Content

1 Introduction

1.1 Objectives of the institutional review

The Evaluation Teams' (ET) main objective is to arrive at a well-substantiated view of the strategic management and operation of quality assurance and enhancement in the institution at both institutional and subject discipline level.[1]

Where the preliminary visit focus is on understanding the specifics of the institution, the main visit is about finding out if, how and with what results the institution's strategic and internal quality policies and procedures are implemented throughout all levels.

1.2 Description of the institution

FaVU reports that;

1.2.1 History

The tradition of art education at Brno University of Technology dates back to 1899 when the Institute of Drawing was established at the Faculty of Civil Engineering of the University. In the 1930s it changed to the Drawing and Modelling Institute. The post-war period began a new tradition; in the 1940s, Vincenc Makovský, the well-known Czech sculptor, became a regular university professor and built up the Institute of Fine Arts in the framework of the Department of Architecture. In the early 1990s, Vladimír Preclík, another Czech sculptor, became the head of the Institute of Fine Arts and due to his efforts, the establishment of the Faculty of Fine Arts was approved by the Ministry of Education and the Faculty was opened in January 1993.

1.2.2 Renowned Personalities

Among the lecturers in the past the most outstanding were sculptor Vladimír Preclík, art theoretician Igor Zhoř, painter Jiří Načeradský, pioneer in the field of new media Woody Vašulka, cultural anthropologist Jan Jelínek, Japanese video art theoretician Keiko Sei. The personalities among the present staff include the current dean, sculptor Michal Gabriel, conceptual artist Václav Stratil, performer Tomáš Ruller, architecture theoretician Jan Sedlák, art theoretician Petr Spielmann and other renowned artists and theoreticians

1.2.3 Structure of the Faculty

The school consists of 16 ateliers and 4 departments housed in **two** buildings **(13/15 Rybárská and 19 Údolní streets**)

Ateliers		Departments & Office	
13/15 Rybářská	**19 Údolní**	**13/15 Rybářská**	**19 Údolní**
Sculpture I Head: Michal Gabriel Assistant: Tomáš Medek	**Painting III** Head: Petr Kvíčala	**Department of Art Theory and History** Head: Petr Spielmannn Jan Sedlák Blahoslav Rozbořil Rostislav Niederle Vladimír Novotný Pavel Ondračka Karel Pala Jana Spoustová	**Photography Department** Irena Armutidisová

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1 See Glossary of terms Internal Evaluation/Self-Evaluation p.40 and on Peer Review/External Evaluation, p.41

Sculpture II Head: Jan Ambrůz Assitant: Pavel Korbička	**Body Design** Head: Jana Preková	**Dean's Office**	**IT Department** Vít Baloun Pavel Šejnoha Pavel Pražák
Painting I Head: Petr Veselý Assistant: Martin Zálešák	**Drawing** Head: Josef Daněk	**Study Administration Department**	**Video Department** Dalibor Vlašín Pavel Fajt Filip Cenek Zbyněk Navrátil
Painting II Head: Martin Mainer	**Intermedia** Head: Václav Stratil	**International Relations Department**	**Gallery**
Printmaking Head: Margita Titlová	**Environment** Head: Vladimír Merta Assistant: Marian Palla	**Financial Department**	
Paper and Book Head: Jiří Kocman	**Video** Head: Peter Rónai Assistant: Stanislav Filip		
Product Design Head: Zdeněk Zdařil Assistant: Tamara Buganská	**Multimedia** Head: Richard Fajnor		
Graphic Design Head: Václav Houf Assistant: Dagmar Hejduková	**Performance** Head: Tomáš Ruller		

1.2.3.1 Management structure

FaVu reports that;

The administration of the faculty is based on three pivots of organizational structure, decision making and control:-[2]

1.2.3.2 Dean's office- is responsible for administration of the faculty – is the executive body, carries all responsibility for organizing all the activities necessary for the faculty operation.

As stipulated in the Act No. 111/98 Coll. and the Statute of the FaVU, the Dean decides on the number of the Vice-deans and the extent of their competences, and specifies which Vice-dean is authorized to act on his behalf, and appoints proxies for separate tasks.

Further, the Dean appoints and repeals the Faculty Secretary, Department, Atelier, Study, Chair and Faculty workplace Heads. The Dean proposes which officials are authorized to make financial transactions with the faculty's bank accounts, appoints the Disciplinary Board members and passes decisions on proposals that the Board submits. The Dean also submits general proceedings and conclusions taken or discussed at the Scientific Board of the University of Technology to the Arts Council of the faculty for their information and consideration.

The management of the FaVU consists of the Dean, the Secretary and, as decided by the Dean, other principal employees of the faculty. In order to provide for the coordinated performance of all activities at FaVU, dealing with long-term conceptual as well as short-term tasks, advisory bodies and work groups are formed. Advisory bodies are established especially for regular and long-term action, work groups for short-term tasks.

The most important advisory body of the FaVU is the Dean's Board comprising the Dean, Vice-deans, the Secretary, Department Heads, the FFA Academic Senate Chairperson, a student representative and other persons as decided by the Rector and the Dean. The Dean's Board meets weekly.

Due to the fact that the FaVU is a small faculty, the agendas of the Vice Deans' are dealt with at the Dean's Meeting and also at conferences on teaching, economic affairs, or other matters that are considered necessary, these are called for by the Dean. Specialized IT and Construction topics are dealt with by Boards established for that purpose.

As the Act stipulates, the Dean makes use of the advisory bodies but passes decisions personally, observing the provisions of the Act, the Statute and the Rector's Directives.

1.2.3.3 Dean's Board
The faculty executive and administration is headed by the Dean.

The present Deans responsibilities are divided into four areas, each headed by a Vice Dean.

Educational Development, is the most extensive area of responsibility and has the assistance of an assigned administrative official.
(Vice Dean Mgr. R.Fajnor, Head of Multimedia Studio, officer - J.Uhrínová) ;

Creative Activities and Fundraising has the assistance of an assigned administrative official
(Vice Dean Mgr. I.Armutidisová, Head of Dept. of Photography, officer – H.Šimíčková);

International Relations and Development has the assistance of an assigned administrative official

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2 See Page 1 FaVU SER April 2007

(Vice Dean PhDR. P.Ondracka, teacher of Dept. of Art History and Theory Studies, officer – H.Šimíčková)

Construction & Space Planning
(Vice Dean akad.soch. Z.Zdaril, Head of Product Design Studio).

The Dean and Vice Deans with the addition of the Faculty Secretary, Students Union President, Chair Person of the Academic Senate, Production Manager, FFA Representative of BUT Academic Senate comprise the regular membership of the Deans Board.

1.2.3.4 Art Council – creates the conception, ensuring the specialized level of the faculty activities

The Art Council (AC) consists mainly of professors and senior lecturers from among specialist teachers of the faculty, complemented by external specialists. (New members are elected by academic senate)

An independent body responsible for organizing the doctoral degree study is the Professional Council for the Doctoral Degree Programme (ORDS) made up of professors and senior lecturers involved in teaching activities within the doctoral degree study.

1.2.3.5 Academic Senate – is the legislative and (financial) control body.

By the end of each calendar year that precedes the year for which a budget is to be set up, the Dean shall submit budget rules for approval by the FaVU AS. These rules follow the FaVU Mission Statement.[3]

In the event that the FaVU AS does not approve the FaVU budget submitted by the Dean including the changes and amendments to the budget proposal as mutually approved, the Dean shall submit a new budget proposal within 30 days. Until the budget proposal is approved by the FaVU AS, the original proposal decreased by 10 per cent in all items shall be followed.[4]

The status and competences of the FaVU Academic Senate (hereinafter the FFA AS) are stipulated by *Sections 26 and 27 of the Act*.[5]

Membership of the FaVU AS cannot be mandated.

The FaVU AS consists of representatives of the academic staff and students elected by and from the FaVU academic community. The oath that each member of the FaVU AS has to take is mentioned in Annex 3 of the Constitution.

The FaVU AS has 11 members – 7 members of the academic staff and 4 students. The election procedure, organizational structure and the procedure establishing the body is defined by the FaVU AS Election and Procedure Rules.

The FaVU senators shall be elected for up to three years beginning on the day of the constitutive session of the FaVU AS and ending on the day of the constitutive session of the next FaVU AS elected or on the date on which the term in office is terminated for all the members of the FaVU AS.

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[3] PART FIVE MANAGEMENT RULES Article 26 Budget Constitution of the Faculty of Fine Arts of Brno University of Technology

[4] [3] As provided for by Section 27, Paragraph 1, Letter b) of Act no. 111/1998 Coll. on higher education institutions (hereinafter the Act), the Academic Senate of the Faculty of Fine Arts of Brno University of Technology approved the following proposal of the constitution on 13th October 2005.

[4] As provided for by Section 9, Paragraph 1, Letter b) of the Act, the Academic Senate of Brno University of Technology approved this constitution on 6th December 2005.

[5]

The term of office of a FaVU senator shall begin on the day of the constitutive session of the FaVU AS to which he or she has been elected or, in the case of a substitute or a senator elected in a by-election, on the day of the FaVU AS session at which he or she enters office. The term in office of a FaVU senator ends on the day on which the FaVU AS of which he or she is a member is dissolved.

During his or her term in office, a FaVU senator may lose his or her office:
- by ceasing to be a member of the academic community part he or she represents,
- by resignation submitted in writing to the chair of the FaVU AS,
- by appointment to a post incompatible with the membership in the FaVUAS.

The place of a departing FaVU senator shall be taken over by a substitute or, if no substitute is available, a new senator elected in by-election.

The Dean's Office shall provide administrative and material support for the activities of the FaVU AS.

The Dean and the Faculty Secretary shall provide the FaVU AS with all the information needed for its activities.

The competencies of FaVU AS are stipulated by Section 27, Paragraphs 1 and 2 of the Act.

1.3 Recent Faculty Developments

FaVU reports that;

FaVU introduced a system based on two main cycles (BA + MA) and the the European Credit Transfer System (ECTS) 8 years ago (1999/2000).
A major development in 2003/2004 was the introduction of a Master Programme taught in the English language (till then the language of instruction of all programmes was only Czech).
In 2006/2007 the PhD programme in Fine Art, in the field of study of Public Art and Art Management was launched.
In 2005, a part of one of the two FaVU buildings was converted into a faculty art gallery and a series of exhibitions has been realized in it since, in co-operation with the Prague's Academy of Fine Arts and other institutions or foundations.

FaVU is continuously working at the establishment of
- A Photography Restoration Lab and Contemporary Art Restoration Lab.
- In the preparation of conditions for achieving and implementing the accreditation of an inter-university field of study "Multimedia Creation". This is in co-operation with Janacek Academy of Music and Performing Arts and Faculty of Arts of Masaryk University in Brno.
- FaVU's information system was also incorporated into the all-university ECTS system Apollo.

An increasing tendency is the number of joint assignments between different studios of FaVU and other faculties, which helps to educate future graduates in the ability to co-operate and work in teams on more complex projects. For example, joint semester assignments were introduced as compulsory for 3rd year students of Sculpture 1 and Multimedia studios. Another example is the joint projects of Multimedia students' at FaVU and students of the Composition Department of the Faculty of Music of Janacek Academy of Music.[6]

1.4 Please find the diagram that charts the operational structure of FaVU in the attachment.

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[6] See P. 6, FaVU SER April 2007

1.5 National and regional institutional context

FaVU reports that;

FaVU – Faculty of Fine Arts, is the first art faculty in the Czech Republic established, for historical reasons, as part of a University of Technology.

Other art faculties are usually established within humanities oriented universities, often at colleges of education. With regard to specifically Czech conditions analogies are difficult to find. There has been a relatively long traditional monopoly by large art schools, the situation after the fall of the totalitarian regime (1989), allowed the entry of artists and theoreticians from unofficial structures into art schools.

After ten years of its existence, FaVU and its parent university BUT (Brno University of Technology) started to find a constructive approach to co-operation. In the meantime FaVU has become a respected and fully fledged alternative provider of art education in the Czech Republic. Until then the two existing art schools (AVU and VŠUP) located in Prague had maintained a monopoly. Brno only became a major city of culture, "the second city" after 1918 (the year of the formation of Czechoslovakia) and it took more than two centuries of effort for Brno to obtain its school of fine arts (the present faculty FaVU). At the present time JAMU, the Academy of Music and Drama, is also situated in Brno.

Historical circumstances determined the initially conservative conception of FaVU as a traditional academy with its range extended to the sphere of applied arts. In 1998 the faculty went through a massive transformation, extension and opening up to new fields of study in fine arts.
FaVU is a respected school thanks to the high quality of its staff, studio heads and assistants. The characteristic atmosphere of Brno, with its slower pace of life compared to that of Prague, creates a friendly environment also enjoyed by students of Prague art schools during study visits. The quite numerous artistic community, with more and more FaVU graduates joining it, is becoming an ever more important part of Brno cultural life.[7]

1.6 Evaluation Team (ET)
Through the Self Evaluation Report (SER), other documents, and the outcomes of the main site visit, the ET will evaluate the institution's capacity for quality management and enhancement, identify good practice and make observations and recommendations about how to make any necessary improvements.

1.6.1 ET Members
The members of the inter}artes Evaluation Team are selected to ensure a balance of expertise and experience appropriate to the chosen institution and will cover expertise at senior management level and in the selected discipline.

- Bob Baker, (Chair) Head of Department of Fine Art, School of Art & Design, Limerick Institute of Technology, Limerick, Ireland
- Professor John Butler, Chair of Art, Birmingham Institute of Art & Design, UCE Birmingham, UK
- Maisa Huuhka , Dean, EVTEK Institute of Art & Design, Vice-President, EVTEK University of Applied Sciences, Vantaa, Finland

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[7] See P. 1, FaVU SER April 2007

- Maren Schmol, Rectorate, Co-ordinator of Institutional Development, Merz Academy of Art & Design, Stuttgart, Germany
- Lars Ebert (Rapporteur), Project Manager R&D, European League of Institutes of the Arts [ELIA], Netherlands

Responsibilities include:
- Extensive critical analysis and written observations on SERs prior to visits
- Participation in the two (preliminary and main) visits, chairing delegated meetings and note taking
- Working closely as a team and contributing to the writing of the final report

1.6.2 Terms of reference

Role of the Evaluation Team (ET)
- To analyse the institution's existing and intended quality management and enhancement capacity and procedures
- To make recommendations to the institution on how to improve quality management and enhancement (QME) capacity and procedures
- To identify good practice

To carry out these tasks the ET will act as:
- Representatives - to reflect current good practices in quality management and enhancement
- Evaluators – to analyse the institutions existing quality management and enhancement practices
- Advisors – to make recommendations to develop these practices

All team ET members share equal responsibility for and contribute fully to the process.

1.6.3 Process of review

The ET analyse and evaluate the strategic management, operational procedures and capacity to communicate issues of quality at all staff levels. Triangulation is one of the key factors used to estimate the efficiency of QAE mechanisms. It describes the shared perspective on an issue that is substantiated by evidence from normally three separate sources and then tests the institutions QA mechanisms to see how it is being dealt with. In that sense QAE is about mechanisms that are operational in identifying problems and finding solutions by addressing issues at the appropriate level of decision-making.

A major difficulty for the Faculty's Self EvaluationTeam (FaVUSET) was to find a way to tune existing policies, procedures and reports into new documents that are transparent to the ET. The initial scepticism of people in FaVUSET resulted from the natural distance felt to any official institutions against which almost all were in the opposition in their years of study and formative years as young artists. The same problem manifested itself in the first year of the existence of FaVU in the communication with BUT management. The FaVUSET sees the process as a mechanism that would make such QAE information readily available to appropriate internal and/or external people. In reality FaVU saw in the long run that the changes brought about were not to be equated to just more work (bureaucracy) but to a better arrangement of processes and procedures and some innovative approaches of internal mechanisms of reflection on QAE.

To a limited extent, the team effort of preparing for the event unified the students, academic, technical staff and administrative personnel. This provided a platform for future development in QAE management and hopefully will provoke a better understanding of QAE as a rigorous internal process requiring strong transparent institutional communication channels.

Since 1998 FaVU and BUT has been required by the Ministry to implement many changes. This has created a state of constant flux and allowed little opportunity for stability.
Efforts to unify the system of higher education schools, including the art schools, led to attempts to integrate the specific creativity and experimental nature of art programmes into existing criteria in the category of "science and research". At present, a specific system of evaluation for art school

output is arising (Council of Higher Education Schools, Committee for Art Schools, Ministry of Education, Youth and Sports).
Within the context of a big technological university it is natural for FaVU to experiment with new technologies, to integrate technology and art, to explore art in 'technoculture', 'cyberculture' and 'infoculture'. There are several areas of un-defined research projects and activities and one accredited PhD Programme.

The implementation of quality assurance & enhancement mechanisms enhances debate and the development of a bottom-up QAE strategy. FaVU sees this as a chance to bring together new platforms for development and be as proactive as it can be in the implementation of the whole Bologna process to date.

1.6.4 Representing the institution
The following are identified as key members/roles in the review process, although each institution can structure membership appropriate to their needs:

The <u>Institutional Liaison Person</u> is the principle conduit for communication between the ET and the institution.

<u>Richard Fajnor;</u> Vice Dean for Educational Development, Head of Multimedia

<u>Institution Self-evaluation Team</u>

The group of staff responsible for planning and preparing the institution for the review process and producing the documents;

- Pavel Ondracka; Vice Dean International Relations
- Blahoslav Rozboril; Dept. of Theoretic Studies & History of Art
- Zdenek Zdaril; Vice Dean for Construction & Space Planning
- Jaroslava Bila; Secretary of FaVU, Financial and Operational Manager
- Hedvika Simickova;International Relations Officer
- Jitka Uhrinova; Study Department Officer

1.7 Preliminary visit programme

2 – 4 May 2007

Principle objectives are:
- To gain a clearer understanding of the specific national, regional and local contexts impacting on the institution (autonomy)
- To gain a clearer understanding of the existing management operations of the institution
- To discuss the self evaluation process and the institution's Self-Evaluation Report (SER)
- To gain greater understanding of the institution's Quality Management & Enhancement (QME) processes
- To identify and request any missing information from the SER
- To draft a programme for the main visit, agreeing dates, discipline(s) to be reviewed, which groups to meet etc.

Programme

1 May: Arrival of inter}artes team
Check-in, hotel "Continental"; team meets for dinner;

Wednesday 2 May

09h30 - ET arrive at institution

09h30 – 12h30 ET briefing meeting to discuss SER, identify issues, division of tasks

12h30 - lunch with institution

14h00 – 14h30 ET meet with head of institution to discuss objectives of the review and the institutions expectations of process

15h00 – 16h00 ET meet Institution Liaison Person to discuss, structures, Quality Assurance Enhancement (QAE), national HE and research policies, strategies, impact on institution in implementing Bologna, student issues;

16h30 – 17h30 ET meet with Institution Self Evaluation Team to discuss review process, levels of involvement, preliminary institution findings

17h30 – 19h00 ET meet to discuss outcomes

20h00 - dinner with the institution

Thursday, 3 May

09h00 – 10h00 ET tour institution

10h00 - 10h45 ET meet Senate to discuss QAE and internal decision making process

10h00 - 10h45 ET meet senior administrative staff to discuss QAE processes

11h00 – 11h45 ET meet selected discipline management and teaching staff to discuss discipline SER, relationship to central management, QAE activities

12h15 – 12h45 ET meet discipline students to discuss their experiences, input into QAE process

13h00 – 14h00 lunch discussion of outcomes

14h00 – 15h00 ET meet external partners

15h15 – 16h30 Visit classes, observation of working process, rehearsals and/or student performances

16.30 – 19.00 ET meet to discuss outcomes, identify further information required and prepare for Day 3

20.00 ET private dinner

Friday 4 May

09h00 – 10h00 ET final meeting to identify key issues and additions to SER

10h00 – 10h45 ET and Liaison person to plan main visit schedule

11h15 – 12h15 ET meet with Head of Institution and key staff to agree main visit programme and additional information and documents required (Rector and Steering Committee?)

13h00 lunch with Head of Institution and key staff & ET departure

1.8 Main-visit programme

4 – 7 June 2007

Objective

The ET's main objective is to arrive at a well substantiated view of the strategic management of quality assurance and enhancement in the institution at both institutional and subject discipline level.

Where the preliminary visit focus was on understanding the specifics of the institution, the main visit is about finding out if, how and with what results, the institution's strategic and internal quality policies and procedures are implemented throughout all levels of the institution.

Deadline for documents Friday May 25th

The ET has identified the following documents to be provided by FFA for main visit
- Statistics, tables of student numbers through 3 years; total number, distribution throughout studios; student progression and achievement;
- International exchanges.
- Break down the numbers in gender
- Organizational chart (the deans management, commissions, boards, senate), operational chart
- Working from the organizational chart - minutes from each of the groups to follow a decision making process
- SWOT (see the University report)
- Copy of 2 consecutive sets of senate minutes
- Written forms for budget movement?
- Copies of Dean's decision making process
- Memorandums of teachers meetings
- Example of student feedback questionnaire. Any kind of written report that comes back to the institution from the analysis of students questionnaire.
- Tables charts statistics of physical facilities, accommodation, equipment, studio, size function of the rooms, numbers of computers…
- Evaluation for graduates 1999-2002: 60% return. Analysis for the FaVU.
- Written terms of reference for the dean – vice deans – senate- boards – all groups that meet
- Faculty interpretation (senates response) to the university long term plan
- Could you present us with policies for learning teaching and assessment, research, staff development, students support and guidance.
- Policy of staff attendance (fixed workload)
- Descriptors of transferable skills at BA-MA-PhD level

FaVU is asked to provide for the institutional and the discipline SER a table of content, pagination, consistency in terminology and explanations of abbreviations.

Programme

Sunday, 3rd June

ET arrive in Brno
20.00 ET dinner to discuss the schedule

Monday, 4th June

09.00 – 12.30 ET meet to discus the discipline SER and the revises institutional SER.
12.30 – 14.00 ET lunch at hotel
14.00 – 14.30 ET meet head of institution (Dean)

14.30 – 15.30 ET meet with Self-evaluation Team and Liaison Person to discuss any changes in context or internal situation, analyse impact of review process, any additional information sent to the ET, clarify any open questions

15.45 – 16.45 ET meet with student representatives from across the institution to discuss views on the institution, expectations and aspirations, the institutional management of student support and guidance, input into quality review and decision making

16.45 – 17.45 Representative group of employers (no ex students or ex-whatever)

18.00 – 19.30 ET debriefing meeting to review the day and discuss findings and issues arising

20.00 ET dinner with institution

Tuesday, 5th June

09.00 – 9.45 ET meet Rector of University

10.15 – 11.15 ET meet Faculty senate and representatives of the university senate

11.30 – 12.30 ET meet subject discipline students to discuss students perception and experience of studying at the institution including learning and teaching, assessment, academic and pastoral support, input into quality review and development

12.30 – 14.00 ET private lunch to discuss findings of morning meetings

14.00 – 15.00 ET Meet with discipline staff (Painting & Sculpture)

15.15 – 16.15 Collegium (including deans board, subdeans, 16 heads of studios)

16.30 – 17.15 ET meet research staff (three staff members who are responsible for the quality of research), plus three PhD students.

20.00 ET private dinner

Wednesday, 6th June

09.00 – 11.00 ET final drafting of oral report

11.00 – 11.30 ET Meet Institutional Liaison Person

11.45 – 12.15 ET presentation of the oral report to Head of Institution, Senate, Self-evaluation Steering Group, Liaison Person, Subject Discipline staff

13.30 - lunch and ET departure

1.9 Documents provided by FaVU

Sent 18.04.2007
- FFA_Team.doc
- PreVisit persons.doc

Sent 25-04-2007
- Constitution BUT.pdf
- mission statement BUT.pdf
- amendment-2006.pdf
- rules for studies and exam.pdf
- scholarshiprules.pdf
- ds_example BUT.pdf
- Diploma Supplement.doc
- Annual rep 2005.doc
- Eua-english-final_kr_s_12_02.doc
- FFA Constuitution.doc
- History of FFA.doc
- Study and admission.doc
- Instruction_FFA_ImplementBUTRules.pdf
- FFA_studyINenglish.doc
- DeansInstruction_StudentsTransfer.pdf
- DeansInstruction_SemesterExamProjects.pdf
- DeansInstruction_StudentsPortfolios.pdf

Sent 26-04-2007
- Teacher_Questionnaire.doc
- E_va_L_uat_I_on_A.doc **referred to as** FaVU SER April 2007

Sent 30-04-2007
- Stud_plan_0607_en.xls
- DiplomaSupplement_page1.jpg
- DiplomaSupplement_page2.jpg
- DiplomaSupplement_page3.jpg
- DiplomaSupplement_page4.jpg

Sent 01-05-2007
- PreVisit person.doc

Sent 27-05-2007
- SWOT.doc
- budget 07 tabs.xls
- budget 07 text.doc
- budget algorithm 2007.xls
- oper chart 07.doc
- International_Exchanges.doc
- VAS_210307_transl.doc
- VAS180407_transl.doc
- Structure_of_Apollo.doc
- Card_subject_example FaVU.pdf.pdf
- ECTS At the web portal of BUT.doc
- Links.doc
- Deans decision (3)transl.doc
- Application.doc
- VKD 170507_transl.doc
- VKD100507_transl.doc

Sent 28-05-2007
- Udolni.jpg
- Rybarska.jpg

Sent 29-05-2007
- STUDENTS FFA 0407.doc

Sent 30.05.2007
- attandance.doc
- FFA space.xls
- StudioSpace.doc
- CLASSIFICATION 0407

Sent 31.05.2007
- FFA_people_june.doc
- visit_programme.doc

Sent 01.06.2007
- teacherAttendance.doc
- Relationship.doc
- Achievements_and_Awards.doc
- DISCIPLINE STUDIO SPACE.doc
- disciplineAttendace.doc
- Employment_opportunities_for_graduates.doc
- SWOT_Analysis_Disciplines.doc
- Zalesak_CV.doc

- Ambruz_CV.doc
- Gabriel_CV.doc
- Korbicka_CV.doc
- Kvicala_CV.doc
- Mainer_CV.doc
- Medek_CV.doc
- Vesely_CV.doc
- studentSubsidies.doc
- DecisionProces_Stud.doc
- studentChamberQuestionnare.doc
- G blok.rtf
- disciplineSTUDENTS0407.doc

Sent 02.06.2007
- AgeOFgraduate.doc
- CLASSIFICATION 0407.doc
- TerminologyNames.doc
- disciplineSTUDENTS0407.doc

2 Higher Education in the Czech Republic[8]

BUT reports that;

Higher education in the Czech Republic is governed by Act 111/1998 Col. According to this Act[9], the providers of education are divided into two groups: university and non-university institutions. The study programmes at all institutions providing higher education are assessed by the Accreditation Commission of the Czech Republic. Then MEYS (Ministry of Education, Youth & Sports) decides on the accreditation of the study programmes. All faculties of BUT, a public higher education institution, offer the three-tier system (Bachelor's, Master's and doctoral degree programmes) recommended by the Bologna Declaration.

Private, usually non-university, institutions offer Bachelor's degree programmes, and exceptionally Master's degree programmes. With the HE Act of 1998, private higher education institutions were given a legal framework, approximately 30 of these exist at present. They are small and very small institutions, usually specialised in narrow areas (e.g. economics, finance, law) and seldom providing studies beyond the Bachelor's level (only four or five offer Master's degrees). The private higher education institutions are partially financed by the state.

2.1 Basic principles of Quality Assurance of Czech study programmes according to the Higher Education Act[10]

BUT reports that;

The main role in the process of quality evaluation of higher education institutions is played by the Accreditation Commission.
During verification of the results of educational activities in the field of science, technology and art, the Accreditation Commission draws on the results of internal quality assessment of the higher education institution concerned, prepares peer review, and after an overall evaluation of the institution´s achievements submits proposals to MEYS.

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8 See P. 5, Brno University of Technology, Self Evaluation Report, European University Association, February 2005

9 http://www.msmt.cz/Files/vysokeskoly/Legislativa/HigherEduAct_new.htm

10 See P. 6, Brno University of Technology, Self Evaluation Report, European University Association, February 2005

The statements by the Accreditation Commission are the basis for decisions issued by MEYS (e.g. recognition of the right of a higher education institution to award the respective degree to graduates of the offered study programmes).

The Accreditation Commission is an independent body, appointed by the Government of the Czech Republic.

The constitution of the Accreditation Commission is governed by Articles 78 – 86 of the HE Act. The Accreditation Commission has specialised subcommittees focused on different areas of higher education.

An accredited study programme is re-accredited every three years.

During the three-year period each member of the Accreditation Commission can come to the university and verify the accredited degree programme.

The Rector of the university is an immediate partner of the Accreditation Commission.

According to the HE Act, the Rector is the only person responsible for the submission of a request for accreditation of a new study programme or re-accreditation of the current programmes.

The Rector (and the university leadership) is entitled to be involved in the preparation of a new programme.

In June 2002, the Accreditation Commission was accepted as a fully-fledged member of the European Network for Quality Assurance (ENQA), a non-governmental organisation of EU countries, and it is also a member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), a world-wide network of accreditation agencies. [11]

2.2 Brno University of Technology

FaVU reports that;

The Brno University of Technology (www.vutbr.cz) was established in 1899. Initially, it specialised in civil and mechanical engineering, but soon other fields of study were introduced (e.g. electrical engineering, chemistry). The university has always ranked among the leading technical universities in the Czech Republic, a fact reflected by its membership in the elite university association CEASAR.

In terms of academic profile, BUT is a technical university offering not only a wide range of highly-specialised technical disciplines (at the Faculty of Civil Engineering, Faculty of Mechanical Engineering, Faculty of Electrical Engineering and Communication, Faculty of Information Technology, and Faculty of Chemistry), but also economic and art fields of study relating to technical disciplines (the Faculty of Architecture, the Faculty of Fine Arts and the Faculty of Business and Management). The university promotes the creation of interdisciplinary study programmes and disciplines (i.e. mechatronics, material engineering, biomedical engineering, industrial design, architecture and structural engineering and disciplines linking technology with economics, information technology with economics). Some of these are becoming the focus of further scientific and technical development.[12]

2.3 Bologna declaration

The ET finds that;

- *FaVU is supportive of the Bologna Declaration and is a leading higher arts education institution in the Czech Republic and the region.*
- *FaVU has commenced the implementation of the three cycles,*
- *Introduced ECTS*

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11 See P. 5 & 6, Brno University of Technology, Self Evaluation Report, European University Association, February 2005

12 See P. 7, Brno University of Technology, Self Evaluation Report, European University Association, February 2005

- *Commenced the introduction of learning outcomes[13]*
- *Introduced the Diploma Supplement.*

The ET finds that:

- *Learning outcomes as yet have not been fully aligned and the methodology, in common with many European institutions has not been full assimilated.*
- *So far a single area of PhD accreditation (Public Art and Art Management) has been established.*
- *Research is emerging as a huge area of potential development and will provide further areas of PhD accreditation.*
- *The initiative of FaVU in inviting the involvement of the Inter}artes Strand 1 QA&E pilot project is immensely brave and encouraging and mirrors the initiative of Brno University of Technology in participating in the EUA process in 2005.*

BUT reports that;

The reason for undergoing an outside evaluation by the EUA Commission (in 2005) is part of the effort to put Brno University of Technology into harmony with universities with other EU countries, and consequently identify the strategic position of the university among European universities.

At the Czech university rectors' conference, the Brno University of Technology was appointed as the only representative of the Czech higher education system to take part in the EUA research relating to the implementation of the Bologna reforms within the Czech educational system (the EUA activity "Trends IV"). [14]

2.4 Three cycle system

In the 1999-2000 academic year two elements of the three-cycles of studies BA & MA were introduced at FaVU.
The PhD programme 'Public Art and Art Management' was fully accredited in 2006.

In 2006-2007 FaVU has:-

- 267 students
- 35 internal teachers (full-time)
- 303 graduates since the faculty was founded:

2.5 Programmes and Fields of Study

Bachelor Programme: Fine Arts (taught in the Czech language)

Fields of Study:
- Painting – free creation
- Sculpture – free creation
- Graphics and Drawing
- Graphic Design
- Industrial Design
- Conceptual Trends
- Video-Multimedia-Performance

Master Programme: Fine Arts (taught in the Czech and English languages)

Fields of Study :
- Painting – free creation

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13 Specified as 'knowledge, skills & competencies' see Glossary

14 See P. 5 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

- Sculpture – free creation
- Graphics and Drawing
- Graphic Design
- Industrial Design
- Conceptual Trends
- Video-Multimedia-Performance

Doctoral Programme: Fine Arts (taught in the Czech language)

Field of Study:
- Public Art and Art Management

2.6 ECTS

ECTS[15] are part of the reforms implemented in support of the creation of the European higher education space.
In 1999-2000 FaVU, was amongst the first universities in the Czech Republic to introduce ECTS (pre-dating the *Bologna Declaration*).

2.7 Introduction of outcomes based learning

The ET finds that;

- *The descriptors used for FaVU programmes on the Apollo system specify- 'Objectives (learning outcomes)'* [16]
- *However, these remain unaligned and are not designed using a faculty wide process.*
- *The 'insufficient use of the internet and visual presentations on websites in instruction'[17] by teachers maybe contributing.[18]*
- *The absence of a fully embedded QAE system is limiting the full introduction of an 'outcomes' based approach.*
- *The staff training for, and development of, subject specific and general competences (learning outcomes), closely mapped according to best practice, academic objectives and market needs (converted into qualifications) as yet remains to be ensured throughout, and realised within, the totality of the curriculum.*
- *Although not conforming to examples of best practice in other European Arts institutions the use of learning outcomes at FaVU is comparable with the stage of development at many other institutions, particularly in Central European countries.*

- *Learning outcomes are seen as a major part of the Bologna process in providing 'comparability & readability of qualifications.*

- *Therefore, there is a need to carry out a number of actions to ensure learning outcomes are fully understood and embedded in FaVU programmes and applied consistently across the faculty.*

The ET recommends:

- *Staff and student development/training to help the development of both an understanding of what learning outcomes are, and how they are achieved;*
- *A mapping exercise for all programmes to ensure all outcomes are delivered, developed and achieved over the duration of the course;*

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15 See Glossary of terms p.40

16 http://www.vutbr.cz/teacher/preview.phtmol/akatualni_predmet_id=51513etc.etc

17 See P.1 SWOT Analysis, FaVu June 2007

18 Students report that the 'information system is not working. Oftentimes information system is weak and one knows about changes on the day they happen'.

- *The development of a relationship between the outcomes delivered and achieved at each stage of the course and the assessment criteria.*

3 Internal QAE management and enhancement

3.1 Background

At BUT generally and FaVU a Quality Assurance and Enhancement[19] (QA&E) policy and implementation strategy is being developed and will be embedded in the medium term.
Some components of QA&E have been introduced
- ECTS introduced in 1999-2000
- Students questionnaires

3.2 Institutional Policy

The BUT EUA SER 2005 identifies the need for the development of a University QAE policy and strategy. The policy and strategy will need to make reference to a number of sources including: the recommendations of the network European National Quality Assurance Agencies (ENQA) report Standards and Guidelines for Quality Assurance; Guidelines for Institutional Review from the European Universities Association (EUA) and the European League of Institutes of the Arts (ELIA) own Quality Assurance & Enhancement Institutional Review Guidelines.

BUT reports that the following processes (already) apply;

(a) Quality control

There are three main levels of quality control at the university:
- Accreditation of the university as an institution
- Accreditation of degree programmes
- Evaluation of the quality of teaching and learning at a particular faculty
- Evaluation by graduates of the quality of education provided at the university[20]

(b) Quality management

The strengths and weaknesses in the management of BUT are described in detail in the SWOT analysis appended to the BUT EUA SER 2005, see Appendix III-1.[21] One of the long-term targets of the university is to provide training in managerial skills to young promising academics who are considered for management positions at the university. The purpose is to ensure that top specialists in technical disciplines are also equipped with fundamental managerial skills. The first step taken to reach this target was the launching of the Supplementary pedagogical study programme where some modules were focused on university management issues.

Upgrading of administrative operations through staff training has been implemented on a long-term basis. In busy periods, e.g. during the admission procedure and examination periods a certain tension between the administrative staff on the one hand and clients (students and teachers) on the other can be observed.[22]

(c) Evaluation of the quality of teaching and learning at BUT

The system of teaching quality evaluation is primarily focused on the feedback information obtained from students and on the response of faculty and university leaderships to the issues which the students submit by means of the Senate. The role of student representatives in this process is

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19 See Glossary of terms p.42

20 See P. 27, 5.1 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

21 See P. 30, 5. 2 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

22 See P. 30, 5. 2 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

irreplaceable as the university and faculty leaderships many times responded to (often) justified comments of the students.

The Vice-Rector for Studies collects records on feedback information obtained from the students and dealt with at the end of each semester, as a rule. The information is passed on to the appropriate Dean or Vice-Dean for Studies who then, together with the heads of departments, deals with the brought up problems or other issues, and informs the students about the conclusions made. [23]

However BUT also states that;

- An organization (QAE) unit that would support the entire system of evaluation of the quality of teaching does not exit at the university.

- That an organization (QAE) unit is generally opposed by the academic community sensitive to the growth of costs and central power.

- Within the framework of the entire higher education system, evaluation of teaching and performance of the university as a whole is not interrelated with the amount of funding received from the ministry.

- The funding is based on the numbers of students (which in the first years of study affects the quality of teaching).[24]

3.3 Operational procedures for QAE

The ET finds that;

- *Currently there are few written QAE policies and procedural guidelines available at FaVU*
- *FaVU intends to develop a framework for managing quality and standards.*
- *Although FaVU is committed to maintaining standards comparable to its European counter-parts, it relies heavily on informal procedures[25] to implement and monitor quality assurance across the faculty and in the disciplines*
- *The existing QA&E methodology, whether formal or informal, if seen as good practice by the ET and can be maintained, but for ensuring standards across the faculty and feeding into the QA&E monitoring process it must be regularized.*

3.4 Management (QAE management systems, etc)

FaVU reports that;[26]

Communication works well on the level of dean´s office
- between Vice Deans
- Vice Deans with secretaries and Dean ´s assistant
- Vice Deans and the Dean

However FaVU also reports that;

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[23] See P. 27, 5. 12 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

[24] See P. 28, 5. 12 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

See P. 28, 5. 12 Brno University of Technology, Self Evaluation Report, European University Association, February 2005

[25] See P. 42, W2 SWOT Analyses, Brno University of Technology, Self Evaluation Report, European University Association, February 2005

[26] See P.10 FaVU SER April 2007
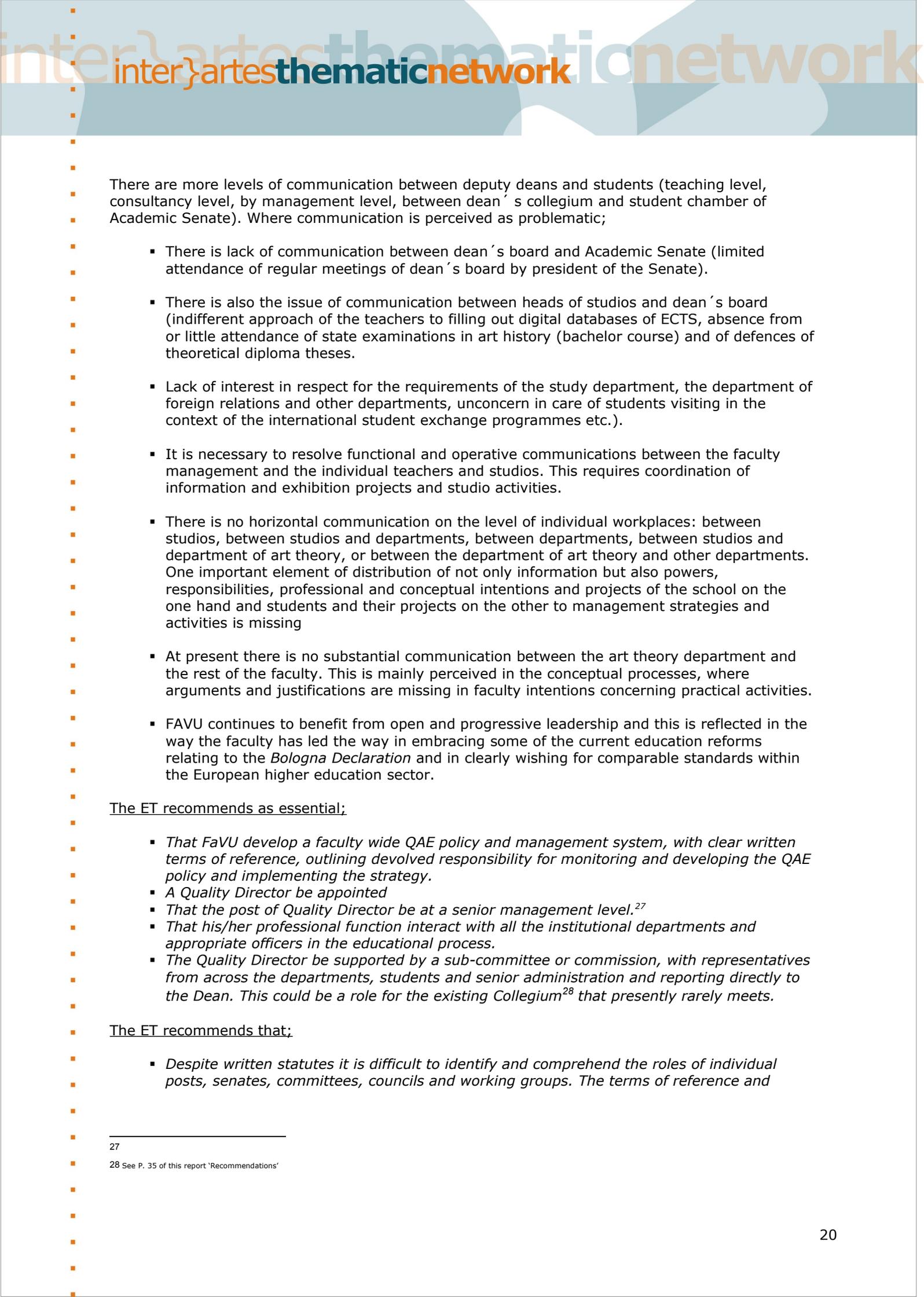
There are more levels of communication between deputy deans and students (teaching level, consultancy level, by management level, between dean´s collegium and student chamber of Academic Senate). Where communication is perceived as problematic;

- There is lack of communication between dean´s board and Academic Senate (limited attendance of regular meetings of dean´s board by president of the Senate).

- There is also the issue of communication between heads of studios and dean´s board (indifferent approach of the teachers to filling out digital databases of ECTS, absence from or little attendance of state examinations in art history (bachelor course) and of defences of theoretical diploma theses.

- Lack of interest in respect for the requirements of the study department, the department of foreign relations and other departments, unconcern in care of students visiting in the context of the international student exchange programmes etc.).

- It is necessary to resolve functional and operative communications between the faculty management and the individual teachers and studios. This requires coordination of information and exhibition projects and studio activities.

- There is no horizontal communication on the level of individual workplaces: between studios, between studios and departments, between departments, between studios and department of art theory, or between the department of art theory and other departments. One important element of distribution of not only information but also powers, responsibilities, professional and conceptual intentions and projects of the school on the one hand and students and their projects on the other to management strategies and activities is missing

- At present there is no substantial communication between the art theory department and the rest of the faculty. This is mainly perceived in the conceptual processes, where arguments and justifications are missing in faculty intentions concerning practical activities.

- FAVU continues to benefit from open and progressive leadership and this is reflected in the way the faculty has led the way in embracing some of the current education reforms relating to the *Bologna Declaration* and in clearly wishing for comparable standards within the European higher education sector.

The ET recommends as essential;

- *That FaVU develop a faculty wide QAE policy and management system, with clear written terms of reference, outlining devolved responsibility for monitoring and developing the QAE policy and implementing the strategy.*
- *A Quality Director be appointed*
- *That the post of Quality Director be at a senior management level.[27]*
- *That his/her professional function interact with all the institutional departments and appropriate officers in the educational process.*
- *The Quality Director be supported by a sub-committee or commission, with representatives from across the departments, students and senior administration and reporting directly to the Dean. This could be a role for the existing Collegium[28] that presently rarely meets.*

The ET recommends that;

- *Despite written statutes it is difficult to identify and comprehend the roles of individual posts, senates, committees, councils and working groups. The terms of reference and*

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[27]

[28] See P. 35 of this report 'Recommendations'
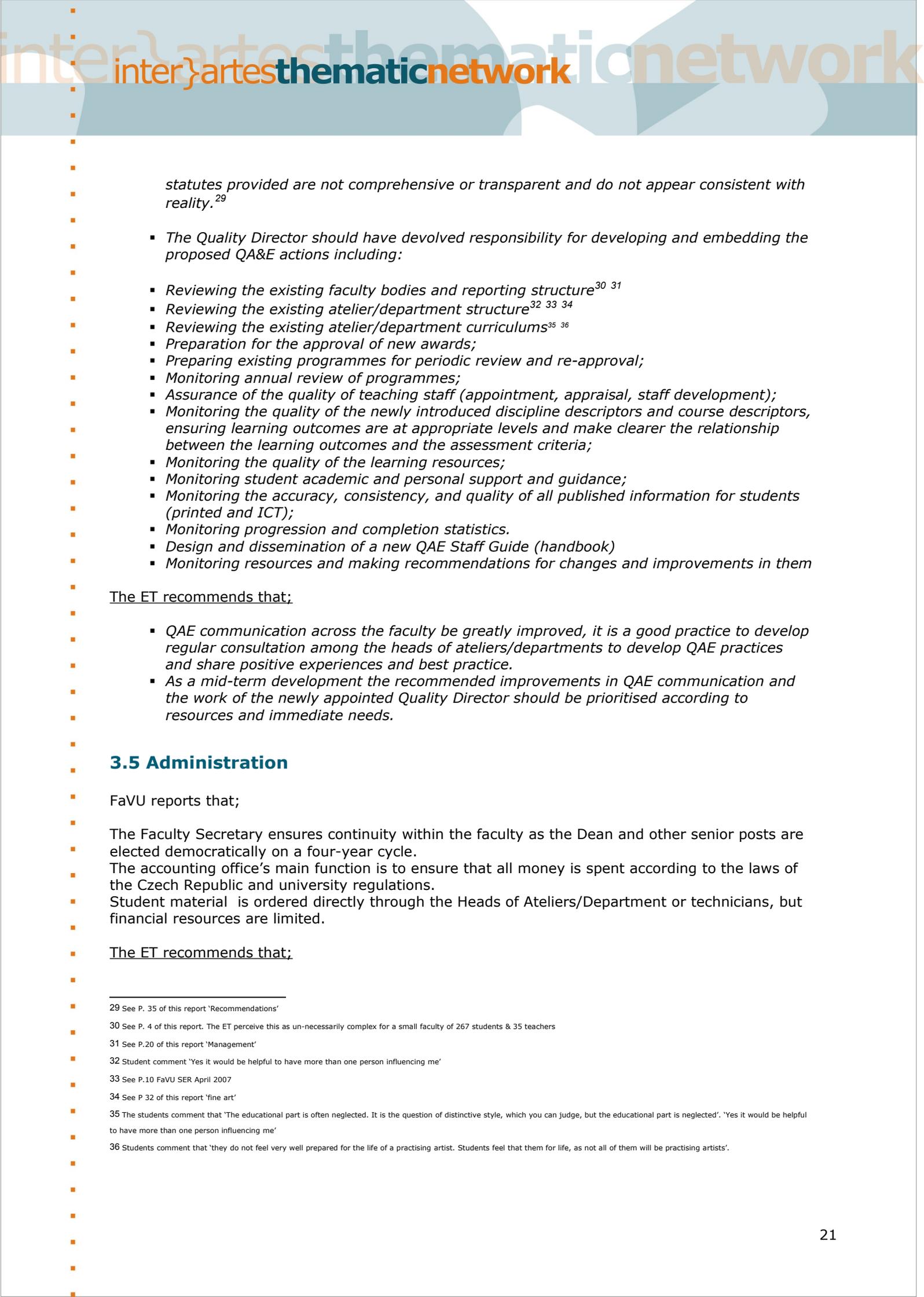
statutes provided are not comprehensive or transparent and do not appear consistent with reality.[29]

- *The Quality Director should have devolved responsibility for developing and embedding the proposed QA&E actions including:*

- *Reviewing the existing faculty bodies and reporting structure[30] [31]*
- *Reviewing the existing atelier/department structure[32] [33] [34]*
- *Reviewing the existing atelier/department curriculums[35] [36]*
- *Preparation for the approval of new awards;*
- *Preparing existing programmes for periodic review and re-approval;*
- *Monitoring annual review of programmes;*
- *Assurance of the quality of teaching staff (appointment, appraisal, staff development);*
- *Monitoring the quality of the newly introduced discipline descriptors and course descriptors, ensuring learning outcomes are at appropriate levels and make clearer the relationship between the learning outcomes and the assessment criteria;*
- *Monitoring the quality of the learning resources;*
- *Monitoring student academic and personal support and guidance;*
- *Monitoring the accuracy, consistency, and quality of all published information for students (printed and ICT);*
- *Monitoring progression and completion statistics.*
- *Design and dissemination of a new QAE Staff Guide (handbook)*
- *Monitoring resources and making recommendations for changes and improvements in them*

<u>The ET recommends that;</u>

- *QAE communication across the faculty be greatly improved, it is a good practice to develop regular consultation among the heads of ateliers/departments to develop QAE practices and share positive experiences and best practice.*
- *As a mid-term development the recommended improvements in QAE communication and the work of the newly appointed Quality Director should be prioritised according to resources and immediate needs.*

3.5 Administration

FaVU reports that;

The Faculty Secretary ensures continuity within the faculty as the Dean and other senior posts are elected democratically on a four-year cycle.
The accounting office's main function is to ensure that all money is spent according to the laws of the Czech Republic and university regulations.
Student material is ordered directly through the Heads of Ateliers/Department or technicians, but financial resources are limited.

<u>The ET recommends that;</u>

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29 See P. 35 of this report 'Recommendations'

30 See P. 4 of this report. The ET perceive this as un-necessarily complex for a small faculty of 267 students & 35 teachers

31 See P.20 of this report 'Management'

32 Student comment 'Yes it would be helpful to have more than one person influencing me'

33 See P.10 FaVU SER April 2007

34 See P 32 of this report 'fine art'

35 The students comment that 'The educational part is often neglected. It is the question of distinctive style, which you can judge, but the educational part is neglected'. 'Yes it would be helpful to have more than one person influencing me'

36 Students comment that 'they do not feel very well prepared for the life of a practising artist. Students feel that them for life, as not all of them will be practising artists'.

> *It is important within the new proposed quality management system that the different administrative offices[37] are directly engaged in the quality assurance and enhancement process as they contribute directly to the quality of the student learning experience and help maintain the standards of the programmes.*

3.6 Staff development

FaVU reports that;[38]

Academic staff in the management of the FFA takes part in trainings and seminars related to their scope of duties continuously.
Professionally, teachers increase their academic rank according to their own possibilities (professorship, lectureship, doctoral studies), carry on their professional practical work (creative work, exhibitions, publishing, curatorship, etc.). FaVU keeps records of these activities.
Development of administrative staff, namely two persons at the study administration department, assistant to the dean and the secretary of the faculty, relies on their inner motivation, and is realized by means of work assignments, individual counselling on specific topics, participation in seminars and courses organized by BUT.
The ET recommends that;

- *FaVU develop a comprehensive staff development programme to help understand and embed complex processes*
- *A supportive staff development programme addressing changes in learning and teaching*
- *Staff development programme to support and embed the introduction of a QAE framework and the new procedures required*
- A supportive staff development programme to increase awareness of new developments in the European higher education sector

3.7 Student participation

Since 1990 the Czech Republic has an excellent record of involving students in the management of the institutions, with over 25% of the membership of Academic Senate. Student representation is also found on the Deans Board. Some ateliers/departments and the Students Union involve students, generally through questionnaires, in review and evaluation processes but this is considered as an i*nformal* and irregular process.

FaVU reports that;

In the framework of the development of a statutory evaluation processes, students complete questionnaires in which they evaluate teaching at FaVU. These questionnaires, prepared and processed by the Department of Art Theory and History of the FFA, meet with a growing acceptance.
A not very successful attempt at distributing questionnaires to graduates was made internationally; the number of responses was small. The reason may lie in the existing stereotypical ideas about the unique, private nature of art itself and about the functioning of art school graduates outside the structures of society, possibly in "underground", "gray", "unofficial" structures, which reflects the fixed ideology of the "unofficial scene" in the specific conditions of the communist regime of the 1970's and 1980's. For most of the teachers at the FaVU the 1990's were the period of their formation and initial creative development.[39]

The ET recommend as essential;

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37 these offices include: Faculty Secretary; administrative officials for; Deans Office; finance; international affairs; human resources; educational development; creative activities & fundraising; technical administrative; library and public relations & cultural projects.

38 See P.11 FaVU SER April 2007

39 See P. 12, FaVU SER April 2007

- *FaVU introduce a process of student feedback for course development and review, involving questionnaires and staff/student liaison groups for all awards/qualifications and studios/ateliers/ departments.*

4 Discipline Review (Painting & Sculpture)

The ET finds that;

- *The Discipline Review documentation[40] was largely produced by the FaVU Self Evaluation Team and the Institutional Liaison Person, collecting information from ateliers/studios /departments.*

- *Staff and student awareness of the meaning of the self-evaluation process and what it involves has improved since the preliminary visit.*

- *Communication between ateliers/departments and colleagues has been strengthened. For the staff team the QAE process is seen as an instrument for self-awareness.*

- *Communication within the FaVU SET has been good and the experience of functioning as a group was of special value. The teamwork experience has had a limited development beyond FaVUSET. However it has involved students and graduates and all levels of the school staffing structure in some form or other.*

- *Though the review process was sometimes perceived as a bureaucratic working experience, it was seen as very helpful for the future of the faculty by the most influential members and students.*

- *It can be assumed that a better understanding of the learning and teaching processes has been reached through the self-evaluation process.*

4.1 Curriculum development

FaVU report that;

 At present the sole responsibility for the curriculum lies with the head of the studio (atelier/department) which mostly takes the form of consulting on individual student works.[41]

The ET recommends as essential;

A more comprehensive curriculum development process that includes;

- *Discussions at atelier/department level (teaching staff and students)*
- *Presentation of the proposals and synthesis by the Head of Atelier/Department*
- *Presentations of the ateliers/departments syntheses in the Deans Board and approval by the Dean*
- *Presentation of the curriculum for accreditation*

- *This process, resulting in consistent and aligned* Discipline Descriptors *will need to be introduced for each course, atelier/department detailing the generic and specific competences, assessment criteria, grading system and description of the syllabus.*

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40 See p. 12 'list of documents sent'

41 See P. 4, FaVU SER April 2007

- *This will enable students to have a clearer understanding of what they will study and be better informed when they have course options to choose from and the faculty to have a comprehensive understanding of its entire operation.*

The ET recommends as essential;

- *That the new Quality Director and her/his committee/commission is involved in this process from the start and involves consultation with all internal and external stakeholders, educational/discipline specialists from other faculties or institutions and employers, representatives of the labour market and professional bodies.*

4.2 Review and re-approval of new and existing awards and courses

The new QAE management system recommended by the ET;

- *Builds in the process for the periodic review of existing courses similar to the process for curriculum development*

- *That the QAE Management system involve feedback/participation from students, graduates, representatives from employers and professional bodies.*

- *The review reports should contain a critical self-evaluation of the ateliers/departments, courses and major developments over the period since the previous review, with both qualitative and quantitative data and a resource statement about the appropriateness and quality for the delivery of learning and teaching.*

- *The review reports should make proposals for changes to existing courses and minor and major developments in the forthcoming period*

- *The process should also involve reference to comments and statistics (recruitment, progression, achievement etc.) found in the annual reports. Guidelines and details for the report content should be developed and be included a new Staff QAE Guide.[42]*

4.3 Teaching

FaVU reports that;

The teaching is based on the approved curricula and organized in a rather hybrid form, i.e. in two different methods. The first one involves specialized (mainly practical) courses mostly based on the individual artistic work of students in the studios, this is typical of Central European art academies. The sole responsibility for the curriculum lies with the head of the studio which mostly takes the form of consulting on individual student works. The other method is a common programme of lectures and seminars or practical exercises within a relatively broad range of compulsory and optional courses typically specified by the faculty administration. In Central Europe this approach is rather characteristic of the university style of educational process.[43] BUT prefers especially traditional didactic approaches (a system based on the direct contact of the teacher and the student combined with opportunities for self-studying).[44]

The ET recommends that;

[42] See P 22 & 23 of this report Management (QAE management systems, etc)

[43] See P. 4, FaVU SER April 2007

[44] See P. 13, 3.14 'Preferred didactic approaches' Brno University of Technology, Self Evaluation Report, European University Association, February 2005

- *FaVU develop a process, as most higher European arts education institutions have experienced, to review and adapt its learning and teaching strategy –to prepare for the move to Student centred learning[45]*
- *The inevitable expansion of student numbers without the corresponding increase in academic staff*
- *Developments in ICT and e-learning*
- *Employment and Market requirements an probable future requirements to changes in the skills base etc.*

The ET finds that;

- *The faculty seeks to retain the best of its traditional practices and introduce new study areas and methodologies.*
- *It has a remarkable record of developing its capabilities.*
- *There is a very strong bond between the students and staff at FaVU and a high level of student satisfaction.*

The ET recommends that;

- *A formal process of periodic staff evaluation, involving self-evaluation, peer review, management review and feedback from students[46] be introduced this will form a major element of the QAE Management System*
- *The motive for this process should be to improve the student learning experience and the objective lead to greater job satisfaction.*
- *The outcomes of the evaluation process inform the staff development programme requirements.*

4.4 Learning

Student centered learning is one of the key objectives of *Bologna*. Higher arts education has the characteristic of being traditionally centered on the creative abilities of the student and close interaction between the student and teachers is natural to it. At FaVU traditional practices still apply.

FaVU reports that;

- Fine Art education at FaVU is similar to many other art academies, where students are allowed freedom to develop their own process of working and hopefully their own learning.[47]

The ET finds that;

- *A developed Quality Assurance & Enhancement process will introduce student centred learning in new and alternative ways.*
- *At the moment there exists an informal way of consulting student opinions but not a structured method.*
- *The Theory and Art History Dept., Students Union and the inter}artes QAE Review Institutional Liaison Person have used questionnaires.*

The ET recommends;

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45 See glossary P. 41

46 Students report that' I am quite happy with the system as it is. It is very important to find a head of studio who makes communication easy. If is not smooth you have to change studio.'

47 Students comment that 'they do not feel very well prepared for the life of a practising artist. Students feel that them for life, as not all of them will be practising artists'

- *The introduction of formal procedures such as, faculty meetings, staff/student liaison groups and the regular use of questionnaires,(already in place on an irregular basis)*
- *That the aim of using questionnaires is to check student opinions*
- *The mechanism of quality enhancement relates not simply to identifying and solving the issues but also to learning and listening.*
- *Regular analysis of the feedback given by students and staff provides an inclusive process that helps to identify the actions required to achieve new developments.*
- *The resulting changes need to be monitored in order assess their success and progress.*

4.5 Assessment[48]

Learning outcomes (competences) are transparent learning objectives for the students to achieve by the end of the course[49].

The ET finds that;

- *Not all classes or learning units have written learning outcomes*
- *The competences at FaVU are complex and heterogeneous and not immediately transparent[50]*
- *The relationship between the grading system and the existing learning outcomes are not immediately transparent*
- *Defining learning outcomes and assessment criteria is one of the biggest challenges for art institutions resulting from the Bologna Process*
- *Many art faculties have and are finding it difficult to identify them meaningfully*
- *Many hours of staff time are often required to achieve consensus and to overcome the resistance of art staff to these developments*
- *A major part of the Quality Officers role and time may be consumed in this process*

FaVU reports that;

The specialized studio, atelier/department course is completed by a final exam. In every semester, the students work is always evaluated at the end of a three-week period of work of the final projects. The (exam) commission comprised of all the teachers complemented by external specialists, whose appointment is based on proposals by the individual studios, walks around the studio presentations arranged as temporary exhibitions and evaluates them in accordance with ECTS standard (A-F level and item 100-1).
At the end of the semester the studios are obliged to prepare a presentation of the semester and final „klauzura" works for the public and this exhibition is intended to represent the work of all the students.
The final state exam after the completion of the bachelor's degree programme consists of two parts. The first part is the oral exam in the history of art before the commission taken on the date set by the faculty in advance, at the end of the winter semester. The other part of the exam includes handing-in of the completed art work based on the studio assignment, presented to the commission on a date at the end of the summer semester set by the faculty in advance. The works are also evaluated by the commission, based on viva voce in accordance with ECTS standard (A-F level and item 100-1). [51]

The ET finds that;

- *Cross-discipline moderation in grading students is good practice in QAE*

The ET recommends that;

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48 See PDF vytvoreno zkusebni ve'rzi pdfFactory www.fineprint.cz and p. 40 of this document

49 Students comment that their ' lack of involvement and the lack of discussion between them and the Assessment Panel is a weakness'

50 Students comment that ' they do not feel very well prepared for the life of a practising artist. Students feel that them for life, as not all of them will be practising artists'.

51 See P. 5, FaVU SER April 2007

- *Cross-discipline moderation is further developed across the studios/ateliers/departments.[52]*

- *The development of a clearer relationship between criteria for assessment and the learning outcomes as outlined in the discipline descriptors.[53]*

4.6 Research

There is a direct relationship between learning and teaching and research with a strong emphasis on research feeding back into learning and teaching. The thematic scope and competences for arts education research are established through the process of a research project.

FaVU reports that;

The established doctoral degree programme which, through its focus on the area of visual arts and of art presentation in public space, fills the gap in the range offered by schools in the Czech Republic (maybe in the whole of Central Europe ?) and is a very promising development.

- During establishing the programme FaVU made use of the technical university context.

- The newly accredited PhD programme is in co-operation with the Faculty of Management.

- Students have to decide if they see themselves more in the field of art or in the field of management.

- This doctoral study programme is the youngest study degree at FaVU.

- It was accredited last year June 2006. Previously FaVU was not able to receive accreditation because it lacked the number of professors and associate professors necessary.

- The doctoral course is completed with the exam in art theory and history and the defence of a thesis. The thesis comprises a public presentation of a work of art, project, event, exhibition, symposium etc., accompanied by a supported with a theoretical work.

- The process of accreditations is quite complex. It is limited to "Public Art and Art Management".

- FaVU applied for this (specific) title and it takes into account the expertise of the professors and the expertise of the faculty of management.

- FaVU are only accredited for one doctoral study programme.

- Some faculty members are of the opinion that part of the final exhibition presentation needs to be not only theoretical but also practical work.

- The accreditation of a PhD programme is seen by FaVU as part of the strategic goal of achieving a higher coefficient rating (funding factor) as a school of art.

The ET recommends that;

- *That resources be provided to ensure that staff involved in research can keep abreast of the latest developments in research elsewhere and to have the capacity to benchmark their own research practices against international developments*

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52 See P. 35 of this report 'Recommendations'

53 Students report that their lack of involvement and the lack of discussion between them and the Assessment Panel is a weakness.

- *That FaVU explore seriously possibilities for the inclusion of 'practice based research' in its provision*

4.7 Research collaboration

FaVU reports that;

FaVU has tried to develop collaborative research with other faculties and wants to establish a research centre for 'cultural heritage conservation etc'. So far funding was not been forthcoming. FaVU has co-operated with the architectural faculty and will apply for European funding for this project together with the architects.

A project using 3D digital modelling, 3D simulation, space scanning, that enables the use of the latest developments in achieving a better quality in traditional sculpture work and higher effectiveness in the use of traditional, contemporary and developed sculpting technologies has commenced.

Similarly, studio activities in the field of video and multimedia are gradually developing their distinctive research/creative features.

Inter-faculty accreditation of "multimedia composing" is being sought as a new branch of study is being prepared in cooperation with four other faculties.[54]

The ET finds commendable;

- *The increasing number of joint assignments between different studios of FaVU and other schools, this helps to educate future graduates in the ability to co-operate and work in teams on more complex projects.*
- *The introduction of compulsory joint semester assignments for 3rd year students of Sculpture 1 and Multimedia studios.*
- *The introduction of joint projects by FaVU Multimedia students' and students of the Composition Department of the Faculty of Music of Janacek Academy of Music.[55]*

5 Student progression/achievement[56]

The document:
'Rules for Studies and Examinations of Brno University of Technology'

States that Courses are completed in one of the following ways of final assessment:

- Course-unit credit, i.e. a type of final assessment classified as passed/failed (see Art 11)
- A graded course-unit credit, i.e. a type of final assessment classified according to the grading scale A-F (see Art 11, 13)
- Colloquium, i.e. a type of final assessment classified as passed/failed (Art 12)
- Examination, i.e. a type of final assessment classified according to the grading scale A-F (see Art 12, 13)
- Examination conditional on prior awarding of a course-unit credit, i.e. a combination of the two types of final assessment (see Art 12, 13).

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54 See P. 7, FaVU SER April 2007

55 See P. 34 of this report 'Identified Examples of Good Practice'

56 See PDF vytvoreno zkusebni verzi pdfFactory www.fineprint.cz

- When completing a course a student obtains a number of credits assigned to the course
- A student, who fails the examination, has the right to repeat it. Examinations may be repeated twice. Details on repeated examinations are set by faculty regulations
- A student, who has fulfilled the conditions for continuation of the study (normally 60 credits per year), or has been granted an exception has the right to enrol in another year of study.

The ET recommends that;

- *In the new quality management system it will be important for FaVU to monitor student progression, completion and non-completion rates and introduce systems to review progression and assess why anomalies may happen.*

- *The ET fully supports FaVU's introduction of an electronic data-base with all statistical data related to student achievement, progression and career pathways.*

- *The data-base provide statistics on the progression of student numbers in each study programme Studio/atelier/department and success rate in exams and cycles*
- *Graduates success rate on the labour market*
- *Professional satisfaction level with students in each programme*
- *Teaching staff efficiency (students per teacher rate, etc.)*
- *Socio-demographic structure of each student generation*
- *Available teaching resources and their cost per student*

5.1 Student recruitment

The national reputation of FaVU appears to be high and students in the Czech Republic are aware of the reputation of this faculty for stimulating creativity. The faculty is known for forward looking approach and experimental intent. The majority of students interviewed have selected to come to Brno for these reasons as well as for the reputation of its teachers and specialist courses of study.

ET Question to students 1:

What are the key problems of FaVU at present?':

Student Reply: 'the problem is a poor promotion of the faculty. Hardly anybody is aware of the faculty in Brno. We get lost in the identity of the BUT'

ET Question 2:

How can it be made more attractive?

Student Reply: 'Some studios are more attractive because the head of the studio is famous or attractive. We should have more of those high profile well known artists in the other studios'.

5.2 Student support and guidance

FaVU reports that;[57]

- Organization of university lodging and catering in the Czech Republic has undergone a major reform in recent years
- The state has transferred the funds designed for these services directly to students (Czech Republic citizens)

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[57] See P. 9, FaVU SER April 2007

- BUT contributes to employee meals by meal tickets, some faculties contribute to student meals
- Considering the attendance of FaVU courses it is disadvantageous for students to go to distant canteens for meals – students consider the time loss disadvantage in relation to the favourable meal prices
- The concept of university campuses for the faculty and generally a school of artistic orientation has finally proved unsuitable.
- An institution (of artistic orientation) must be situated in the city and enter in interactions with its artistic and civil environment
- With regard to the fact that the rent for shared student lodgings in the city centre is about the same as the cost of lodgings at the university campus far from the centre (and its cultural life), only a small number of FaVU students use the halls of residence.
- These (halls of residence) usually serve as the initial accommodation for FaVU first-year students only.

The ET finds that:

- *Some of the mechanisms and processes for student support and guidance exist informally*

- *Health and safety practices in some departments are satisfactory with guidelines and demonstrations, but these are inconsistent and in a some cases greater attention to student health and welfare could be introduced*

The ET recommends;

- *Clear guidelines are produced and staff designated with student support responsibilities are identified and the information is disseminated to staff and students*

- *Clearer Health & Safety guidelines be established and closer monitoring of health and safety across the Faculty be introduced*

- *The production a Student Handbook, containing information about Student Support facilities & Provision and Health & Safety .*

5.3 Employability

A representative group of employers selected by FaVU commented;

- Graduates have a very good orientation not only in graphic design but also in other fields of art
- They (graduates)are not afraid of experiments
- Students form this faculty are very good craftsmen
- They work part-time, as they establish companies of their own or have commissions of their own

- The experience is only positive regarding the students because they come out of FaVU with great practical experience
- They can be employed for the final touches of the cast sculptures

- They (employers) are very happy with the quality of the students coming out of this faculty.
- Graduates have Very good graphic design skills, but are weaker in logical (marketing/sales skills) argument.
- Communication skills are missing
- Real world (People skills) can be improved

- Students of this faculty have good communication skills and are very inventive in their work.

- We are also in contact with a former student of this faculty and she studied painting here, very gifted, the faculty has certainly been of great help to her

- Day to day contact with some staff make it easy give to feedback.
- We have regular informal meetings with the head of the studio, but we don't know if anything is implemented

- Placements in Design have not been asked for yet (by the faculty), not a common practice, but it would be appreciated (by employers)
- The sculpture programme has two weeks of placement in their curriculum

Students comment that;[58]

- Co-operations could be established between the faculty and companies and firms (partly there already are contacts) for some studios it works but with others it does not happen
- At some studios the lectures are from teachers with some experience in the field
- Some teaching was not in line with the current technologies
- Theory and practice is a problem? Generally it is ok but the developments of the last 30 years are a problem

The ET finds that;

- *There are many examples of liaison with external bodies and companies existing on an informal basis and dependant on the initiative and knowledge of the studio/atelier/department heads*

- *At FaVU there are many examples of the benefits of practical experience with a company, these demonstrate the way in which practice-based professional context positively affects the learning context and the professional orientation of the students.*

- *To expand on this, graduating students at FaVU have suggested that partnerships with external bodies and companies should be increased*

- *Student comment about their future career/real-world orientation is conflicting [59] [60]*

- *Many artist/designers are free-lance being are very active producing and selling work and a considerable number start their own companies (graphic designers, web designers etc.)*

- *Many graduates remain in the Brno vicinity to develop future careers contributing to the economy and cultural life of the city*

The ET recommends that;

- *FaVU develop career counseling for all students*

- *Internally that a person be identified who helps students with career questions and collates and makes available career information and options in addition to that provided by specialist studio/atelier/department staff*

- *Liaison with employers and placement destinations be formalised and information and examples of best practice be shared between all studios/ateliers/departments so that there is a faculty system of discussing changes in the job market first with colleagues*

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[58]

[59] See P 14 ET Notes 3 May 2007 'We were prepared for real live, including looking for sponsorship and apply for funding, so yes, we were well prepared. Also in terms of cooperation with other disciplines we were supported quite well.'

[60] See P.11 ET Notes Tuesday 5 June 'We do not feel very well prepared for the life of a practising artist. We feel that we should be prepared for life, not all of us will be practising artists '

- *A formal process be developed to absorb and consider the experience, needs and knowledge of external stakeholders for inclusion into curriculum development processes so that management staff of companies are invited to attend annual meetings to gather information that is disseminated within all aspects of the faculty*

- *Events within the faculty are organised that are linked with events and developments in the professional field*

5.4 Study in Fine Art [61]

The ET is aware that the traditions of learning and teaching vary greatly within the European higher education area. The ET also values and seeks to enhance and to protect the existing diversity within the European higher education sector. The ET is fully aware of the values of the existing Central European studio/atelier tradition.

When meeting the BUT rector he clarified that each individual faculty has freedom to organise and specify its own operational groups. The Rector says that BUT is an association of faculties and it can be perceived that FaVU is an association of studios/ateliers/departments. There is a saying that the whole should be greater than the sum of the parts and it is important for the students that they can benefit from the full experience of the whole faculty. The question of how much of the faculty it is presently possible for students to experience has been highlighted in discussions with students and staff.

However the ET wishes to share the following perceptions for the future consideration of FaVU;

- *The location of a Fine Art faculty within a university of technology is an immense opportunity to develop emerging areas of study that combine technologies with artistic creativity*

- *The youth, vigour and dynamism of FaVU in comparison with the ancient academies of Prague provides an immense opportunity to develop new ways of approaching the learning and teaching of fine art in either adapting the traditional methods or inventing new ones*

- *By general acceptance and experience the fine art community world wide and at all levels perceives that students value the learning they gain from each other as colleagues as much as they value the education formally provided by the fine art faculty*

- *To make available opportunities for the cross fertilisation of ideas, processes and technologies more synergy is required utilising the broadest possible pool of staff and student knowledge and experience within the faculty[62]*

5.5 Accommodation and resources

FaVU is located over two sites and the aim of the faculty is to replace these buildings with a single purpose built facility in the near future. During the last few years many possibilities have been considered and many outline designs produced.

The ET;

- *Welcome and fully support this obviously extremely enhancing development and are available to provide any support and help possible*
- *The ET finds the present gallery and studio spaces adequate, however, the future development of the faculty on a single campus in the city centre embedded into the community is seen as essential for the future development of the faculty*

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61 See P 21 of this report 'Quality Director'

62 See P 5 ET Notes 4 June 2007 Student comment 'The problem is in the studio because we do not have good contacts with the older students in our studio and it is up to the student to make contact and exchange. The technical background of the studios and the weak equipment makes people to work somewhere else'
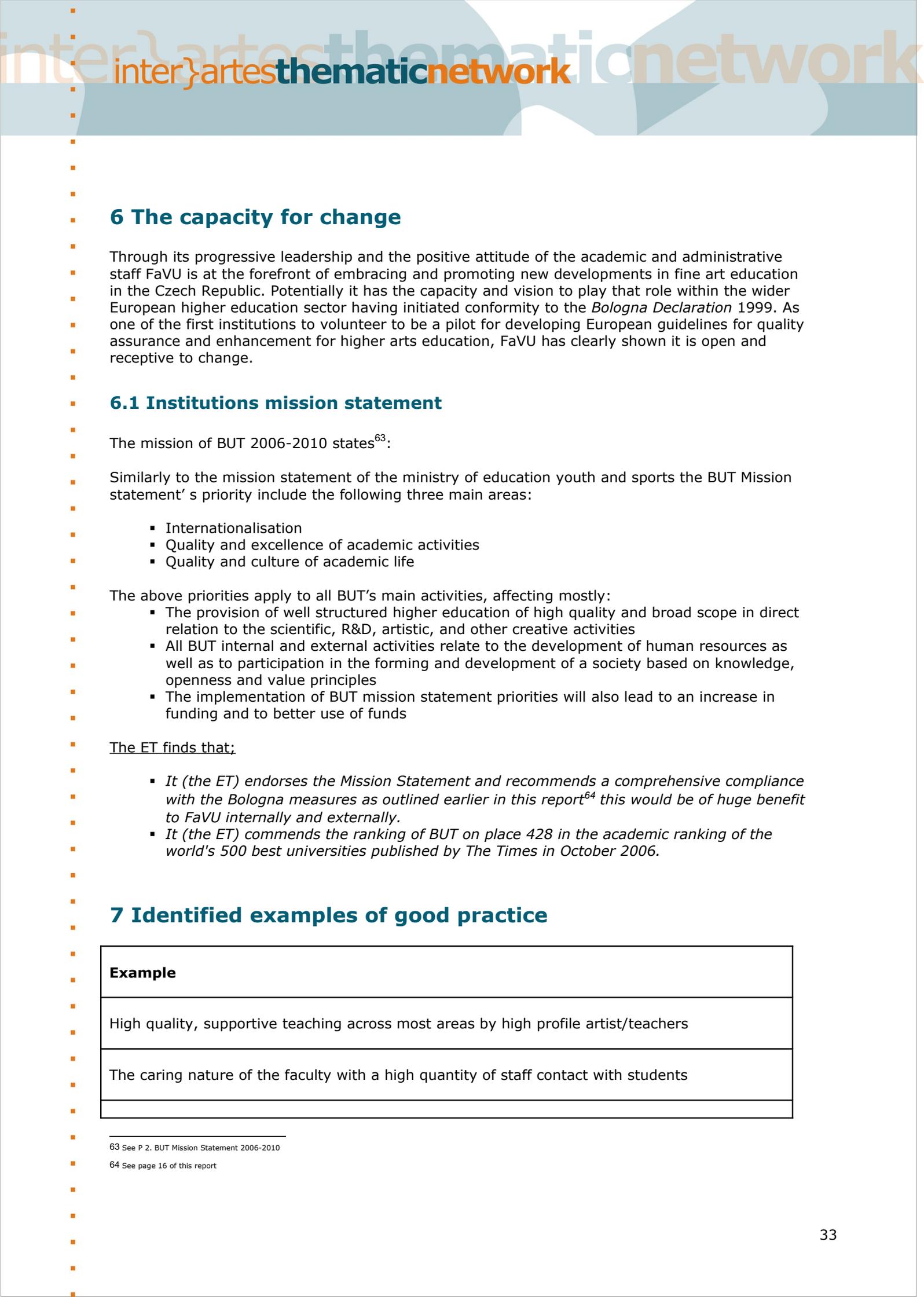
6 The capacity for change

Through its progressive leadership and the positive attitude of the academic and administrative staff FaVU is at the forefront of embracing and promoting new developments in fine art education in the Czech Republic. Potentially it has the capacity and vision to play that role within the wider European higher education sector having initiated conformity to the *Bologna Declaration* 1999. As one of the first institutions to volunteer to be a pilot for developing European guidelines for quality assurance and enhancement for higher arts education, FaVU has clearly shown it is open and receptive to change.

6.1 Institutions mission statement

The mission of BUT 2006-2010 states[63]:

Similarly to the mission statement of the ministry of education youth and sports the BUT Mission statement's priority include the following three main areas:

- Internationalisation
- Quality and excellence of academic activities
- Quality and culture of academic life

The above priorities apply to all BUT's main activities, affecting mostly:
- The provision of well structured higher education of high quality and broad scope in direct relation to the scientific, R&D, artistic, and other creative activities
- All BUT internal and external activities relate to the development of human resources as well as to participation in the forming and development of a society based on knowledge, openness and value principles
- The implementation of BUT mission statement priorities will also lead to an increase in funding and to better use of funds

The ET finds that;

- *It (the ET) endorses the Mission Statement and recommends a comprehensive compliance with the Bologna measures as outlined earlier in this report[64] this would be of huge benefit to FaVU internally and externally.*
- *It (the ET) commends the ranking of BUT on place 428 in the academic ranking of the world's 500 best universities published by The Times in October 2006.*

7 Identified examples of good practice

Example
High quality, supportive teaching across most areas by high profile artist/teachers
The caring nature of the faculty with a high quantity of staff contact with students

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63 See P 2. BUT Mission Statement 2006-2010

64 See page 16 of this report
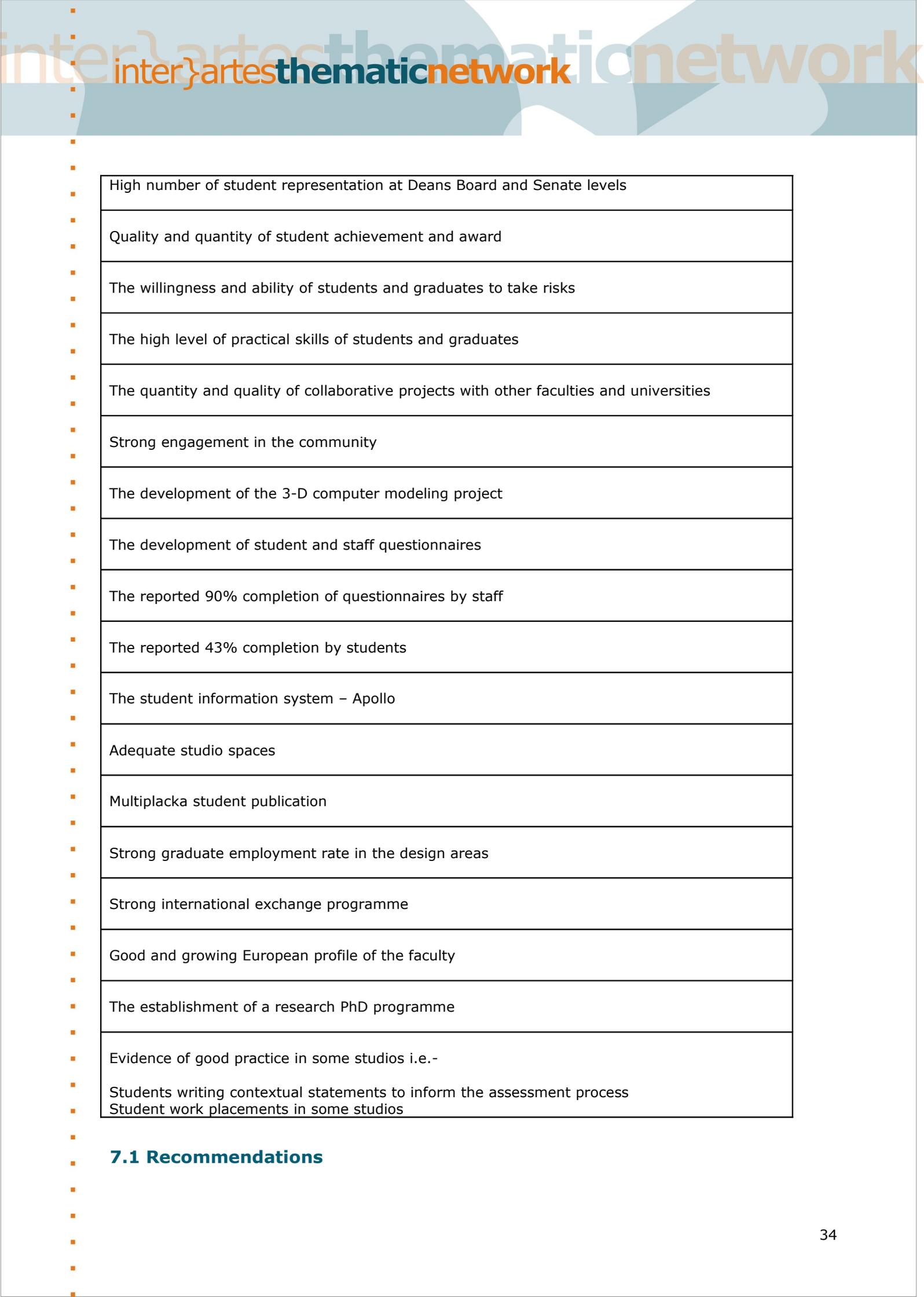
High number of student representation at Deans Board and Senate levels
Quality and quantity of student achievement and award
The willingness and ability of students and graduates to take risks
The high level of practical skills of students and graduates
The quantity and quality of collaborative projects with other faculties and universities
Strong engagement in the community
The development of the 3-D computer modeling project
The development of student and staff questionnaires
The reported 90% completion of questionnaires by staff
The reported 43% completion by students
The student information system – Apollo
Adequate studio spaces
Multiplacka student publication
Strong graduate employment rate in the design areas
Strong international exchange programme
Good and growing European profile of the faculty
The establishment of a research PhD programme
Evidence of good practice in some studios i.e.- Students writing contextual statements to inform the assessment process Student work placements in some studios

7.1 Recommendations

Recommendations	Essential/ Recommended	Page
The development of a faculty wide QAE policy and management system, with clear written terms of reference, outlining devolved responsibility for monitoring and developing the QAE policy and implementing the strategy.	Essential	21
A Quality Director be appointed at a senior management level. That his/her professional functions interact with all the institutional departments and appropriate officers in the educational process.	Essential	21
The Quality Director be supported by a sub-committee or commission, with representatives from across the departments, students and senior administration and reporting directly to the Dean. This could be a role for the existing Collegium that presently rarely meets.	Essential	21
The Quality Director have devolved responsibility for developing and embedding the proposed QAE actions including: ▪ Reviewing the existing faculty bodies and reporting structure ▪ Reviewing the existing atelier/department structure ▪ Reviewing the existing atelier/department curriculums ▪ Preparation for the approval of new awards ▪ Preparing existing programmes for periodic review and re-approval ▪ Monitoring annual review of programmes ▪ Assurance of the quality of teaching staff (appointment, appraisal, staff development) ▪ Monitoring the quality of the newly introduced discipline descriptors and course descriptors, ensuring learning outcomes are at appropriate levels and make clearer the relationship between the learning outcomes and the assessment criteria ▪ Monitoring the quality of the learning resources; ▪ Monitoring student academic and personal support and guidance ▪ Monitoring the accuracy, consistency, and quality of all published information for students (printed and ICT) ▪ Monitoring progression and completion statistics ▪ Design and dissemination of a new QAE Staff Guide (handbook) ▪ Monitoring resources and making recommendations for changes and improvements in them	Essential	21

As a mid-term development the recommended improvements in QAE communication and the work of the newly appointed Quality Director should be prioritised according to resources and immediate needs.	Recommended	22
It is important within the new proposed quality management system that the different administrative offices are directly engaged in the quality assurance and enhancement process as they contribute directly to the quality of the student learning experience and help maintain the standards of the programmes.	Essential	22
QAE communication across the faculty be greatly improved, it is a good practice to develop regular consultation among the heads of ateliers and departments to develop QAE practices and share positive experiences and best practice.	Essential	22
A comprehensive review of the roles of individual posts, senates, committees, councils and working groups. Comprehensive and transparent terms of reference are produced consistent with reality	Essential	21
FaVU develop a comprehensive staff development programme to help understand and embed complex processes ▪ A supportive staff development programme addressing changes in learning and teaching ▪ To support and embed the introduction of a QAE framework and the new procedures required ▪ To increase awareness of new developments in the European higher education sector	Essential	23
The development of staff and student development/training to help the development of both an understanding of what learning outcomes are, and how they are achieved; A mapping exercise for all programmes to ensure all outcomes are delivered, developed and achieved over the duration of the course and the development of a relationship between the outcomes delivered and achieved at each stage of the course and the assessment criteria.	Essential	18
The further development of FaVU's electronic data-base with all statistical data related to student achievement, progression and career pathways. ▪ The data-base provide statistics on the progression	Recommended	29

of student numbers in each study programme Studio/atelier/department and success rate in exams and cycles ▪ Graduates success rate on the labour market ▪ Professional satisfaction level with students in each programme ▪ Teaching staff efficiency (students per teacher rate, etc.) ▪ Socio-demographic structure of each student generation ▪ Available teaching resources and their cost per student		
FaVU introduce a regular process of student feedback for course development and review, involving questionnaires and staff/student liaison groups for all awards/qualifications and studios/ateliers/ departments.	Essential	23
A more comprehensive curriculum development process that includes; ▪ Discussions at atelier/department level (teaching staff and students) ▪ Presentation of the proposals and synthesis by the Head of Atelier/Department ▪ Presentations of the ateliers/departments syntheses in the Deans Board and approval by the Dean ▪ Presentation of the curriculum for accreditation This process, resulting in consistent and aligned Discipline Descriptors will need to be introduced for each course, atelier/department detailing the generic and specific competences, assessment criteria, grading system and description of the syllabus. This will enable students to have a clearer understanding of what they will study and be better informed when they have course options to choose from and the faculty to have a comprehensive understanding of its entire operation.	Essential	24
That the new Quality Director and her/his committee/commission is involved in the process of curriculum development from the start and involves consultation with all internal and external stakeholders, educational/discipline specialists from other faculties or institutions and employers, representatives of the labour market and professional bodies.	Essential	24
The introduction of curriculum review processes	Recommended	25

that contain a critical self-evaluation of the ateliers/departments, courses and major developments over the period since the previous review, with both qualitative and quantitative data and a resource statement about the appropriateness and quality for the delivery of learning and teaching. The review reports should make proposals for changes to existing courses and minor and major developments in the forthcoming period The process should also involve reference to comments and statistics (recruitment, progression, achievement etc.) found in the annual reports. Guidelines and details for the report content should be developed and be included in a new Staff QAE Guide.		
FaVu develop a process, as most higher European arts education institutions have experienced, to review and adapt its learning and teaching strategy – ▪ To prepare for the move to Student centred learning ▪ The inevitable expansion of student numbers without the corresponding increase in academic staff ▪ Developments in ICT and e-learning ▪ Employment and Market requirements and probable future requirements to changes in the skills base etc.	Recommended	25
A formal process of periodic staff evaluation, involving self-evaluation, peer review, management review and feedback from students be introduced this will form a major element of the QAE Management System- ▪ The motive for this process should be to improve the student learning experience and the objective lead to greater job satisfaction. ▪ The outcomes of the evaluation process inform the staff development programme requirements.	Recommended	25
The introduction of formal procedures such as, faculty meetings, staff/student liaison groups and the regular use of questionnaires,(already in place on an irregular basis) That the aim of using questionnaires is to check student opinions ▪ The mechanism of quality enhancement relates not simply to identifying and solving the issues but also to learning and listening. ▪ Regular analysis of the feedback given by students and staff provides an inclusive process that helps	Essential	26

to identify the actions required to achieve new developments. ▪ The resulting changes need to be monitored in order assess their success and progress.		
Cross-discipline moderation is further developed across the studios/ateliers/departments and the development of a clearer relationship between criteria for assessment and the learning outcomes as outlined in the new discipline descriptors	Essential	27
That resources be provided to ensure that staff involved in research can keep abreast of the latest developments in research elsewhere and to have the capacity to benchmark their own research practices against international developments	Essential	28
That FaVU explore seriously possibilities for the inclusion of 'practice based research' in its provision	Recommended	28
Clear guidelines are produced and staff designated with student support responsibilities are identified and the information is disseminated to staff and students ▪ Clearer Health & Safety guidelines be established and closer monitoring of health and safety across the Faculty be introduced ▪ The production a Student Handbook, containing information about Student Support facilities & Provision and Health & Safety .	Essential	31
FaVU develop career counseling for all students- Internally that a person be identified who helps students with career questions and collates and makes available career information and options in addition to that provided by specialist studio/atelier/department staff ▪ Liaison with employers and placement destinations be formalised and information and examples of best practice be shared between all studios/ateliers/departments so that there is a faculty system of discussing changes in the job market first with colleagues ▪ A formal process be developed to absorb and consider the experience, needs and knowledge of external stakeholders for inclusion into curriculum development processes so that management staff of companies are invited to attend annual	Recommended	32

meetings to gather information that is disseminated within all aspects of the faculty ▪ Events within the faculty are organised that are linked with events and developments in the professional field		
To improve and maintain the quality of teaching and learning we would recommend to the Ministry of Education Youth & Sports (MEYS) that in the spirit of Bologna there should be greater possibilities of more comparable and transparent funding (co efficient). ▪ This would help in recruitment of high quality staff and the impact of teaching and learning in the studios. ▪ To continue with the present situation is detrimental to the recruitment of high quality staff and the subsequent attracting of quality students.	Recommended	n/a
To improve and maintain the quality of teaching and learning it is recommended that the completion of the proposed development to establish FaVU on a single campus in a city centre location be achieved as soon as possible.	Recommended	33
All parties MEYS, BUT, FaVU should simplify and quicken the accreditation of study programmes to hasten developmental progress within specialized, non-specialised and collaborative awards/qualifications.	Recommended	n/a
Perceptions for the future consideration of FaVU ▪ The location of a Fine Art faculty within a university of technology is an immense opportunity to develop emerging areas of study that combine technologies with artistic creativity ▪ The youth, vigour and dynamism of FaVU in comparison with the ancient academies of Prague provides an immense opportunity to develop new ways of approaching the learning and teaching of fine art in either adapting the traditional methods or inventing new ones ▪ By general acceptance and experience the fine art community world wide and at all levels perceives that students value the learning they gain from each other as colleagues as much as they value the education formally provided by the fine art faculty	Recommended	33

▪ To make available opportunities for the cross fertilisation of ideas, processes and technologies more synergy is required utilising the broadest possible pool of staff and student knowledge and experience within the faculty		

7.2 Glossary of terms

Assessment
of Individual Qualifications: The formal written appraisal or evaluation of qualifications of an individual by a competent authority in order to grant him or her recognition for academic and/or professional further use.

Best Practice
A superior method or an innovative process involving an actual accepted 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, the application of which assures the improved performance of a higher education institution or programme; rather, it has to do with identifying the best approach to a specific situation, as institutions and programmes vary greatly in constituencies and scope.

ECTS (European Credit Transfer System)
A European Community project initially established under the ERASMUS Programme (1988-1995). It 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. The activity of ECTS is twofold: on the one hand, it guarantees academic recognition to students of studies completed abroad and furthermore enables studies abroad; on the other hand, it provides higher education institutions with curricular transparency by offering detailed information regarding the respective curricula and their relevance in terms of an earned degree and by enabling higher education institutions to preserve their autonomy and responsibility for all decisions regarding student achievement. The Bologna Declaration takes ECTS as the common framework for curriculum design and student mobility within the envisaged European Higher Education Area.

Descriptors (Qualification)
Qualification descriptors are statements that set out the outcomes of principal higher education qualifications at given levels (usually of an awarded degree) and demonstrate the nature of change between levels. At some levels, there may be more than one type of qualification. The first part of a qualification descriptor (of particular interest to those designing, approving, and reviewing academic programmes) is a statement regarding outcomes, i.e., the achievement of a student that he or she should be able demonstrate for the award of the qualification. The second part (of particular interest to employers) is a statement of the wider abilities that the typical student could be expected to have developed. Upon periodical review of the existing qualification descriptors and in light of the development of other points of reference, such as benchmark statements, additional qualification descriptors at each level are elaborated.
In view of the creation of the European Higher Education Area, the Tuning Educational Structures in Europe project makes an effort to describe the subject area including qualifications levels (BA, MA and PhD). The inter}artes Thematic Network was commissioned to draft the sector documents for dance, design, fine art and theatre. Please find the full documents at www.inter-artes.org as downloads.

Internal Evaluation/Self-Evaluation
The process of self-evaluation consists of the systematic collection of administrative data, the questioning of students and graduates, and the holding of moderated interviews with lecturers and students, resulting in a self-study report. Self-evaluation is basically a collective institutional
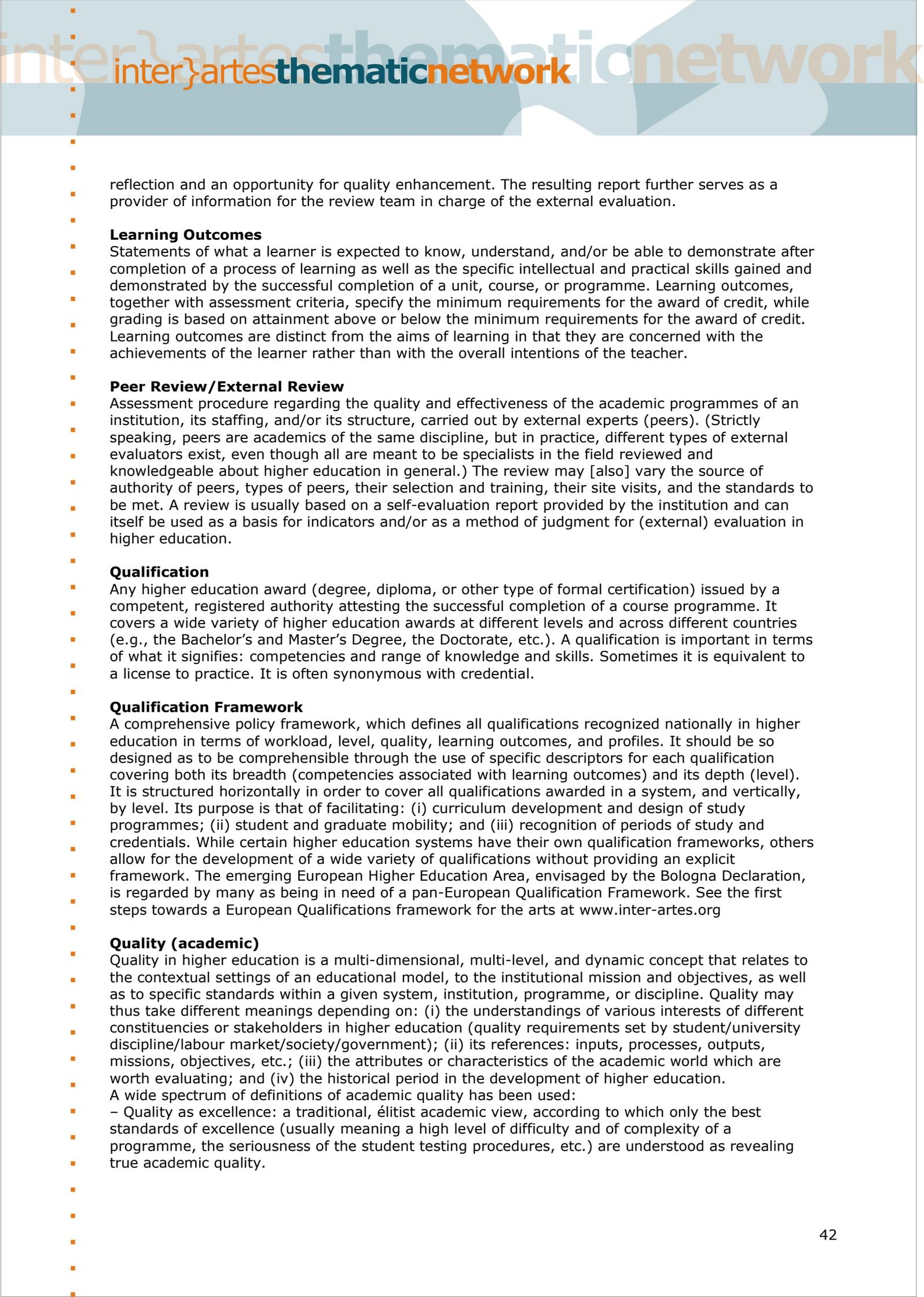
reflection and an opportunity for quality enhancement. The resulting report further serves as a provider of information for the review team in charge of the external evaluation.

Learning Outcomes

Statements of what a learner is expected to know, understand, and/or be able to demonstrate after completion of a process of learning as well as the specific intellectual and practical skills gained and demonstrated by the successful completion of a unit, course, or programme. Learning outcomes, together with assessment criteria, specify the minimum requirements for the award of credit, while grading is based on attainment above or below the minimum requirements for the award of credit. Learning outcomes are distinct from the aims of learning in that they are concerned with the achievements of the learner rather than with the overall intentions of the teacher.

Peer Review/External Review

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.) The review may [also] vary the source of authority of peers, types of peers, their selection and training, their site visits, and the standards to be met. A review is usually based on a self-evaluation report provided by the institution and can itself be used as a basis for indicators and/or as a method of judgment for (external) evaluation in higher education.

Qualification

Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting the successful completion of a course programme. It covers a wide variety of higher education awards at different levels and across different countries (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.

Qualification Framework

A comprehensive policy framework, which defines all qualifications recognized nationally in higher education in terms of workload, level, quality, learning outcomes, and profiles. It should be so designed as 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 that of facilitating: (i) curriculum development and design of study programmes; (ii) student and graduate mobility; and (iii) 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 being in need of a pan-European Qualification Framework. See the first steps towards a European Qualifications framework for the arts at www.inter-artes.org

Quality (academic)

Quality in higher education is a multi-dimensional, multi-level, 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. Quality may thus take different meanings depending on: (i) the understandings of various interests of different constituencies or stakeholders in higher education (quality requirements set by student/university discipline/labour market/society/government); (ii) its references: inputs, processes, outputs, missions, objectives, etc.; (iii) the attributes or characteristics of the academic world which are worth evaluating; and (iv) the historical period in the development of higher education.
A wide spectrum of definitions of academic quality has been used:
– Quality as excellence: a traditional, élitist academic view, according to which only the best standards of excellence (usually meaning a high level of difficulty and of complexity of a programme, the seriousness of the student testing procedures, etc.) are understood as revealing true academic quality.

– Quality as fitness for purpose: a concept that stresses the need to meet or conform to generally accepted standards such as those defined by an accreditation or quality assurance body, the focus being on the efficiency of the processes at work in the institution or programme in fulfilling the stated, given objectives and mission. Sometimes quality in this sense is labeled as: (i) a value for money approach owing to the (implicit) focus on how the inputs are efficiently used by the processes and mechanisms involved or (ii) the value-added approach when results are evaluated in terms of changes obtained through various educational processes (e.g., teaching and learning processes). A variant of the latter is the quality as transformation approach, **which is strongly student centered**. It considers quality as a transformational process within which the better a higher education institution is, the better it achieves the goal of empowering students with specific skills, knowledge, and attitudes that enable them to live and work in a knowledge society.

– Quality as fitness of purpose: a concept that focuses on the defined objectives and mission of the institution or programme with no check of the fitness of the processes themselves in regard to any external objectives or expectations. Within this approach, one may distinguish alternative approaches developed in the 1990s: (i) quality as threshold whereby certain norms and criteria are set and any programme or institution has to reach them in order to be considered to be of quality. In many European higher education systems, a variant defining quality as a basic/minimum standard, closely linked to accreditation, is used. In this case, the starting point is that of specifying a set of minimum standards to be met by an institution or programme and to generate the basis for the development of quality-improvement mechanisms; (ii) quality as consumer satisfaction: quality perceived as closely linked to the growing importance of market forces in higher education, that focuses on the importance of the external expectations of consumers (students, families, society at large) and other stakeholders.

– Quality as enhancement or improvement: focusing on the continuous search for permanent improvement, stressing the responsibility of the higher education institution to make the best use of its institutional autonomy and freedom. Achieving quality is central to the academic ethos and to the idea that academics themselves know best what quality is.

Each approach has advantages and disadvantages, being more or less suitable for a specific period of time and/or national context. In terms of evolution, there are permanent movement and oscillations between relative versus absolute, internal versus externally oriented, and basic versus more advanced and sophisticated notions of quality. However, common to all of these quality approaches is the integration of the following elements: (i) the guaranteed realization of minimal standards and benchmarks; (ii) the capacity to set the objectives in a diversifying context and to achieve them with the given input and context variables; (iii) the ability to satisfy the demands and expectations of direct and indirect consumers and stakeholders; (iv) the drive towards excellence (Van Damme, 2003).

Quality Assurance
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 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. Many systems make a distinction between internal quality assurance (i.e., intra-institutional practices in view of monitoring and improving the quality of higher education) and external quality assurance (i.e., inter- or supra-institutional schemes of assuring the quality of higher education institutions and programmes). Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality assurance is ensured. The scope of quality assurance is determined by the shape and size of the higher education system. Quality assurance varies from accreditation, in the sense that the former is only a prerequisite for the latter. In practice, the relationship between the two varies a great deal from one country to another. Both imply various consequences such as the capacity to operate and to provide educational services, the capacity to award officially recognized degrees, and the right to be funded by the state. Quality assurance is often considered as a part of the quality management of higher education, while sometimes the two terms are used synonymously.

7.3 Abbreviations

BUT – Brno University of Technology

FaVU – Faculty of Fine Art, Brno University of Technology

ET-Evaluation Team

SER-Self Evaluation Report

EUA- European University Association

ELIA- European League of Institutes of Art

inter}artes- European Thematic Network for Higher Arts Education

FaVUSET- Faculty of Fine Art, Brno University of Technology, Self Evaluation Team

QAE- Qualilty Assurance & Enhancement

HE- Higher Education

AS- Academic Senate

AC- Artistic Council

MEYS- Ministry for Education, Youth & Sports, Czech Republic

ORDS- Professional Council for Doctoral Programmes