

EVALUATION STANDARDS FOR SCHOOLS OF ART AND DESIGN

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PREAMBLE

The standards for the evaluation of schools of art and design define the three structuring categories of self-evaluation and external evaluation:

- **Domains:** these define the overall scope of the evaluation. At least one standard is associated with each domain. The standards comprise 3 domains. The first domain covers the various key dimensions of running an institution. Domains 2 and 3 cover the core activities of higher education and research institutions.
- **Standards:** these set out the expectations of the evaluation, drawing on the institutions' missions as defined by the Education Code, as well as the main orientations and practices that characterise higher education and research. They are expressed through an action placing the institution in a given situation.
- **Criteria:** a set of criteria is associated with each standard. The criteria specify how the standard can be reflected in the institution's self-evaluation report. While not exclusive or exhaustive, the criteria define the topics that will be analysed by the evaluators to assess the extent to which the entity being evaluated meets the expectations set out in the standard with which they are associated.

These standards are based on a model of institutional management built around the following key dimensions:

Institutional positioning: the concept of positioning includes identifying the place occupied by the institution within its local, national and international environment, the role it plays there and the overall ambition it pursues. Positioning is defined at the start and end of the reference period, and its evolution reflects the institution's trajectory.

Defining positioning involves a strategic analysis oriented both inwards (strengths and weaknesses) and outwards (opportunities and threats).

Institutional strategy: for the reference period, this combines, on the one hand, the translation into major operational objectives of the ambition pursued by the institution in line with its positioning and, on the other hand, the mobilisation of resources (assets and skills) to achieve this. The strategy is broken down across the various areas of activity and is underpinned by forward-looking analyses. It may be formalised in the contract that the institution signs with its supervising ministry.

Organisation: this corresponds to the structural choices of internal organisation made by the institution to carry out its missions, implement its strategy and achieve its results.

Governance: this includes all the bodies, measures, rules and decision-making channels supporting the development and pursuit of the institution's strategy. Governance links the political and administrative spheres.

Steering: this is reflected in the full set of mechanisms and tools used by the institution for the operational implementation of its strategic orientations. This includes change management mechanisms and the monitoring of activities and results, in particular information systems and management support tools, such as multi-year planning tools for human resources and financial means.

Activities and results: the key dimensions of institutional management are at the heart of the first domain of the evaluation standards. They also underpin the evaluation of the institution's missions (domains 2 and 3), with a view to examining the conditions under which the institution's various activities are carried out and the main results obtained. Self-evaluation and external evaluation are thus invited to assess the results obtained and the resources deployed against the institution's strategy.

These standards set out the framework within which the institution carries out its self-evaluation, following **the strategic exchange meetings** that enable Hcéres to prepare its analysis with the institution. The aim of the institutional evaluation is to be useful and tailored to the institution being evaluated, taking its specific features and the resulting adjustments into account as far as possible.

Certain criteria, or even certain standards, may be the subject of particular focus at the institution's request and in discussion with Hcéres, where they hold particular strategic interest for the institution.

The document **"Reference points for institutional self-evaluation"** sets out the context for evaluation by Hcéres, as well as good practice and expectations for institutional self-evaluation. It also provides definitions of the concepts used in these standards to aid understanding.

DOMAIN 1: STRATEGIC AND OPERATIONAL STEERING

Eight standards (1 to 8) define the scope of this domain. Their purpose is to assess the institution's positioning, strategy, governance, organisation and operational steering. More specifically, the aim is to evaluate their impact on the institution's activities and results, and how it monitors these in light of its strategic objectives.

Standard 1. The institution defines its institutional positioning at local, national and international level.

C1. The institution defines its identity and values. It analyses the place it occupies and the role it plays in the higher education, research and innovation landscape, in particular in the field of art and design.

C2. It analyses its positioning (particularly in the fields of teaching and research) in relation to other institutions it considers comparable or as benchmarks.

C3. The institution sets itself a long-term ambition.

Standard 2. The institution defines, on the basis of its positioning, a strategy at local, national and international level, which it breaks down into operational objectives and the implementation of which it monitors.

C1. The institution defines a strategy for the reference period, through its institutional project or any other similar document, broken down into broad orientations in the fields of programmes, student life and campus life, research, innovation, and the place of science in society.

C2. The institution's strategy is broken down into operational objectives, translated into action plans.

C3. The institution is able to describe the path taken during the reference period and to analyse its consistency with its strategic orientations and operational objectives.

Standard 3. The institution engages with its environment and builds a partnership policy as part of its strategy.

C1. The institution develops multiple partnerships in the fields of programmes, student life and campus life, research, innovation, and the place of science in society, in particular:

- Structuring academic partnerships and alliances in the field of programmes, particularly in the case of double degrees, at local and national level, within territorial coordination,
- Structuring academic partnerships and alliances in the field of research and innovation, particularly with national research organisations,
- Cultural, social and economic partnerships,
- Partnerships with local and regional authorities.

C2. The institution assesses the relative weight of its participation in site-level policies and its involvement in professional networks, with other schools, cultural networks, universities, etc.

C3. Where applicable, the institution takes part in responses to regional, national, European and international calls for projects, including those of the Investing in the Future Programme (PIA). It evaluates the impact of these on its activities and resources.

C4. The institution draws on structuring partnerships to define its international strategy. It supports and develops the inbound and outbound mobility of its staff.

Impact of the institution on its environment

C5. The institution defines its structuring commitments in the field of social responsibility, in particular regarding ethics and sustainable development.

C6. The institution ensures that its programmes and research policy incorporate sustainable development issues.

C7. The institution assesses the socio-economic and environmental impact of its activities, drawing where appropriate on tools to measure them.

Standard 4. The institution's governance is supported by an organisation, a communication policy and an information system suited to its strategy

Governance

C1. The procedures for drawing up draft decisions, for deliberation and for implementing the resulting actions are clearly established within the institution. In the case of public cultural cooperation establishments (EPCC), the institution assesses the role played by the relevant local authority or authorities.

C2. The institution's various bodies foster internal democracy and the participation of all stakeholders in the life of the institution.

C3. Where relevant, the institution is able to measure the impact of any support received under the Investing in the Future Programme on its organisation, operation and performance.

Communication

C4. External communication highlights the institution and contributes to its visibility.

C5. Internal communication helps inform staff and students and fosters their sense of belonging, and provides communication tools that encourage their participation.

Information system

C6. The institution has an integrated information system whose organisation and resources meet its steering needs and cybersecurity obligations.

Standard 5. The institution carries out an overall quality policy.

C1. A transparent and rigorous quality policy is deployed across departments. It involves staff and students.

C2. The institution uses continuous improvement tools combined with forward-looking analysis, internal evaluation and external evaluation practices.

C3. The institution monitors the recommendations of the previous evaluation and clearly explains how they have been taken into account.

Standard 6. The institution steers the implementation of its strategy by drawing on forecasting tools, budgetary planning and a structured internal management dialogue

Sustainability and cost analysis

C1. The institution has a sustainable economic model that enables it to achieve its objectives and carry out its missions.

C2. The institution closely monitors developments in its overall financial position. It has a clear understanding of the sustainability of its choices in the short and medium term. It defines the various stages of its budgetary procedure.

C3. In line with its strategy and economic model, the institution prepares a forecast of its needs and resources, taking into account, where applicable, funding obtained under the Investing in the Future Programme, drawing on the appropriate master plans.

C4. The institution monitors its payroll costs using forward-looking analysis and decision-support tools.

C5. The institution monitors and controls the sustainability of its programmes, in particular by putting in place indicators and tools to measure the cost of programmes.

C6. The institution identifies a budget for research and measures its efficiency.

Standard 7. The human resources policy and the development of social dialogue reflect the institution's strategy and contribute to the quality of working life of its staff

Human resources policy

C1. The institution pursues a recruitment and employment policy for its staff that is consistent with its positioning and strategy. This policy, which complies with ethical requirements, contributes to its national and international attractiveness and to improving the quality of its programmes and research.

C2. The institution's human resources policy incorporates issues of gender balance, inclusion and the reduction of discrimination, including in particular the handling of cases of harassment or sexist and sexual violence.

C3. The human resources policy takes account of the needs of programmes, including those facing shortages, and of research. Through its recruitment, promotion and recognition criteria for teaching activities, it contributes to enhancing and improving the quality of its programmes.

Forward planning of jobs, staffing levels and skills

C4. The institution carries out multi-year planning of staffing levels, posts and skills for staff of all statuses and categories.

C5. The institution formalises recruitment, employment and promotion procedures for its staff.

Support for career paths

C6. In connection with its compensation arrangements (workload reductions, bonuses, etc.), the institution recognises the full range of activities and duties of teaching staff, including in the field of research, as well as of technical and administrative staff. It takes this into account in its career advancement policy.

C7. The institution implements a policy to support and train staff in their career development, which, for teaching staff, includes elements relating to the teaching profession, the role of project-based and team work, and support for pedagogical projects.

Social dialogue and quality of working life

C8. The institution is able to report on the quality of social dialogue, particularly on all matters that contribute to quality of working life.

C9. The institution develops a social action policy that includes, in particular, support mechanisms for people in difficulty.

Standard 8. The institution incorporates into its strategy a property policy supporting its development

Assessment and monitoring of property assets

C1. The institution has precise knowledge of its built and undeveloped property assets and their use, even where it is not the owner, taking into account life-cycle, safety, security and accessibility issues.

Property planning and sustainability

C2. The institution draws on multi-year investment planning, discussed where appropriate with the owning authority, taking into account needs in the fields of programmes, research and campus life.

Property management, and ecological, energy and environmental transition.

C3. The institution defines, where appropriate within a delegation framework from the relevant authority, a logistics and property management approach that supports its missions. It draws on pooled arrangements with partners, which may include measures to enhance the value of property assets.

C4. The institution's property policy takes ecological, energy and environmental transition into account and draws on incentive schemes to this end.

DOMAIN 2: PROGRAMME, STUDENT LIFE AND CAMPUS LIFE POLICY

Five standards (9 to 13) define the scope of this domain. Their purpose is to assess the institution's programme, student life and campus life policy. More specifically, the aim is to evaluate their impact on the institution's activities and results, and how it monitors these in light of the strategic objectives it has defined.

Standard 9. The institution carries out a programme policy and offers quality programmes, consistent with its positioning and its strategy.

Characterisation of the range of programmes

C1. The institution's range of programmes is designed with attention to its overall coherence, complementarity within each cycle, and consistency between cycles.

C2. Through its policy, steering and the mechanisms put in place, the institution takes a position on issues of multidisciplinary and interdisciplinarity.

Internationalisation of programmes

C3. The institution develops inbound and outbound student mobility, drawing on its international partnerships and financial support schemes.

Policy on training in and through research

C4. The institution sets out a framework for training in and through research and ensures that programmes are underpinned by research through the involvement of teacher-researchers in teaching.

C5. The institution offers doctoral training linked to its programme and research policy and, where applicable, takes part in a doctoral school run by a higher education and research institution.

C6. The institution provides training in scientific integrity and ethics.

C7. Documentation policy is integrated into the institution's policy on training in and through research, particularly in terms of resource acquisition, public access to these resources, and the contribution of documentation staff to programme content.

C8. The layout of physical spaces and digital resources in libraries and materials libraries, and their accessibility, meet the needs of the users they serve and are improved, where applicable, through partnerships.

Policy on the professional orientation of programmes

C9. The institution takes account of the cultural, social and/or economic needs of its territory in defining its range of programmes. It accordingly provides for the involvement of cultural, social and/or economic stakeholders in shaping programmes and teaching activities, and promotes the skills it teaches to them.

C10. The institution defines its policy on work-study and continuing education in line with its positioning and reflects this in its range of programmes.

C11. The institution structures its policy for preparing students for employment and entrepreneurship throughout their studies.

Standard 10. The institution develops a set of institutional mechanisms in support of the educational quality of its programmes.

Pedagogical organisation of programmes

C1. The institution sets a framework for designing programmes that fosters pedagogical alignment. It bases its approach on a programme-based approach and a competency-based approach, and monitors progress in its implementation.

C2. The institution puts in place mechanisms to recognise skills acquired by students, whether within or outside their programmes.

Development and diversification of pedagogical practices

C3. The institution develops mechanisms to support the development and diversification of pedagogical methods with a view to student success.

C4. The institution diversifies its teaching methods. It defines a policy on partial or fully distance learning and equips itself with the infrastructure and digital tools for delivering it suited to this purpose.

C5. The institution develops a varied range of physical teaching spaces and digital resources consistent with the objectives and methods of teaching and assessment for its programmes.

Opening up and adapting the range of programmes internationally

C6. The institution sets out the arrangements for teaching foreign languages and teaching in a foreign language within its programmes, as well as the arrangements for taking foreign qualifications and how these relate to its programmes.

C7. The institution develops pedagogical mechanisms to prepare students for inbound and outbound mobility.

Opening up and adapting the range of programmes to continuing education and work-study participants

C8. The institution facilitates access to accredited programmes for continuing education and work-study participants, by putting in place suitable arrangements for welcoming, supervising and designing programmes for them.

C9. The institution develops programme design suited specifically to continuing education participants.

Standard 11. The institution analyses the attractiveness, performance and relevance of its programmes, and supports students' success from initial guidance through to employment

Attractiveness of programmes

C1. The information and guidance mechanisms and communication on the range of programmes put in place by the institution help improve awareness and attractiveness of its programmes, as well as the quality of guidance and recruitment across different types of audiences (secondary school pupils, students, including international students, continuing education trainees, etc.).

C2. The institution measures the attractiveness of its programmes by monitoring and analysing trends in applications and enrolments across different types of audiences.

Performance of programmes

C3. The institution monitors trends in success rates and analyses the impact on these of support mechanisms, success-support measures and adjustments to study arrangements.

Relevance of programmes

C4. The institution analyses the quality of graduate employment outcomes and, where applicable, the nature of further studies pursued, in light of the programme's objectives and labour market realities.

Standard 12. The institution monitors developments in its programmes by implementing a continuous improvement process.

Mechanisms for steering and continuously improving the range of programmes

C1. The institution organises, in conjunction with teaching teams, the evaluation of programmes and teaching by students, and ensures that the results of these evaluations are taken into account in the development of its programmes.

C2. The institution coordinates the implementation and monitoring of the operation of programme improvement boards or equivalent bodies.

Standard 13. The institution supports the development of student life and campus life and student involvement in governance, and promotes student well-being.

C1. The policy for developing student life and campus life is part of appropriate partnerships organised through a master plan.

C2. The policy for developing student life in terms of living and study conditions, social support and campus activities contributes to improving student success.

C3. The policy for developing student life draws on the effective participation of student associations that receive support from the institution.

C4. The institution develops a quality welcome policy aimed in particular at international students, which contributes to its attractiveness.

C5. The institution acts to promote student participation in governance and in the democratic life of the institution, in particular through student elections for its various bodies.

C6. The institution recognises, encourages and values student involvement across a range of activities.

C7. The institution's student life and campus life policy incorporates issues of gender balance, inclusion, the fight against discrimination, and sexual and sexist violence.

Resource policy

C8. The institution structures, steers and supports, through human, financial and material resources, its service offering to students and staff internally and with its partners.

DOMAIN 3: RESEARCH, INNOVATION AND THE PLACE OF SCIENCE IN SOCIETY

Three standards (14 to 16) in this domain assess the institution's policy on research, innovation and the place of science in society. More specifically, the aim is to evaluate the impact of this policy on the institution's activities and results, and how it monitors this in light of its strategic objectives.

Four standards (17 to 20) in this domain assess the quality of the institution's scientific output and activities.

For this domain as a whole, schools of art and design will monitor and analyse their achievements with reference to the document "Reference points for the self-evaluation of research activities and outputs in schools of art and design".

DOMAIN 3.1 RESEARCH POLICY

Standard 14. The institution's research policy identifies results consistent with its structuring orientations

C1. In order to define its ambitions and priorities, the institution assesses the quality and trajectory of its scientific output within the national and international context of each field of scientific expertise. It identifies the major contributions and main achievements obtained during the reference period.

C2. The institution assesses the successes and limitations of actions taken to maintain its fields of expertise while developing diversity, and to encourage the emergence of new research themes, risk-taking and interdisciplinarity.

Standard 15. The institution pursues a resourcing and research support policy

C1. The institution puts in place monitoring, incentive and support mechanisms for developing national, European and international research projects, in particular in partnership with other organisations.

C2. The institution provides teacher-researchers with support for organising research-related events.

C3. The institution deploys human, material and financial resources to host visiting artists/designer-researchers, teaching staff and researchers in order to enhance its standing.

Standard 16. The institution bases its innovation policy and the place of knowledge in society on structuring orientations.

C1. The institution assesses, both qualitatively and quantitatively, its activities relating to innovation and the place of art and design research in society. It identifies the major contributions and main achievements obtained during the reference period.

C2. The institution implements a policy of cultural and scientific outreach and knowledge dissemination aimed at targeted audiences, in collaboration with stakeholders in its territory. This policy includes a training component on outreach.

C3. The institution is attentive to issues relating to the protection of cultural, scientific and technical heritage. It deploys appropriate measures and carries out awareness-raising activities for its teams.

DOMAIN 3.2 EVALUATION OF RESEARCH OUTPUTS AND ACTIVITIES

Standard 17. The institution's research outputs meet quality criteria

C1. The institution's research outputs are based on sound theoretical and methodological foundations. The expectations and results of practice-based research are clearly set out.

C2. The institution's research outputs are original, make a significant contribution to knowledge, and are disseminated through quality outlets, where appropriate in co-production with leading partners.

Standard 18. Research outputs are commensurate with the institution's research potential and are shared among its staff

C1. The institution's permanent staff take part in producing research outputs.

C2. Third-cycle students, doctoral students, post-doctoral researchers and associated artists and designers take part in producing research outputs.

Standard 19. The institution's research outputs comply with the principles of scientific integrity, ethics and open science.

C1. The institution's research outputs result from research activities that comply with the full set of rules and values guaranteeing their honest and scientifically rigorous nature and their respect for living beings and their environment.

C2. The institution's research outputs comply with the principles of open science by sharing outputs, methods and other elements of the scientific approach as widely and as quickly as possible.

Standard 20. The institution's research activities contribute to embedding knowledge in society.

C1. The institution develops collaborative research projects with industrial partners, through chairs, joint laboratories, start-ups, platforms, etc., enabling it to address societal, environmental or technological challenges.

C2. The institution makes economic use of resources, with an active policy of intellectual property protection.

C3. Through its expertise and recommendations, the institution informs social stakeholders: international bodies, political figures, public administrations, and civil society organisations.

C4. The institution is involved in organising events for diverse audiences, both expert and non-expert (exhibitions, biennials, installations, concerts, performances, etc.)

C5. The institution organises outreach activities to raise awareness of artistic creation among young people (pupils, middle and secondary school students).

C6. The institution develops and implements participatory research projects with civil society that involve the sharing of knowledge.