



EQ-Arts Review Follow-up Report

Institutional and/or Programme Accreditation

Name of the institution Accredited: École Professionnelle des Arts Contemporains (EPAC)

Name of programme(s) Accredited: Bachelor of Fine Arts - major in Game Arts & Master of Fine Arts - Game Arts

Date initial review: 4 - 6 April 2022 and 13 - 16 June 2022

Date of the follow-up visits (online):

8 September 2022 (for urgent conditions completed by 1 September 2022) Chair with Clive Taylor - EPAC Quality Systems Manager (QSM)

6 October 2023 (for remaining conditions completed by 1 September 2023) Chair with Clive Taylor - EPAC Quality Systems Manager (QSM)

Reviewer(s): Dr Sarah Bennett (Review Panel Chair)

Follow-up report date: 17 October 2023

Introduction

École Professionnelle des Arts Contemporains (EPAC), is located in the Canton of Valais, Switzerland. The Canton required EPAC to be accredited by a quality assurance agency on the EQAR register in order to strengthen EPAC's position as an Art School offering undergraduate and postgraduate study programmes and to ensure a culture of quality assurance at EPAC. EQ-Arts was approached by EPAC, not only because it is on the EQAR register, but it is also a subject specific quality assurance agency for the Creative and Performing Arts and Design sector. Subsequently, EQ-Arts was commissioned to conduct quality assurance accreditation reviews at both institutional and programme level. As part of the review process it was agreed that these Institutional *and* Programme Accreditation Reviews could be undertaken simultaneously due to the comparatively small scale of EPAC. The EQ-Arts Accreditation Review Team conducted accreditation reviews of the Institution and two study programmes - European Bachelor of Fine Arts (BA) and Master of Fine Arts (MA) - across two visits, with the main focus of the first visit on the institutional review, and the main focus for the second visit on the review of the programmes. Compliance was given for the Institution, and each programme separately, and thus conditions and recommendations were also provided separately.

The follow-up meetings took place on zoom between the Review Team Chair, Dr Sarah Bennett, and the EPAC Quality Systems Manager, Clive Taylor.

The report consists of the following three columns:

1. The issues (conditions and recommendations as appropriate¹) identified out by the Review Team as elements to be developed/ further developed are listed in the first column with dates for these to be addressed.
2. The second column is to be filled in by the institution with short reports of the actions undertaken for each element of improvement announced by the Review Team. In cases where the institution has not addressed one or more recommendations, the reasons for this will need to be explained in this column.
3. The third column will include the comments of the reviewer(s) in charge of the Follow-up Procedure on the reports drafted by the institution in the second column.
4. At the end of the follow-up report, a statement is provided by the institution
5. The reviewer(s) in charge of the Follow-up Procedure adds a statement, indicating whether conditions have been met, and for Accreditations whether the Accreditation process is therefore recommended to be complete.
6. The EQ-Arts Enhancement and Accreditation Panel endorse the outcome and advise the EQ-Arts Board on approval.

Conditions with dates to be addressed and	Actions undertaken by the institutions and analysis of	Comments of the reviewer (s)
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¹ The numbers given in parenthesis with conditions refer to EQ-Arts criteria for each standard (see original EPAC report: <http://www.eq-arts.org/wp-content/uploads/2017/10/EQ-Arts-Final-Accreditation-Review-Report-EPAC.pdf>)

by EQ-Arts Evaluation and Accreditation Panel)		<p>condition in Standard 1 is now satisfactorily addressed 11.11.22</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>
<p>Standard 2 - Student-Centred Learning</p>		
<p>As a condition (C2.1 and C2.2) of accreditation, the drafting of the BA Intended Learning Outcomes need to be finalised to reflect the relationship between traditional art disciplines and the latest technology and should complete the drafting of year three ILOs aligned to the EQF level 6. The BA ILOs should cover internships and international exchange. Evaluation criteria should then be checked against those ILOs. The drafting of ILOs for the final project in the MA study programme must also be urgently finalised and aligned to the EQF level 7. To be addressed by 01.09.22</p>	<p>QSM comment 01.09.22. BA Intended Learning Outcomes have been finalised (Annex C) and sent to EQ-Arts Office for attention of the Review Team Chair.</p> <p>QSM comment 12.10.22 - A section on Knowledge and Understanding has now been added to the BA ILOs in a more focused table (Annex A), which is linked to the teaching and learning strategy (Annex C).</p> <p>.....</p> <p>QSM comment 01.09.22. BA Intended Learning Outcomes for internships have been drafted (Annex D) and sent to EQ-Arts Office for attention of the Review Team Chair.</p>	<p>Chair's comments on 07.09.22. The BA programme ILOs for Yr3 have now been drafted (Annex C) and now reflect the relationship between traditional art disciplines and the latest technology. However, under 'In detail' EPAC should include a section on Knowledge and Understanding. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22. The BA programme ILOs for Yr3 re Knowledge and Understanding have now been finalised. Further condition satisfactorily addressed</p> <p>.....</p> <p>Chair's comments on 07.09.22. The ILOs that cover internships (Annex D) have been drafted. There is one intended learning outcome for internships that should be redrafted as a minor revision, as it can only be evaluated after graduation: <i>"Acquire employment contacts leading directly to a full-time job</i></p>

	<p>QSM comment 12.10.22 on minor revisions - The ILOs that cover internships (Annex D) have now been updated as requested with the following wording <i>“Acquire professional contacts to support future employment opportunities.”</i></p> <p>.....</p> <p>QSM comment 01.09.22. BA Intended Learning Outcomes for international exchanges have been drafted (Annex E) and sent to EQ-Arts Office for attention of the Review Team Chair.</p> <p>QSM comment 12.10.22 on minor revisions - The ILOs that cover international exchanges (Annex E) have now been updated as requested with the following wording <i>“have developed resilience through coping with unfamiliar contexts, and if relevant, challenging or adverse circumstances”</i>.</p>	<p><i>following graduation from Bachelor”</i> (a graduate may also want to work as a freelancer). To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair’s comments 11.11.22. The BA programme ILOs to cover internships for have now been finalised. Further condition satisfactorily addressed</p> <p>.....</p> <p>Chair’s comments on 07.09.22. The ILOs to cover international exchange have been drafted (Annex E). There is one ILO that should be reworded: <i>“have developed resilience through coping with adversity or challenging circumstances”</i> - in case a student does not experience adversity. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair’s comments 11.11.22: The BA programme ILOs to cover international exchanges have now been finalised. Further condition satisfactorily addressed.</p>
<p>As a condition (C2.4) of accreditation, the evaluation criteria for the MA need to be clearly defined and mapped to the ILOs. To be</p>	<p>QSM comment 01.09.22. MA the evaluation criteria have now been defined and mapped to the ILOs (Annex F) and sent to EQ-Arts Office for attention of the Review Team</p>	<p>Chair’s comments on 07.09.22. The MA ILOs are now satisfactorily drafted and related evaluation criteria have been</p>

<p>addressed by 01.09.22</p>	<p>Chair.</p> <p>QSM comment 12.10.22 - Advice to reflect on the MA ILO's has been noted. These ILO's will be reviewed as part of the annual monitoring process.</p>	<p>written (Annex F). Condition satisfactorily addressed</p> <p>As is always the case, the Chair reminds the team to take the opportunity to reflect on these criteria once they have been implemented for a full academic year - as part of annual monitoring.</p> <p>Chair's comments 11.11.22. Noted, that EPAC will use APM to review evaluation criteria.</p>
<p>EQ-Arts Outcome Standard 2 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: Both conditions in Standard 2 are now satisfactorily addressed. 11.11.22</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>
<p>Standard 3 - Assuring the Student Study Experience</p>		
<p>As a condition (C3.1) of accreditation, EPAC must finalise the full BA and MA Evaluation and Exam Regulations, including the role of external juries, and any consequences of academic dishonesty, for inclusion in the BA and MA student guidebooks. To be addressed by 01.09.22</p>	<p>QSM comment 01.09.22. The BA and MA Exam regulations are now included in the BA and MA student guidebooks (Annexes G and H) and sent to EQ-Arts Office for attention of the Review Team Chair.</p> <p>QSM comment 12.10.22 - The consequences of</p>	<p>Chair's comments on 07.09.22: The BA and MA Exam regulations are included in the revised BA and MA student guidebooks (Annexes G and H) and the role of the juries is included. It would be useful to repeat the statement about evaluation which includes the consequences of academic dishonesty on the p7 of the PDF, within the exam regulations on p15 of the PDF. To be addressed as a further part of the</p>

	<p>academic dishonesty, noted on p7 of the guidebook has been added to the examination regulations on p15 and a copy sent directly to Review Team Chair.been added to the examination regulations on p15 and a copy sent directly to Review Team Chair.</p> <p>.....</p> <p>QSM comment 12.10.22 - All relevant elements of evaluation in the Swiss Qualifications Framework are included in the EPAC regulations.</p> <p>.....</p>	<p>original condition by 31.10.22</p> <p>Chair's comments 11.11.22. The BA and MA Guidebooks now include the statement about academic dishonesty on the appropriate pages. Further condition satisfactorily addressed</p> <p>.....</p> <p>Chair's comments 11.11.22: any relevant elements of evaluation in the Swiss Qualifications Framework (Annex I) should be included in the EPAC regulations such as arrangements for retaking a module/course. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22: The relevant elements of evaluation in the SQF are included in the EPAC regulations. Further condition satisfactorily addressed</p> <p>.....</p> <p>There is one sentence in the BA and MA student guidebooks that remains problematically worded as follows: "<i>Vos travaux sont évalués par l'enseignant responsable de la discipline, selon les critères de son choix</i>". Translation: "<i>Your work is evaluated by the teacher responsible for the discipline, according to the criteria of his choice</i>". As previously discussed, evaluation should be subject to "<i>pre-determined and agreed criteria</i>". To</p>
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	<p>QSM comment 12.10.22 - Both the BA and MA student guidebooks have now been updated to ensure the evaluation is according to pre-determined and agreed criteria - screenshot of online handbook sent directly to Review Team Chair.</p> <p>.....</p> <p>QSM comment 12.10.22 - The first page of the BA student guidebook does now contain the title 'Prep/BA student guidebook'. All page numbers have been checked to ensure that they are now sequential in both the Prep/BA and MA student guidebooks.</p>	<p>be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22. The evaluation criteria in the guidebooks are now described as 'pre-determined and agreed criteria' - so that while they may have been proposed by the module teacher, linked to the ILOs, they have been agreed by the programme team. Further condition satisfactorily addressed</p> <p>.....</p> <p>NB: the page numbers are not sequential in either guidebook and the heading on the first page of the BA student guidebook should indicate that this is the Preparatory/BA student guidebook.</p> <p>Chair's comments 11.10.22. Noted - all now correct</p>
<p>As a condition (C3.2) of accreditation, EPAC should introduce a formalised complaints procedure to ensure that student complaints can be dealt with efficiently and confidentially, and to ensure consistency with the statement in the Quality Policy that a complaints procedure exists. To be addressed by 01.09.22</p>	<p>QSM comment 01.09.22: A Complaints procedure has been drafted and is now included in the BA and MA student guidebooks (Annexes J) and sent to EQ-Arts Office for attention of the Review Team Chair.</p>	<p>Chair's comments on 07.09.22. A formal student complaints procedure (Annex J) has been written and included in the student guidebooks. It should include a statement for Stage 2 complaints - that complaints will be considered by a member of EPAC who is independent of the complaint. To be addressed as a further part of the original condition by 31.10.22</p>

	<p>QSM comment 12.10.22 - Stage 2 Complaints procedure now states that this stage of the process will be conducted by a EPAC member who is independent of the complaint. A statement regarding the role of the School Board for 'general' complaints process has now been added, and the role of the Swiss Ombudsman with external and independent responsibilities has now been included in the complaints process. A revised copy of the complaints procedure in the BA and MA Guidebooks has been sent directly to Review Team Chair.</p>	<p>Chair's comments on 07.09.22. A statement about the School Board should be included at the start to ensure that relevant 'general' complaints are addressed through student delegates as part of its regular business rather than through the formal complaints procedure. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments on 07.09.22. Information about a Swiss or European Ombudsman (as applicable) to whom complaints can be sent if there is no satisfactory resolution within EPAC's formal complaints procedure – for rare cases –should be added at the end of the complaints procedure. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22. These three above additions to the complaints procedure have been added and all is now in order. Further conditions above satisfactorily addressed.</p>
<p>EQ-Arts Outcome Standard 3 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: Both conditions in Standard 3 are now satisfactorily addressed 11.11.22</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation</p>

Standard 4 - Human Resources

As a **condition** (C4.1) of accreditation, the Review Team require EPAC to revise the Job Description of the Academic Director so that it maps to the strategic goals and includes sufficiently defined roles and responsibilities. **To be addressed by 01.09.22**

QSM comment **01.09.22**. The Job Description of the Academic Director (Annex L) has been redrafted and it now reflects the strategic goals of EPAC. It has been sent to EQ-Arts Office for attention of the Review Team Chair.

QSM comment **12.10.22** - The requested amendments and additional duty have been added to the Job Description of the Academic Director and sent directly to the Chair of the Review Team.

Chair's comments on **07.09.22**. The Job Description of the Academic Director has been redrafted (**Annex L**).

There are three further amendments needed (in italics) as part of this condition, so that the second bullet point reads thus: "Responsible for the educational standards to realize curriculum goals, enhancing the quality of the education given, guarantees that the quality is relevant, *through annual monitoring and evaluation of the study programmes*", and the third bullet point reads thus: Guide teachers to ensure the quality and policy of the school *and implement annual appraisal process*". And an additional duty needs to be added to the JD under Academic Issues: "*Chair School Board*" **To be addressed as a further part of the original condition by 31.10.22**

Chair's comments **11.11.22**. The amendments and addition to the JD Academic Director have been added and the role is now comprehensively set out. **Further conditions satisfactorily addressed.**

<p>As a condition (C4.1) of accreditation, EPAC should revise job descriptions to clearly indicate that the BA and MA teachers should evaluate students according to criteria which have been mapped to the Intended Learning Outcomes. Please refer to p.34 of the report for further details. To be addressed by 01.09.22</p>	<p>QSM comment 01.09.22. The Job Description of the Teachers (Annex M) has been redrafted and has been sent to EQ-Arts Office for attention of the Review Team Chair.</p> <p>QSM comment 12.10.22 - The Job Description of the teachers has been redrafted linking evaluation criteria to the intended learning outcomes and sent directly to the Chair of the Review Team.</p>	<p>Chair's comments on 07.09.22: The Job Description of the teachers has been redrafted (Annex M). However, under "Teaching" the following bullet point should be revised "Sets up an ad hoc evaluation system aligned with the intended learning outcomes" to read "<i>proposes evaluation criteria to be agreed, that are aligned to the intended learning outcomes</i>". To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22. The requested amendments and addition to the JD Academic Director have been added and the role is now comprehensively set out. Further conditions satisfactorily addressed.</p>
<p>EQ-Arts Outcome Standard 4 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: Both conditions in Standard 4 are now satisfactorily addressed 11.11.22</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>
<p>Standard 5 - Learning and Teaching Resources</p>		
<p>As a condition (C5.1) of accreditation, the Review Team require EPAC to draft a more comprehensive business plan with risk assessment and mitigation, including worst case financial modelling and solutions for underwriting student fees during the 3-year</p>	<p>QSM comment 01.09.22. The Business Plan (Annex N) has been redrafted with further details on all the required points. It has been sent to EQ-Arts Office for attention of the Review Team Chair.</p>	<p>Chair's comments on 08.09.22: In the revised Business Plan (Annex N p12), EPAC has included worst case scenario financial modelling based on 50 enrolled students in 2022-23 which leaves FR6,000 surplus before the FR20,000 is</p>

<p>review cycle. To be addressed by 01.09.22</p>	<p>QSM further comment 01.09.23 Student numbers at EPAC are beginning to recover in 2023/24. The school has enrolled five students from its partner institution in Taiwan and there is good potential in this international market. The total number of registered students is 60. Due to the conditional accreditation being received from EQ-Arts, this has allowed the school to promote their academic programmes in the local market, supported by financial bursaries from the Canton du Valais. Consequently, EPAC is able to grow the student body in both the national and international markets. This has enabled the institution to align priorities in its business planning and the underwriting of the programmes. The next Valais Education Canton meeting takes place on 15th November 2023 where EPAC will be asked to confirm</p>	<p>repaid to the Canton of Valais. The pre-existing budget for 2023-24 is based on 70 enrolled students and for 2024-25 it is based on 80 enrolled students. EPAC have included a 5-point risk assessment (Annex N p34) in order to prioritise strategies to address high risks, but no tangible mitigation actions are included nor clarity of actions to underwrite student fees during the 3-year review cycle. However, in the follow up meeting with the QSM on 08.09.22 the Chair of the Review Panel has been advised that conversations are underway with the local commune, financial institutions, and private investors, to investigate mitigation strategies to address a worst-case scenario deficit of FR14,000 in 2022-23, that would also underwrite student fees during the 3-year review cycle.</p>
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	<p>that all conditions of their accreditation with EQ-Arts have been fulfilled. The financial support of the canton and commune will be important in the continued growth of the institution. EPAC is confident that it will be able to achieve and hopefully exceed the target of 80 students in 2024/25.</p> <p>.....</p> <p>QSM comment 08.09.22 - The Vision now precedes the Mission in the Business Plan.</p>	<p>Chair's comments 11.11.22. Condition satisfactorily addressed.</p> <p>.....</p> <p>On p25 of Annex N the Vision should be stated before the Mission. To be addressed as a further part of the original condition by 31.10.22</p> <p>Chair's comments 11.11.22. Further condition satisfactorily addressed.</p>
<p>As a condition (C5.2) of accreditation, the Review Team require EPAC to include enhanced research-related aims in their strategic plan (2022-2025) to inform the MA curriculum and enhance the student experience. To be addressed by 01.09.22</p>	<p>QSM comment 12.10.22 - Reference to research related aims/actions are now included in the strategic plan and revised OSP sent directly to the Review Team Chair.</p>	<p>Chair's comments on 07.09.22. In reviewing the Operational Strategic Plan (Annex A) and the Follow-up meeting on 08.10.22 with the QSM, the Chair cannot find reference to research-related aims/actions. This still needs to be addressed by EPAC for supporting the development and currency of the MA programme.</p> <p>Chair's comments 11.11.22. Research is now foregrounded in the strategic plan, at a level appropriate to the scale of EPAC. Condition satisfactorily addressed.</p>

<p>EQ-Arts Outcome Standard 5 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: Both conditions in Standard 5 are now satisfactorily addressed 11.11.22</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>
<p>Standard 6 - Communication</p>		
<p>As a condition (C6.1) of accreditation, the Review Team requires EPAC to operationalise the internal and external communication aspects of its communication strategy in the form of a plan to include performance indicators, actions, action owners and a timeline. To be addressed by 01.09.23</p>	<p>QSM comment 01.09.23 In order to operationalize the internal and external communication aspects of its communication strategy, EPAC has constructed an action plan that includes performance indicators, actions, owners and timelines. Evidence of actions already taken are available by clicking on the hyperlinks in each section. The action plan is provided as Annex P and has been sent Directly to the Chair of the Review Team.</p>	<p>Chair's comments 04.10.23. The EPAC Communication Strategy has now been set out operationally, in a format that can be better used to track progress, and targets, and links to evidence (e.g., management meeting minutes) and survey data. This evidences a step forward as communication, both internal and external, are vital to secure the future of EPAC. Condition satisfactorily addressed.</p>
<p>EQ-Arts Outcome Standard 6 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: The condition in Standard 6 is now satisfactorily addressed 04.10.23</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>
<p>Standard 7 - Quality Assurance Processes</p>		
<p>A condition (C7.3) of accreditation is to establish an effective method of staying in touch with all BA and MA Alumni and collating</p>	<p>QSM comment 01.09.23 The school has carried out an audit of contacts with the alumni community. All members of the teaching staff have been asked to share</p>	<p>Chair's comments 04.10.23. During the follow-up zoom meeting with the QSM on 08.09.23 the Chair heard how this action</p>

<p>the informal or personal contacts that the teachers have with selected Alumni, in order for them all to be involved in internal quality processes and bring added value to EPAC. To be addressed by 01.09.23</p>	<p>the personal contacts they have with the alumni. This information has been updated in the alumni data base. The school also asked all graduating students in June 2023 to provide forwarding contact details and join the alumni email list. EPAC is committed to maintaining and developing their relationships with the Alumni, in order for them to be involved in internal quality processes and bring added value to the institution. EPAC has created an Alumni Newsletter in order to enhance the communication channels.</p>	<p>has already resulted in a more comprehensive list of contacts, and that Alumni make visits to EPAC to share their experiences of finding careers once graduated. The Chair reminded the QSM of the scope of Alumni participation, e.g., inviting insights and suggestions regarding proposed changes to the BA and MA curricula. Condition satisfactorily addressed.</p>
<p>EQ-Arts Outcome Standard 7 (to be approved by EQ-Arts Evaluation and Accreditation Panel)</p>		<p>Review Chair Recommendation: The condition in Standard 7 is now satisfactorily addressed 04.10.23</p> <p>Approved by Anthony Dean on behalf of the EQ-Arts Evaluation & Accreditation Panel (EAP) 10.11.23</p>

<p>Overall Comments on Follow-up Process by representative of EPAC 16.10.23</p>
<p>The follow up process on the conditions of accreditation has been extremely helpful in assisting EPAC on its academic growth and quality assurance journey. The institution has matured and there have been identifiable benefits for all stakeholders. In particular, the student experience has been greatly enhanced due to the reflective processes now taking place. In addition, the development of student governance at the school and the inclusion student representatives at the School Board has been a great success.</p>
<p>Overall Comments Review Team Chair 17.10.23</p>
<p>EPAC has made substantial improvements, for example, in its internal quality assurance processes throughout the accreditation process and in the increased the transparency of its decision-making processes for its stakeholders. While EPAC has always seen itself as having a close-knit and familial environment for its students, the student experience has been greatly enhanced through clarification on evaluation and exam regulations, and its representative structures for all stakeholders are now formalised. In my view EPAC have now met all the</p>

conditions from the 2022 accreditation process.

These advancements need to be sustained, so that EPAC is ready and prepared for reaccreditation, which under Swiss law, will be in 2025.

Accreditation Follow-up Report Finalised on: 10.11.23

Approved: EQ-Arts Chair on behalf of EQ-Arts Board 10.11.23

Lars Ebert

A handwritten signature in blue ink, appearing to read 'Lars Ebert', with a stylized flourish at the end.