

D9.1

Report on best practices in the arts, international perspectives

WP 2 FilmEU Institutional and Staff Capacitation

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
1. PREFACE	5
2. INTRODUCTION	6
2.1 What is 'quality' and QA in general	6
2.2 Methodology of this Report	8
3. BRIEF DESCRIPTION OF THE QA SYSTEMS AT IADT, LUCA, ULHT, AND SZFE	10
3.1 Dún Laoghaire Institute of Art, Design and Technology (IADT) case study	10
3.1.1 General	10
3.1.2 Governance	10
3.1.3 External quality assurance	11
3.1.4 Internal Processes	12
3.1.5 Internal Quality Assurance	13
3.2 LUCA School of Arts (LUCA) case study	14
3.2.1 General	14
3.2.2 External Institutional review	14
3.2.3 Internal Quality Assurance	15
3.2.4 Policy cycle	16
3.2.5 Panel of critical friends	16
3.3 Lusófona University (ULHT) case study	17
3.3.1 General	17
3.3.2 External quality assurance	17
3.3.3 Internal quality assurance	19
3.3.4 Quality Management Procedures	22
3.4 University of Theatre and Film Arts (SZFE) case study	24
3.4.1 General	24
3.4.2 External quality assurance	25
3.4.3 Internal quality assurance	27
4. INTERNATIONAL BEST PRACTICES OF OTHER HEIS AROUND THE WORLD	29
4.1 Griffith Film School, Australia case study	30
4.1.1 Legislation	30
4.1.2 Institutional & academic structure + Organigram	31
4.1.3 External Quality Assurance	32
4.1.4 Reaccreditation process (existing program)	33
4.1.5 Internal Quality Assurance	34

4.2 American University, School of Communication case study	36
4.2.1 General	36
4.2.2 Institutional accreditation	37
4.2.3 Programmatic accreditation	38
4.2.4 Accreditation Review Activities	38
4.2.5 The Nature of Accreditation	39
4.2.6 The Process of Accreditation	40
4.2.7 Conducting the Self-Study	40
4.3 Aalto University case study	41
4.3.1 General	41
4.3.2 School of Arts, Design and Architecture	43
4.3.3 External quality assurance	43
4.3.4 Institutional accreditation	44
4.3.5 Internal Processes	45
4.3.6 Internal Quality Assurance	46
4.4 Tallinn University (BFMA) case study	48
4.4.1 General	48
4.4.2 Baltic Film, Media and Arts School (BFMA)	51
4.4.3 External quality assurance	51
4.4.4 Institutional accreditation	51
4.4.5 Internal Processes	52
4.4.6 Internal Quality Assurance	53
4.5 Short descriptions of the QA systems in Europe	55
4.5.1 Academy of Dramatic Art University of Zagreb (Croatia)	55
4.5.2 Stockholm University of the Arts (Sweden)	55
4.5.3 The Aleksander Zelwerowicz National Academy of Dramatic Art in Warsaw (Poland)	56
4.5.4 The Danish National School of Performing Arts (Denmark)	56
4.5.6 The Royal Conservatoire in the Hague (Netherlands)	57
4.5.7 UK University-sector institutions (United Kingdom)	57
4.5.8 The Academy of Performing Arts in Bratislava (Slovakia)	58
4.5.9 Zurich University of Arts (Switzerland)	59
5. OUR INTERNATIONAL QA AGENCY PARTNERS (ACEEU AND EQ-ARTS)	60
5.1 ACEEU	60
5.2 EQ-Arts	60
6. QUANTITATIVE COMPARATIVE MATRIX	62
6.1 Quantitative Comparative Analysis	62
6.2 External QA – Independence and Workload	62
6.3 Internal QA – Independence and Workload	63
6.4 The four comparative diagrams	63

7. DISCUSSION	66
7.1 The main similarities and differences of the QA systems	66
7.1.1 In external QA	66
7.1.2 Meanwhile in Australia...	67
7.1.3 ...and the US	68
7.1.4 Internal QA	70
7.2 Special issues and aspects of QA in arts	71
7.3 Our future tasks and deliverables based on the International Best Practices Survey	72
8. CONCLUSIONS	74
9. BIBLIOGRAPHY	75
Websites	75
Special references of QA system of IADT (Ireland)	76
Special references of QA system of LUCA (Belgium)	76
Special references of QA system of ULHT (Portugal)	76
Special references of QA system of SZFE (Hungary)	76
Special references of QA system of Aalto University	77
Special references of QA system of Tallinn University	77
ANNEX 1. GLOSSARY OF THE MOST IMPORTANT QA TERMS	78
ANNEX 2. THE TEXT OF OUR BLANK SURVEY QUESTIONNAIRE	86
ANNEX 3. THE TEXT OF OUR COMPARATIVE MATRIX	91

1. PREFACE

FilmEU is a path-finder initiative founded in Autumn 2020, pioneering a new European University for Film and Media Arts. It is currently formed by four universities – IADT (Dublin, Ireland), LUCA (Brussels, Belgium), ULHT (Lisbon, Portugal), and SZFE (Budapest, Hungary) – but our expressed aim is to extend this consortium to other European higher education institutions which provide educational programmes in film and media arts. Our common goals require to accord our educational programmes, curricula, and mobility, quality assurance principles, and mechanisms, creation of a suitable common governance structure, besides other certain issues. Work Package 9 (hereinafter referred to as **WP9**) is dedicated to the quality assurance (hereinafter referred to as **QA**) tasks and deliverables. Our QA research involves the internal and external QA as well that consists of the accreditation, evaluation, and ranking processes.

In cooperation with associated partners like EQ-Arts, ACEEU, the WP9 has many parallel activities to create the new frame (principles, methods, and guidelines) for the FilmEU's common QA system, convenient to all the member universities, and corresponds to the Standards and Guidelines for QA in the European Higher Education Area (hereinafter referred to as **ESG2015**) standards issued by the European Association for Quality Assurance in Higher Education (hereinafter referred to as **ENQA**) that gives us a well-recognizable European quality assurance guideline.

One of the basic tasks – to the common understanding of QA – of WP9 is to survey the existing QA models not only inside the European Union (in the member universities) but also outside, especially in Australia and the USA. For the Australian survey, we chose Griffith Film School, and for the USA we selected American University, School of Communication (Washington DC, USA), but we involved several other universities as well, like TLU-BFMA, Tallinn University (Tallinn, Estonia), and Aalto University (Espoo, Finland) from the European Union. The present International Best Practices Report (hereinafter referred to as **Report**) is a result of this long-lasting survey, outlining, analysing, and benchmarking many possible ways and structures of QA models that exist in contemporary HEIs and in certain countries.

The present Report on QA in Film and Media Arts consists of three main parts after a general introduction to quality assurance and our WP9 objectives. The first part is a descriptive one, containing the outline of the existing QA models of HEIs involved in our survey. The second one is the analytic part, which contains comparison in several ways and according to certain aspects (1. qualitative – according to internal and external QA models and regulations; 2. quantitative – according to measuring the workload and independence of the stakeholders regarding internal and external QA). The third part is an informative part that contains the brief glossary of the most important QA terms (as a basic introduction of QA terminology) based on the UNESCO's Handbook on QA, the questionnaires for our surveys, and a matrix we fulfilled regarding several comparative aspects of the external and internal QA issues. We would like to stress that the present Report is not an encyclopaedic work, but rather focuses on the topics and possible models that are relevant in our FilmEU perspective and gives us useful tools for our future work.

The authors of this Report express their gratitude to the stakeholders of Griffith University, Tallinn University, and Aalto University for their generous contributions and cooperation providing the necessary data and for sharing an overview about their QA systems and models. Without their generous help, this Report would have been much less authentic, since their perspectives gave us in-depth internal insights for working out our multi-layered complex comparison and analysis.

2. INTRODUCTION

2.1 What is 'quality' and QA in general

Before looking specifically at Quality and Quality Assurance in Higher (art) education, there are clear indications that these concepts are similar to different domains of the industry providing services and/or product manufacturing. It can be useful to identify similarities and implement best practices and opportunities within the scope of education. Although according to *The American Society for Quality (ASQ)*, there's room for discussion for a comprehensive definition of Quality. A first distinction is made between Product Quality, indicating effectiveness, efficiency and satisfaction, and Service Quality, adding indicators as Reliability and Security, resulting in a more generic point of view towards quality:

- the extent to which something is good
- suitable for use: something functional and useful
- complies with a set of specifications
- client satisfaction resulting in purchase and client commitment
- complies with the wishes of the stakeholder: students, work field, the art sector

Secondly, Quality Assurance is defined as: "all the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfil requirements for quality"¹. In the context of higher education, quality assurance can be considered as 'an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programs'² breaking it down into these components:

- set of measures taken to systematically determine, control, and improve the quality of your services
- management policy for quality assurance: goals, method, follow-up
- agreeing upon standards within your institution: common goals
- ongoing attention for quality in/of everything you do

In our research of the FilmEU partner institutions, we discovered that there is no clear common set of standards yet, but each HEI rather holds its own perspective on qualitative education, tackling questions; e.g.

¹ ASQ/ANSI/ISO 9000:2015: *Quality management systems - Fundamentals and vocabulary*, 2015

² Vlăsceanu, L., L. Grünberg, and D. Pârlea. 2004. *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*. Bucharest : UNESCO.

What is a qualitative way of teaching a student in higher art education? Do we prioritize an authentic learning environment with highly qualified staff, or rather gather longitudinal feedback from all stakeholders to ensure correct process evaluation?

How do we rate a course in a study programme and define success? Is it based on high scores or a rather high student satisfaction?

How do we rate a BA or MA degree project? Is it good in the eyes of external jury members or considered a high standard if all learning outcomes are reached?

Furthermore, during our research, we found that the three main objectives for Quality Assurance are the foundations for every institution but each with a different mix and levels of importance.

- Quality, aimed at compliance with (inter)national regulations
- Quality as a ranking tool
- Quality aimed at enhancement

Over recent decades, there has been increasing use of market mechanisms as instruments of public policy (Dill et al. 2004), which went along with an increasing level of autonomy awarded to higher education institutions, if they were compliant with local national and later supranational standards. This leads to the next possible objective for QA, aimed at ranking. *What can we do to end as high as possible in rankings?* The problem according to Massy (2019) is that autonomous institutions competing in a market may follow strategies that are not always in the best public interest³. However, for a market to be efficient it is necessary that both consumers (students) and producers (HEI) share information about price, quality, and other relevant characteristics of the goods and services being traded.⁴

The third component is aimed at intrinsic enhancement. Teaching and non-teaching staff have a pivotal role in higher education and need to be actively involved with assuring quality. Under this perspective, quality is a responsibility of all the staff, meaning that all must contribute to ensuring that 'the right things are done right' (Cardoso et al. 2016). To that purpose, we need to define values, beliefs, and expectations within an organizational culture of quality and an embedded commitment towards quality improvement, shared by all stakeholders. Therefore, structural, planned QA elements are key, e.g. student and alumni surveys, data gathering, benchmark reports, reviews teaching methods. An early paper on Understanding Quality culture⁵ (Ehlers, 2009) shows that communication, participation, and the combination of top-down and bottom-up interaction is of key importance to a successful development of quality culture. Thus, it is equally important to hold informal meetings amongst colleagues to

³ Massy, FILMEU.F. 2004. "Markets in **Higher Education**: Do They Promote Internal Efficiency?", in *Markets in Higher Education: Rhetoric or Reality ?*, edited by P. Teixeira, B. Jongbloed, D. Dill, and A. Amaral, 13 - 35. Dordrecht : Kluwer Academic Publishers.

⁴ Cardoso et al, [Assessment & Evaluation in Higher Education](#). Mar2019, Vol. 44 Issue 2, p249-262. 14p.

⁵ Ehlers, U.-D. (2009): **Understanding Quality Culture**. In: *International Journal for Quality Assurance in Education*. Emerald

establish a common way of working, discuss a shared approach of constructive feedback and create a shared awareness of the enhancement actions and best practices, already in place and occurring, to construct a real organizational culture of quality, currently within the separate HEI's and encompassing FilmEU in the future.

2.2 Methodology of this Report

Quality assurance plays a central role in FilmEU objectives since the new European University on Film and Media Arts requires common understanding and the establishment of a joint mechanism not only in the field of education, mobility, and governance but also in the QA issues, specialized for film and media arts. The initiative to create a Common Quality Assurance Framework (CQAF) for FilmEU, an in-depth survey to the QA terminology was required, and – as one of the first deliveries – an outline of the existing structural models. The present Report – as the study on international best practices – is 9.1. deliverable of our work package. We focus on the internal and external quality assurance (university and external bodies, scopes of authority, dynamic process of decision-making, control, and the accreditation process), besides some semantic clarification.

Before entering a brand-new QA framework of FilmEU (as deliverable of 9.6., becomes due in the 36th month of the project), it seemed to be necessary to:

- have a survey on international best practices inside and outside the European Union's higher education system;
- clarify the common terminology of QA that is relevant in FilmEU project, setting up a common denominator for our future work;
- make a survey on the engagement and entrepreneurship performed by the ACEEU (an associative partner of FilmEU);
- have a discussion about the specialties of QA in Arts with the cooperation of EQ-Arts (also an associative partner of FilmEU);
- work out a questionnaire for a comparative quantitative and qualitative analysis;
- collect the relevant data by performing interviews, downloading documents, watching scholar presentations, etc.
- and finally elaborate the analysis itself, comparing the existing models, drawing the structures of internal and external bodies, creating the tables and graphics.

Based on these research and contributions we established a database (archive) consisting of the relevant documents of several HEIs (regulations, acts, descriptions, guidelines, etc.), besides scholarly papers, websites, links to online forums, and presentations. This QA Best Practices archive became the ground of the present Report.

First, we wanted to get to know each other's QA models better, so we started the survey by introducing our FilmEU member universities' QA models (accreditation process, regulations, principles, and methods). We made these descriptions (in ppt and doc format) during the Spring of 2021, then we extended our research on other universities inside and outside Europe that lasted until November 2021.

The summarised results of these research form Part 3. (description of the FilmEU member HEIs QA systems) and 4. (description of other HEIs' QA systems) of the present Report. We decided to discuss the internal and external QA mechanisms and structures according to each analysed HEI separately, before making their comparison.

Then we recognized that even the main terms and phrases can be used differently in the US, Australia, and Europe, so – in May and June 2021 – we prepared a glossary based on the Handbook on QA issued by UNESCO in 2007, to make a clarification of the common terminology of QA. We wanted to set up a common denominator for our future work by summarising – and sometimes modifying – the very wide range of terms, principles, and methodologies written in the UNESCO Handbook, making it more suitable for our own purposes. This revised and summarised glossary can be found as an appendix of the present Report (Annex 1.)

Later – during the summer and autumn of 2021 – we were involved in a survey on the engagement and entrepreneurship accelerator programme organised by the ACEEU (an associative partner of FilmEU), as an important part of the delivery 9.4. of WP9. The results were transformed into a comparative matrix and analysed by ACEEU. This was a starting point of a two-year-long accelerator programme (as a delivery 9.5.). This became the base of our report on the implementation of this accelerator programme (as a delivery 9.4. of WP9).

Parallel to these activities, we discussed the specialties of QA in Arts with the EQ-Arts (also an associative partner of FilmEU), and we invited a presentation on this field. These QA agencies (ACEEU and EQ-Arts), as associated partners of the FilmEU project, are introduced in Part 6 of the present Report.

It was essential for our analysis to compare the existing models. We worked out a complex comparative questionnaire and a database for both qualitative and quantitative analysis. The questionnaire can be read as Annex 2. of the present Report, while the detailed qualitative matrix fulfilled by IADT, LUCA, Lusófona, and SZFE is Annex 3.

The analytic parts of the present Report are based on these research, databases, and surveys. The results of the quantitative matrix form Part 6 of the present Report, while the main similarities and differences of the QA systems, besides other conclusions, can be found in Part 7. We recognized that it is far from obvious how the evaluation and ranking can be applied to the field of arts, more concretely in film and media arts, since these mechanisms are worked out mostly for the technical, medical, human, sciences, etc. These special aspects and obstacles of quality assurance in film and media arts can be found in Part 7.2 of the present Report.

3. BRIEF DESCRIPTION OF THE QA SYSTEMS AT IADT, LUCA, ULHT, AND SZFE

3.1 Dún Laoghaire Institute of Art, Design and Technology (IADT) case study

3.1.1 General

With a pedigree that dates back to the middle of the last century IADT is unique. Ireland’s only institute of art, design and technology with a specific focus on the creative cultural and technological sectors.

Programmes in both the [Faculty of Film, Art + Creative Technologies](#) and the [Faculty of Enterprise + Humanities](#) are unique in that they combine practical, transferrable skills with academic learning. And because IADT believes in being active in research and practice, their students get to work with staff, many of whom are internationally acclaimed in their fields. Their fresh, modern campus in Dún Laoghaire is currently home to over 2500 students and staff, with outstanding facilities and a lively, diverse and friendly atmosphere.

IADT is home to Ireland’s National Film School (NFS), a nationally and internationally recognised centre of excellence in screen production, design and education for screen and media arts. IADT is recognised among the top film and animation schools globally by Variety Magazine (US). NFS staff and alumni have a distinguished record of national and international awards and recognition, including the Academy Awards, Venice Biennale, Cannes Film Festival, Royal Television Society, EMMYS, BAFTA and the Irish Film & TV Awards.

3.1.2 Governance

IADT ‘s Governing Body operates in accordance with the IoT Acts 1992 to 2016 as amended and, in particular, in accordance with the Second Schedule to the Acts. It is appointed by the Minister for Education, usually for a five-year term.

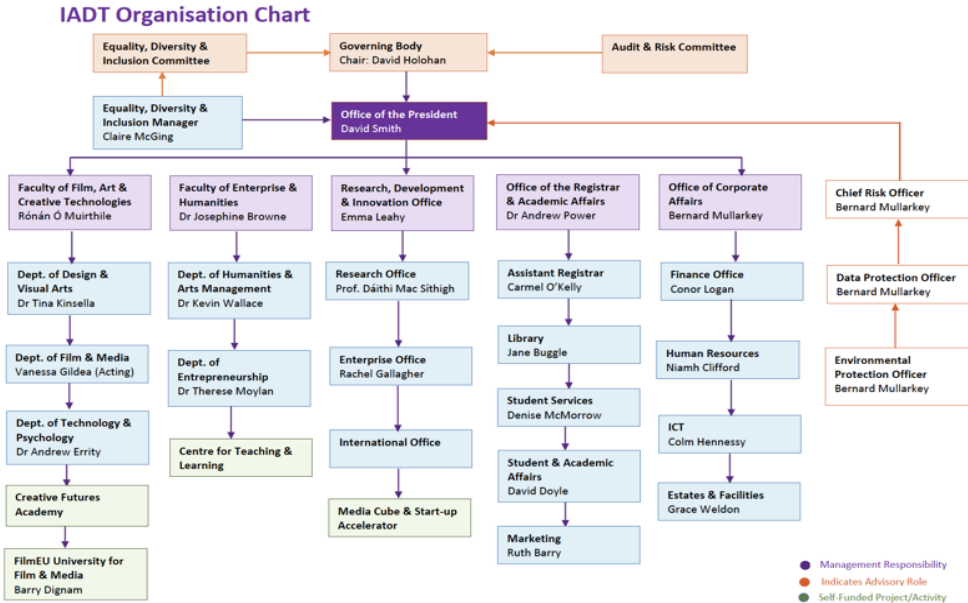


Figure 1. IADT Organisation Chart

The Institute President leads the Executive Management Team and a wider management team is made up of Functional Area Managers and Heads of Department.

Lead by the Registrar, the Academic Council and its sub-committees manage the academic matters of the institute.

3.1.3 External quality assurance

(Accreditation, and the recognition of the internal quality assurance regulations)

The most recent legal entity is titled Dún Laoghaire Institute of Art, Design and Technology (IADT) and was established on 1 April 1997. It is a State Institute and one of the publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT is bound by the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision, and by policy and procedure of the Higher Education Authority (HEA) and the Department of Education and Skills as it applies to other areas of its operation.

Delegated authority to make an award enables a provider to establish its own award brand and affords it greater autonomy in establishing programmes within classes of programmes in respect of which authority to make awards has been delegated. They are autonomous awarding bodies, responsible for their own programmes of education and training, research and related services and for any programmes offered by linked providers leading to awards made by the designated awarding body. Designated awarding bodies are required to have regard to the Core Statutory Quality Assurance Guidelines of QQI, in fulfilling its statutory responsibilities.

This authority is delegated until that Accreditation is withdrawn. IADT reports annually to QQI and QQI CINNTE Reviews take place cyclically across the sector.

Irish higher education institutions have primary responsibility for reviewing and improving their own quality and QQI is responsible for carrying out external reviews on a cyclical basis.

As well as reviewing the quality of education, training and research, the CINNTE reviews also look at how well each institution's internal quality assurance procedures are working and identify areas for improvements. As the CINNTE Review process is based on transparency and accountability, the findings from each institutional review are published in a CINNTE Review Report on the QQI website.

Presuming the CINNETE review is acceptable and delegated authority is not withdrawn, then IADT has a large degree of independence including developing new programmes, new departments or indeed new faculties.

3.1.4 Internal Processes

Study Programme development and changes at IADT

As IADT had delegated awarding powers it is free to develop and make changes to its own programmes.

For a new programme the following process is followed:

1. The programme initiator brings programme development proposal to Faculty executive for approval to proceed
2. Outline programme proposal is presented to the Programme Validation Committee (PVC) for approval to proceed
3. Faculty Executive develops a Business Plan and presents to Institute Executive for approval
4. The programme document is presented to the Programme Validation Committee for approval.
5. The Registrar organises an external expert validation panel in consultation with the Faculty Executive
6. The Panel conducts a site visit, prepares a report and makes a recommendation to IADT on the approval of the programme
7. The Registrar submits to Academic Council, a recommendation that the panel validation be endorsed
8. Academic Council notes the validation of the programme
9. Governing Body notes the programme validation

For the re-accreditation of a degree the follow process is undertaken:

1. The Programme initiator brings programme development proposal to Faculty executive for approval to proceed
2. The Outline programme proposal is presented to the Programme Validation Committee (PVC) for approval to proceed.
3. Faculty Executive develops a Business Plan and presents to Executive for approval
4. The programme document is presented to the Programme Validation Committee for approval.
5. Registrar organises the external validation panel in consultation with the Faculty Executive
6. Panel conducts a site visit, prepares a report and makes a recommendation to IADT on the approval of the programme.
7. The Registrar submits to Academic Council, a recommendation that the panel validation be endorsed
8. Academic Council notes the validation of the programme
9. Governing Body notes the programme validation

For minor changes and modifying the credit rating of courses:

1. Head of Department/Programme team makes a recommendation.
2. Where a change is required to an existing programme, if the change effects less than 10% of the programmes as determined by the number of credits effected, and provided the title of the programme is unchanged, then in that instance the change can be approved by the Programme Validation Committee (PVC). Modules are always 5 or multiples of 5.
3. A major change proposed to an existing programme and/or a change to the title of a programme then the programme is validated by an external panel.

3.1.5 Internal Quality Assurance

The Registrar is responsible for the academic quality of all provision. The Registrar is supported in this role by the Quality Enhancement committee (a subcommittee of Academic Council and by the Institute's Quality Officer.

IADT has formally adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG), as endorsed by the Ministers of Education in the European Higher Education Area, as a set of standards and guidelines for internal quality assurance in higher education, recognising that the ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.

The Institute has its own internal, institutionally-owned quality assurance, i.e. this Quality Assurance Framework, along with a suite of policies and procedures for the effective provision of the following, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the Quality Assurance section of the Institute's website.

Students' representatives are members of all Programme Boards. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic plan. The Programme Chair submits an annual report to the Academic Council. Annual student surveys are also carried out by the Institute as part of a National programme. Student representatives are also members of Academic Council and all of its subcommittees. Periodically, external peer-review evaluations of IADT conducted by external panels and are published on the IADT's website. IADT quality processes form part of the periodic QQI reviews.

3.2 LUCA School of Arts (LUCA) case study

3.2.1 General

LUCA School of Arts is the only university college in Flanders exclusively dedicated to art and design, making it unique in the region. The art school combines the strengths and expertise of five renowned Flemish higher education institutions for art and design, spread across Brussels (Schaarbeek and Vorst), Genk, Ghent and Leuven. Most of the programmes are taught in Dutch, but LUCA offers six full-English MA programmes on its campuses in Brussels and Leuven.

LUCA also functions as the 'school of arts' of the Association KU Leuven. LUCA fulfils its mission in close collaboration with this association and the university KU Leuven. On the basis of cooperation agreement(s) with KU Leuven, LUCA is also responsible for the services with regard to the academic programs in the educational field of Architecture.

Belgium is a federal state and has delegated the competence for education to each of the three Communities (Flemish, French-speaking and German-speaking). LUCA School is situated within the Flemish Community and thus depended on the Flemish government and associated agencies for institutional review and programme accreditation.

Since 2015 universities of applied sciences and arts and universities require an institutional review and they must organise the assessment of the quality of their programmes and take up ownership. For all new programmes an initial accreditation and a first accreditation by NVAO is mandatory e.g.; EMJM DocNomads.

3.2.2 External Institutional review

The institutional review assesses whether a higher education institution pursues its educational policy in a qualitative manner, including the conduct for confirming the quality of its programmes. A positive outcome, conditional or otherwise, will result in the extension of the accreditation periods of the accredited programmes provided by the institution. Following a negative institutional review, external quality evaluation will be conducted by [NVAO](#). The institutional review is mandatory for all the institutions in Flanders that are recognised as a university of applied sciences and arts or university and is conducted every six years according to a fixed calendar. The institutional review verifies the quality of the educational policy pursued by a higher education institution, including the control it exerts over the assurance of the quality of its programmes. Such control covers the aggregate actions, processes, practices, procedures, and instruments that enable the institution to assure the quality of its programmes.

The assessment is conducted by a review panel of independent experts. The panel checks how the educational policy in place ties in with the educational philosophy of the institution and the societal challenges it is facing within its own context. It examines how the institution ensures the effectiveness of its educational policy; in other words, how the institution pursues attainment of the pre-defined goals and checks whether and how the institution is assuring the quality of individual programmes through the control it exerts.

Questions on basis of which the panel works:

- “What is your intention?”
- “How will you implement it?”
- “How can you make sure that what you intended is also achieved in the end, as you planned it?”

In all the aspects of the institutional review, specific attention is focused on the quality culture in place within the institution. A quality culture is an organisational culture in which continuous quality assurance and quality improvement is pursued by all the stakeholders of their own accord.

Guiding principles for institutional review:

The Appreciative Approach: NVAO⁶ tries to keep the assessment procedures simple, and tailors them to the context of the individual institution thereby omitting fixed criteria and templates. The goal is to appreciate what is already available. No judgement of choices made by the institution is implied but prefers looking at how the model works, and whether it works as originally planned.

- ‘Only one document’: critical self-reflection. All further information is on demand and based on already existing information and documents.
- Dialogue as a valid source of information
- Focus on strengths of an institution: enhancement led

3.2.3 Internal Quality Assurance

KOPERA: the LUCA quality framework for training courses. Core elements and tools of the internal QA are:

- Policy cycle: discussing policy of each programme, realisations, budget-issues
- Surveys: incoming students, alumni, drop-outs, satisfaction about courses, ...
- Data-collection: numbers of incoming students, study efficiency, ...
- Stakeholders: students, alumni, society, workfield
- Dashboards with key indicators
- Assessing the quality of individual programmes is our own responsibility.

The quality assurance method for our study programmes is called KOPERA: *Kritisch de Kwaliteit van Opleidingen met Peers in Eigen Regie Analyseren* or Critically Self-directed analysis of the Quality of Study Programmes with Peers. It gives programmes the freedom and responsibility to take care of the quality of their own training. This goal is obtained by discussions and reviews by critical friends, using a self-directed methodology within a framework. The analysis is based on a longer period, not a snapshot with equal dialogue with external panel members who work with an appreciative approach. This framework has 9 LUCA

⁶ <https://FilmEU.nvao.net/en/news/2020/1/longread-quality-assurance-in-flanders-simple-appreciative-and-incomparable>

quality characteristics, which are aligned with the so-called European Standards & Guidelines. (ESG)

These have been established by the education ministers of Europe and apply to all higher education;

- a) An explicit and clear programme profile
- b) Well-defined learning outcomes and training goals
- c) A coherent and research-oriented curriculum
- d) Powerful educational environment
- e) International, pioneering and transgressive education
- f) An evaluation policy geared to the specific nature of art education
- g) Adequate facilities and intensive guidance
- h) Inspiring teachers
- i) Strong quality culture

The framework also describes the quality cycle in procedures, both in scheduling and identifying relevant stakeholders. These stakeholders base their assessment on the education portfolio, an important building block of our quality method. This portfolio explains how it implements each quality characteristic. The findings of these important stakeholders help us to further improve our education.

3.2.4 Policy cycle

Based on these characteristics, the study programme designs a 5-year policy plan with an annual action plan. It incorporates the panels' recommendations and points for improvement. Each year, the management board discusses the results of the action plan from the previous year with the study programmes in policy and budget committees. Based on this, the plans of the study programme for the coming year are adjusted. Students are involved in this cycle, for example in the education committees, and resonance meetings are organised with alumni and representatives from the professional field.

3.2.5 Panel of critical friends

Every six years, LUCA provides an analysis of the quality of its programmes by a panel of external experts: an education or quality expert, a professional expert, someone from the field and a (former) student. These critical friends get to know the study programme through the study portfolio and an introductory visit. Based on the 9 quality characteristics, they will converse with stakeholders within the programme during the in-depth visit. They will also be invited to various initiatives by the programme: concerts, exhibitions, workshops, lessons, projects. The opinion that the panel members form about the programme is thus not solely based on documents and conversations but on real day to day practice. Afterwards, in the feedback discussion, the panel describes what could be routes for improvement, what urgently needs to be altered and identifies good examples, best practices for other programmes.

3.3 Lusófona University (ULHT) case study

3.3.1 General

The Portuguese higher education system comprises two types of higher education institutions: universities and polytechnics. By law, universities are more focused on theoretical issues and polytechnics offer a more practical education. It is relevant to mention that polytechnics are not allowed to award PhD degrees. Nevertheless, both institutions can award bachelors and masters in common scientific areas, in particular the area of film and media arts. In terms of global numbers, the Portuguese higher education system has around 115 HEI (public and private) and 4000 study programmes in operation (bachelors, masters and PhD).

The Lusófona University of Humanities and Technologies (ULHT) is the largest private university in Portugal. It was founded in 1998 as a merger of ISMAG – Institute of Applied Mathematics and Management with ISHT – Higher Institute of Humanities and Technology, both founded in 1989 by the same owner, COFAC – Cooperativa de Formação e Animação Cultural. The name of the university derives from the word “Lusofonia” which designates all Portuguese speaking countries and their common linguistic and cultural antecedents.

The Portuguese higher education accreditation system is managed by the national Agency for Assessment and Accreditation of Higher Education (A3ES).

3.3.2 External quality assurance⁷

The Agency for Assessment and Accreditation of Higher Education (A3ES) was created in 2007, by the Portuguese state, through Decree-Law 369/2007, of 5th November. A3ES is a private law foundation, established for an indeterminate period, with legal status and recognised as being of public utility. A3ES is not funded by the State, apart from an initial set-up subsidy, provided by the Ministry of Science, Technology and Higher Education in 2009. Its income is generated through services provided to institutions. A3ES is independent in its decisions, both from the government and from HEIs. However, it is subjected to general requisites fixed by the State in terms of legal acts that regulate HEIs⁸ and study programmes⁹. The main objective of A3ES is to promote the improvement of the performance of HEIs and their study programmes and to guarantee the fulfilment of the basic requirements for their official recognition. This objective is pursued through the following activities:

- To ensure the quality standards of the Portuguese higher education system;
- To assess and accredit study programmes and HEIs;
- To audit and certify internal quality assurance systems of HEIs;
- To provide society with information about the assessment and accreditation results.

⁷ Based on A3ES official website (<https://FilmEU.a3es.pt>) and the self-assessment report for ENQA (2018).

⁸ Law 62/2007, of 10th September.

⁹ Decree-Law 74/2006, of 24th March, updated and republished as Decree-Law 65/2018, of 16th August.

A3ES is a member of several international organisations. It was accepted as an ENQA full member in June 2014 and it is registered in EQAR since November 2014. It also integrates the CHEA International Quality Group (CIQG), a forum established by CHEA – Council for Higher Education Accreditation (United States). A3ES, through its Office of Research and Analysis, participates in several international projects. Researchers of A3ES are members of the Consortium of Higher Education Researchers (CHER) and participate in many international conferences, publish regularly in international peer-reviewed journals and publish books with international editors. A3ES has also supported the implementation of quality assurance activities in countries such as Mozambique, S. Tomé e Príncipe and Macau.

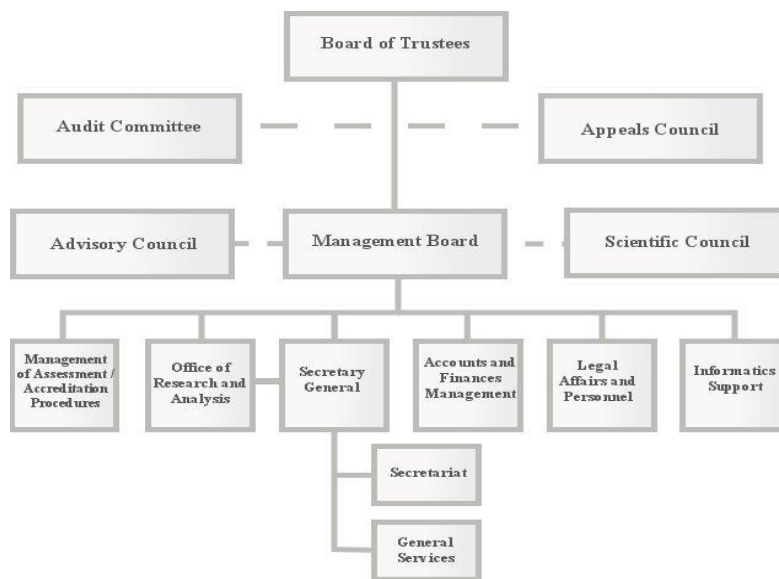


Figure 2. Organisational chart of A3ES

The most relevant body of A3ES is the **Management Board**. It is responsible for performing all the necessary actions for fulfilling A3ES objectives that the statutes do not commit to other bodies. The Board of Trustees appoints the members of the Management Board (a maximum of 4 executive members and 3 non-executive members) for a 4-year term of office that can be renewed. The Management Board is responsible for starting any assessment and accreditation procedure; approval of reports resulting from assessment and accreditation procedures and making final assessment and accreditation decisions (if necessary the Management Board's decisions may not follow the recommendations of the External Assessment Teams); the potential adoption of the results of assessment or accreditation carried out by other quality assurance bodies, national or foreign; the approval of regulations in the area of quality assurance in higher education.

A3ES conducts the following quality assurance processes on a regular basis:

- Assessment of new study programmes (mandatory)
- Assessment of study programmes in operation (mandatory)
- Assessment of higher education institutions (mandatory)
- Audit of internal quality assurance systems (voluntary)

The aforementioned processes apply to all HEIs offering degree awarding study programmes. The assessment processes lead to an accreditation and the audit process leads to a certification. In both cases the maximum period of accreditation/certification is 6 years. The accreditation criteria depend only on the type of HEI (universities or polytechnics) and the type of study programme (bachelor, master or PhD). A3ES designates an External Assessment Team (EAT) for scientific advice during the assessment phase. This panel always includes a student and an international member. Although the audit of internal quality assurance systems is not compulsory, its certification plus additional performance indicators (accreditation history, teaching staff and research) can simplify the accreditation procedure for study programmes in operation. This simplified mechanism was implemented in 2017.

The accreditation flow is represented in Figure 3.

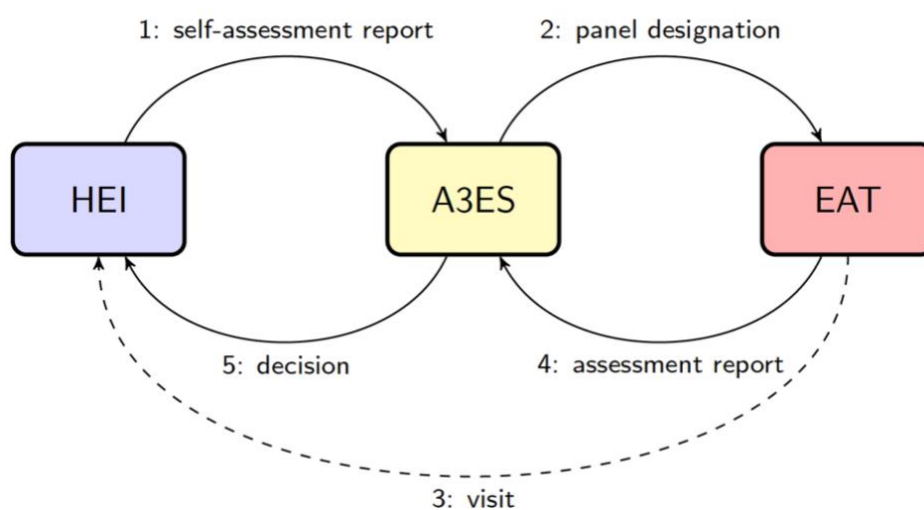


Figure 3. Accreditation flow

3.3.3 Internal quality assurance Historical note

The commitment to quality assurance has been established in the ULHT Statutes since its first publication in 1999 and is reinforced in the amendments that followed up to the current statutes that define ULHT's objective to "The permanent development of assessment processes for its activities, units and services, under the terms of the law, in conjunction with the competent assessment entities and accreditation and, also, through its own institutional mechanisms, observing the internationally established principles and quality criteria."

Like other HEIs in the national system, quality assurance mechanisms were limited to nuclear processes and little formalized, so it is not possible to talk about the existence of an Internal Quality Assurance System (IQAS). The creation of the common European higher education area has brought ULHT an added challenge of competitiveness. Quality has become an essential condition to guarantee the confidence, relevance, and attractiveness of any University and, in the context of Portuguese higher education and national culture, condition

of survival and/or development for educational institutions in the private subsystem where the ULHT is framed.

The institution voluntarily participated in the institutional evaluation process carried out by EUA in 2007, which constituted the first great impulse in quality assurance because it made clear to ULHT that to the three vectors of the institutional vertex, it should be added a fourth, of transversal nature, related to ensuring the quality of management, covering all activities in a systematic way.

In parallel, the Evaluation and Quality Office was created and ULHT progressively integrated the references for European higher education in quality practices, namely the ESG, national legislation (RJIES¹⁰ and RJAES¹¹) as well as strategic guidelines from European and national bodies in specific areas (e.g. health areas).

The creation of A3ES represented a new qualitative leap in the development of the IQAS. In response to the additional requirements originated from the external evaluation processes, in 2010, the Institution also engaged in International voluntary assessment processes in specific areas (e.g. assessment carried out by CILECT in the cinema area) which have constituted itself as an important step to set references that certify to the progressive commitment to quality and represented key milestones in the development of the IQAS.

ULHT internal quality assurance system

The university develops its institutional strategy for quality based on a logic of sharing and all stakeholders commitment to its identity, mission, vision, values and objectives based on references and goals established in the strategic management documents - Strategic Plan, Action Plan, Activity Plans, Quality Manual - that include the actions to be carried out, as well as the methodologies, monitoring parameters, execution schedules and responsibilities of the different bodies, services and actors involved.

The IQAS_Lusófona consists of a set of processes that guarantee the quality of the activity in the mission areas of the institution (teaching, research and cooperation with the community) and transversal support to its functioning (resources and support services) and the actors, internal and external, which, in some way, are related to the system. These processes are organized at three levels: (1) strategic, (2) nuclear and (3) support and are interconnected in order to ensure the coherence of the system as a whole and highlight the mechanisms for ensuring the quality of the institution's activity. The area of teaching and learning is the most developed one, since, in addition to being the "core" of the institution itself, it was the one where the first systematic monitoring processes took place, already having more complex processes and procedures consolidated. In the other areas of mission of ULHT, especially in research, the evaluation procedures adopted by the national institutions for the regulation of Science (FCT or Erasmus + Agency and other sources of funding) are followed and incorporated in the IQAS_Lusófona.

¹⁰ Law 62/2007, of 10th September

¹¹ Law 38/2007, of 16th August

The processes and procedures of the IQAS_Lusófona are supported, in turn, by a robust information system, with high dematerialization, which registers and produces the relevant institutional information for management and decision-making processes.



Figure 4. Quality Portal

In all mission areas, the results achieved have demonstrated the effectiveness of the adopted processes and procedures, with a positive evolution in the established performance parameters. These results are also a mirror of the high participation and involvement of internal stakeholders and the perception that these actors have the relevance of the system and the importance of the information system that has supported it.

The university has identified the aspects where it would like to increase the system, namely: i) consolidating the articulation between the various levels of decision of the institution through a more adequate formalization of the actions carried out; ii) complete the implementation of a data warehouse that will improve the aggregation of the data layer in order to optimize the decision support processes iii) allow a global and systematic view of the IQAS_Lusófona, namely through the organization of the information produced in its scope; v) strengthening the internal training of human resources so that everyone is able to promote a culture of quality within the structures in which they operate.

Quality Assurance Organic Structure

ULHT is a private higher education institution recognized in the public interest. ULHT has 10 organic teaching and research units called Colleges, Schools or Institutes. The ULHT structure is designed with the legal requirements in mind, namely those defined in the RJIES and its Statutes, and its primary assumption is to ensure that academic, administrative, economic and financial management activities are managed and implemented with respect for autonomy and independence. Therefore, under the terms of article 10 of the Statutes, the ULHT governing bodies are: a) The Rector; b) The Administrator; c) The University Council; d) The Scientific Council; e) The Pedagogical Council. Additionally, the Statutes contemplates the existence of a General Strategic Council as an advisory body that has in its composition

relevant personalities from cultural, social, economic and political life capable of providing a fundamental perspective to the processes of quality assurance.

The Student's Ombudsman is also another figure of academic governance acting as an independent structure whose function is to defend and promote the legitimate rights and interests of students.

The formalization of the system in the IQAS_Lusófona Manual defines the objectives, functions and actors and responsibilities for the quality policy, as well as the institutional strategy for continuous improvement, translated into the pursuit of specific objectives, as an integral part of the global strategic management of institution and contribution to accountability.

This strategy has as actors the Rector, the Administrator, the Scientific, Pedagogical and University Councils. The Quality Management System distributes responsibilities to different bodies and services. Considering that the quality of ULHT must run in parallel with the achievement of the objectives established for ULHT, the actors identified in the Statutes for the pursuit of ULHT's mission and objectives are the same as those identified for the pursuit of quality objectives, that is, the ULHT's management bodies are the same management bodies as the IQAS. This assumption is reflected at the level of the ULHT and the Schools/Institutes and is also articulated with the structure of services responsible for operationalizing and supporting the IQAS, the Quality Management Service, at the level of general coordination ULHT, and the managers / pivots of quality at organic unit level.

The forms of involvement and responsibilities of students and other interested parties (internal and external) in quality assurance processes are ensured, not only in the constitution of the statutory management bodies defined and through the regular response to different inquiries but also in participation and collaboration regular in the Self-Assessment and Study Cycle Monitoring Committees that include representatives from the internal and external academic community, namely, teachers, students, non-teaching staff and individuals who are considered to be able to contribute to the improvement of study programmes, in a perspective of continuous improvement.

As part of its IQAS support activity and for differentiated collaborations, depending on the needs and requests, the Quality Management System can be assisted by Monitoring Committees made up of representatives of the teaching staff, the technical staff and the students of the different ULHT structures.

Operational documents, namely legislation, procedures, regulations and guidelines, are available through internal platforms such as Sharepoint, GOF and RUGUA, open for the entire academic community. A large part of the mentioned documentation is also publicly accessible on the university's website.

3.3.4 Quality Management Procedures

Teaching and learning activities have a central role in the creation and updating of the mechanisms for monitorization, evaluation, management of quality assurance. The main processes described in the Quality Manual are the following:

1. The quality assurance of provision - creation, review and extinction of study programmes

The procedures for creating a new study programme consider the purposes of creating a comprehensive and advanced knowledge base that stimulates research and innovation and provide for the analysis of the relevance of the new study programmes with the institutional strategy, their adequacy to national and international references, the existence of experts in the preparation of the proposal, the employability and preparation of students for active citizenship and the existence of human resources and materials that adequately support teaching and learning in the areas of each study programme. Before being submitted to A3ES, proposals for the creation of new study programmes are prepared by specialists in the respective areas, after consultation with peers, students, graduates and external entities; they are then sent to the School, the Pedagogical and Scientific Councils and sent for consideration by the ULHT bodies and for approval by the Rector and Administration. The extinction decision is based on the analysis of demand and training efficiency indicators, the available human and material resources and their strategic relevance.

2. Student-centred teaching, learning and assessment

In addition to traditional classes, pedagogical methods also include hybrid approaches, such as “blended learning”, and diversified as to the role of educational agents, such as, for example, the “flipped classroom”. Pedagogical surveys, produced every six months, are a tool for monitoring and improving pedagogical working methods. In addition to the formal mechanisms, the methodologies are constantly update and the curricula set to promote student-centred teaching. In this sense, there is an effort to reduce the number of contact hours, in favour of student autonomy, with the concomitant increase in autonomous study materials. In addition to contact and service hours, teachers support students through tutoring and other types of contact hours. The educational model of ULHT recommends the existence of flexible courses, which respond to the training needs of students, and it is recommended to include free optional courses in all study plans, being in regular practice in all three levels of study.

3. Recruitment and monitoring of students / Admission of students, progression, recognition and certification

The aggregating nucleus of the demand interaction process is the internet portal that lists all the study programmes offered in each academic year and presents different information about each course. The portal presents regulations and rules that cover all phases of the study programme and the student at the institution. A questionnaire is applied to characterize new students, the results of which make it possible to know their origin, previous school career, motivations and expectations regarding the programme and the University. In order for all students to get to know the institution's organization, at the beginning of each academic year, a reception program is promoted for new students. The results of monitoring school success are analysed at the study programme level, the School/Institute and within the university academic and scientific bodies. An essential element for this analysis is the production of RUC – Curricular Unit Report, which integrates all elements related to academic success. As part of the insertion and monitoring of graduates, ULHT has a wide range of protocols and partnerships that enhance the insertion of students in professional life. Within the scope of IQAS, information is collected annually on the students' professional path through a survey applied to the universe of graduates.

4. Monitoring and Continuous Improvement of the Quality of Study Programmes

The strategy for planning, organizing, monitoring, evaluating and improving the teaching provided is developed, at progressively aggregated levels of intervention – course, study programme, School/Institute and University - and is based on the preparation of self-assessment and improvement reports. Every six months, the study programme's coordinator prepares the RUC – Curricular Unit Report, based on the analysis of the teaching staff and on additional information sources, which are available inside the information system: FUC – Curricular Unit Sheet and other elements related to the organisation and planning of the course; student results and pedagogical survey results. The purpose of RUC is to promote the global assessment of the functioning of each course, as well as to allow a critical analysis that leads to the identification of critical factors that need intervention and correction and, in this context, the definition of an improvement plan. The RUCs are integrated into the Study Programme Annual Report - RAC. Each RAC is discussed within the scope of the study programme, sent to the School/Institute director for consideration within the bodies and preparation of a summary report on the quality and adequacy of the training offered and the teaching provided. Based on these reports, a summary of the most salient aspects is prepared, including the update of the panel of indicators to support strategic planning and the IQAS, as well as the global action plan for improving the quality of teaching at ULHT.

5. Monitoring and Continuous Improvement of the Quality of Research and Innovation

The R&D units operate with scientific autonomy in the hierarchical dependence of ILIND. The monitoring and support actions for researchers are ensured by ILIND in regard to monitoring compliance with the work plan, allocation of human resources, and by GEP, which ensures the technical and financial management of R&D projects and the follow-up and monitoring of the process of economic valuation of the results obtained.

3.4 University of Theatre and Film Arts (SZFE) case study

3.4.1 General

The University of Theatre and Film Arts Budapest (SZFE), Színház- és Filmművészeti Egyetem (szfe.hu) is the oldest art institution of higher education in Hungary that educates theoretical and practical professionals in the fields of theatre, film, media, and television. The history of the university goes back to 1865 when the actor training in Hungary began and the School of Acting opened its gates based on the decree of Franz Jozef I. (emperor of the Habsburg Empire, and the king and emperor of the Austro-Hungarian Monarchy). The now valid Higher Education is the Act No. 209 (CCIX) of 2011, and its Appendix lists all recognised higher education institutions in Hungary (both private and State-owned ones as well). The Act governs the accreditation process in Hungary, both for private, public, and foreign HEIs offering higher educational services in Hungary. It issues a pattern of the basic structural elements but gives relative freedom for the inner regulations and naming.

There is another regulation on the topic of accreditation in HEI sector (Government edict No. 19/2012. (II. 22.) of the Quality Assurance and Development) that disposes the structure and the process of the Hungarian Accreditation Committee (HAC), as the main independent scholar body in the accreditation process.

3.4.2 External quality assurance¹²

The Hungarian Accreditation Committee (hereinafter referred to as HAC) was founded in 1993. HAC is a full member of the ENQA (the European Association for Quality Assurance in Higher Education) since 2002, and also member of the EQAR, the CEENQA (Central European Quality Assurance Association), the EUA-IEP, and the founder member of the V4QA (V4 Quality Assurance Forum is an association of the Czechish, Hungarian, Slovak, and Polish Accreditation Committees).

HAC elaborates its own rules of procedure and criteria for evaluation and operates within the scope of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). During its operation, HAC complies with the criteria set in the ESG 2015 (Standards and Guidelines for Quality Assurance in the European Higher Education Area), and applies the objective, complex and up-to-date criteria developed by the HAC expert commissions and Board. HAC expert activities, accreditation, analysis and decision-making are built on an objective criteria framework, all activities are independent, unbiased, non-political, and follow the principal values set out in international standards.

With its activities, HAC reinforces its independent operation, and applies, develops and/or adapts a methodology in regular (and in some cases ad hoc) evaluation in line with international standards. Its scope of activity comprises the accreditation and re-accreditation of universities and colleges, the accreditation (and re-accreditation) of new and operating degree programmes, doctoral schools, new two-year higher education vocational programmes, new universities and colleges applying for operating licences, and evaluates national qualification requirements, and university professorial applications. HAC also evaluates the HEIs internal quality assurance regulations and guidelines.



Figure 5. Delegated members of the Hungarian Accreditation Committee

¹² Based on the act of higher education Act 209. (CCIX) Act in 2011, the governmental edict of the Quality Assurance and Development in Hungary (Government edict No. 19/2012. (II. 22.) Governmental edict), the HAC self-evaluation report for ENQA (2018), and the official website of HAC.

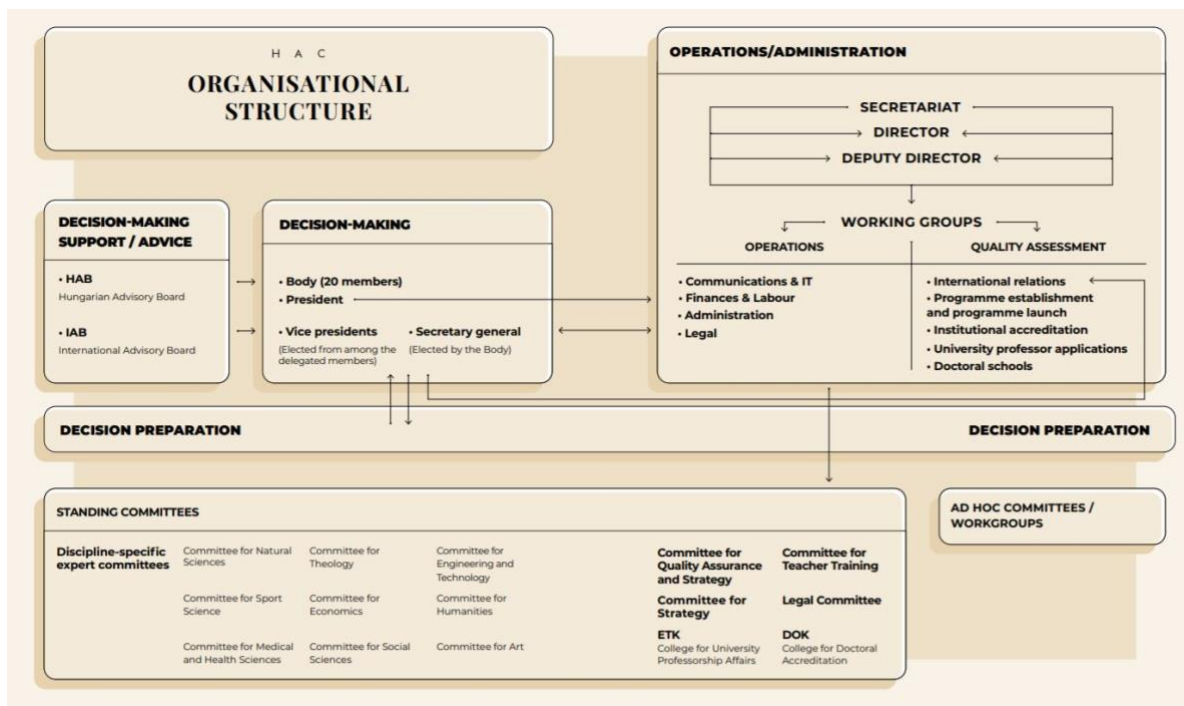


Figure 6. Organisational structure of the Hungarian Accreditation Committee (HAC)

The organisational structure and the decision-making process of the HAC can be seen in Figure 6., as an open access and HAC is a national-level, independent (non-governmental) body of experts tasked with the external evaluation of the quality of educational activities and the internal quality assurance (QA) systems of higher education institutions (HEIs) in Hungary.

HAC is self-governed both professionally and financially. Of its 20 members, the minister (Ministry of Innovation and Technology and the Ministry of Human Resources) delegates 9, the rest is from the higher education's professional sector: Hungarian Rectors' Conference 3, the Hungarian Academy of Sciences 2, the Hungarian Academy of Arts 1, religious legal entities maintaining higher education institutions 2 members, the Hungarian chamber of Commerce and Industry 1, the National Union of Students 1, and the Association of Hungarian PhD Students 1 member (See Figure 5.). HAC is financed through the Hungarian Parliament (cca. 80%) and its own incomes, the accreditation fees (cca. 20%). For the organisation structure of HAC see Figure 6.

HAC – according to the ENQA report – is accepted to represent the following basic values and principles. (1) transparency: HAC publishes its decisions and the principles its analyses are based on, discloses its resolutions and the criteria used in decision making and analysis; (2) independence: Independent operation ensures the quality and recognition of the HAC's work, while institutional independence ensures the respect and support for the autonomy of higher education institutions; (3) cooperation: HAC regularly consults the stakeholders of higher education, cooperates with higher education representative organizations, partner organizations in quality assurance, and key international organizations; (4) integrity: during its operation, HAC acts in an irreproachable, just, fair, impartial, objective and professional way.

HAC also stresses professionalism: HAC shall act on the base and for the interest of the scholar academic issues and values.

For accrediting (re-accrediting) a HEI or a new programme, the HEI's highest decision-making body (in case of SZFE: the Senate) initiates the process, and the HEI is represented by its rector (or the president in private HEIs). The process is starting at the Hungarian Education Office (HEO), which is an authority under the Ministry of Human Resources. The HEO asks the Hungarian Accreditation Committee (HAC) to issue an evaluation expert's report. The registration for accreditation or permit for a new programme is issued by the HEO based on the expert's report of the HAC. There is a right to appeal to the Administrative Court against the decision of the HEO. Any HEI can choose to ask the HEO to get an expert's opinion from another accreditation agency (other than HAC) recognized in the European Union.

3.4.3 Internal quality assurance¹³

The University of Theatre and Film Arts Budapest (SZFE) is accredited by the Hungarian Accreditation Committee (HAC) and registered by the Higher Education Office (HEO). Its internal quality assurance system (quality assurance strategy, QA regulation, self-evaluation processes, and guidelines) is based on the ESG 2015 standards and guidelines.

SZFE has a Quality Assurance Policy since 2009. The valid Quality Assurance Policy is concluded by the Senate of SZFE on 7th July 2021, replacing the previous one that was concluded by the Senate in 2009.

SZFE established a Quality Management Committee (hereinafter referred to as QMC) in 2009, which is directed and controlled by the Senate. QMC has participants from the Institutions' academic staff, delegated members from the Students' Union, and from the administrative staff of the university, all of them delegated by the Senate. QMC is an internal body of the SZFE that is pro-actively help organizing the self-evaluation reports, the evaluation of teachers by the students, the students' satisfaction surveys, the teachers' satisfactions surveys, the university's Report to the Hungarian Accreditation Committee (HAC), and so on.

The Senate of SZFE issued a Declaration of Quality Policy on 28 June 2021. It contains the most important principals, values, and quality assurance strategy of the SZFE. It is based on the ESG 2015 standards, but beside the ESG, it also stresses the commitment to the local values of Hungary, and the cultural diversity.

The internal quality assurance system in SZFE involve the academic (scholar) and the administrative staff, besides the students of the university. The follow-up of the alumni, the students' results, students' satisfaction and students' evaluation of the teachers and institutes teaching activity is an important part of the self-evaluation surveys, besides the teachers' satisfaction survey and teachers' academic activity reports, the survey of the administrative staff activity and satisfaction, and the improvement reports, etc.

¹³ Based on the internal quality assurance Regulation, Guideline and QA Strategy of SZFE, and the Act No. 72 (LXXII) in 2020 of the Foundation for Theatre and Film Art and the transfer of stakeholders' rights.

The reports and the results of the surveys are documents regularly presented to the internal and external bodies represented in Figure 7. to be recognised as an up-to-date and valid database of internal quality assurance system and achievement.

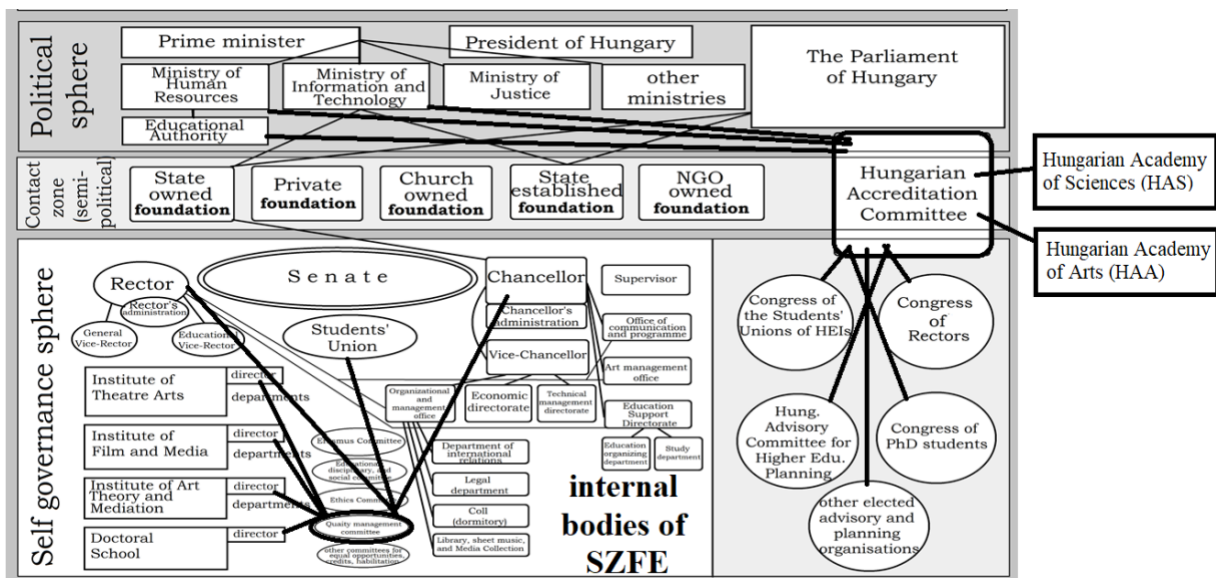


Figure 7. The internal quality assurance system, and its recognition by the external bodies

Minor changes in the curriculum and the credit changes does not require a permission of the Hungarian educational authority (Educational Office), although a recognition (decision of acceptance) is necessary by the Institute and the Senate, which accept the modification of the credits and/or the subjects if they are convenient to the accredited Curriculum and Syllabus. The process starts at the department or the Institute, then the Senate makes the decision after asking the report of the Quality Management Committee of the SZFE. If an external permission is not required (internal accreditation is enough), the Rector informs the HAC and the HEO about the decision at least at the next re-accreditation process. Minor changes cannot exceed the minimum and maximum credit frames of the externally accredited set of credits in the Curriculum.

Quality assurance activity in SZFE penetrates all parts of the academic sphere, the Students' Union and the administrative staff, to ensure the ESG 2015 standards and guidelines. The QA-involved internal university structure and the bodies targeted by the QA surveys can be seen in Figure 8.

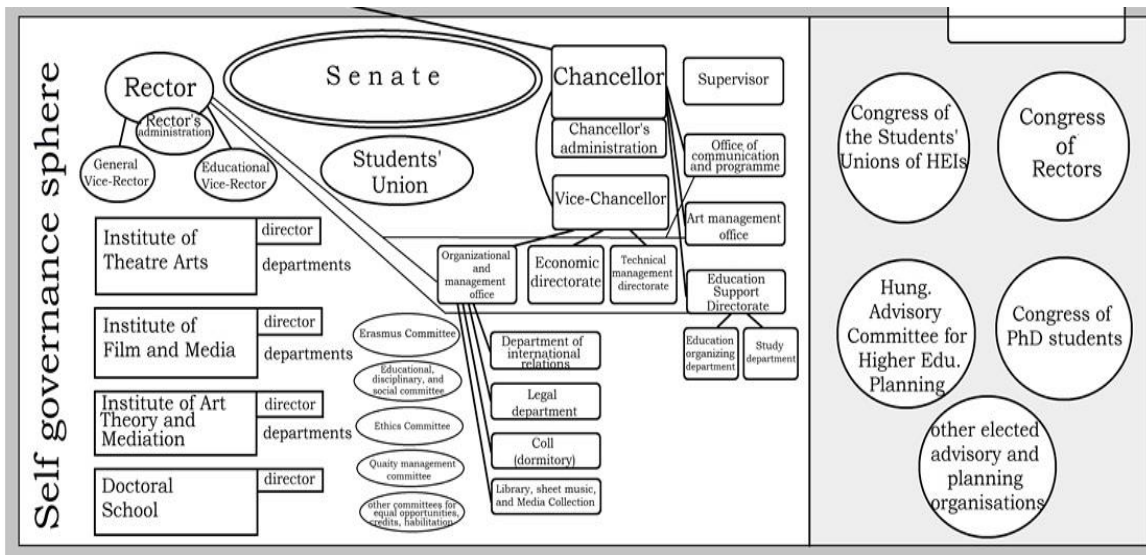


Figure 8. The Quality Management Committee within the SZFE structure

The self-evaluation reports and the students' evaluation of teachers can result in a modification in the Curriculum, Syllabus, and the teachers' status, salary and – in an extreme case – a termination of the employment/assignment contract. QA reports and surveys by the students are anonymous, and all the documents are archived and presented to the HAC for the five years regular external accreditation process.

4. INTERNATIONAL BEST PRACTICES OF OTHER HEIS AROUND THE WORLD

For the international benchmarking of the HEI, we devised a framework for adequate and consistent investigation.

International benchmarking HEI for FilmEU	
	1 Short description of the institution 1.1 Legislation (Primary-Secondary) 1.2 Institutional Structure + Organigram 1.3 Courses (Absolute #) 1.4 Staff (Absolute # + FTE) 1.5 Red tape & Short cuts
External	2 Accreditation process (new courses) Local context Country-State 2.1 Key decision making body - evaluators 2.2 Procedure and timing 2.3 Validity/duration accreditation 2.4 Evaluation criteria 2.5 Stakeholders and role
	3 Re-accreditation cycle (existing courses) Local context Country-State 3.1 Key decision making body - evaluators 3.2 Procedure and timing 3.3 Re-evaluation criteria 3.4 Duration re-accreditation - apped* 3.5 Stakeholders and role
Internal	4 Internal Quality Assurance bodies 4.1 name + description model 4.2 methodology - systematization 4.3 stakeholders and role 4.4 evaluators 4.5 QA staff (Absolute # + FTE)

Figure 9. International benchmarking HEI for FilmEU

4.1 Griffith Film School, Australia case study

4.1.1 Legislation

[Griffith University](#) was established on 21 September 1971 under the Griffith University Act 1971. The Griffith University Act 1998 provides for a broad range of functions and powers, including to provide courses of study or instruction and to confer higher education awards. Griffith is ranked in the top 2% of universities globally with 50,000 students and 4,000 staff, spread across 6 campuses, offering 200+ degrees and validates its own degrees.

Vision: *'To transform lives and add to human knowledge and understanding in a way that creates a future that benefits all. We will pursue our vision through our core principles of excellence, ethics, and engagement.'*

The Griffith University Act 1998 provides for a broad range of functions and powers, including the specific provisions:

- a) to provide education at university standard
- b) to provide facilities for study and research generally, and, in particular, for people in the cities of Brisbane, Gold Coast and Logan
- c) to encourage study and research
- d) to encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- e) to provide courses of study or instruction (at the level of achievement the Council considers appropriate) to meet the needs of the community generally, and, in particular, the people in the cities of Brisbane, Gold Coast and Logan
- f) to confer higher education awards
- g) to disseminate knowledge and promote scholarship
- h) to provide facilities and resources for the wellbeing of the University's staff members, students and other persons undertaking courses at the University
- i) to exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or practical application of study, research or knowledge, belonging to the University, whether alone or with someone else
- j) to perform other functions given to the University under this or another Act.

Griffith University is registered as an Australian University with self-accreditation for at least 85% of the courses. Re-accreditation is due every 7 years. The renewal date of 11/06/2022 is extended to 11/06/2025 due to Covid-19 regulations, instigated by Governing body Council of Griffith University.

The Council has 18 members comprising official members, appointed members, elected members and additional members. Council has overall responsibility for the University's sound and effective governance and approves the University's strategic direction; monitors the University's progress using agreed performance indicators; and approves the University's budget, policies and delegations of authority.

The Vice Chancellor as Chief Executive Officer of the University (Section 32(4) of the Act) exercises the powers and performs the functions conferred on the Vice Chancellor by the Act or other legislation or by Council as set out in Schedule A of the Delegations Register to support the efficient and effective day to day management, operations and administration of the University. Consistent with Sections 11(3) and 32(5) of the Act, Council authorises the Vice Chancellor to sub-delegate to an appropriately qualified University officer any delegations made to the Vice Chancellor under Section 11(1) of the Act. The Vice Chancellor has authority to determine any financial or other limits of a sub-delegation up to and including but not exceeding any limit stated in the delegation. Any other sub-delegation is not permitted under the Act or under this policy. The Vice Chancellor will submit an annual compliance report to Council on compliance with delegations and sub delegations. The annual compliance report will incorporate an update about sub-delegations authorised by the Vice Chancellor during the previous calendar year.

4.1.2 Institutional & academic structure¹⁴ + Organigram

Griffith has a core foundation of four academic groups: Arts, Education and Law; Griffith Business School; Griffith Health; and Griffith Sciences.

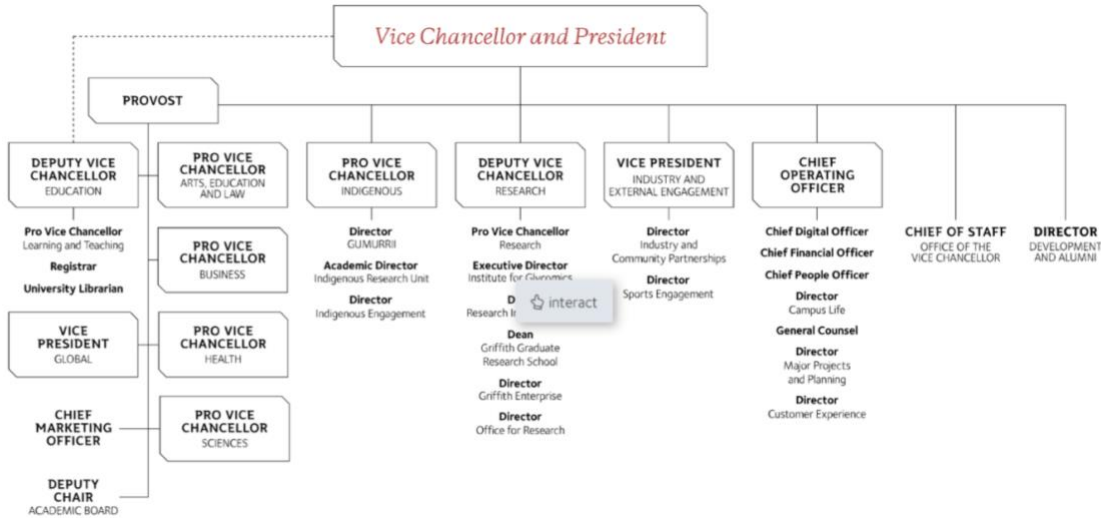


Figure 10. Organisational structure

The Chancellor serves as the titular head of the University, presiding over all major ceremonies. The Vice Chancellor and President is the Chief Executive Officer of the University and is responsible to the Council of the University. The University's Executive Group comprises the Vice Chancellor, Deputy Vice Chancellors and Pro Vice Chancellors. It meets on a fortnightly basis to deal with current strategic and management matters.

The formal academic structure of the University is comprised of academic Groups, schools or departments and research centres.

¹⁴ <https://FilmEU.griffith.edu.au/about-griffith/structure-and-governance/organisational-structure>

The leadership and accountabilities of the academic Group structure is given in Figure below:

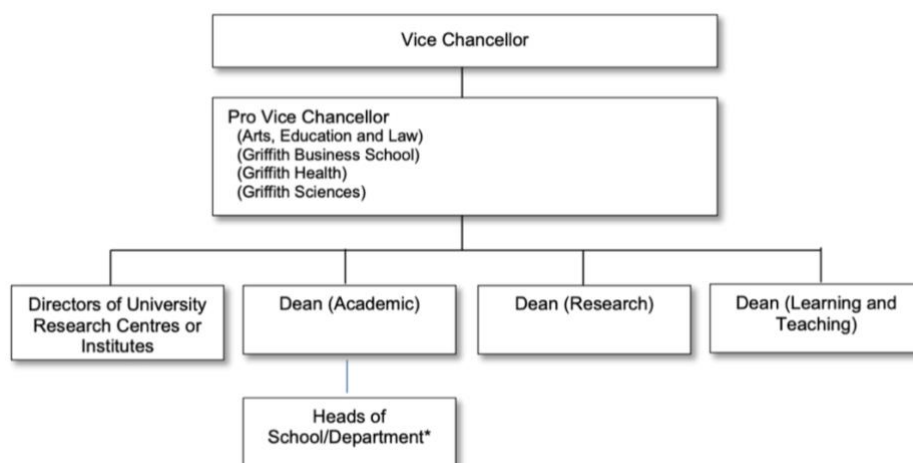


Figure 11. Group structure

Each academic group is headed by a Group Pro Vice Chancellor. The Group Pro Vice Chancellor is supported by a Dean (Academic) who is the PVC’s standing deputy with responsibility for staffing matters. The Dean’s (Academic) role includes line management of Heads of School or Department unless Council, on the recommendation of the Vice Chancellor, approves otherwise. In each Group there is a portfolio Dean in Learning and Teaching and a portfolio Dean in Research. These officers have responsibility for managing the University’s strategy in the Groups in their respective portfolios. Other group portfolio positions may be established by the Vice Chancellor on the recommendation of the relevant Group Pro Vice Chancellor.

4.1.3 Griffith Numbers

programmes	students	staff
<ul style="list-style-type: none"> • 160 BA • 87 MA • 8 MA by Research • 73 Graduate Certificates • 16 Graduate Diplomas • 6 Doctoral 	<ul style="list-style-type: none"> • BA degree 36,635 • Higher degree coursework 7,383 • Higher degree research 1,839 • Other postgraduate 2,069 • Other 1,669 	4570 FTE (Department of Education, Skills and Employment, 2019)

4.1.3 External Quality Assurance

Accreditation process (existing programme)

Planning phase

Group PVC at any time during the year may forward to the Program Strategy Board a New Program Strategic Brief or Program Withdrawal Submission. Program Strategy Board provides advice and recommendations on programs to the Executive Group in relation to matters on

design, marketing, and financial viability. The Executive Group makes decisions about new programs, program withdrawals and major changes to programs. The Executive Group communicates decisions about new programs, program withdrawals and major changes to the Registrar for implementation. The Registrar initiates the Program Configuration Collection for new or substantially changed programs to be published on Degree and Career Finder.

Implementation phase

The Dean (Learning & Teaching) is responsible for the quality of each program development within the Group and the New Program Proposal which describes the program's curriculum. The Dean (Learning & Teaching) shall recommend the New Proposal Program to the Group Board of the host Group (and by other relevant Group Board for double/vertical degrees where the other component is offered by a School or Department outside the host Group) and to the Programs Committee.

Based on Programs Committee's approval of the New Program Proposal, the Program Configuration Collection for the program shall be updated for the program to be published on Programs and Courses website.

Procedure and timing

Wherever possible, there is alignment between the timing for external professional accreditation reviews and internal in-depth program reviews.

Valibility/duration accreditation

Since for review of existing programs "In-depth reviews are conducted at least every five years and more frequently on an 'as needs' basis when there is evidence that a program review is required", I would consider n=5 as the maximum period of accreditation of new programs.

Evaluation criteria

Internal program and course design standards are defined 100% by Griffith = complete autonomy. There are a set of external guidelines based on stakeholders opinions which might be important only for professional accreditation.

4.1.4 Reaccreditation process (existing program)

There are 5 types of 'accreditation processes' of existing programs, all executed within internal procedures with the exemption of Professional accreditation (5).

1. In-depth program reviews (internal)
2. Major changes (internal)
3. Minor changes (internal)
4. Withdrawal submission (internal)
5. Professional accreditation (external)

For in-depth program reviews: The Academic Group monitors regularly the performance and sustainability of each program. The Group PVC (as a member of the Program Strategy Board) is responsible for strategic program management and the health of the program portfolio.

The Dean (Learning & Teaching) is responsible for assessing all the available program data and making recommendations to the Group PVC about the timing of an in-depth program review.

For major and minor changes: The Dean (Learning & Teaching) recommends the Major Change to a Program Proposal for consideration by the Group Board of the host Group (and by other relevant Group Board for double/vertical degrees where the other component is offered by a School or Department outside the host Group) and the Programs Committee. Major program changes are approved by Programs Committee. This may generate consequential changes for other programs. The relevant Dean (Learning & Teaching) is responsible for approving consequential changes and ensuring that Programs and Courses website is updated to reflect those changes. Based on the Program Strategy Board's advice and recommendation, the Executive Group approves the Program Withdrawal Submission, and forwards it to the Registrar for implementation.

For monitoring existing programs, in-depth reviews are conducted at least every five years and more frequently on an 'as needs' basis when there is evidence that a program review is required. Internal program and course design standards are defined 100% by Griffith under complete autonomy. There are a set of external guidelines based on stakeholders' opinions which might be important only for professional accreditation.

4.1.5 Internal Quality Assurance **Planning phase**

The Griffith Planning & QA system uses a PIRI (plan/implement/review/improve) cycle at University-Group-School (Griffith film school) level with exchanges between these 3 levels. At the school level, Griffith employs their Course and Program Design Standard as a solid base for consistency and quality for their courses. At the educational level, the Educational Design Principle encompasses 8 topics describing the goal of the student's experience and how to reach that objective described in the model:

- Future capable graduates
- Flexible program structure
- Partnership-based Learning
- Engaging and Empowering Pedagogies
- Scholarly Inspired Curriculum
- Locally and Globally Connected
- Learner-Enabling Design
- Digitally-Enabled learning

Methodology – systematization

The University has developed a systematic planning and review cycle for the review and implementation of group and divisional plans consisting of an evidence-based, strategic check of performance against KPI (key performance indicators). Group/divisional strategic plans operate on a five-year cycle, whereas operational plans operate on a one-year cycle.

This University Strategic Plan defines targets based on KPI for both the Core Activity Plan (Academic plan + Research plan) and Key supporting plans. Within the year of the last review, a strategic, operational plan for which a budget is allocated and implemented leading up to the next review. At the group and school level, a 5-year cycle of monitoring and review is administered through a combination of self-assessment, benchmarking, stakeholders resonance groups, and external peer review.

Stakeholders and role

Bottom-up: The Griffith framework is constructed around the Degree program, owned and implemented by staff and students in 'collective custodianship'. Therefore 'collective sensemaking conversations' and an evidence-informed mindset facilitate ad hoc improvements. Every trimester, students are asked (non mandatory) to fill out an evaluation of the course and its teachers. This translates into numbers between 0 and 5. An overall score below 3.5 automatically triggers official action for an improvement plan. There are several functions involved in the internal QA-process: 1) course convener, the person who runs the course, 2) program director, responsible for the quality of the program itself and 3) Deputy director Learning and Teaching, looking after the teaching aspect of it and meeting four times per year, in the Learning and teaching committee, the body responsible for the collective quality.

Top-down: On a more formal basis, the quality of teaching is revised every 5 years (Academic element review). Student experiences of courses (SEC) and teaching (SET) are collected in a comprehensive survey every 2nd year. The course content and the learning outcomes are checked within the Curriculum Tracking. This review comes up with recommendations on Student participation, learning environment, Teaching, Research, Quality Assurance, Governance and access, representation that need to be addressed. Comments from staff with contrary views or making suggestions are shared and discussed. And then the final document goes up to the academic committee where the provost Chancellor presents the chain recommendations, and they get again discussed, sometimes there are some recommendations that need to fall off or added on.

The USP is in line with the guidelines from the Australian Tertiary Education Quality Standards Agency-act (TESQA-act) from 2011 more specifically the Standard for Higher Education Framework (HESF) revised in 2015 and effective from 2017. The purpose of the HESF is first to articulate the expectations of Higher Education as a guide to the quality of educational experiences that a student should expect and as a reference for international comparisons. Secondly it serves as a model framework for internal QA monitoring and quality improvement within the institution.

The HESF is comprised of 2 main parts A and B. In part A the minimum acceptable standards for Higher Education are defined within 7 domains:

- Student participation
- Learning environment
- Teaching
- Research

- Quality Assurance
- Governance and access
- Representation

Part B describes in B1 the classification of the HEI, from the basic Higher Education Provider to Australian University status whereby more criteria in excellence are required, e.g., MA and PhD courses + research. B2 identifies the requirements the HEI must meet for TESQA to grant the authority to self-accredit some or all the courses of study.

Evaluators

The program monitoring and review is delivered to the Program Directors and the Dean (Learning and teaching). Course convenors reflect on the feedback from the above stakeholders and a course improvement plan is produced. At the top level, the full Academic leadership (Deans, Heads, Deputy heads, and Program directors) holds counsel for the yearly Planning & QA cycle.

4.2 American University, School of Communication case study

4.2.1 General

The School of Communication (SOC) was not established until 1993, but the roots run deep at American University (AU) for the teaching of journalism. The institution graduated its first journalism student in 1929, and it has offered media-related courses since then. American's Journalism and Public Communication programs were first accredited in 1976, but according to the self-study, "it is only in the last 30 years that Communication has emerged as a stand-alone unit with a distinctive mix of undergraduate and graduate degrees.

American University includes six stand-alone units in addition to SOC: College of Arts and Sciences, the School of International Service, the School of Professional and Extended Studies, the School of Public Affairs, the Kogod School of Business and the Washington College of Law. Therefore, in total, American University enrolls 6,403 undergraduates; 3,281 graduate students; and 1,179 law students.

SOC is among the most comprehensive of the country's mass communication programs, with 55 full-time faculty members, some 950 undergraduates spread across four majors (Journalism; Public Relations and Strategic Communication; Communications Studies; and Film and Media Arts); and 370 graduate students.

The self-study notes describe 'its student population as representing a microcosm of global diversity,' attracting students from throughout the United States and more than 100 countries. The self-study notes that the "School sees itself as a laboratory for the new communication services, strategies and professional roles emerging in the digital environment. The Journalism program has long focused on public affairs, tapping into the people, knowledge and institutions of Washington, D.C.

The Public Communication program has focused on strategic communication for the non-profit, political and government sectors.” The undergraduate and graduate programs in the School follow the same mission statement: “Engaging. Enterprising. Experiential. American University’s School of Communication inspires leaders through excellence in teaching, research, creativity and unique real-world opportunities.”

4.2.2 Institutional accreditation

Institutional ratification for AU is carried by CHEA, a national advocate and institutional voice for academic quality through accreditation.



Accreditation in the United States

Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs. This quality review process occurs on a period basis, usually every three to ten years.

Typically, it involves three major activities:

- A self-study by an institution of program using the standard of criteria of accrediting organization.
- A peer review of an institution or program to gather evidence of quality.
- A decision or judgment by an accrediting organization to accredit, with conditions or not accredit an institution or program.

Figure 11b . Accreditation in the US

CHEA is a U.S. association of degree-granting colleges and universities and recognizes institutional and programmatic accrediting organizations and is the only national organization focused exclusively on higher education accreditation and quality assurance. CHEA:

- Is a major national voice and advocate for higher education accreditation and quality assurance.
- Scrutinizes accrediting organizations for their effectiveness in advancing academic quality and serving higher education, students and the public.
- Recognizes U.S. accrediting organizations, including regional, national career-related, national faith-related and programmatic accrediting organizations.
- Serves as a national and international authority on accreditation and quality assurance and an unsurpassed information resource.
- Supports and works to advance the role of accreditation in maintaining the core academic values of higher education – commitments to institutional autonomy, academic freedom and institutional mission.
- Provides a major national and international forum for communication and exchange among accrediting organizations, institutions and programs.
- Is governed by a 20-person board of college and university presidents, institutional representatives and public members.

Hence, the institutional accrediting organization for AU is the Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools (MSCHE). MSCHE is one of seven institutional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and CHEA. [MSCHE](#) does not approve or accredit individual programs. It examines each institution as a whole, rather than specific programs within institutions.

The MSCHE accreditation review cycle is continuous, and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle and Commission policy and procedures. An institution maintains its accreditation unless it is voluntarily surrendered or withdrawn by the Commission for cause, after the institution has been afforded due process. The institution's current accreditation phase and accreditation status are displayed on the institution's listing in the Institution Directory and in the Statement of Accreditation Status (SAS).

4.2.3 Programmatic accreditation

While regional and national accreditation deal with educational institutions as a whole, programmatic or specialized accreditation assures the educational quality of smaller academic programs or departments. Some specialized accrediting agencies provide accreditation only to certain degree levels within a field, while others accredit all education levels. The School of Communication (SOC) at American University is accredited by the Accrediting Council on Education in Journalism and Mass Communication, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. <https://FilmEU.acejmc.org/>

Accreditation of specialized academic programs in the United States takes place outside the control of government. This separation differs from practices in most other countries; in fact, the emphasis on voluntary peer review is unique in the world. The non-governmental nature of accreditation has special meaning in journalism and mass communications because of the guarantees of free press and free speech in the First Amendment.

4.2.4 Accreditation Review Activities

The Commission's eight-year cycle includes a Self-Study Evaluation and On-Site Evaluation visit, and a Mid-Point Peer Review (MPPR). The Commission will require an accredited institution to undergo a comprehensive Self-Study Evaluation and On-Site Evaluation Visit at least every eight years. The Commission will conduct the MPPR in the fourth year following the self-study evaluation and on-site evaluation visit.

Accreditation by ACEJMC is voluntary. Educational units must initiate the process through a rigorous self-evaluation. ACEJMC accredits units (colleges, schools or departments) that offer, as a major part of their curriculum, professional programs to prepare students for careers in journalism and mass communications. Bachelor's and master's degree programs at four-year colleges and universities are eligible to apply for accreditation. To maintain accreditation, a unit must be reviewed every six years.

The nine standards that constitute the basis of accreditation were developed by educators and working professionals. They recognize institutional diversity: the unique mission, situation, and resources of each program. The standards by which units are evaluated cover such areas as instruction, curriculum, teaching, facilities, resources, research, and diversity. Each unit is asked to identify its own goals and challenges. In the accrediting process, a unit is measured on how effectively it has met its own goals in the context of the standards. The Commission will conduct ongoing monitoring activities for member institutions to ensure continued institutional compliance with standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements. Ongoing monitoring activities include but are not limited to the Annual Institutional Update (AIU), recommendation responses, follow-up reports and visits, and supplemental information reports (SIR).

4.2.5 The Nature of Accreditation

“Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality. Peers assess the quality of an institution or academic program and assist the faculty and staff in improvement. An accreditation of an academic program or an entire institution typically involves three major activities:

“The faculty, administrators, and staff of the institution or academic program conduct a self-study using the accrediting organization’s set of expectations about quality (standards, criteria) as their guide.

“A team of peers, selected by the accrediting organization, reviews the evidence, visits the campus to interview the faculty and staff, and writes a report of its assessment including recommendation to the commission of the accrediting organization (group of peer faculty and staff, professionals, and public members).

“Guided by a set of expectations about quality and integrity, the commission reviews the evidence and recommendation, makes a judgment, and communicates the decision to the institution and other constituencies if appropriate.

“Accreditation is an integral part of our system of higher education. Our system consists of both public and private institutions with a wide range of types of missions, from national research universities and regional comprehensive institutions to liberal arts colleges and very small faith-related colleges to community colleges and vocational institutions. The genius of this system is that, unlike other countries, we do not have mandatory national curricula for colleges; we do not have a national ministry of education that regulates academic standards; and students are free to choose what type of education they pursue depending on their ability and educational goals. Because it developed from this diverse set of institutions, accreditation is a flexible and adaptive process. Institutions that seek accreditation can do so from a wide range of accrediting organizations — from national bodies that are oriented to a particular type of institution, to regional organizations that encompass a wide range of types of institutions, to specialized organizations that focus on a single discipline or profession.”

4.2.6 The Process of Accreditation

The ACEJMC has developed a process of accreditation that follows four steps.

- The unit undertakes a self-study, a rigorous and detailed examination of the program by faculty, administrators, and students.
- A team consisting of educators and professionals visits the campus to assess curriculum, faculty, administration, students, facilities, and resources.
- The national Accrediting Committee, composed of educators and professionals, each year reviews and discusses the reports of all the site teams and votes whether to recommend each unit to the Accrediting Council for accreditation.
- The national Accrediting Council reviews the work of the site teams and the recommendations of the Accrediting Committee and takes final action.

4.2.7 Conducting the Self-Study

The heart of the accrediting process is the self-study, a systematic examination by the unit of the environment in which it operates, its mission, range of activities, accomplishments, and plans for the future. The twin objectives of the accrediting process — quality assessment and quality enhancement — depend on a thorough self-study. A majority of a unit's faculty and administrators should accept the findings of the study. The self-study should concentrate on the extent to which a unit achieves its goals. Thus, the quantitative judgments about equipment, faculty, budgets, and the like should be evaluated to show how they help the unit to fulfill its purpose. The team reports will contain a mission statement provided by the unit to help the Accrediting Committee and the Council determine how well the unit is accomplishing its goals.

The periodic self-study is a mechanism for change. It permits a unit to address the need to change its mission or its programs and activities. A self-study preceding an accrediting visit might very well clarify a need to shift emphasis. By the time of the site visit, the shift might not be completed, so that the unit might not be able to accomplish its newly identified purpose. However, the unit should be able to demonstrate that it has made sufficient plans and has won the institution's endorsement to accomplish that new purpose in the future. If evidence also exists that the unit has accomplished its purposes in the past, the site visit team shall take such a change of emphasis arising from the self-study process as a positive sign.

The Self-Study in Relation to Accrediting Standards

Another major focus of the self-study conducted as a part of the accreditation process is the extent to which the unit complies with accreditation standards. In the planning and design phase, a unit may identify additional purposes for the self-study. In any case, most of the accreditation standards fall naturally within the scope of a comprehensive self-study.

The self-study is not done for ACEJMC alone. An effective self-study depends upon internal motivation, and several factors in the process contribute to internal motivation. The unit participates voluntarily in the accrediting process as a means of quality assessment and quality enhancement.

Participation includes the evaluation of the unit's program and activities against ACEJMC standards. Thus, the evaluation of the unit against those standards becomes a unit purpose.

4.3 Aalto University case study

4.3.1 General

Aalto University is a public research university located in Espoo, Finland. It was established in 2010 as a merger of three major Finnish universities: the Helsinki University of Technology, the Helsinki School of Economics and the University of Art and Design Helsinki. The close collaboration between the scientific, business and arts communities is intended to foster multi-disciplinary education and research.

The university is named in honour of Alvar Aalto, a prominent Finnish architect, designer and alumnus of the former Helsinki University of Technology, who was also instrumental in designing a large part of the university's main campus in Otaniemi, Espoo.

In 2020 there were 11,910 full-time equivalent student enrolled at Aalto. 6,395 at BA (320 of which were international). 5,515 at MA level (1,406 international). In 2020 there were 4,610 staff members including 393 professors.

Aalto University's executive bodies are the Board, the President and the Academic Affairs Committee. The President's Management Team (PMT) and Aalto Management Team (AMT) also participate in the operative management of the university. Aalto University has a provost, vice presidents, deans and a Tenured Professors' Council.

The Aalto University **Board** decides on the strategy, operation and financial issues and is responsible for any far-reaching plans. The Board members are appointed by the Aalto University Academic Affairs Committee. The seven members represent a wide spectrum of sciences and arts, as well as the best social and industrial expertise on both national and international levels.

The **president** directs the university and represents the science and art community constituted by it. At Aalto University, president also acts as the managing director referred to in the Foundations Act.

The **President's Management Team (PMT)** co-ordinates the daily work at the university and preparation of pre-decision motions. The **Aalto Management Team (AMT)** furthers transparency and open dialogue in decision-making regarding university development.

The **steering groups** discuss strategic and operational issues that require a university-wide position, policy line or recommendation for the university's leadership and decision-making. The steering groups are tasked with preparing matters for decision-making by various bodies of the university.

The **Academic Affairs Committee** is a joint, university-level administrative body serving to promote a high quality of research, teaching, and artistic activity.

The **Professors' Council** acts as an advisory body for the president and vice presidents and ensures that the voice of the academic science and art community is heard on essential issues related to the values of the university.

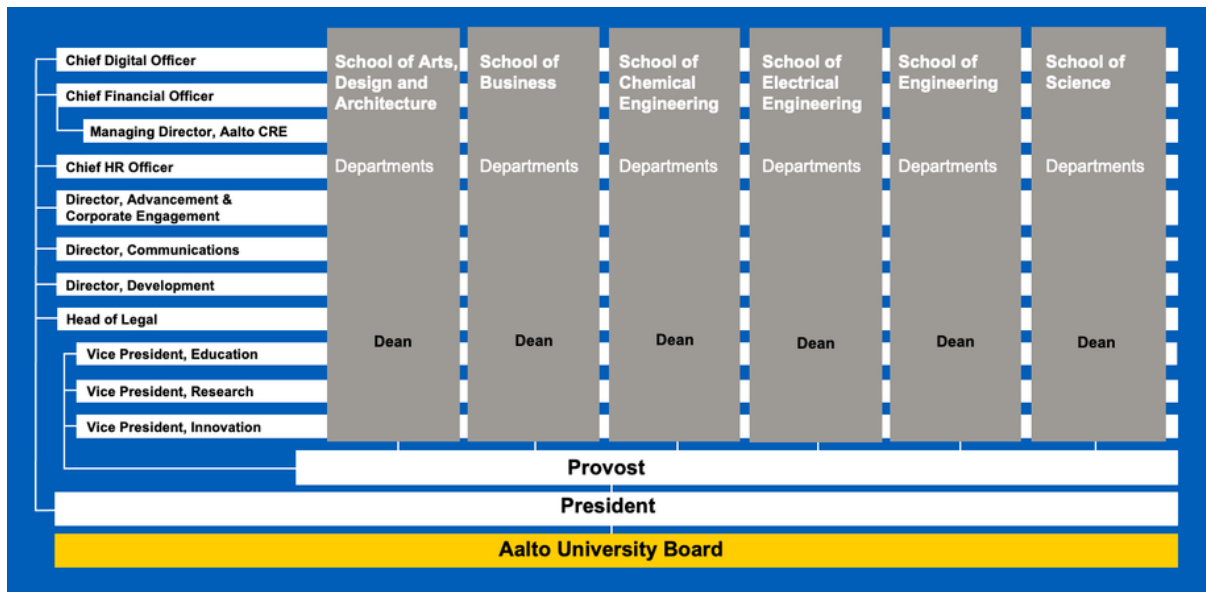


Figure 12. Aalto University Board

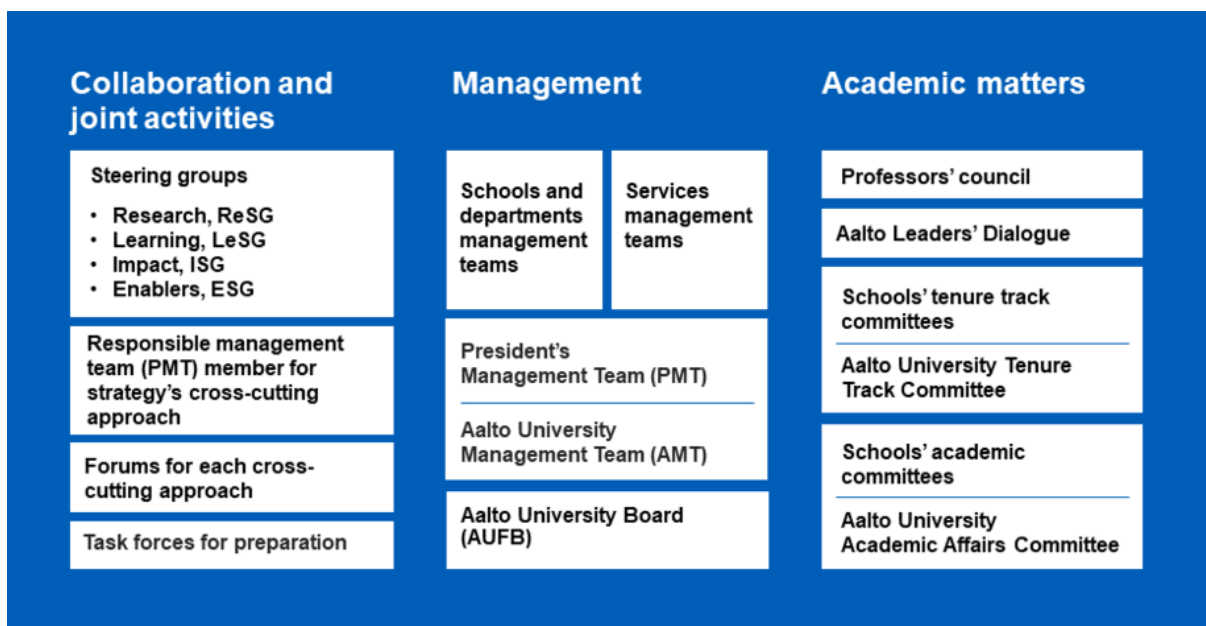


Figure 13. Collaboration

Aalto University is a foundation-based university with six schools:

- School of Arts, Design and Architecture
- School of Business
- School of Chemical Engineering
- School of Electrical Engineering
- School of Engineering
- School of Science

Each of its six schools has a dean and an academic committee.

The **Aalto University foundation** and its subsidiaries comprise the **Aalto University Group**. In accordance with Section 63 of the Universities Act, the leadership of the university group consists of the Aalto University Board and the president of the university. The university group management is responsible for directing the university group and for organising the supervision of the university group while the operative management of each individual subsidiary is responsible for the day-to-day activities.

The [Universities Act](#) (558/2009 + amendments) provides, among other things, regulation on university autonomy and duties, research and teaching, organization, staff, students and student unions, university steering, finance and financial management, and appeals. The [Government Decree on University Degrees](#) (794/2004 + amendments) provides, among other things, regulation on responsibilities for provision of degree education, the structure and extent and aim of the studies, the credit transfer and degree titles. The decree also provides regulation for university specialization training.

4.3.2 School of Arts, Design and Architecture

The [School of Arts, Design and Architecture](#) began operating on 1 January 2012 when the School of Art and Design and the Department of Architecture at the School of Engineering merged together.

The school is the largest of its kind in the Nordic countries, and one of the most prestigious ones in the whole world. The areas of research in the field of arts and design include design, digital media, audio-visual representation, art education and visual culture. The viewpoint of usefulness forms the foundation of artistic activity.

The school has five departments:

- Department of Architecture
- Department of Film, Television & Scenography
- Department of Media
- Department of Design
- Department of Art

In addition **Aalto Studios** is the newest piece of university wide infrastructure at Aalto University. Bringing together designers, filmmakers, youtubers, game developers, communicators, performing artists, educators, angel investors, public-sector operators... anyone who has an interest in using and exploring media platforms for their studies and research.

4.3.3 External quality assurance

(Accreditation, and the recognition of the internal quality assurance regulations)

Under the Universities Act, 'the universities must evaluate their education, research and artistic activities and the impact thereof. The universities shall also take part in external evaluation of their activities and quality assurance systems on a regular basis. The universities

must publish the findings of the evaluations they undertake.’ (Universities Act 558/2009, Section 87 (Yliopistolaki 558/2009))

At a national level, the evaluation of university research is the responsibility of the Academy of Finland [SA \(aka.fi\)](https://aka.fi), while the evaluation of teaching is coordinated by the Finnish Higher Education Evaluation Centre [FINEEC \(karvi.fi\)](https://karvi.fi)

Audits focus on the procedures and processes (core, support and management processes) the organisation has put in place in order to meet the self-determined targets.

Finnish higher education institutions are obligated by law to take part in external evaluations of their operations on a regular basis.

Since the autumn of 2005, the evaluation of the quality assurance systems of universities and polytechnics has been conducted by the FINHEEC.

The audit by FINEEC is based on institutional reviews covers all functions of an university from a broad perspective. The audit evaluates also carefully the extent to which the university uses the feedback it has collected or received and other follow-up data in the planning and development of its organisation.

The Finnish Education Evaluation Centre (FINEEC) is an independent agency responsible for the evaluation of education in Finland. FINEEC operates as a separate unit within the Finnish National Agency for Education. It carries out evaluations related to education from early childhood education to higher education.

FINEEC is listed in the [European Quality Assurance Register for Higher Education](https://eqar.eu) (EQAR) m, which is the list of trustworthy quality assurance agencies in the European Higher Education Area (and is externally reviewed by them). FINEEC is also a full member of the [European Association for Quality Assurance in Higher Education](https://enqa.eu) (ENQA).

Enhancement-led evaluation is the main guiding principle in FINEEC’s audits. The goal of enhancement-led evaluation is to involve staff, students and stakeholders of the HEI in recognising strengths, good practices and development areas in the HEI’s operations. The aim is also to support HEIs in achieving their own objectives, thus creating a premise for the continuous development of HEIs.

The third cycle of quality audits (2018-2024) is underway in Finland. The focus of the audit is on the procedures used by the HEI to maintain and enhance the quality of its operations.

HEIs that pass the audit receive a Quality Label, which is valid for six years. Finnish higher education institutions with a valid quality label are listed in FINEEC’s audit register

4.3.4 Institutional accreditation

Institutional accreditation is carried out every six years by FINEEC. The process is self-evaluation followed by a panel visit. The next review is scheduled for 2022/23. The panel is external. There are 4 members – three international experts and one Finnish industry expert.

Aalto may suggest panel members through its President. The panel are seen as “critical friends”. Upon completion of the review FINEEC make a grade and their board approves that.

Presuming the external assessment is successful then Aalto has a large degree of independence.

It is important to note that this independence is in relation to the study areas that Aalto has a charter in. Different universities in Finland have charters to offer subjects in defined areas. This is well established historically.

4.3.5 Internal Processes

Study Programme development and changes at Aalto

It is notable that at Aalto degree nomenclatures are nationally universal. Therefore, when changes are made to a programme at Aalto, these change only the content or curriculum that map to the nationally recognised Bachelor or Master.

So, long as a new or changed programme are within the charter of Aalto and can map to a national degree, programme changes and the development of new programmes are largely internal matters for Aalto.

A new programme needs to go through a new process locally referred to a series of “gates:

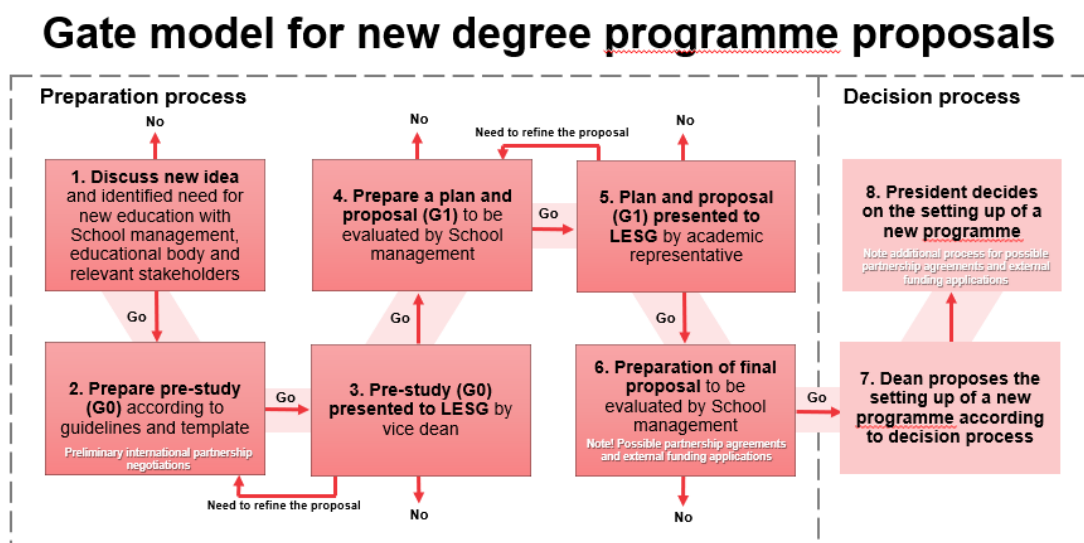


Figure 14. Gate model

As we can see in the graphic, the process is largely internal and needs no external registration.

For “minor changes” the Programme Committee makes a proposition to Academic Committee of the school (of which the Dean is the chair). There is no definition of “minor change”. It is important to note that changes to each programme are not unusual. In fact, they happen every year in response to the annual reviews.

Credit weighting changes are proposed by the Programme Committee and validated by the School Academic Council. Credits must be 3,6,9 blocks.

4.3.6 Internal Quality Assurance

The aim of Aalto University is to continuously improve the quality of all operations and to implement common best practices in the organisation. The quality system is an entity of policies, procedures and processes aimed at safeguarding and improving the quality of the university activities, its education, its research and other activities and it is embedded in university governance.

FINEEC audits the internal QA system as part of its six-year review.

Aalto University quality policy and management are based on the principle of continual development through the PDCA cycle (Plan-Do-Check-Act). The PDCA is embedded in all processes and daily activities of the university.

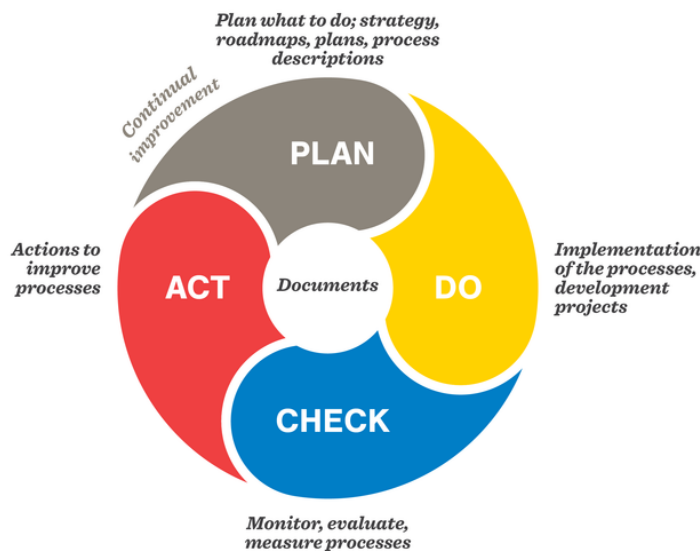


Figure 15. PDCA cycle

The quality policy of Aalto University refers to the following governing principles:

- pursuit of excellence in all activities
- every member of Aalto community contributes to the common mission
- continuous assessments and development of all activities and management
- systematic and shared ways to ensure high quality and effectiveness in activities

Examples of the quality management procedures that are in place on a regular and continuous basis:

- Peer review procedure in the international scientific community
- Regular external evaluations of research, education and support activities
- Student-, stakeholder- and staff feedback
- Self-assessments (University review process)
- Tenure track process
- Documentation
- Quality system audit



Figure 16. governing principles

At a programme level there is an annual review of research teaching and impact. It identifies the key achievements and challenges. A Teaching evaluation exercise covers the programme. The Learning Steering Groups and Vice President for Education owns the process. Panels are schools specific. Practical work is done at school level with the Vice Dean for Education.

The review has wide participation – teaching staff, support staff, students, alumni and key industry stakeholders. Areas of review include:

- learning progress –retention statistics are kept and reported
- learning environment
- levels of publication and citation – there is a system to measure and rate publications and forms part of KPIs
- students’ satisfaction, and there is a graduate student survey at national level (a of the KPIs is reply rate of students and graduates)
- teaching methodology and feedback of teaching level/value is informally reviewed
- alumni / outcome survey

In Finland after enrolment, you have the right to study to MA level. This takes at least 5 years, but the students have the right to study for 7. The duration taken by students is a KPI.

If a programme has a poor review change, up to and including closing of the programme are possible.

Quality is overseen at a school level by a development manager. The President’s management team own the wider QA process.

4.4 Tallinn University (BFMA) case study

4.4.1 General

(TLU.ee) Is an Estonian university, Tallinn University offers and develops education and research primarily in the Estonian language and based on Estonia's needs. Given the developments in higher education, globalisation also plays a major role.

Tallinn University can trace its roots as far back as 1552. A library was created in St. Olaf's Church in Tallinn, which became the first public library in the city of Tallinn. Part of its collection of rarities belongs to the repository of the Tallinn University Academic Library, where it remains today. Tallinn University's predecessor, Tallinn Teachers' Seminar, was founded in 1919

A parliamentary decision by the Republic of Estonia consolidated several Tallinn universities and institutes into a single institution that resulted in the founding of Tallinn University as a public university on 18 March 2005.

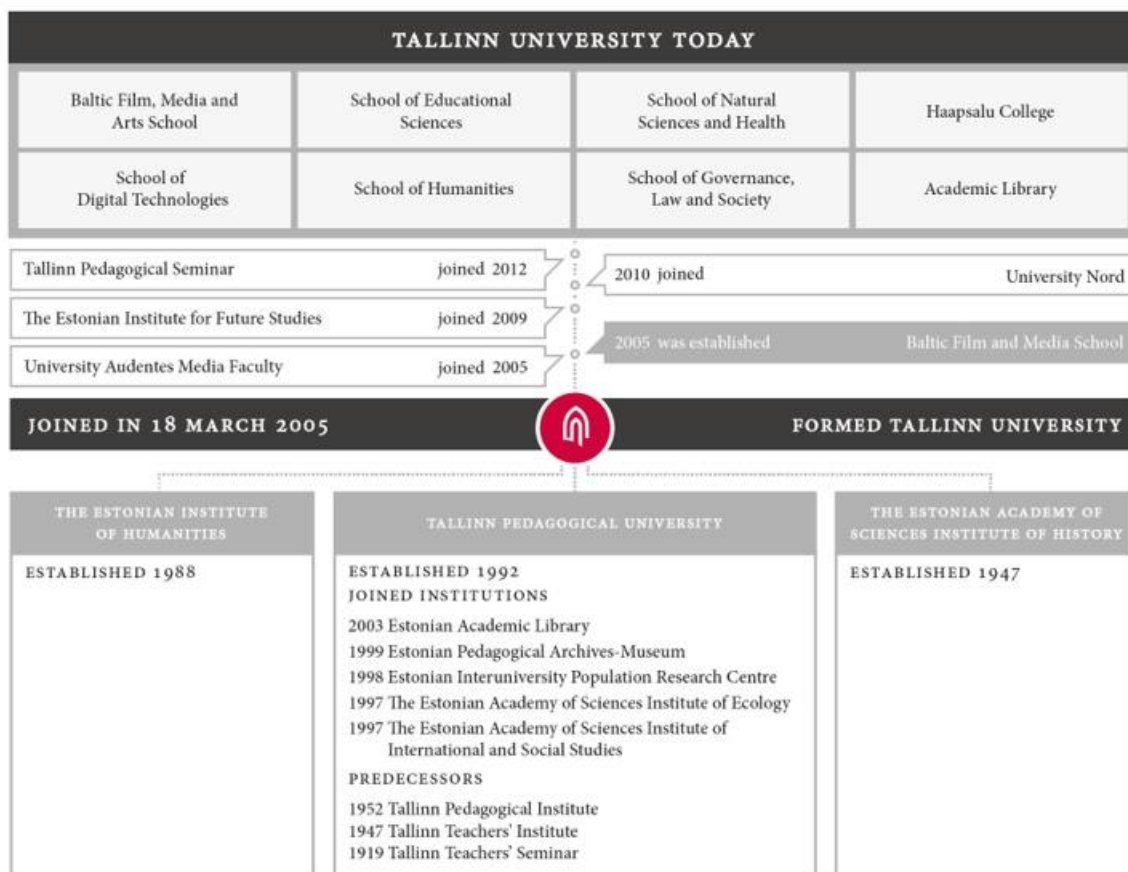


Figure 17. Tallinn University today

The university's main strengths lie in the fields of humanities and social sciences, as well as a strong and constantly growing component in the field of the natural and exact sciences. The university has a leading role in promoting and developing an intelligent lifestyle in Estonia.

As a result, the university has directed its resources and activities into five focus fields:

- Educational innovation
- Cultural competences
- Digital and media culture
- Healthy and sustainable lifestyle
- Society and open governance

Tallinn University is a partner in 14 European Union regional programme projects and coordinates one of them, titled Learning Layers. They also participate in the EU Horizon 2020 framework programme both as a partner and as a coordinator. The university has agreements with 43 partner universities in 21 countries and more than 490 Erasmus+ partnership agreements; we are a member of four international networks of higher education institutions, and our researchers and lecturers actively contribute to the activities of their professional networks.

In 2021 there were a total of 6,854 students enrolled at TLU. 388 PHE, 3,702 BA, 2,473 MA, 291 PHD.

Tallinn University's structure comprises academic units with constituent subunits, support units and an institution.

Academic units are schools and a college. A school is an academic unit that conducts studies at three levels of higher education, provides continuing education and carries out research, development and creative activities based on the study areas of the school. Tallinn University has six schools.

The university is managed by the Council, the Senate and the Rector. To strengthen the university's connection with the society, the Council includes non-university members, who currently make up over half of the Council.

The Council is the management body of the university responsible for the university's long-term and sustainable development, as well as for making important economic, financial and assets-related decisions, ensuring the achievement of the university's goals.

The Senate is the academic decision-making body of the university which is responsible for the research, development, creative and teaching activities of the university and ensures the high quality thereof.

The Rector is in charge of the general state of the university and its development, the implementation of the budget and the legal and purposeful use of financial resources, as well as deciding on matters concerning the university's activities that are not within the competence of the Council or the Senate. The Rector is accountable to the Council and the Senate. The Rector is elected by the electoral body, which includes all the members of the Council and Senate, regular professors of the university and student representatives elected by the Student Council.

The academic units are managed by the council of the unit and the director of that unit. The Director manages the activities of the academic unit, is responsible for the effectiveness of the unit’s teaching, research, development and creative activities, as well as the general condition and sustainability of the unit.

TALLINN UNIVERSITY STRUCTURE

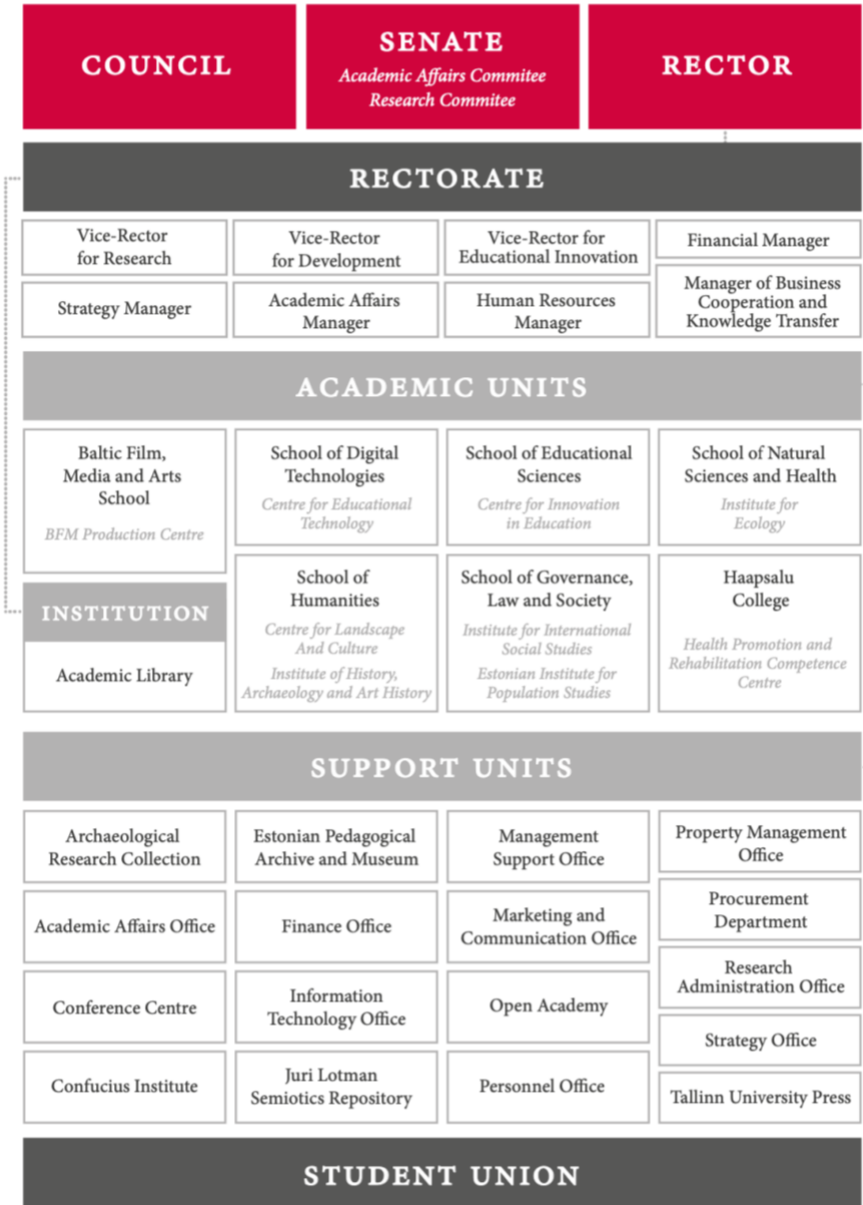


Figure 18. Tallinn University Structure

4.4.2 Baltic Film, Media and Arts School (BFMA)

The Baltic Film, Media and Arts School (BFMA) is a competence centre for communication and audio visual knowledge and expertise. Programmes are offered at the Bachelor's, Master's and PhD level, in Estonian and English.

At BFMA students can obtain a wide-based education in an international environment. The study programmes offer tools and skills for working on various positions in film production, TV, new media, communication, choreography, art and music.

Some 795 of TLU's 6,854 students were enrolled in BFMA for 2021.

4.4.3 External quality assurance

(Accreditation, and the recognition of the internal quality assurance regulations)

In Estonia, higher education institutions (HEIs) must pass an evaluation of quality of studies to offer higher education. A HEI with the right to conduct studies receives feedback on the management, functioning, study and research activities of their institutions through institutional accreditation and thematic assessments.

The external assessment of higher education is conducted by the [Estonian Quality Agency for Higher and Vocational Education \(EKKA\)](#).

4.4.4 Institutional accreditation

Institutional accreditation is an external assessment by committee consisting of 12 members which focuses on the main processes of the university – education, research, development and creative activities and resource management. A certain number of study programmes based on a sample are also assessed during the accreditation.

TLU must pass the institutional accreditation at least once every seven years, unless there are adverse findings, in which case a short period may be indicated.

Presuming the external assessment is in earned then TLU has a large degree of independence, including the formation of new faculties, departments, programmes, etc.

However, it is important to note that this independence is in relation to the defined study areas that TLU has a competency in. There are long standing traditions of which Estonian HEI's have competency in a defined range of study areas. If TLU wished to expand these territories they would need to begin a new external evaluation of quality of studies with EKKA. In practice this rarely, or never happens.

EKKA's finding are ratified by the Estonian Ministry of Education.

TLU are not obliged to reaccredit programmes (beyond the sampling that is undertaken by institutional accreditation).

4.4.5 Internal Processes

Study Programme (or used interchangeably Curriculum) development and changes at BFMA.

So, long as a new or changed programme are within the competencies of TLU, programme changes and the development of new programmes are largely internal matters.

For a new programme, the BFMA's Board of Studies initiates the process, the final decision lies with the University Senate. A recommendation of the decision is registered with Ministry of Education and Research. The process can take some time.

Based on a suitable and approved preliminary application, the BFMA compiles an application for opening the study programme which includes:

The project of the study programme, which is the study programme in the Study Information System together with course descriptions in Estonian and English and

Annexes of the study programme.

The annexes of the study programme include the following documents:

1. A justification for the need of opening the study programme (including a list of interested parties who have been consulted regarding the opening of the study programme and their opinions; compliance of the study programme with the university objectives);
2. A comparative analysis of the content of the study programme with regard to similar study programmes at foreign universities and other Estonian universities;
3. An overview of how the study programme is positioned within the university;
4. A description of the learning outcomes of the study programme and comparison of the courses and methods used to create the preconditions for achieving the learning outcomes as described by the Standard of Higher Education (see the comparative table of the self-analysis form available on the Intranet);
5. A description of the qualifications and workload, including the level of research and professional competence related to the field of study, of the members of the teaching staff conducting the study programme (the responsible member of the teaching staff in the course description);
6. An analysis of the resources required for conducting study: the infrastructure, learning materials and literature, finances, analysis of partner universities;
7. An analysis of how the study programme is related to newer developments in the respective area of research and creativity and how it supports the achievement of the priorities set out in the Development Plans of the university and also of the unit.

For minor changes to a programme the Head of Curriculum will conduct a discussion and consult industry (sometimes changes are recommended by industry advisory council OSKA report which covers every profession) and alumni. Findings are then discussed with head of the academic area and if they agree then decision is taken by the Board of Studies of BFMA to confirm or not. Minor changes are considered to be less than 50%. Modification of credit weighting follows the same procedure as minor changes.

4.4.6 Internal Quality Assurance

Each curriculum undertakes an annual quality assurance procedure and issues a self-evaluation report. The report includes all areas in relation to teaching and learning on the curriculum. Alumni satisfaction is sampled every three years as is employer feedback. Student feedback is critical and must be articulated in every report. Each report must include feedback on the teaching staff. Diversity & inclusiveness is considered very important but yet not systematically assessed. Student grades are not analysed annually but student retention is.

The formal procedure is:

1. The study programme administrator analyses the functioning of a study programme and makes a summary of the changes introduced to the study programme annually on the following criteria:
 - a. Compliance of the learning and assessment methods with the objectives and learning outcomes of the study programme;
 - b. Application of the results in the study programme based on the feedback from the questionnaires of the students, teaching staff, first-year students, alumni and regarding study organization;
 - c. Study organization (nominal division, compliance of the timetable with the nominal division, student counselling, the organization of professional placement, the practice of recognizing prior learning, following good academic practice and copyright protection during teaching and studies)
 - d. Implementation of the action plan compiled after the external quality assessment.
2. The study programme administrator analyses the study programme at least once in three years based on the following criteria:
 - a. Application of the results of the feedback questionnaires of study organization, alumni and staff;
 - b. Content and organization of the admission exam;
 - c. Relevance of the compulsory literature;
 - d. Issues related to the content and supervision of final theses.
 - e. Compliance of the content of the study programme to the objectives and learning outcomes, consideration of the needs of the labour market and of the target group;
 - f. The inclusion in teaching of external specialists participating in the study programme development;
 - g. Indicators related to the mobility of students;
 - h. Evaluation of the compliance of the learning environment to the objectives of the study programme (the possibility to use IT devices, and putting the proposals for improving the learning environment into effect.
3. The study programme administrator shall introduce the analyses to the council of the study programme and the collegial board of studies, who make proposals for developing the study programme based on the results.
4. At least once each year, the head of studies shall:
 - a. Evaluate the implementation of action plans compiled as a result of external assessment;

- b. Evaluate the indicators related to the mobility criteria and make proposals for improving mobility
5. The head of studies introduces the analyses to the council of the study programme and the collegial board of studies, which make proposals for developing the study programme and teaching activity based on the results.
6. At least once every three years, the head of the study area shall:
 - a. Assess the extent to which members of the teaching staff are participating in the study programme development, and based on the assessment, make appropriate proposals to the head of the academic unit concerning the composition of the teaching staff
 - b. Assess the relevance of the topics of final theses and their relationship to the research topics of the study area;
7. The head of the study area shall introduce the analyses to the council of the study programmes and the collegial board of studies, who make proposals for developing the study programme based on the results.
8. No later than 25 February, the head of the study area, in cooperation with the head of studies and study programme administrators, submits an overview of the development activities of the study programmes of the study area. The document is approved by the collegial board of studies and made public in the university document management system and includes the following:
9. An overview of the strengths and development needs of the study programmes, based on the analyses of study activity and study results conducted during the previous period;
10. An action plan for developing the study programmes (including an external quality assessment action plan) and analysis of the implementation of the action plan of the previous period;
11. An opinion on the overview and action plan from the student council of the academic unit conducting the study programme.
12. The head of the academic unit must submit in the activity report, an overview of the development activities of the study programme pursuant to the TU Management Regulation.
13. The Vice-Rector of the study field appointed by the Rector shall establish the procedure for conducting the feedback questionnaires and analyses necessary for developing the study programme.

4.5 Short descriptions of the QA systems in Europe

4.5.1 Academy of Dramatic Art University of Zagreb (Croatia)

Croatian law includes a section on art institutions that contains, for the most part, the same criteria and standards as research universities. These institutions have the authority to evaluate and approve applications for accreditation of their programmes at the level of internal processes, with the **Ministry of Science and Higher Education** issuing the final decision. The entire higher education system has well-developed QA methodology that is implemented at university and faculty levels.

The Academy of Dramatic Art is part of the **University of Zagreb**, which has public university status. The University **Quality Assurance Committee** and the **Working Group for Study Programs** are the key decision-making bodies in the accreditation process, and they must receive a programme's application approximately one year before the programme's planned introduction. The application includes all the necessary information, such as the curriculum, course syllabi, CVs of internal and external teachers, and so on. If the application is approved by the Committee, the **chief evaluator** is appointed to chair the evaluation process. If the report receives a positive evaluation, it will be forwarded, along with all supporting documentation, to the **Artistic Council**, and then to the **Senate** for approval. The Ministry of Science and Higher Education oversees final approval, registration, and licensing. The license and accreditation are valid for **five years**. The entire process takes about a year or a year and a half. The process of re-accreditation occurs in five-year cycles and is part of an institutional evaluation organized by the Agency for Science and Higher Education. The programmes must again provide the full documentation, as well as a self-evaluation report, which is done by a group of selected external experts comprised of teachers, staff, and students. The University Quality Assurance Committee must approve any changes or additions to existing study programmes.

4.5.2 Stockholm University of the Arts (Sweden)

Swedish legislation distinguishes between university colleges (*högskolor*) and universities, but not between university colleges and art colleges. University colleges must apply to the **Swedish Higher Education Authority (UKÄ)** to introduce, for example, a doctoral program. The legislation governing higher education institutions establishes the same standards for all universities. UKÄ oversees the evaluation of quality assurance systems at individual universities. If universities can describe, define, and assess their own instruction through their evaluation processes, they can also make decisions about how it is organized. In Sweden, accreditation takes the form of **quality cycles**, in which each school's quality assurance system is inspected every **six years** as part of an external evaluation. Internal bodies, rather than external authorities, grant and approve the actual permissions to organize programs and make changes.

4.5.3 The Aleksander Zelwerowicz National Academy of Dramatic Art in Warsaw (Poland)

Academies, universities, and professional schools are the three types of higher education institutions recognized by **Polish law**. Professional schools require external approval, whereas academies can generally introduce new programs without needing **Ministry of Education** approval. The accreditation process for an academy takes place on an **internal level**, with the **Rector** and the **Senate** as the main decision-making bodies. The objectives and curriculum of a new programme must be included in the application, as well as a list of primary pedagogues and their CVs, general course descriptions, admissions requirements, and final examinations, the system of credit evaluation and so on.

Every **five years**, the **Polish Accreditation Committee** sends teams of external experts to visit higher education institutions. They check to see if the school in question meets the required standards. They also approve major changes to study programs. Minor changes do not necessitate approval from a third party (they are approved jointly by the **Dean** and the **Quality Assurance Council**). The Committee requests a **self-evaluation report** from the academy, as well as documentation of each study programme's compliance with the academy's strategy and objectives, pedagogical staffing, a description of the quality assurance system, and evaluation criteria, among other things. Within 2-5 months of the Committee's visit, the final decision should be sent to the academy.

The academy has recently undergone restructuring, which has resulted in the elimination of departments. Individual fields are now taught within individual disciplines as specializations (film and theatre, fine arts, music). There are no programme guarantors in this structure; instead, the **Dean** directs the programs. As part of their final examination, students in all degree must submit a **written scholarly work**. It is also important to pay attention to the artistic performance.

4.5.4 The Danish National School of Performing Arts (Denmark)

Research universities, art universities, and professional higher education institutions are the three types of higher education institutions recognized by **Danish law**. Art universities are governed by the **Ministry of Culture**. The knowledge base at art schools is primarily practical artistic work and artistic research. In **2013**, new legislation on higher education institutions established programme and institutional accreditation standards that are the same for art schools and research universities. To be accredited, a school must submit an application, which must include basic programme information (curriculum, pedagogical staff, etc.) as well as an analysis of the need for the specific education in the arts. The Ministry will then decide whether the field is relevant. If the application is approved, the university will prepare the necessary accreditation documents (self-evaluation report, curriculum, learning outcomes, evaluation criteria, complete CVs of internal and external teachers, including program directors, partial course descriptions, and so on), which must be approved by internal bodies (Study Board, School Board, etc.) before being assessed by the **Danish Accreditation Institution**. Accreditation is granted for a period of **six years**, after which time programmes

must be re-accredited. If the university obtains institutional accreditation (for another six years), a visit by a committee of experts to assess the quality assurance procedures is part of the accreditation process. Institutional accreditation also requires approval from the Danish Accreditation Institution. Minor revisions to study programmes may be approved by the school's internal bodies.

4.5.6 The Royal Conservatoire in the Hague (Netherlands)

The **Dutch framework** for the standards of external quality assurance makes no distinction between research-focused and artistic higher education institutions, so **art is not an exception** in the Dutch quality assurance system. Art study programs, on the other hand, are classified as professional higher education. They are taught at **conservatories**, which differ from research universities (they do not have the ability to run their own doctoral programmes).

In the Netherlands, accreditation is granted at the level of internal processes and a quality cycle that includes **Dutch-Flemish Accreditation Organisation (NVAO)**'s regular review visits. The NVAO grants permission to teach programs based on self-evaluation reports and a visit by an evaluation committee. Existing programmes are re-accredited every **six years**, at which time the adopted changes are reflected in a **self-evaluation report** and verified by a committee whose members are nominated by the university but approved by NVAO. Existing degree programs may be modified by universities, but they must be approved by internal university bodies. The accreditation file is typically in the form of a **self-evaluation report** that is supplemented by required technical information and accompanied by references to resources (especially online) where the assessment committee can find other necessary documents (course syllabi, professors' CVs, etc.).

An **amendment** to Dutch **legislation** governing higher education institutions is currently being considered, which will allow for institutional accreditation, allowing for **more flexibility** in university decision-making and the development of more tailored quality assurance systems.

4.5.7 UK University-sector institutions (United Kingdom)

In **the United Kingdom**, institutional accreditation refers to the government's authority to validate academic degrees. If a higher education institution has degree-awarding authority, it can decide on the accreditation of its study programmes through **internal processes** alone, without the need for external approval. If an institution lacks such authority, it must be validated by a different university. The law in the United Kingdom makes no distinction between artistic higher education institutions and research universities. They are identical even in the form of final state examinations. Students do not take a state final examination; instead, the student's academic performance, as well as an **artistic output** and a **written scholarly work** is emphasized.

Higher education institutions in the United Kingdom are subjected to two types of evaluations on a regular basis. Every **5-6 years** an **external evaluation** is organized by a third party. The school must provide appropriate documentation of its programmes, including a **self-evaluation report**. Any changes suggested in the external evaluation are expected to be adopted by the study program. If the changes are found to be insufficient, the institution's authority to confer and validate academic degrees may be revoked. **Every year**, an **internal evaluation** is conducted, and external experts are invited to participate. Each program creates its own self-evaluation report, which is then compiled into a school-wide report. It is sent to the university **Senate**, which makes recommendations for changes. In most cases, an application to start a new study program includes a detailed description of the programme, including space requirements, required information resources, funding, and staffing. It also must include information about the learning outcomes, curriculum, credit assessment, learning resources, and individual courses. Re-accreditation is required for any changes to the so-called core. The university **Council** can approve minor changes.

4.5.8 The Academy of Performing Arts in Bratislava (Slovakia)

In Bratislava, **The Academy of Performing Arts** is currently in a transitional period as it awaits the implementation of a newly established accreditation system. Submitting an **accreditation or re-accreditation application is no longer possible**. Accreditation files were first approved at the faculty and university levels, and then submitted for review to the accreditation agency, and then to the **Ministry of Education** for final approval. The same procedure was used to approve an **accreditation extension** or re-accreditation, with no need for a scientific council's approval. A fully elaborated accreditation file was presented if a new study programme was granted accreditation for the standard duration of studies. These responsibilities were to be transferred to evaluation committees and the **Council** for **internal evaluation** under the new system. In principle, universities that focus on teaching art are the same as so-called research universities in the Slovak higher education system. Academic disciplines are classified as artistic disciplines at the national level. **The Academy of Performing Arts in Bratislava** offers both artistic and scientific disciplines, which are **distinguished** by the form of **final theses** under higher education law and accreditation criteria. Until now, the accreditation file had the same format for all levels of study. The only difference between the files was in individual parts, which the programmes either filled in or left blank depending on the degree requirements. The files were divided into two sections, one for general information about the discipline and the other for information specific, including course information sheets (syllabi). All information sheets, including art classes and state final examinations, included descriptions of learning outcomes.

4.5.9 Zurich University of Arts (Switzerland)

Higher education in **Switzerland** is divided into two types: research universities and universities of applied sciences. They have the same status, but they have different educational responsibilities. **National legislation** establishes the criteria for obtaining institutional accreditation, which grants universities the authority to approve study programs. These procedures are the same for both types of universities. Arts universities are universities of applied sciences under Swiss law, and thus do not have the authority to grant doctoral degrees. Another distinction is in the form of final examinations, which consist primarily of an **artistic performance**, though students must also write a **thesis** that meets scientific standards. Universities in Switzerland are governed by both national and cantonal laws. **The Council of Zurich Universities of Applied Sciences and Arts**, which participates in the approval processes for study programs, is the highest cantonal control body. An application for approval of a new programme must include the completed form as well as an external committee's evaluation report. The documents must first be approved by the University **Board** of the school, and then by the **Council**. Complete course syllabi or detailed CVs of individual teachers are not required in the application, but it is necessary to carefully set specific regulations for the study programme. Individual **department heads** are responsible for programme changes, which must be approved by the University **Board**.

Currently, the **University of Zurich** is working on a quality assurance system that will alter the approval and evaluation processes for study programmes in the future. The goal is to **strengthen** the importance of **internal review** by supplementing the ESG standards with quality goals that reflect the university's profile.

5. OUR INTERNATIONAL QA AGENCY PARTNERS (ACEEU AND EQ-ARTS)

5.1 ACEEU

ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities) is the only international only body specialising in acknowledging and fostering entrepreneurial and engaged potential of universities on institutional and divisional levels. With its research-backed resources, innovative tools and support systems, and a host of dedicated experts ACEEU carefully guides HEIs to carve their unique path by capitalising on all opportunities that come with genuine engagement and entrepreneurship in higher education.

ACEEU's mission is creating a nurturing, collaborative and interdisciplinary ecosystem where engaged and entrepreneurial universities is the new *modus operandi* in higher education. As such, universities are empowered to be active agents of change via engaging with industry and communities to tackle unprecedented societal and economic challenges, maximise learning paths and growth of their students and staff and unleash its innovative potential.

ACEEU Accreditation is the only comprehensive accreditation system that acknowledges engagement and entrepreneurship in higher education.

ACEEU will develop Accelerator and Entrepreneurship Programmes for FilmEU's members.

So far each member HEI has evaluated their entrepreneurship and engagement approach and impact, resulting in reports that map to the 15 ACEEU standards.

With ACEEU we will implement and test parts of our quality assurance framework dedicated to entrepreneurship and engagement. We will implement a 2-year long accelerator programme through which each of the partner universities first evaluates (phase 1) and then advances its entrepreneurship and engagement approach (phase 2).

The objective is that by the end of the funding period the ACEEU accreditation has been concluded for at least one of the HEI in the Alliance and the model then included in the Toolkit for later application to all FilmEU members.

5.2 EQ-Arts

EQ-Arts is a sector-specific, not-for-profit, Foundation that represents a wide range of disciplines within the broad remit of the creative and performing arts and design (CPAD). Its focus is on enhancement-led quality assurance (QA) for higher arts education across the European Higher Education Area (EHEA) and beyond.

The QA activities it carries out are aligned to the European Standards and Guidelines for Quality Assurance (ESG) 2015.

Through its activities EQ-Arts supports higher arts education institutions in the self-evaluation and enhancement of their internal quality systems to promote a strong quality culture across the higher arts education sector.

The activities undertaken by EQ-Arts are based on the governing principle that all institutions will be treated fairly and equally in having open access to the professional knowledge and experience of EQ-Arts. Therefore, the mission of EQ-Arts is to assure and enhance quality across the CPAD sector as a whole in ways that are even-handed and impartial.

Operated and driven by a group of trained and highly experienced international peer quality experts in higher arts education, EQ-Arts co-operates with national QA agencies, is an ENQA affiliate and is registered on the European Quality Assurance Register (EQAR).

For FilmEU, EQ-Arts will produce guidelines for processes and quality assurance procedures for the consortium. They will propose and design the overall quality review process for FilmEU, aligned with the ESG and EQ-Arts standards. The proposed framework will place particular emphasis on the enhancement of a student learning experience that supports students to become creative mediators in today's rapidly changing societies and art communities.

The proposed framework will encourage FilmEU institutions to develop and enhance a quality culture which guides their mission and vision while recognising a range of external and international reference points and/or criteria. The framework will apply at a trans-European level.

The project will be in three stages:

Stage 1 – a design of the Framework. EQ-Arts proposes guidelines and general approach with a first draft in December 2021.

Stage 2 – a pilot evaluation of one of the joint degrees the consortia offers, KinoEyes – to evaluate feasibility and applicability of the framework in Spring 2022.

Stage 3 – revision of the framework – EQ-Arts along with WP9 develop and incorporate a final version of the proposed framework in the FilmEU Toolkit.

6. QUANTITATIVE COMPARATIVE MATRIX

6.1 Quantitative Comparative Analysis

In this section, we describe a quantitative comparative analysis of the levels of independence (i.e. autonomy) and workload with relation to QA external authorities and QA internal bodies of the following higher education institutions:

- ULHT - Lusófona University
- IADT - Dún Laoghaire Institute of Art, Design and Technology
- LUCA - Luca School of Arts
- SZFE - University of Theatre and Film Arts
- AALT - Aalto University
- BFMA - Baltic Film, Media and Arts School, Tallinn University
- GRFT - Griffith Film School, Griffith University

This analysis allows us to benchmark how FilmEU's members position in relation to other HEIs and to measure quantitatively the QA constraints imposed by external and internal stakeholders.

In terms of methodology, we devised a survey with two sets of quantitative indicators, one with nine indicators, exclusively focused on the relation between these HEIs and the external QA authorities responsible for assessment/accreditation, and the other with six indicators, more focused on the self-relation between institutional stakeholders with internal QA bodies. We used an integer scale from 1 to 5 for both levels of independence and workload, where 1 means low flexibility/much workload and 5 means high flexibility/few workload.

6.2 External QA – Independence and Workload

To get information about the external part, we used the following indicators:

- e1) Accreditation/reaccreditation of a HEI
- e2) Accreditation/reaccreditation of a faculty/school
- e3) Accreditation of a new department
- e4) Reaccreditation of a department
- e5) Accreditation of a new study programme
- e6) Changes to the curriculum of a study programme (e.g. removal/addition of courses, change of study programme's designation, change of courses' credits)
- e7) Changes to courses' contents (e.g. syllabuses, assessment methodology, learning outcomes)
- e8) Accreditation (or certification) of the internal quality assurance system
- e9) Reaccreditation of the internal quality assurance system

For each HEI and for both levels of autonomy and workload, we took the arithmetic mean over the answers collected in the survey. The following table summarises the results obtained.

HEI	External Autonomy	External Workload
ULHT	2,25	2,12
IADT	4,40	1,80
LUCA	3,00	2,71
SZFE	3,10	2,60
BFMA	4,30	3,20
GRFT	4,90	2,90
AALT	4,60	3,62

6.3 Internal QA – Independence and Workload

To get information about the internal part, we used the following indicators:

- i1) HEI level
- i2) Faculty/school level
- i3) Department level
- i4) Study programme level
- i5) Research evaluation of teachers
- i6) Teacher's evaluation

As for the external part, we took the arithmetic mean over the answers collected in the survey. The following table summarises the results obtained.

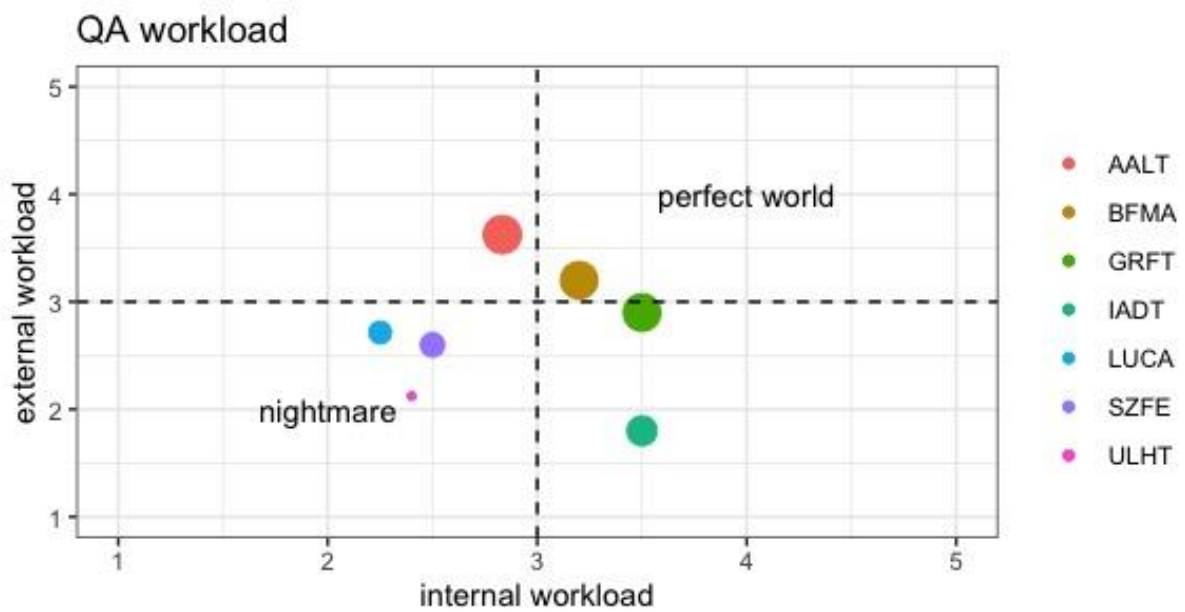
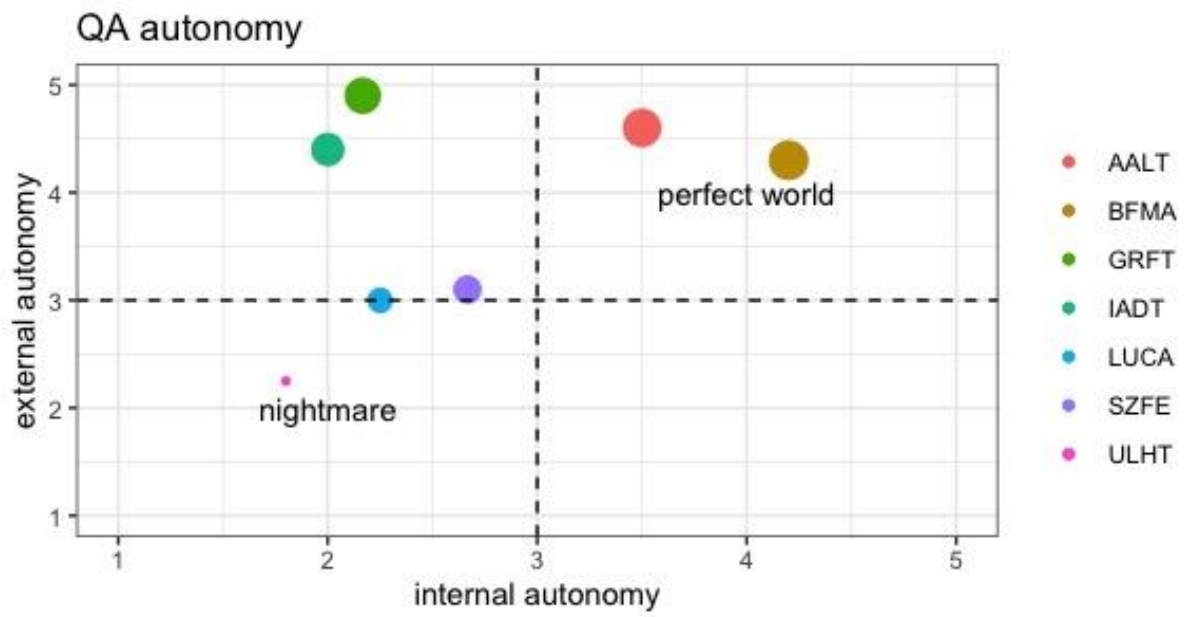
HEI	Internal Autonomy	Internal Workload
ULHT	1,80	2,40
IADT	2,00	3,50
LUCA	2,25	2,25
SZFE	2,67	2,50
BFMA	4,20	3,20
GRFT	2,17	3,50
AALT	3,50	2,83

6.4 The four comparative diagrams

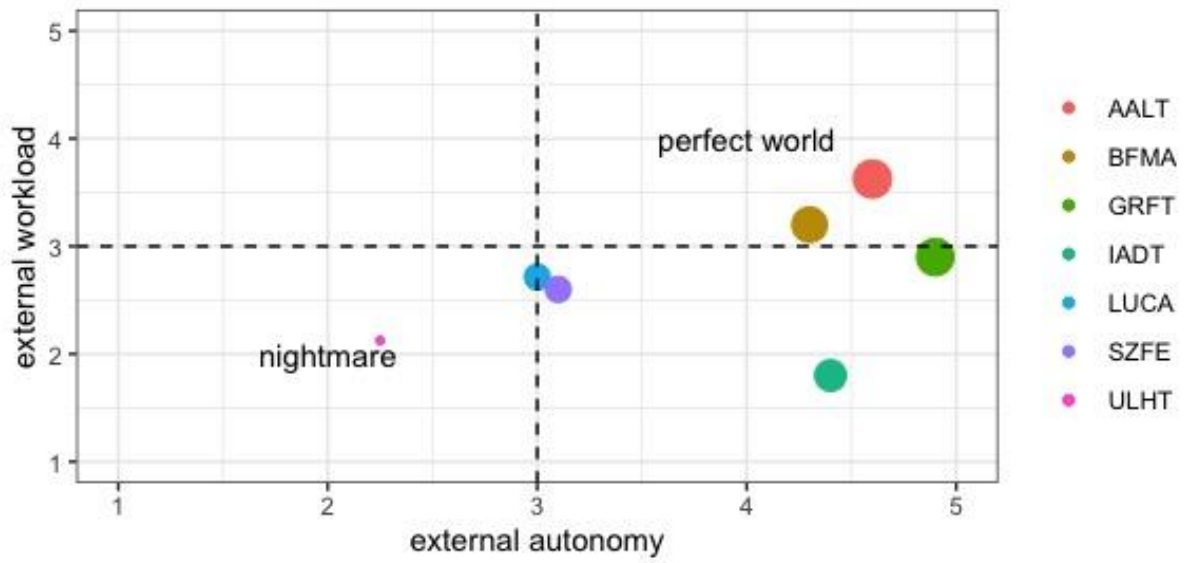
Based on the previous two tables, we built four scatter plots:

1. External Autonomy vs Internal Autonomy
2. External Workload vs Internal Workload
3. External Autonomy vs External Workload
4. Internal Autonomy vs Internal Workload

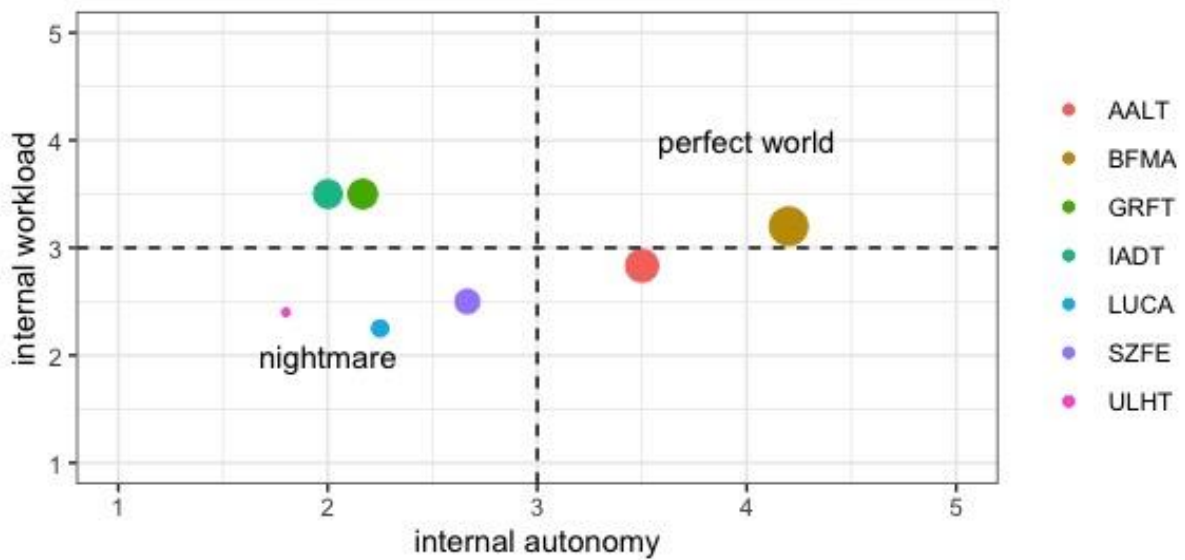
The idea behind this choice is clear: while scatter plots 1 and 2 capture the levels of autonomy and workload, scatter plots 3 and 4 capture the external and internal levels imposed by QA constraints.



Relation to QA external authorities



Relation to QA internal bodies



7. DISCUSSION

7.1 The main similarities and differences of the QA systems

7.1.1 In external QA

In most European countries, HEIs or their educational programmes are subject to initial and regular external reviews by a national QA agency (as a professional evaluator) besides the role of the competent political (governmental) body. The Bologna process has increased the united European approach on quality assurance framework, and integration to an EU level QA policy. More and more national agencies (hereinafter referred to as NAs) started to participate in it, and ENQA (the European Association for Quality Assurance in Higher Education) became the central European forum for QA. The ESG2015 (Standards and Guidelines for Quality Assurance in the European Higher Education Area) plays the role of a common frame for guidelines and QA standards. This became valid not only within certain EU countries but in other states as well (e. g. Albania, Armenia, Azerbaijan, Bosnia and Hercegovina, Israel, Kazakhstan, Mexico, Moldova, Montenegro, North Macedonia, Switzerland, United Kingdom, etc.), which attend to apply the European QA values. Nevertheless, ESG2015 does not contain concrete professional rules or worked-out methods, but principles and guidelines as frames for elaborating the QA mechanisms by customizing them to the purposes of the actual state and/or HEI.

Notwithstanding, during the last decades, many other supranational associations also evolved in Europe to unite NAs along with territorial or professional issues, such as EQAR (European Quality Assurance Register for Higher Education) or the CEENQA (Central European Quality Assurance Association), the EQ-Arts (Enhancing Quality in the Arts), the EUA-IEP (European University Association, Institutional Evaluation Programme), or the V4QA (V4 Quality Assurance Forum as an association of the Czechs, Hungarian, Slovak, and Polish Accreditation Committees), besides many others. These supranational agencies had a rapidly grown role in QA both in the area of cooperation in external QA processes (mainly accreditation) and in the development of internal QA guidelines and other internal mechanisms as well. Some values became widely accepted common denominators for the NAs' procedures, such as transparency, independence, cooperativity, and integrity.

The principle of transparency means that NAs publish their decisions (and mechanisms on which their evaluations are based on) in an open access form. Independence or independent operation ensures the quality and recognition of the NAs work, while institutional independence ensures the respect and support for the autonomy of higher education institutions. Cooperativity gives the ground for a flexible and interactional discourse in which NAs regularly consult the stakeholders of HEIs, cooperate with their representative organizations, partner organizations in quality assurance, and key international organizations as well. Integrity means that during their operation, NAs should act in an irreproachable, just, fair, impartial, objective, and professional way. QA requires the stresses professionalism: NAs shall act on the basis and for the interest of the scholar academic issues and values while evaluating and accrediting the institutes, programmes, etc.

There are different limitations in the European Union where self-accreditation (internal accreditation) is allowed for introducing new programmes, establishing new courses, or for credit changes, but above the limit, an external accreditation process exists everywhere – at least for fundamental issues (such as institutional accreditation and re-accreditation). There are different approaches and semantic recognitions what ‘minor changes’ mean in the light of accreditation/re-accreditation, so what kind of changes can be performed as an internal accreditation process, the European accreditation systems differs only slightly from each other – if we compare them to the American or Australian ones.

For accrediting (re-accrediting) an entire university, its institution, or a new programme, the usual way is that the HEI’s highest decision-making body (and its representative stakeholder) initiates the process and applies for an external accreditation and/or governmental body. The process usually has a hybrid structure: usually, a political/governmental body issues the permit or registers the HEI or the programme, but a NA for accreditation is responsible for the prior professional (academic) evaluation. As a principle of the ESG2015, NA shall be kept as an independent official body that issues an evaluation expert’s report, after making its survey without political pre-concept or influence. The registration/permit/certificate for a new HEI (or – if it is required – for a programme) is more often issued by the governmental body after the academic accreditation, so based on the expert’s report of the NA (agency for accreditation). It means that there is a separation of scholar (academic) power and political (governmental) power in this process. There is usually a right in EU countries to appeal to the Court against the decision of the NAs or the governmental body (if the accreditation is refused, or the registration fails). Sometimes the HEI can choose to apply for an expert’s opinion from another accreditation agency (other than the NA in force) recognized in the European Union.

According to the legal circumstances and the role of internal/external bodies, Ireland (with a very high rate of independence and flexibility) belongs to the continental (EU-standard) QA systems which are quite different from the British, Australian, and American QA ones. In the next parts, let’s have a glimpse at other existing best practices – in Australia and the US.

7.1.2 Meanwhile in Australia...

While the predominant model in Europe is that there are external bodies for accreditation or recognition of the HEIs and their programmes, the Australian model is quite different (and similar to the latter British one). Nearly all Australian universities self-accredit their courses. It does not mean that there is a lack of external examiners, governmental bodies, or an independent quality assurance authority. The Tertiary Education Quality and Standards Agency (TEQSA) ratifies the HEIs self-accreditation documents. Programmes or courses should not be permitted, nor registered by these external bodies.

The Australian HEIs organize their own self-accreditation process and the result is approved by the board or general decision-making governing body, and the governing body sends it to an external higher education authority (the TEQSA, the DETYA, or – in certain issues – the ASQA). These external governmental bodies recognize the self-accredited HEIs and regularly update their database. There is a policy for regulated qualifications since 1995, namely the

Australian Qualifications Framework (AQF) that is established for setting up and updating the Australian education and training system's quality standards, guidelines and requirements.

Australian QA system „builds on the self-examination processes now common in Australian universities. It proposes a national agency which shall be minimally intrusive within universities but which is still able to proclaim to the world that Australian degrees are of a good standard, carefully scrutinised. The agency will also be able to represent Australia in discussions which are beginning to take place on international accreditation. (...) The process assumes that institutions have appropriate quality assurance policies and procedures in place and that convincing evidence can be produced that these are working to good effect. Should the audit reveal serious areas of weakness, the institution would be given a reasonable period to address such matters. Higher education institutions now make annual submissions to DETYA (Department of Education, Training and Youth Affairs) in the Profiles context on their Quality Assurance and Improvement Plans for the forthcoming triennium.” (Anderson–Johnson–Milligan 2000: x-xi) This model is demonstrated with the Griffith University (part 4.1.) of our Report. There is another governmental body that performs QA control over the teaching values: the Committee for Quality Assurance in Higher Education (CQAHE). If the CQAHE finds any serious problem, an official procedure starts to evaluate the targeted institute or programme.

7.1.3 ...and the US

The USA's accreditation and QA model differs fundamentally from both the European and the Australian one as we introduced it in Part 4.2. of the present Report.

There is a territorial and professional division between the national accreditation agencies (NAs). There are six regional and several specialised NAs that are working in accreditation and the wider QA field. While the six regional agencies accredit entire HEIs, institutes, and programmes as well (within their territorial jurisdiction), other accreditation agencies are specialized to evaluate and accredit programmes (so-called programmatic accreditation for courses in any HEIs in the US). Although institutional and programmatic accreditation has its fundamental importance in the educational competition, it is voluntary for the HEIs and their programmes to be accredited or not. The regional and programmatic agencies have different levels of evaluation and ranking methods – some of them give accreditation quite easily, others set up very rigorous criteria. Each accreditation agency specifies the minimum academic quality standards on its own. Accreditation fees and accreditation periods (yearly or longer circles for re-accreditation) are also subjects of diversity.

HEIs are entitled to choose between the QA agencies, and even the territorial accreditation by a regional NA is not mandatory. American HEIs can require different agencies (one or more) to increase their QA potential and the value of their diplomas. According to the very competitive system of higher education in the US, the HEIs publish the agencies and certificates for their accredited institutes and programmes, since it is a basic condition to invite students. It means that HEIs can apply for several accreditation agencies to strengthen their position in the higher education competition. Students must be very conscious and prudent in this system, otherwise, they may find themselves in a programme that is not accredited at

all or accredited by a not-so-reputed accreditation agency. Besides the double-check of the actual HEI's website, students should also check the referred accreditation agency's status at the official (governmental) website, since NAs should be registered (and the accredited courses) at the CHEA or the U.S. Department of Education. CHEA (Council of Higher Education and Accreditation) and U.S. Department of Education are governmental bodies. Above this complexity, every state's educational licensure and regulatory process is more or less different.

Nevertheless, most of the American HEIs receive their institutional accreditation from a regional agency. Besides this accreditation of the overall university, programmes can also be accredited separately, and that is the field of the programmatic accreditation, performed by many specialized academic accreditation bodies that are competitors of each other (but regional NAs also can accredit programmes). Some programmatic accreditation agencies are very reputed, others hold less valuable references and/or eligibility requirements. There are some specialized accreditation agencies in the field of art: the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Dance, the National Association of Schools of Theater, etc. They can act in the whole US.

American NAs – both the regional and the programmatic accreditation agencies –are not obliged to be registered at the CHEA or the U.S. Department of Education (**USDE**). It is not a transgression of law if an agency acts without any registration and issues an “accreditation certificate” without having any legally recognized status. But those NAs that have no recognition by these governmental bodies are not accepted as valuable accreditation agencies (they are considered as “accreditation mills”). Most of these accreditation mills (without recognition by the CHEA or the USDE) issue certificates without a real in-depth evaluation process and rigorous requirements. (In some extreme cases, immediately after paying their fee by the HEI they issue the certificate.)

In the American QA system, not only the HEIs and their programmes compete, but even the external accreditation bodies. CHEA or the U.S. Department of Education is the informative official forum for reliable information. This very liberal and competitive system puts a risk on the students and requires self-consciousness and responsible research before applying to any programmes since even a really accredited HEI can have programmes that are pseudo-accredited by an unregistered accrediting body.

Accreditation, evaluation, quality standards, etc. are widely known notions in the US, but ‘quality assurance’ is used much less frequently (even if there are some HEI courses where quality assurance is taught as a subject). The complex – and at least for outsiders quite confusing – system of accreditation includes much of the internal quality assurance activities as well since they play an essential role in the ranking and benchmarking within the HEIs' competition. NAs and programmatic accreditation agencies often help the HEIs to implement their internal evaluation systems as well.

7.1.4 Internal QA

The division between internal QA and external one is far from obvious. Nearly all the national legal systems are more or less differently set the borderline between the two. Furthermore, internal QA can be considered as an internal improvement and control of the HEIs' QA policy, but also as part of the self-accreditation. In some cases – like in the US or Australia – internal QA involves accreditation in different ways. In Australia for instance, there is self-accreditation of programmes and courses, since there is no need to make them recognised by an external agency or governmental body. In the US, the programmes and courses can be introduced even without accreditation, but afterwards, the internal QA reports, plans, and peer-reviews become parts of the programmatic accreditation process.

Sometimes internal QA regulations can be a subject to control by an external body (e.g. in Portugal). The documentation of internal QA (at least partially) can also be a base for the cyclical external re-accreditation process (e.g. in Hungary). However, the results of the internal QA can be used for the external accreditation process in the USA, since several accreditation agencies exist with various requirements, and some of them are extended on some internal QA surveys and results. These interferences mean that internal QA can be considered neither as a totally different field from the external one, nor the external accreditation itself.

Fields of internal QA and internal evaluation covers a very wide range: teaching methodology, feedback of teaching level/value, controlling the outputs, institutional self-evaluation, students' satisfaction, diversity and inclusiveness, learning materials, student-ranking, publication and citation, learning environment, learning progress, alumni/outcome survey, besides many others. The methods for collecting certain data and documentation also differ very much. The mechanisms can include questionnaires, students' voting, ranking, international benchmarking, making QA and implementation reports, uploading documentation, providing tests, or performing surveys within certain groups of stakeholders, etc. These internal rules, methods, guidelines, and standards are worked out by the HEI itself – based on the ESG2015 in most European countries.

There are many internal models on how to involve QA mechanisms in the HEI's governance structure. In some HEIs there is a specialised separate internal body for managing and organising the internal QA processes, in other cases, these tasks and responsibilities are shared between different levels and stakeholders within the HEIs governance structure. In both general models, the main decision-making body (or the board) is entitled to accept the self-evaluation reports and make the final decisions. These internal processes are made usually yearly or on other cyclical bases. Until now, there are no HEIs involved in our survey that have no internal QA mechanism and a kind of self-evaluation, although the roles and consequences of them can be very different.

There can be special legal circumstances that form obstacles to performing the “usual” internal evaluation in HEIs or making personalised files. According to the Irish legal and GDPR regulations for example, IADT cannot perform student evaluations about their teachers. A personalised database about students and teachers can be forbidden according to the more

and more strict legal frames in the European Union, while other parts of the world (USA, China, Far-East States, Australia) keep their flexible privacy policy to increase their competitiveness.

Internal QA systems may include several kinds of consequences after the results of the self-evaluation: shaping the QA plans and strategies, issuing advice and giving orders or expectations, or even sanctions. Any rule is an empty requirement without a sanction, but the sanction may suit the social, cultural, and legal systems of the actual HEI and their host state. These sanctions – depending on the actual regulations – may have effects on the self-accredited programmes, the ranking of the credits, the employment status, salary, or even can cause the closing of an unsuccessful programme, etc.

Internal QA mechanisms usually do not require an external (governmental) body to recognize or register, but there are exceptions (e.g. Portugal). There are many private accreditation agencies (hereinafter referred to as QA-NGOs) in Europe that can be entrusted with cooperation not only for helping in the external accreditation process but also for elaborating the internal QA systems of a HEI. Some examples for QA-NGOs: ACEEU, EQ-Arts, EQAR, CEENQA, CACECA, ATHEA, CILECT). These QA-NGOs have a rapidly increasing role in improving the efficiency of a HEI, but also for unifying the European internal QA mechanisms, using standards, principles, and models that form a common denominator in the field of internal QA systems of Europe. Another targeted claim can be the implementation of the so-called Quality Culture (introduced by Ulf-Daniel Ehlers in 2009), which rapidly become an expectation of the students and stakeholders of HEIs in Europe.

7.2 Special issues and aspects of QA in arts

One of FilmEU's declared objectives implies that FilmEU shall be constituted as an exemplary collaborative structure able to deepen the cooperation between all members of it and foster their ability to act locally, regionally, and globally in the cultural and creative art industries, and across other societal areas they impact. The capacitation and competitiveness of the HEIs integrated into FilmEU requires the development of common quality assurance procedures, mechanisms, following the ESG2015, the qualification of staff, and the implementation of common governance and management structures that evenly assure the participation of students.

Quality assurance in art (and education of arts) is a very special area, hard to be evaluated and ranked by objective indicators, so the benchmarking and the setting up the goals should consider its unusual kind. In an accreditation process of a programme, each state has different regulations, legal environments, and expectations. An important obstacle of the FilmEU project is the absence of a common European accreditation procedure – not only in the field of arts but in other higher education areas as well. It currently results in a case when all the member universities shall accredit the programmes at their national levels, and the joint programmes may encounter difficulties within compatibility and legal recognitions.

Universities dealing with art have different outputs than other universities, especially research universities. While research is certainly part of the activity, artworks and artists can hardly be objectively evaluated by their production. Artworks cannot be measured by length or awards,

budgets, or online accesses (or likes). Artworks rarely have direct and immediate impacts on society, and students often show their creative talent in their later works. But alumni cannot be a main aspect of self-evaluation, and an evaluation like that would concentrate mostly on excellence.

Art can represent many values, styles, perspectives, but these can hardly be transformed into objective indicators. Without comparative indicators, the ranking seems to be impossible. How to measure education in art? We cannot have impact factors that scholarly papers may collect, we cannot overestimate the importance of presentation in conferences, and even the participation in film festivals, etc.

One of FilmEU's main objectives is to invent a common brand (values, principles, and objectives), keeping the character of each member university (such as its special values, traditions, and contributions in education). Art can be considered as a common language of humankind, but also as a field of regional and social differences that converge in different styles, perceptions, and values. Diversity is one of our main strengths, so how can we set up a common mechanism for comparative evaluation in all FilmEU member universities?

The Common Quality Assurance Framework (CQAF) of FilmEU should be built upon the expertise and knowledge that already exists in each university, while at the same time promoting and allowing for more knowledge generating and sharing what the existing individual structures allow for. This implies an operational model that allows for flexibility and quality. The question is whether FilmEU members shall accept a common internal CQAF, or this shall be a common denominator of the quality assurance guidelines and regulations that exist in the partner universities?

7.3 Our future tasks and deliverables based on the International Best Practices Survey

Within the FilmEU Alliance, the aim of this work package is to design and test a European **accreditation system** that goes beyond the national approach of our institutions, while also considering the unique characteristics of arts education and research. We are strongly committed to this, because all the Erasmus Mundus programmes' support are working toward a common **European Quality Assurance Framework**. Therefore, we are focused on developing such procedures that adhere to the ESG's principles but are tailored to the Arts' needs and specificities in the areas of teaching, learning, research, engagement, and entrepreneurship. In collaboration with the Alliance's associated partners, the Accreditation Agencies **EQ-ARTS** and **ACEEU**, we will design and test an accreditation system for FilmEU that complies with the ESG. This information on quality assurance then will be fed into the *Toolkit*, which will be passed on to other universities interested in joining us in establishing a European University in the field of film and media arts.

The main goal is to develop **guidelines** for FilmEU's processes and quality assurance procedures, define indicators (KPI)/results, and design the overall quality review process, all while adhering to ESG and EQ-Arts standards.

The work is carried out, in collaboration with associated partner EQ-Arts, and will adhere to the following quality assurance guidelines:

- enhancement of student learning experience
- encouragement of students to become creative mediators in our society
- student-centered approaches
- encouragement of institutions to develop and enhance a quality culture
- methodology based on peer review
- ensuring transparent processes
- ensuring the formal status of the outcomes.

We will test and **evaluate our framework** by granting accreditation to one of the Alliance's international joint degrees. This work will be done in collaboration with EQ-arts. Furthermore, we will **implement and test** the part of our quality assurance framework dedicated to **entrepreneurship and engagement**, by implementing a **2-year accelerator program** in collaboration with our associated partner ACEEU. This accelerator will be digital, and each university will be able to re-evaluate its own university against the 15 ACEEU standards, using the ACEEU Canvas, video material, and analysis tools before developing and implementing measures to improve the situation. In the next phase, we'll tap into ACEEU's vast knowledge base, which includes a council, a database, and a toolbox. The goal is to have ACEEU accreditation completed for at least one of the Alliance's HEI by the end of our funding period.

Finally, we will create a **handbook** with a clear definition of the policies, processes, and resources, required to ensure Quality Assurance across all member institutions, as well as the **implementation** of the framework developed and tested during this WP. The **Toolkit** will include the results of this work package compiled in the handbook.

It was essential for attain these ambitious objectives to orientate ourselves in the very diverse field of quality assurance systems existing in Europe and beyond. The present Report gave us the opportunity to build our future work on concrete case studies and their analysis.

8. CONCLUSIONS

We consider quality assurance in a broader sense: besides the accreditation and re-accreditation process, the internal evaluation (usually self-evaluation), ranking and implementation mechanisms inside a HEI are also part of it. Accreditation means the formal and/or legal status of an institutional provision, and its educational activity (institution, programme, including the issued degree). These are commissioned by the national accreditation agencies (at least in the European states), or in some cases subject to a self-accrediting process of the actual HEI. Internal QA is organised by the HEI itself, for competitiveness by quality improvement, meeting certain standards. Sometimes the regulations and guidelines are also needed to be accredited or accepted by external bodies, but much more often the internal QA system remains the field of the HEI's values, skills, and decisions.

To elaborate a common Quality Assurance system within the FilmEU project – which meets the standards and requirements of both the ESG2015 and the member universities – is one of our key objectives. The European Union also claims an effort for introducing FilmEU-level QA improvement, since our work package (WP9) has a future delivery of elaborating the common QA mechanism (CQAF – Common Quality Assurance Framework), besides issuing a Handbook on Quality Assurance for its explanation. One of the first steps to make them is to look around the international best practices of QA in art, including external and self-accreditation, and the internal QA policies as well. The present Report is the result of our WP9 task force team's one-year-long research and forms both the ground database for our other deliveries and a useful tool for our future work creating a real Quality Culture in FilmEU project.

We explored several external and internal QA models during our surveys and case studies. After describing some accreditation and evaluation models in case studies, we analysed and compared them in this Report. We also stressed that the field of art is hard to be treated in QA methods as the natural or human sciences, since our values, activities, outputs, and other results are different from them. Arts can hardly be ranked and benchmarked by objective indicators and standards, and we realised that the strength of our European University Alliance lays in its diversity in values, styles, and goals. Nevertheless, we must find our common denominators, increase our mobility, entrepreneurship, and engagement along with the common interests. This endeavour requires a prior rigorous study on what kind of QA systems exist in the world, which patterns and elements of models can be used for our FilmEU purposes. We summarised our database and analysis in the present Report, which helped us look beyond our institutional and European horizon in this field and build our future WP9 contributions on case studies and analytic knowledge.

To develop Quality Culture (according to Ulf-Daniel Ehlers' vision), a complex development of stakeholders' participation is required to combine the top-down and bottom-up interactions.

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- [Quality Assurance in U.S. Higher Education - Ithaka S+R](#)
- [How Does College Accreditation Work? | Accredited Schools Online](#)
- [About us | Australian Skills Quality Authority \(ASQA\)](#)
- [What is the AQF? | Australian Qualifications Framework](#)
- [American University, Washington, D.C. \(https://FilmEU.american.edu\)](https://FilmEU.american.edu)
- [Aalto University \(https://FilmEU.aalto.fi/en/\)](https://FilmEU.aalto.fi/en/)
- <http://www.eq-arts.org>
- <https://www.aceeu.org>

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- Main legal acts (on higher education, accreditation, etc.)
- Main internal regulations (guidelines, standards, policies, etc.)
- <https://iadt.ie> IADT (Main Site)
- <https://FilmEU.qqi.ie> Quality and Qualifications Ireland (QQI)
- <https://hea.ie> Higher Education Authority (HEA)
- <https://FilmEU.gov.ie/en/organisation/department-of-higher-education-innovation-and-science/> Depart of Further and Higher Education of Ireland

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- Main legal acts (on higher education, accreditation, etc.)
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- https://ekka.edu.ee/wp-content/uploads/6_TLU_IA_assessment-report_final_27.05.pdf Report for Institutional Accreditation Tallinn University 2021
Interview with Staff of BFMA

ANNEX 1. GLOSSARY OF THE MOST IMPORTANT QA TERMS (BASED ON THE UNESCO HANDBOOK)

QUALITY ASSURANCE QA (pp. 75.)

Quality Assurance (QA) is an over-arching term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes. As a regulatory mechanism, quality assurance focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed upon and consistent process and well-established criteria. QA includes internal quality assurance and external quality assurance and depends on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture.

ACCREDITATION (pp. 25-26.)

1. The process by which a (non-)governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers. The accreditation process generally involves (i) *a self-evaluation process* (ii) *a study visit*, conducted by a team of peers, resulting in an assessment report, including a recommendation. (iii) *an examination by the commission* of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final judgment and the communication of the formal decision to the institution and other constituencies, if appropriate.
2. The instrument by which one institution, without its own degree awarding powers or choosing not to use its awarding powers, gains wide authority to award, and/or gains recognition of its qualifications from another competent authority, and to exercise powers and responsibility for academic provision. This authority might be the State, a government agency, or another domestic or foreign higher education institution.

Further definitions around accreditation (pp. 27-28.):

3. **Institutional Accreditation:** accreditation of an **entire institution**, without any implication to the quality of the study programmes of the institution.
4. **Regional Accreditation (USA): accreditation procedures in a particular geographic area** (usually that of three or more states). The United States has six regional accrediting commissions.
5. **Specialized Accreditation: individual units or programmes** (e.g. professional education), by “specialized” or “programme” accrediting bodies applying specific standards for curriculum and course content.
6. **Duration of Accreditation:** The duration of validity of the accreditation license is established by the accrediting body, which generally holds the right to suspend or to renew the license, upon the satisfactory resolution of any identified issues.
7. **Accreditation of Prior Learning:** The process by which individuals are awarded credit toward qualifications based on their prior learning and (sometimes).
4. **Accreditation Status:** The formal recognition benefiting an institution by the accrediting body.
5. **Accreditation Survey:** The evaluation of an institution to identify its level of compliance with the applicable standards of the accreditation body.
6. **Portfolio for Accreditation:** An accumulation of evidence about specific proficiencies and the characteristics of an institution in relation to a specific type of activity, especially to learning standards.
7. **Accreditation Body:** A (non-)governmental or private educational association of national or regional scope that develops evaluation standards and criteria and conducts peer evaluations and expert visits to assess whether or not those criteria are met. It is entitled to accord formal status to operate to individual higher education institutions or programmes.

STUDY PROGRAMME (pp. 95-96.)

A core, modular component of higher education including all the activities (design, organization, management, as well as the process of teaching, learning and research) carried out in a certain field and leading to an academic qualification. Study programmes are established by higher education institutions or organizations and may differ by level of academic qualification (Bachelor, Master, Doctorate); study mode (full-time, part-time, distance learning, etc.); and field of knowledge specialization, in accordance with academic and professional division of labour.

VALIDATION (pp. 97.)

The process by which a programme is judged to have met the requirements for an award by a relevant institution with degree-awarding powers (institutional self-evaluation) or by a relevant examining board (validation by an outside examining body).

EVALUATION (pp. 56-57.)

The general process of a systematic and critical analysis leading to judgments and recommendations regarding the quality of a higher education institution or a programme. An evaluation is carried out through internal or external procedures.

STUDENT EVALUATION OF TEACHERS or SET (pp. 93.)

The process of using student inputs concerning the general activity and attitude of teachers. These observations allow the overall assessors to determine the degree of conformability between student expectations and the actual teaching approaches of teachers. Student evaluations are expected to offer insights regarding the attitude in class of a teacher (approachable, open-minded, entertaining, creative, patient, etc.), and the abilities of a teacher (to explain things, to motivate students, to help students think, to correct mistakes in a friendly manner, to offer information efficiently, etc.).

LICENSING (pp. 62-63.)

The process by which a governmental agency grants official permission (i) to persons meeting pre-determined qualifications to engage in a given occupation and/or use of a particular title; (ii) to programmes, based on the evaluation of appropriate plans, to operate before obtaining accredited status, and (iii) to institutions to perform specified functions. Licensing (in the case of persons) is usually obtained through examination or graduation from an accredited institution. In some countries, a period of practical experience may be required. In such a case, state licensing should not be confused with institutional or specialized accreditation.

BENCHMARK (pp. 33-34.)

A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term, benchmark, means a measure of best practice performance. The existence of a benchmark is one necessary step in the overall process of benchmarking.

Benchmark Information: Explicit national statements of academic standards or outcomes for individual subjects. Some countries (e.g. the United Kingdom) develop benchmarks of this type with regard to a certain group of subjects as part of their quality assurance process.

Subject Benchmark/Subject Benchmark Statements: Subject benchmark statements provide means for the academic community to describe the nature and characteristics of programmes in a specific subject and the general expectations about standards for the award of a qualification at a given level in a particular subject area. They are reference points in a quality assurance framework more than prescriptive statements about curricula.

Course Development Benchmarks: Guidelines regarding the minimum standards that are used for course design, development, and delivery.

BENCHMARKING (pp. 34-39.)

A standardized method for collecting and reporting critical operational data in a way that enables relevant comparisons among the performances of different organizations or programmes, usually with a view to establishing good practice, diagnosing problems in performance, and identifying areas of strength. **Benchmarking gives the organization (or the programme) the external references and the best practices on which to base its evaluation and to design its working processes.**

Benchmarking is also defined as:

- a diagnostic instrument (an aid to judgments on quality);
- a self-improvement tool (a quality management/ assurance tool) allowing organizations (or programmes) to compare themselves with others regarding some aspects of performance, with a view to finding ways to improve current performance;
- an open and collaborative evaluation of services and processes with the aim of learning from good practices;
- a method of teaching an institution how to improve;
- an on-going, systematically oriented process of continuously measuring the work processes of one organization and comparing them with those of others by bringing an external focus to internal activities.

In Europe, benchmarking in higher education is not common, but a series of initiatives has been developed.

Internal Benchmarking: Benchmarking (comparisons of) performances of similar programmes in different components of one higher education institution. Internal benchmarking is usually conducted at large decentralized institutions with several departments (or units) conducting similar programmes.

(External) Competitive Benchmarking: Benchmarking (comparisons of) performance in key areas, on specific measurable terms, based upon information from institution(s) that are viewed as competitors.

Functional (External Collaborative) Benchmarking: Benchmarking that involves comparisons of processes, practices, and performances with similar institutions of a larger group of institutions in the same field that are not immediate competitors.

Trans-Institutional Benchmarking: Benchmarking that looks across multiple institutions in search of new and innovative practices.

Implicit Benchmarking: A quasi-benchmarking that looks at the production and publication of data and of performance indicators that could be useful for meaningful cross-institutional comparative analysis. It is not based on the voluntary and proactive participation of institutions (as in the cases of other types), but as the result of the pressure of markets, central funding, and/or coordinating agencies. Many of the current benchmarking activities taking place in Europe are of this nature.

Generic Benchmarking: A comparison of institutions in terms of a basic practice process or service (e.g. communication lines, participation rate, and drop-out rate). It compares the basic level of an activity with a process in other institutions that has similar activity.

Process-Based Benchmarking: Goes beyond the comparison of data-based scores and conventional performance indicators (statistical benchmarking) and looks at the processes by which results are achieved. It examines activities made up of tasks, steps which cross the boundaries between the conventional functions found in all institutions. It goes beyond the comparison of data and looks at the processes by which the results are achieved.

BEST PRACTICE (pp. 41.)

A method or an innovative process involving a range of safe and reasonable practices resulting in the improved performance of a higher education institution or programme, usually recognized as “best” by other peer organizations. A best practice does not necessarily represent an absolute, ultimate example or pattern, its application assures the improved performance of a higher education institution or programme; rather, it identifies the best approach to a specific situation, as institutions and programmes vary greatly in constituencies and scope.

CREDITS (pp. 47-48.)

A credit is an agreed upon quantified means of expressing the level of learning based on the achievement of learning outcomes and their associated workloads. Generally, once gained, credit cannot be lost.

Set credits gained by a student in a given higher education institution may be recognized in another institution, depending upon the commonality in terms of level and context, considered as transferable. The main transparency tool for the recognition of study periods in the European Higher Education Area is the *ECTS (European Credit Transfer and Accumulation System)*. This is a student-centered system based on the student workload required to achieve the objectives of a programme of study specified in terms of learning and competencies to be acquired. As a European Community project initially established under the ERASMUS Programme (1988-1995), ECTS was developed more broadly between 1995-1999 under the higher education component of the SOCRATES Programme, ERASMUS, and proved to be an effective tool for creating curricular transparency and facilitating academic recognition.

ASSESSMENT (pp. 29-30)

The process of the systematic gathering, quantifying, and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole (institutional assessment) or of its educational programmes (programme assessment). It implies the evaluation of the core activities of the higher education institution (quantitative and qualitative evidence of educational activities and research outcomes). Assessment is necessary in order to validate a formal accreditation decision, but it does not necessarily lead to an accreditation outcome.

or

A technically designed process for evaluating student learning outcomes and for improving student learning and development as well as teaching effectiveness.

PEER REVIEW/EXTERNAL REVIEW (pp. 66)

Assessment procedure regarding the quality and effectiveness of the academic programmes of an institution, its staffing, and/or its structure, carried out by external experts (peers). (Strictly speaking, peers are academics of the same discipline, but in practice, different types of external evaluators exist, even though all are meant to be specialists in the field reviewed and knowledgeable about higher education in general.) For a review, the source of authority of peers, types of peers, their selection and training, their site visits, and the standards to be met may vary. A review is usually based on a self-evaluation report provided by the institution and can be used as a basis for indicators or as a method of judgment for (external) evaluation in higher education.

HIGHER EDUCATION INSTITUTION/ORGANIZATION (HEI) (pp. 57-58)

An educational body which carries out higher education activities based on legally approved study programmes. Any higher education organization must follow an external evaluation procedure to assess its quality and to acquire the provisional functioning authorisation, followed by its official accreditation, as well as the accreditation of its study programmes. Generally, this requirement is compulsory for all higher education institutions (HEI) or organisations providing higher education programmes and activities and entitles HEIs, upon successful completion, to use the name 'university' or other similar legally recognized names. Also, HEIs have the primary responsibility for the quality of their provision and its assurance. Higher education institutions may differ in size, quality, resources, number of teaching staff and students, etc., as successful HEIs generally must find a balance between often conflicting stakeholder demands and institutional values. HEIs can therefore be either local or global; elite or mass-oriented; specialized or transdisciplinary and may foster either an academic culture (characterized by knowledge creation, scientific excellence, academic freedom and freely shareable results) or a business culture (characterized by profit creation and individual appropriation of social wealth).

AUDIT (pp. 31-33)

The process of reviewing an institution or a programme that is primarily focused on its accountability and determining if the stated aims and objectives (in terms of curriculum, staff, infrastructure, etc.) are met. In the United Kingdom, when an audit is an institutional process carried out internally, the process is described (since 2002) as an "institutional review" process. In general, an Institutional Audit/Institutional Review is an evidence-based process carried out through peer review that investigates the procedures and the mechanisms by which an institution ensures its quality assurance and quality enhancement. When it specifically addresses the final responsibility for the management of quality and standards that rests with an institution, the process is called an institutional review.

CODE OF (PROFESSIONAL) ETHICS CONCERNING QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION (pp. 44)

A public document establishing a framework for ethical behaviour and decision making in the conduct of quality assurance and accreditation activities in higher education. As useful instruments for achieving transparency and comparability of internal and external quality assurance of higher education, codes of ethics usually consist of a set of basic principles, values and rules of conduct to be considered as reference points in quality assurance and accreditation work together with a set of procedural regulations for observing compliance with the Code. Tailored to the needs and values of the respective organization, codes of ethics may include references to issues such as conflict of interest, confidentiality, intellectual property, permanent development, trust, etc.

COMPETENCIES (pp. 45-46.)

A specific and measurable pattern of behaviours and knowledge that generates or predicts a high-performance level in a given position or context of responsibilities. They account for the identification and application of ideas and solutions to solve problems with maximum efficiency and minimum use of resources.

Competences contain the fields of cognitive competencies (skills that contribute to the objectives of individual knowledge development, also serving as individual protective factors contributing to successful adaptation), attitudinal competencies (actions, values and norms that indicate and generate high performance, and also show that the different types of knowledge have been effectively developed by the subject), and professional competencies (an individual's specialized knowledge of information sources in order to successfully accomplish specific assignments and obtain results).

INDICATORS (pp. 59-61.)

Operational variables referring to specific empirically measurable characteristics of higher education institutions or programmes on which evidence can be collected that allows for a determination of whether standards are being met. Indicators identify performance trends and signal areas in need of action and enable comparison of actual performance with established objectives. They are also used to translate theoretical aspects of quality into procedures, a process known as operationalization. An indicator must be distinguished from a measure, which is data used to determine the level of performance of an attribute of interest, and from a standard, which is the level of acceptable performance in terms of a specific numeric criterion.

Types of indicators are: indicators of economy, of efficiency, and of effectiveness. Another distinction (CIPO-model) is made between context indicators, that relate to the specific environment of a higher education institution or programme (social, economic, political, geographical, etc.), input indicators, that relate to the logistical, human, and financial resources, process indicators, that refer to the use of resources to the management of the inputs, and to the functioning of the organization, and output indicators, that concern the actual achievements or products of the higher education institution.

Relating notions:

Performance Indicators: A range of statistical parameters (the number of applications per place, the entry scores of candidates, the staff workload, the employability of graduates, research grants and contracts, the number of articles or studies published, the staff/student ratio, institutional income and expenditure, and institutional and departmental equipment and furniture) representing a measure of the extent to which a higher education institution or a programme is performing in a certain quality dimension. They are short-term or long-term qualitative and quantitative measures of the output of a system or programme. They allow institutions to benchmark their own performances or allow comparison among higher education institutions. Performance indicators are related to benchmarking exercises and are identified through a specific piloting exercise in order to best serve their use in a comparative or profiling analysis.

Simple Indicator: A more general type of indicator, expressed in the form of absolute figures, intends to provide a relatively unbiased description of a process. Simple indicators are less relative than performance indicators as they exclude any judgments or points of reference (e.g. a standard, an objective, or an assessment).

PEER REVIEW/EXTERNAL REVIEW (pp. 66.)

Assessment procedure regarding the quality and effectiveness of the academic programmes of an institution, its staffing, and/or its structure, carried out by external experts (peers). The source of authority of peers, types of peers, their selection and training, their site visits, and the standards to be met may vary. A review is usually based on a self-evaluation report provided by the institution and can be used as a basis for indicators or as a method of judgment for (external) evaluation in higher education. Peers are usually academics of the same discipline, but in practice, different types of external evaluators exist, even though all are meant to be specialists in the field reviewed and knowledgeable about higher education in general.

QUALIFICATION (pp. 67-69.)

Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting to the successful completion of a course programme (e.g. the Bachelor's and Master's Degree, the Doctorate, etc.). A qualification is important in terms of what it signifies: competencies and

range of knowledge and skills. Sometimes it is equivalent to a license to practice. It is often synonymous with credential.

Relating notions:

Qualifications Framework: A comprehensive policy framework, defining all nationally recognized qualifications in higher education in terms of workload, level, quality, learning outcomes, and profiles. It should be designed to be comprehensible through the use of specific descriptors for each qualification covering both its breadth (competencies associated with learning outcomes) and its depth (level). It is structured horizontally in order to cover all qualifications awarded in a system, and vertically, by level. Its purpose is to facilitate: curriculum development and design of study programmes; student and graduate mobility; and recognition of periods of study and credentials. While certain higher education systems have their own qualification frameworks, others allow for the development of a wide variety of qualifications without providing an explicit framework. The emerging European Higher Education Area, envisaged by the Bologna Declaration, is regarded by many as needing a pan-European Qualification Framework.

National Qualifications Framework: (NQF) is designed to provide nationally recognized and homogeneous standards and qualifications, as well as recognition for all learning of knowledge and competencies and a basis for further review, articulation and development of existing and impending qualifications. Also, among other purposes, it should facilitate curricular change and allow for the improvement of access and social inclusion, as well as the integration of changing societal needs. It is primarily developed through a medium-term process of policy development and public consultation. The NQFs in the European Higher Education Area are expected to be convergent by taking as reference the European Qualifications Framework (EQF).

European Qualifications Framework: A new development in higher education, the EQF for lifelong learning (EQF) is the targeted result of a European Commission initiative (2007). It focuses on a set of eight general reference levels or learning outcomes that cover the whole range of qualifications and are valid on a trans-systemic basis. It provides us with a global reference tool (or 'translation device') to clearly compare and relate qualifications and education and training systems.

QUALITY (ACADEMIC) (pp. 75-78.)

Quality in higher education is a multi-dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline. It may thus take different, sometimes conflicting, meanings depending on the understanding of various interests of different constituencies or stakeholders in higher education (e.g. students; universities; disciplines; the labour market; society; a government); its references: inputs, processes, outputs, missions, objectives, etc.; the attributes or characteristics of the academic world worth evaluating; and the historical period in the development of higher education. A wide spectrum of definitions of academic quality has been used: quality as excellence; quality as fitness for purpose; quality as fitness of purpose; quality as enhancement or improvement, etc.

Relating notions:

Quality Assessment/Quality Review: The actual process of external evaluation (reviewing, measuring, judging) of the quality of higher education institutions and programmes. It consists of those techniques, mechanisms, and activities that are carried out by an external body in order to evaluate the quality of the higher education processes, practices, programmes, and services. Some aspects: the context (national, institutional); the methodology (self-assessment, or by peer review, site visits); the levels (system, institution, department, individual); the mechanisms (rewards, policies, structures, cultures); certain quality values attached to quality assessment such as academic values, traditional values (focusing upon the subject field), managerial values (procedures and practices); pedagogical values (focusing on staff and their teaching skills and classroom practice); employment values (emphasizing graduate output characteristics and learning outcomes).

Quality Control: The process of quality evaluation that focuses on the internal measurement of the quality of an institution or a programme. It refers to a set of operational activities and techniques (monitoring activities and a structured internally planned and implemented policy) elaborated and used to fulfil requirements of quality. Often used interchangeably with quality management and quality assurance, it refers to an aggregate of actions and measures taken regularly to assure the quality of higher education products, services, or processes, with an emphasis on the assurance that a prescribed threshold is met.

Quality Management: An aggregate of measures taken regularly at system or institutional level in order to assure the quality of higher education with an emphasis on improving quality as a whole. As a generic term, it covers all

activities that ensure fulfillment of the quality policy and the quality objectives and responsibilities and implements them through quality planning, quality control, quality assurance, and quality improvement mechanisms.

Total Quality Management (TQM): A particularly influential comprehensive approach to quality management that emphasises factors such as continuous improvement, customer focus, strategic management, need for explicit systems to assure quality of higher education, and a view of leadership and supervision that stresses employee empowerment and delegation.

Quality Audit: The process of quality assessment by which an external body ensures that (i) the institution of programme quality assurance procedures or (ii) that the overall (internal and external) quality assurance procedures of the system are adequate and are actually being carried out. Quality audit looks to the system for achieving good quality and not at the quality itself. A quality audit can be performed only by persons (i.e. quality auditors) who are not directly involved in the areas being audited. Quality audits are undertaken to meet internal goals (internal audit) or external goals (external audit). The results of the audit must be documented (audit report).

Quality Culture: It refers to a set of shared, accepted, and integrated patterns of quality (often called principles of quality) to be found in the organizational cultures and the management systems of institutions. Awareness of and commitment to the quality of higher education, in conjunction with a solid culture of evidence and with the efficient management of this quality (through quality assurance procedures) are the ingredients of a quality culture. It changes and evolves over time, so new quality paradigms evolve in higher education.

Quality Planning: It consists of the set of actions that establishes the objectives and the conditions referring to the quality of higher education and to the application of the mechanism of the quality system. It includes product planning (identification, classification, and determination of the importance of the features referring to quality as well as to the establishment of the objectives, the conditions referring to quality, and its restraints), managerial and operational planning (including its organization and programming), an elaboration of quality plans, and the provision of quality improvement measures.

STANDARDS (pp. 89-92.)

Statements regarding an expected level of requirements and conditions against which quality is assessed or that must be attained by higher education institutions and their programmes in order for them to be accredited or certified. The term standard means both a fixed criteria (against which an outcome can be matched) and a level of attainment. Standards may take a quantitative form, being mostly the results of benchmarking, or they may be qualitative, indicating only specific targets (e.g. educational effectiveness, sustainability, core commitments, etc.). When quantitative, the standards include threshold levels that have to be met in order for higher education institutions or programmes to be accredited.

The thresholds or the “basic standards” are usually defined at the level of minimally acceptable quality. On other occasions, the standards refer to the highest level of quality, thus being considered as “standards of excellence”. These may result from a benchmarking exercise or be asserted implicitly, being so recognized by the peers in a collegiate way. Standards may have different reference points: (i) inputs; (ii) outputs, (iii) processes. Standards can be general (for a degree level, e.g. a Bachelor’s or a Master’s Degree) or subject-specific (e.g. discipline benchmarking statements in the United Kingdom). Standards may also vary by different types of standard setting methods (such as criterion-referenced, minimal competency, or objective setting methods). In higher education standards are frequently set and assessed in four main areas: academic standards (related to the intellectual abilities of students); standards of competence (related to the technical abilities of students); service standards (refer to the standards of service provided by the organization to the student); Organizational standards (principles and procedures by which the institution assures that it provides an appropriate learning and research environment).

Relating notions:

Content Standards: Level of core competencies, relevant knowledge, and skills within a subject area, i.e. everything a student should know and be able to do. Content standards shape what goes into the curriculum and refer to required inputs.

Educational Standards: Level of requirements and conditions regarding different stages of the educational process and the relationship between those stages, such as inputs, processes, and outputs. Various types of educational standards exist with regard to learning resources, programmes, and results, in general, and student

performance (content standards, performance standards, proficiency standards, and opportunity-to-learn standards).

Performance Standards: Levels of achievement that are deemed exemplary or appropriate, *i.e.* specifications of the required level of quality of a student's work to meet the content standards. Performance standards shape expectations for educational outcomes.

European standards (identified by ENQA) are (i) for internal quality assurance within higher education institutions (policies and procedures for quality assurance; approval, monitoring and periodic review of programmes and awards; assessment of students; quality assurance of teaching staff; learning resources and student support; information system; public information; (ii) for external quality assurance of higher education (use of internal quality assurance procedures; the development of external quality assurance processes; criteria for decision; processes fit for purpose; reporting; follow-up procedures; periodic reviews; system wide analysis; (iii) for external quality assurance agencies (Use of external quality assurance procedures for higher education Official status; activities; resources; mission statement; independence; external quality assurance criteria and processes used by agencies).

ANNEX 2. THE TEXT OF OUR BLANK SURVEY QUESTIONNAIRE

Survey of internal and external quality assurance best practices

(task, scope of authority, consequences, workload, and independence)

I. Accreditation process

(re)accreditation process of the overall university

Which (internal) HEI (Higher Education Institute) body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration? (if required)

Answer:

In how many years (as a re-validation period) is there a re-accreditation obligation?

Answer:

How to accredit a (new) faculty / institute of the university

Which (internal) HEI (Higher Education Institute) body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration? (if required)

Answer:

In how many years (as a re-validation period) is there a re-accreditation obligation?

Answer:

How to accredit a (new) department within the HEI

Which (internal) HEI body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration? (if required)

Answer:

In how many years (as a re-validation period) is there a re-accreditation obligation?

Answer:

How to make minor changes to the programme / degree / Curriculum (that does not require external permission/registration but an internal decision within the HEI)

Which (internal) HEI body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Which – if any – is the external body (official accreditation agency/authority) for notification?

Answer:

Which internal HEI body makes the decision? (if required)

Answer:

Definition of "minor change"

What are those changes which do not require an external permission (an internal decision is enough within the HEI)?

Answer:

Accreditation of a new programme (or a new degree for the existing BA, MA, PhD programme) – undergraduate course / new programme

Which (internal) HEI body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Is an internal evaluation and/or official initiative is required?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration? (if required)

Answer:

In how many years (as a re-validation period) is there a re-accreditation obligation?

Answer:

Re-accreditation of an already existing programme / degree (BA, MA or PhD)

Which (internal) HEI body or stakeholder can initiate for accreditation/re-accreditation (revalidation)?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration? (if required)

Answer:

In how many years (as a re-validation period) is there a re-accreditation obligation?

Answer:

Modifying the credit-rating of the courses

Which (internal) HEI body or stakeholder can initiate the modification of the credit-rating? Is an internal decision enough (in which level), or is an external permission/registration necessary? What kind of changes require an external decision?

Answer:

Is an internal evaluation and official initiative required?

Answer:

Which is the external body (official accreditation agency/authority) for evaluation, and when such an evaluation is necessary? (if there is)

Answer:

Which governmental body or independent authority issues the permission/registration, if such a permission/registration is necessary? (if required)

Answer:

Is an external certification/permission required for the internal QA system of the HEI?

II. Internal QA process

- the goals and consequences of self-evaluation
- What are the main fields where self-evaluation is required?

Examples

- teaching methodology,
- feedback of teaching level/value,
- institute self-evaluation,
- students' satisfaction
- diversity and inclusiveness
- learning materials
- student-ranking
- publication and citation
- learning environment,
- learning progress
- alumni / outcome survey

Answer:

Which university bodies and stakeholders (students, teachers, departments, institutes) are involved in quality assurance process within the HEI?

Answer:

Does the internal evaluation result in any kinds of consequence? What consequences? (e.g., for teachers, departments, institutes)

Answer:

Does the internal evaluation by the students result in any kinds of consequence? What consequences? (e.g., for teachers, departments, institutes)

Answer:

QA tasks within the HEI

Is there a separate QA body/office at the HEI?

Answer:

Participation in supra-national, international, or professionalized QA alliances

Which supra-national, international, or professionalized QA alliances is the HEI participate? (ACEEU, EQ-Arts, EQAR, CEENQA, CACECA, ATHEA, etc.)

Answer:

Basic principles, and ways (methods) of internal QA

What are the basic principles, and ways (methods) of the internal QA within the HEI? Answer:

Stakeholder surveying and competence

What are the basic principles, and ways (methods) of the internal QA stakeholder surveying and competence? (if there are)

Answer:

(re)certification process of the internal quality assurance system

What are the basic steps and tasks for the (re)certification process of the internal quality assurance system of the HEI? (if there are)

III. Level of independence and workload

Self-evaluation ranking the level of independence and the workload by the teachers and stakeholders of the HEI.

a. Independence and workload of the HEI regarding the external authorities

In a scale from 1 to 5, please indicate your institutional/professional **level of independence** (Column A) and **level of workloads** (Column B) (answers mean 1=low flexibility/much workload, 5=high flexibility/few workload) with relation to **QA external authorities** in the following processes:

- Accreditation/Reaccreditation of a HEI
- Accreditation/Reaccreditation of a faculty/school
- Accreditation of a new department
- Reaccreditation of a department
- Accreditation of a new study programme
- Reaccreditation of a study programme
- Changes to the curriculum of a study programme (e.g. removal/addition of courses, change of study programme's designation, change of courses' credits)
- Changes to courses' contents (e.g. syllabuses, assessment methodology, learning outcomes)
- Accreditation (or certification) of the internal quality assurance system
- Reaccreditation of the internal quality assurance system

According to the column A:

1=it is upon solely of external authorities/expectations/pre-defined regulation (without flexibility of the HEI)

5=total flexibility (external authorities outside HEI have no scope of authority, no permission is necessary)

According to the column B:

1=low flexibility /much workload (very bureaucratic, requires many administrative works) 5=high flexibility / few workload (very flexible, e.g., existing regulation can be applied without too much effort from the institutional side)

Please fulfil the matrix with scores of 1 to 5

Indicator	(A) independence	(B) workload
Accreditation/Reaccreditation of a HEI		
Accreditation/Reaccreditation of a faculty/school		
Accreditation of a new department		
Reaccreditation of a department		
Accreditation of a new study programme		
Reaccreditation of a study programme		
Changes to the curriculum of a study programme (e.g. removal/addition of courses, change of study programme's designation, change of courses' credits)		
Changes to courses' contents (e.g. syllabuses, assessment methodology, learning outcomes)		
Accreditation (or certification) of the internal quality assurance system		
Reaccreditation of the internal quality assurance system		
TOTAL		

b. Independence and workloads of internal bodies and stakeholders regarding internal QA

In a scale from 1 to 5, please indicate the level of independence (Column A) and workloads (Column B) (answers mean 1=not flexible/much workload, 5=very flexible/few workload) with relation to **QA internal bodies** at the following levels:

- HEI level
- Faculty/school level
- Department level
- Study programme level
- Research evaluation of teachers
- Teachers' evaluation

According to the column A:

1=it is mandatory, periodicity is frequent with many pre-defined expectations (without flexibility)

5=total flexibility (internal bodies in the HEI have no scope of authority, no permission is necessary)

According to the column B:

1=low flexibility / much workload (very bureaucratic, requires many administrative works) 5=high flexibility / few workload (very flexible with only a few bureaucracy)

Please fulfil the matrix with scores of 1 to 5

Indicator	(A) independence	(B) workload
HEI level		
Faculty/school level		
Department level		
Study programme level		
Research evaluation of teachers		
Teachers' evaluation		
TOTAL		

ANNEX 3. THE TEXT OF OUR COMPARATIVE MATRIX (IADT, LUCA, ULHT, AND SZFE)

Comparative Matrix – scope of authority, degree of freedom, competence of internal and external bodies, consequences of self-evaluation

	ULHT (Portugal)	IADT (Ireland)	LUCA (Belgium)	SZFE (Hungary)
(A) (re)accreditation process of the overall university 1. initiation 2. external body (agency) for evaluation 3. permission 4. re-accreditation period	1. COFAC 2. Agency for Assessment and Accreditation of Higher Education (A3ES) 3. Directorate-General for Higher Education (DGES) under Ministry of Science, Technology and Higher Education (MCTES) 4. every 6 years	1. Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of the publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020. 2. IADT is bound by the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills as it applies to other areas of its operation. 3. As above 4. Accreditation until withdrawal. n. Annual reporting to QQI and QQI CINTE Reviews take place cyclically across the sector.	1. LUCA according to the timetable of NVAO 2. NVAO: Accreditation Organisation of the Netherlands and Flanders 3. NVAO accredits and sends their decision and the underlying assessment report to the Flemish Ministry of Education had to recognize the decision of NVAO. LUCA is officially registered as HEI in the Higher Education Register. 4. Every 6 years	1. Senate of SZFE (the HEI is represented by the rector during the process) 2. Hungarian Accreditation Committee (HAC) 3. registration: Educational Authority (under EMMI ¹ ministry) 4. every 5 years
(B) accreditation of a (new) faculty / institute of the university 1. initiation 2. external agency for evaluation 3. permission	1. COFAC by proposal of the Rector 2. not applicable (NA) 3. MCTES	This is a decision of the Institute Executive.	n/a for LUCA	1. the Senate makes a proposal 2. HAC ² 3. Educational Authority
(C) accreditation of a (new) department 1. initiation 2. external agency for evaluation 3. permission	1. COFAC by proposal of the Rector 2. NA 3. NA	This is a decision of the Institute Executive.	n/a for LUCA	1. director of an Institute of SZFE towards the Senate that issues the proposal 2. HAC 3. Educational Authority
(F) Make minor changes to the programme / degree of the Curriculum 1. initiation 2. internal evaluation and initiative 3. external agency of evaluation 4. permission (registration) 5. Definition of “minor”	Assuming curriculum = individual Curricular Unit 1. Coordinator of the Curricular Unit 2. Study programme director and Scientific Council. 3. NA 4. NA	N/A	n/a: no separate accreditation of curricula	1. department director of an Institute of SZFE 2. Senate (issues the proposal) 3. HAC 4. Educational Authority

<p>(E) <u>Re-accreditation</u> of a degree</p> <ol style="list-style-type: none"> 1. initiation 2. internal evaluation and initiative 3. external agency 4. permission 	<p>Assuming programme = study plan = collection of all curricular units</p> <ol style="list-style-type: none"> 1. Study programme director 2. Scientific and Pedagogical Council of the Faculty/School 3. a) NA if small changes. In this case UL just informs DGES and A3ES b) If substantial changes, it is necessary to submit a new study programme to A3ES 4. DGES (registration) 	<ol style="list-style-type: none"> 1. Programme initiator brings programme development proposal to Faculty executive for approval to proceed 2. Outline programme proposal is presented to the Programme Validation Committee (PVC) for approval to proceed Faculty Executive develops a Business Plan and presents to Executive for approval The programme document is presented to the Programme Validation Committee for approval. 3. Registrar organises the external validation panel in consultation with the Faculty Executive Panel conducts a site visit, prepares a report and makes a recommendation to IADT on the approval of the programme 4. The Registrar submits to Academic Council, a recommendation that the panel validation be endorsed Academic Council notes the validation of the programme Governing Body notes the programme validation 	<p>n/a: no separate accreditation of programmes (institutional accreditation guarantees our qualitative educational policy on institutional level, including the conduct for confirming the quality of our programmes) only if LUCA starts an entirely new programme.</p> <p>In this case:</p> <ol style="list-style-type: none"> 1. LUCA, with permission of VLHORA (Flemish council of professional higher education) within the current possibilities of the Flemish Ministry of Education (in some periods no new programmes are allowed) This is to regulate the Flemish field of higher education in total) 2. Internal procedure with our own quality method KOP ERA: a panel of critical friends investigates the quality of the programme based on 9 quality aspects (strongly related to the ESG) 3. External evaluation is tailored to the control exerted by LUCA. LUCA has to undergo a TNO (Test of new programme), a panel organised by NVAO assesses the quality of the new programme and decides upon initial accreditation 4. The Flemish Ministry of Education had to recognize the decision of NVAO. When accredited and recognized, the programme is officially registered in the Higher Education Register. 	<ol style="list-style-type: none"> 1. initiative: department director of an Institute of SZFE 2. Senate (issues the proposal) 3. HAC evaluation (accreditation) 4. Educational Authority (registration)
<p>(D) accreditation of a <u>new</u> degree (BA, MA, PhD) of undergraduate course</p> <ol style="list-style-type: none"> 1. initiation 2. internal evaluation and initiative 3. external agency 4. permission 5. re-accreditation period 	<ol style="list-style-type: none"> 1. Faculty/Schools 2. University Councils (University, Pedagogical And Scientific) 3. A3ES assessment (accreditation) 4. DGES (registration) 5. Depends on the decision of A3ES. From a minimum of 1 to the maximum of 6 years. 	<ol style="list-style-type: none"> 1. Programme initiator brings programme development proposal to Faculty executive for approval to proceed 2. Outline programme proposal is presented to the Programme Validation Committee (PVC) for approval to proceed Faculty Executive develops a Business Plan and presents to Executive for approval The programme document is presented to the Programme Validation Committee for approval. 3. Registrar organises the external validation panel in consultation with the Faculty Executive Panel conducts a site visit, prepares a report and makes a recommendation to IADT on the approval of the programme 4. The Registrar submits to Academic Council, a 	<p>n/a new degree = new programme?</p>	<ol style="list-style-type: none"> 1. head of a department or the director of an Institute of SZFE 2. Senate (issues the proposal) 3. HAC 4. Educational Authority 5. Every 8 years

		recommendation that the panel validation be endorsed Academic Council notes the validation of the programme Governing Body notes the programme validation		
(G) modifying the credit-rating of the courses 1. initiation 2. evaluation 3. external agency 4. permission	1. Study programme director 2. Scientific and Pedagogical Council of the Faculty/School 3. a) NA if small changes. In this case UL just informs DGES and A3ES b) If substantial changes, it is necessary to submit a new study programme to A3ES 4. DGES (registration)	1. Head of Department/Programme team 2. Where a change is required to an existing programme, if the change effects less than 10% of the programmes as determined by the number of credits effected, and provided the title of the programme is unchanged, then in that instance the change can be approved by the Programme Validation Committee (PVC). 3. A major change proposed to an existing programme and/or a change to the title of a programme then the programme is validated by an external panel.	1.The teacher of the course or the head of the programme 2.The vice dean of education - n/a 3.Vice dean (direction board) and possibly the LUCA education council	<u>self-accreditation:</u> 1. head of a department 2. director of an Institute of SZFE 3. not necessary 4. Senate
(FilmEU) the goals and consequences of self-evaluation	Goals: 1.Continuous improvement of services and student's satisfaction. 2.Market recognition and subsequent increase of employment rates 3.Enhance University visibility. 4.Internationalization and partnerships. Consequences: Increase of administrative tasks and workload for Management Bodies.	N/A	Principles of KOPERA (quality method LUCA): enhancement through via dialogue and appreciative inquiry of our programmes every 6 years with an external panel. Consequences: LUCA's direction board decides on the basis of the amount and nature of the points of improvement of the panel whether the programme has to write a plan for improvement. NVAO decides whether LUCA is in control of the quality of its own programmes in an institutional review. If not, accreditation on programme level will be implemented again, instead of accreditation on institutional level.	1. preconditioning for the regular (8 years) external evaluation (re-accreditation) 2. consequences in wages and the status of the employment 3. public data for international evaluators
(I) QA tasks within the HEI	COFAC and Rectory by delegation in the Quality Assurance Service – continuous reporting. Presentation of major pedagogical indicators in The University Councils. Presentation of the report on administrative aspects to the Administration of COFAC	Registrar is responsible for the academic quality of all provision. Registrar is supported in this role by the Quality Enhancement committee (a subcommittee of Academic Council and by the Institute's Quality Officer.	Every programme is responsible for its own quality, supported by the department of education and quality support. Every programme has its own annual action plan describing which actions they will undertake that year, including the surveys provided for by the department of E & QA. KOPERA is an extra check with external experts as critical friends.	Quality Management Committee (delegated by the Rector, the three institutions, the Chancellor, the Students' Union, and the Doctoral School) – issues report annually
(J) evaluation by the students (feedback is questionnaire or the report by the Students' Union)	1. Pedagogical Inquiries – twice a year (one in each semester) on curriculum and teachers 2. General satisfaction Inquiry – once a year – on service & infrastructures 3. Those results are included in Curricular unit	Students' representatives are members of all Programme Boards. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic	Pedagogical inquiries (max. 3 per student per semester) of courses. Alumni-surveys every year of recently graduated students, every 5 years of alumni graduated 5 years ago. Survey for all incoming students (why choose for	1. yearly report of the departments 2. yearly report of the teachers 3. annual evaluation report of the university 4. delegation of one member to the Quality Management Committee

	and the study programme annual evaluation report	<p>plan.</p> <p>Annual student surveys are also carried out by the Institute as part of a National programme. Student representatives are also members of Academic Council and all of its subcommittees</p>	<p>LUCA, for your programme etc)</p> <p>Survey for students who unsubscribe: is this for personal reasons or is it related to the programme (content, organisation)?</p> <p>Focus groups with students on different subjects: pedagogical when a survey can not be done due to small student numbers, study load and planning, organisation of the curriculum, etc.</p> <p>Resonance-meetings with external stakeholders.</p> <p>A programme can always ask for a general survey on different aspects.</p> <p>Results are prepared in a data & survey taskforce and then brought to the education council and all the programme committee's (POC's).</p>	
(K) participation in supra-national, international, or professionalized QA alliances	<p>A3ES – as an external agency - is a full member of ENQA and a registered agency in EQAR</p> <p>The internal QA Director participates in a Quality Assurance for HEI with representatives from all major Higher Education Institutions and A3ES</p>	<p>IADT has a number of international partnerships in Europe and North America. These range from Erasmus exchange arrangement to joint delivery of programmes.</p>	<p>LUCA had several partnerships for Erasmus exchanges.</p> <p>LUCA participates in the national council for higher education institutes (VLHORA).</p> <p>In KOPERA, LUCA makes use of the expertise of VLUHR-QA when training the panel members</p>	- HAC – as an external QA agency – is a member of ENQA
(L) basic principals and ways (methods) of internal QA	<p>Inquiries, Curricular Unit report Study Programme report Faculty/School Quality annual report</p> <p>Each Faculty/School has a Quality Commission that annually analyses the reports and proposals for improvements. These commission integrate professors, students, alumni, partners from civil society and enterprises.</p>	<p>IADT has formally adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG), as endorsed by the Ministers of Education in the European Higher Education Area, as a set of standards and guidelines for internal quality assurance in higher education, recognising that the ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.</p> <p>The Institute has its own internal, institutionally-owned quality assurance, ie this Quality Assurance Framework, along with a suite of policies and procedures for the effective provision of the following, ensuring a high quality and relevant learning experience.</p> <p>All quality assurance policies and procedures are published on the Quality Assurance section of the Institute's website.</p>	<p>The 9 LUCA quality standards are based on the ESG-2015, as they are incorporated in the frameworks of NVAO. In this context LUCA developed its own method based on dialogue with external experts (panel of critical friends) and aimed at enhancement rather than controlling.</p> <p>The data & survey taskforce prepares reports, formulates conclusions and recommendations for the education council, direction board and every programme committee (POC).</p> <p>Every year there are 2 policy- and budget commissions in which every programme has to show how they realise their own goals and how they contribute to LUCA-goals. The follow-up of KOPERA-results is also subject of these commissions.</p>	

		External peer-review evaluations of IADT conducted by external panels are published on the IADT's website.		
(M) stakeholder surveying and competence	Each Faculty/School has a Quality Commission that annually analyses the reports and proposals for improvements. These commission integrate professors, students, alumni, partners from civil society and enterprises.		See above: data & survey taskforce	self-evaluation reports organized by the institutes, departments, and the Quality Management Office
(N) (re)certification process of the internal quality assurance system 1. initiation 2. external body (agency) for evaluation 3. permission 4. re-accreditation period	1. COFAC 2. A3ES 3. NA 4. Depends on the decision of the national agency. From the minimum of 1 to the maximum of 6 years. NOTE: this is not a mandatory process inside the Portuguese higher education system. HEI can volunteer to get this certification in order to possibly simplify their study programmes accreditation processes.	See above: institutional review.	See above: institutional review.	See above: institutional review

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