ of its staff, the internal allocation of resources, and its internal and external communication systems with the aim of improving its provision.

Suggested Sources of Evidence (inter alia):

* Quality Assurance Policy
* Records of Study Programme Meetings
* Study Programme Action Plans
* Feedback from Students (*gathered through informal and formal channels*)
* Feedback from Alumni (*gathered through informal and formal channels*)
* Examples of career development plans for different categories of staff[[63]](#footnote-63)

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| **Criterion 7.2** The institution and its programmes are subject to External Quality Assurance (EQA) on a regular basis. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The external quality assurance activities that take place and how this affects the internal quality assurance and enhancement policy.
* The means through which quality assurance and enhancement procedures are monitored and reviewed at an institutional and programme level in preparation for external review.
* The ways in which internal and external quality assurance and enhancement procedures inform and/or influence each other.

Suggested Sources of Evidence (inter alia):

* Quality Assurance Policy
* Reports and Action Plans from External Quality Assurance (EQA) Processes
* Strategic Plan and Annual Action Plans
* Records of Committee Meetings[[64]](#footnote-64)
* Records of actions taken in response to EQA processes
* The benchmark statements/Learning Outcomes the institution uses to assess the level of achievement of its students.

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| **Criterion 7.3** The institution involves the participation of internal and external peers/experts and stakeholders in its IQA and EQA processes. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The ways in which IQA processes involve~~s~~ members of all staff groups (teaching, research, management and support staff) – as well as students and alumni – in active ways.
* The ways in which external stakeholders (alumni, representatives of arts[[65]](#footnote-65) professions, quality assurance experts, employers) are involved in the quality assurance and enhancement processes and procedures.
* The means by which the institution’s quality assurance processes and procedures are communicated to staff and students, and the means through which they are informed of any changes made.

Suggested Sources of Evidence (inter alia):

* Quality Assurance Policy
* Committee Structure, Membership and Terms of Reference
* Records of Committee Meetings[[66]](#footnote-66)
* Examples of Enhancement Actions Taken in Response to External Stakeholder Feedback
* Feedback from External Stakeholders (*gathered through formal channels*)[[67]](#footnote-67)

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| **Criterion 7.4** The institution’s IQA system, and its cycles, are designed to ensure that its outcomes both assure and enhance its provision. |

Guidance Notes:

In this criterion the institution/programme should describe and evaluate:

* The process through which study programmes are reviewed, the frequency with which this takes place and by whom it is undertaken.
* The benchmarks/metrics[[68]](#footnote-68) that are used to measure the success of study programmes and how these measures were determined.
* The ways in which quality enhancement is used at an institutional level to make institution-wide changes to its programmes.
* Any actions that have been, or are planned to be, implemented when a study programme has not met the specified IQA standards.
* The ways in which the outcomes of cyclical QA processes and the institution’s follow-up to any recommendations and conditions are deliberated upon with all relevant stakeholders.
* The ways in which the key outcomes of formal QA processes and the institution’s follow-up actions are shared with all those concerned.

Suggested Sources of Evidence (inter alia):

* Quality Assurance Policy.
* Benchmarks/Metrics set for institutional/programme achievement.
* Examples of Remedial Actions Taken in Response to Internal Quality Assurance Processes
* Timetable of the Internal Quality Assurance Cycle.
* Annual Reports.

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| STANDARD 7: Quality Assurance Processes SER Chapter 7 |
| *[Please write your description, analysis and evaluation concerning challenges and opportunities for each criterion of this standard]* |

[Allow the inserted text to expand the box as necessary]

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| Supporting Documentation SER Chapter 8 |
| *[Please insert here a list of supporting material/evidence. The supporting documents can be attached at the end of this report, or they can be made available for download on an online platform accessible to the peer-reviewers]***Annex 1.** *[Title]* **Annex 2.** *[Title]***Annex 3.** *[Title]***Annex 4.** *[Title]***Annex 5.** *[Title]***Etc.** |

[Allow the inserted text to expand the box as necessary]

1. This may include SWOT analyses [↑](#footnote-ref-1)
2. However, institutions/programmes should try to avoid overloading the Review Team with exhaustive sets of documentation by being selective with regard to the essential documentation needed to support or contextualise the SER [↑](#footnote-ref-2)
3. The pages containing the guidance notes should be deleted from the template before it is submitted to EQ-Arts [↑](#footnote-ref-3)
4. Sustainability may be considered under the UN definition (1987) as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”, and in terms of the economy, environment and social well-being. [↑](#footnote-ref-4)
5. Civic government, professional practitioners and international partners [↑](#footnote-ref-5)
6. Exhibitions, performances, concerts and life-long learning provision [↑](#footnote-ref-6)
7. For example: equal opportunities training and personal tutor training [↑](#footnote-ref-7)
8. Profile of the study programmes and a description of the framework for admissions [↑](#footnote-ref-8)
9. Such as Key Performance Indicators (KPIs) [↑](#footnote-ref-9)
10. Such as Key Performance Indicators (KPIs) [↑](#footnote-ref-10)
11. Including timescales and responsibilities for achieving stated objectives [↑](#footnote-ref-11)
12. A competence is understood as an integration of knowledge, ability and attitude in a specific context [↑](#footnote-ref-12)
13. Equivalence with the European Qualifications Framework [↑](#footnote-ref-13)
14. Information and support services available for incoming and outgoing students and staff [↑](#footnote-ref-14)
15. Including: co-operation agreements and participation in European/ international projects [↑](#footnote-ref-15)
16. Including: numbers of international students and staff, international guest teachers, incoming and outgoing

 students and staff exchanges [↑](#footnote-ref-16)
17. Including progression and completion data [↑](#footnote-ref-17)
18. Including where they are published [↑](#footnote-ref-18)
19. And any related guidelines for staff [↑](#footnote-ref-19)
20. On assessment and feedback [↑](#footnote-ref-20)
21. Detailing professional stakeholder involvement [↑](#footnote-ref-21)
22. Creative industry and professional partners [↑](#footnote-ref-22)
23. Professional practitioners, employers, creative industry organisations [↑](#footnote-ref-23)
24. Alumni career progression data covering past 3 years. [↑](#footnote-ref-24)
25. The word ‘research’ is used to cover a wide variety of activities within a specific 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 production. 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*](http://archive.ehea.info/getDocument?id=2117)) [↑](#footnote-ref-25)
26. Including artistic research and artistic practices [↑](#footnote-ref-26)
27. Including recognition of prior-learning and life-long learning, as well as formal, non-formal and informal learning [↑](#footnote-ref-27)
28. For example: supporting staff involvement in admissions processes. [↑](#footnote-ref-28)
29. Alumni career progression data covering past 3 years. [↑](#footnote-ref-29)
30. Professional practitioners and employers. [↑](#footnote-ref-30)
31. Provided to students on academic study, career development and pastoral care. [↑](#footnote-ref-31)
32. Including analysis on admissions, achievement, and progression [↑](#footnote-ref-32)
33. In support of staff operating appeals and complaints processes [↑](#footnote-ref-33)
34. Support staff includes: QA Office, Student Support Office, IT, Learning Resources, Finance Office, HR Office etc. [↑](#footnote-ref-34)
35. Including artistic research and artistic practices [↑](#footnote-ref-35)
36. Networks, conferences, competitions, festivals, articles, exhibitions, etc. [↑](#footnote-ref-36)
37. Continuing professional development [↑](#footnote-ref-37)
38. Number of teaching, technical and administrative staff in each subject area by full-time equivalent, including number of hours taught by teaching staff [↑](#footnote-ref-38)
39. Activities for continuing professional development, language courses, etc [↑](#footnote-ref-39)
40. Artistic, pedagogical, research and enterprise activities [↑](#footnote-ref-40)
41. Technical, administrative, non-teaching staff by full-time equivalent, including roles, competencies and qualifications. [↑](#footnote-ref-41)
42. For technical, administrative and non-teaching staff [↑](#footnote-ref-42)
43. Of technical, administrative and non-teaching staff [↑](#footnote-ref-43)
44. In relation to student numbers [↑](#footnote-ref-44)
45. Recurrent and project-based [↑](#footnote-ref-45)
46. Highlighting responsibilities and processes of budget allocation [↑](#footnote-ref-46)
47. Available to students and staff involved in research activities; including rooms and associated equipment, quality of rooms relative to research standards, computing and technological facilities, libraries, associated resources and services [↑](#footnote-ref-47)
48. Available to students and staff involved in research activities [↑](#footnote-ref-48)
49. In relation to student numbers, including rooms and associated equipment available to students, quality of rooms, computing and technological facilities available to students, libraries, associated e-resources and services available to students [↑](#footnote-ref-49)
50. Including e-Books and e-Journals and data bases [↑](#footnote-ref-50)
51. Available to students and staff involved in research activities [↑](#footnote-ref-51)
52. Welfare includes guidance and support for: psychological, health, personal finance, orientation for visiting students, etc [↑](#footnote-ref-52)
53. Technical, administrative, non-teaching staff by full-time equivalent, including roles, competencies and qualifications [↑](#footnote-ref-53)
54. For technical, administrative and non-teaching staff [↑](#footnote-ref-54)
55. For the publication of information to students and staff (newsletter, website, VLE, Boards, Forum, etc.) [↑](#footnote-ref-55)
56. For the publication of information to students and staff (newsletter, website, VLE, Boards, Forum, etc.) [↑](#footnote-ref-56)
57. Artistic – to represent all fields of art, design and performance. [↑](#footnote-ref-57)
58. Examples of formal initiatives taken to establish open channels of communication with the Creative Industries, Local/Regional Government, Civic Organisations and Public Audiences [↑](#footnote-ref-58)
59. For interacting with the artistic professions [↑](#footnote-ref-59)
60. Recruitment policies, VLE/website and other information materials as appropriate [↑](#footnote-ref-60)
61. For example: response time to inquiries, etc., codes of conduct for dissemination of public statements, etc [↑](#footnote-ref-61)
62. To external audiences, for example: newsletters, website updates, emails, etc [↑](#footnote-ref-62)
63. Academic, management, technical, administrative and study-support staff. [↑](#footnote-ref-63)
64. Relevant to EQA processes and outcomes [↑](#footnote-ref-64)
65. Arts – to represent all fields of art, design and performance [↑](#footnote-ref-65)
66. Relevant to IQA and EQA processes and outcomes [↑](#footnote-ref-66)
67. Civic government, professional practitioners, international partners [↑](#footnote-ref-67)
68. Metrics including progression/awards and prizes/ employment etc [↑](#footnote-ref-68)