

**PILOT PROJECT**

# **ANVUR Report**

Periodic Accreditation of State AFAM Institutions

## **Academy of Fine Arts in Rome**

Approved with Governing Board Resolution No. 235 of 4/10/2023

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## FOREWORD

As part of the pilot project "Quality Assurance in State AFAM Institutions", the visits have the exclusive purpose of testing the Standard Model for periodic accreditation approved by the ANVUR Governing Council in its meeting of 12/01/2023<sup>1</sup>. The Model was defined with the contribution of an international working group appointed by ANVUR in 2020 and composed of experts indicated by the European Agencies EQ-Arts, MusiQuE and ESU, and was the subject of consultation with the main stakeholders of the AFAM system (Conferences of AFAM Institutions and AFAM Students, MUR, CNAM and CIMEA).

The first phase of the pilot project envisages the carrying out of 3 experimental periodic accreditation visits during 2023 to 3 institutions selected by ANVUR on the basis of criteria of typological and geographical representativeness among those that have voluntarily expressed their willingness to participate: 1) Academy of Fine Arts in Rome (on-site visit: 08-09-10 May 2023); 2) Conservatory of Music in Benevento (on-site visit: 29-30-31 May 2023); - Conservatory of Music in Trieste (on-site visit: 09-10-11 October 2023).

Over the next two years, ANVUR intends to extend the experiment to all the institutions that have applied (10 state AFAM institutions), with the aim of using the results of the experience to develop a quality assurance model applicable, in the future, to the entire AFAM system.

## 1. EXECUTIVE SUMMARY

The Academy of Fine Arts in Rome was the first Institution to undergo testing of the Model of Standards for the periodic accreditation of State AFAM Institutions as part of the pilot project conducted by the Agency. The Model developed consists of nine Standards divided into Points of Attention (PoA), for each of which an assessment is divided into strengths and areas for improvement.

After agreeing with ANVUR on the timing of the experimentation, which started at the end of March 2023, the Academy of Fine Arts of Rome sent its *Self-Assessment Report* for each of the 9 Standards and relative Points of Attention (PoA), produced according to the protocols defined and proposed by the Agency and accompanied by the supporting documentation indicated in the Standard model drawn up by ANVUR.

Subsequently, the Commission of Evaluation Experts (CEV-AFAM), appointed by choosing the evaluating Experts from those on the ANVUR Register of Experts for the AFAM sector according to the disciplinary field to which the study programmes being evaluated belong, started the *on-desk* document analysis. This preliminary analysis allowed the Experts to identify the peculiar characteristics of the Institution, with particular reference to Quality Assurance aspects, and to identify, albeit still preliminarily, the strengths and areas for improvement with respect to each point of attention outlined in the Standard Model.

The *on-site* visit by CEV-AFAM took place from 8 to 10 May 2023 in the 3 branches of the Academy of Fine Arts in Rome. During the visit, it was possible to view all the Institution's premises and interview the President, the Director and the Delegates representing the governing bodies, the Heads of Financial, Structural and Personnel Resources Management, the Evaluation Board and the members of the Student Council. The entire CEV-AFAM

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<sup>1</sup> [https://www.anvur.it/wp-content/uploads/2023/03/Modello-di-Standard-AP-AFAM\\_def.pdf](https://www.anvur.it/wp-content/uploads/2023/03/Modello-di-Standard-AP-AFAM_def.pdf)

participated in the visit to the Academy of Fine Arts in Rome, which took place according to the programme shown in Table 1.

**Tab. 1 - Site Visit Programme at the Academy of Fine Arts in Rome**

DATE and TIME	MEETING WITH REPRESENTATIVES OF THE INSTITUTION	LOCATION
08 May 2023 14:30	Introductory meeting of the CEV-AFAM with the President and Director of the institution and a small group of its delegates.	Via Ripetta
08 May 2023 15:00	Presentation of the institution's policies (President, Director and their Delegates, Representatives of the governing bodies).	Via Ripetta
08 May 2023 15:30	Meeting with those responsible for managing financial, structural and personnel resources.	Via Ripetta
09 May 2023 10:30 a.m.	Meeting on the implementation of teaching quality policies (Director and responsible institutional figures).	Boario Field
09 May 2023 11:30 a.m.	Meeting on the Internal Quality Assurance System (Evaluation Board, and support staff).	Boario Field
09 May 2023 12:00 noon	Visiting the facilities and infrastructure of the study programmes being evaluated	Boario Field
09 May 2023 14:30	Meeting on student services (lecturers and technical-administrative staff responsible for services, including Orientation, Placement, Internationalisation, arts activities, library services).	Via Ripetta
09 May 2023 15:30	Meeting on the implementation of Research Quality and Third Mission policies (Director and responsible institutional figures).	Via Ripetta
09 May 2023 16:00	Meeting with all members of the Student Council and with student representatives in the University bodies.	Via Ripetta
09 May 2023 16:30	Visits to the facilities and infrastructure of the study programmes being assessed (classrooms, study rooms, laboratories, libraries, etc.) and to the general facilities of the institution.	Via Ripetta, Via del Corso
09 May 2023 17:00	Meeting with a small group of external stakeholders.	Via Ripetta
10 May 2023 10:30 a.m.	Concluding meeting with the President, the Director and representatives of the Institution's bodies in which the CEV-AFAM summarises the main elements that emerged during the on-site visit.	Via Ripetta

At the end of June 2023, the CEV-AFAM's *Preliminary Report* was submitted to the Academy, containing the Experts' assessments for each of the Model's attention points. The Academy submitted its own *Observations* in response to the contents of the *Preliminary Report* in due time. After taking into consideration the Institution's *Observations*, the CEV-AFAM integrated its own evaluation sheets to arrive at the drafting of the *Final Report*.

This *Final Report*, submitted by the CEV-AFAM to ANVUR at the end of July 2023 and annexed to this Report (*Appendix 1*), allowed the ANVUR Governing Board to formulate the recommendations reported in Chapter 2.

## 2. STRENGTHS AND AREAS FOR IMPROVEMENT: SUMMARY AND FINAL RECOMMENDATIONS OF THE AGENCY

The on-site visit made it possible to observe several strengths and good practices of the Institution as well as some areas for improvement, in terms of formalisation of Quality Assurance processes, which are reported analytically in Appendix 1 and summarised below.

**STANDARD 1 - QUALITY ASSURANCE POLICY [ESG2015 1.1 Policy for quality assurance]** The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

The Academy of Fine Arts of Rome is able to identify its reference context and main stakeholders (S1.1), aware of its long history and tradition, without neglecting a relevant openness to the international dimension. With respect to the definition and sharing of the QA system (S1.3), the partnership with the international foundation EQ-Arts is to be appreciated, as it fosters the comparison of quality policies in relation to creative expressions. The opportunity to implement a strategic planning of the Institution also in terms of Quality Assurance processes (S1.4) is emphasised, although there is still a lack of a normative indication to this end. So far, it is suggested, firstly, to complete the necessary and already started revision of the Statute and to experiment the establishment of the Quality Presidium and the Joint Committee, already envisaged by the Academy itself as reference bodies for the launch of specific QA *policies* and tools.

**STANDARD 2 -PROGRAMME DESIGN AND APPROVAL [ESG2015 1.2 Design and approval of programmes]** The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

The process for the design and approval of study programmes complies with the processes laid down by the regulations in force and is managed in accordance with the procedures and documents of the Ministry, the CNAM and ANVUR. Strengths include the institution's involvement in national and international projects relating to teaching and research, which also contribute to the construction of curricula based on the comparison with international best practices (S2.6). The Academy's great commitment to fostering progression in studies and guaranteeing its students opportunities to access the most advanced levels of education (S2.8) is also appreciated, through the launch of PhDs in consortium with universities. Among the areas for improvement is the opportunity to implement *partnerships* with external stakeholders (especially organizations and firms), involving them as early as the course design phase (at all levels) (S2.5), in order to facilitate internship/internship opportunities in particular, support the funding of any scholarships and increase employment prospects for outgoing students (2.10).

**STANDARD 3 - CONTINUOUS MONITORING AND PERIODIC REVIEW OF STUDY PROGRAMMES** [ESG2015 1.9 On-going monitoring and periodic review of programmes] The institution systematically monitors and periodically reviews its study programs to ensure that they achieve the established objectives and meet the needs of students and society. Any planned or undertaken actions resulting from the review should be communicated to all stakeholders.

The monitoring and review of study programmes are entrusted to the School Councils, which forward to the Board of Directors any communications or reports in relation also to any observations made by the Evaluation Board; however, there is a lack of formalisation and definition of specific procedures, which should be remedied in the near future with the establishment of the Quality Presidium and the Joint Committee, as stated by the institution. The introduction of monitoring initiatives by the Academy with respect to the results of students leaving study programmes, which was launched this academic year following the increase in staff, is appreciated. Among the areas for improvement it is suggested to systematise and formalise, also through the involvement of the Quality Presidium, the Joint Committee and the Evaluation Board, a specific procedure for the punctual verification of the quality of teaching with the consequent adoption of measures deemed suitable for the improvement of the delivery methods of study programmes and teaching methods (S3.2) and more generally of the services offered to students.

**STANDARD 4 - STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT** [ESG2015 1.3 Student-centred learning, teaching and assessment] The institution ensures that the study programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this approach.

Among the strengths, we highlight the Academy's commitment to provide, for specific categories of students with special needs (students with disabilities; SEN and SLD students; working students; foreign students), suitable teaching solutions (specialised tutors; alternative teaching; language courses), as well as teachers dedicated to Inclusion Policies (S4.1). Among the areas for improvement is the opportunity to enhance these policies and services also through initiatives that ensure easier access to information for students (S4.6). Finally, in terms of promoting the active role of students (S4.7), it became clear during the on-site visit that the institution encourages and is open to this aspect, also through the provision of an annual budget for cultural initiatives aimed at them. Thus, we suggestion provided concern Student Council facilitation, as much as possible, in establishing relations with the student population and in making the most of its role and available resources. With reference, finally, to the management of complaints and suggestions for improvement that may come from students (S4.8), it is suggested to formalise an appropriate and specific procedure and to highlight it on the website.

**STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION** [ESG2015 1.4 Student admission, progression, recognition and certification] The institution applies predefined and public regulations uniformly for all phases of the student's "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

The Institution has regulated and adopts procedures relating to access policies, guaranteeing the recognition of prior qualifications and defining any educational obligations. Information on access procedures is included

in the Study Manifesto and in the Didactic Regulations, duly published on the website. Areas for improvement include the possibility of activating initiatives for the recovery of initial preparation, especially for students with specific learning needs, in response to deficiencies highlighted by the admission tests (S5.4). With reference to point S5.6 (*Training on research methodologies*) we appreciate the Academy's commitment to the enhancement of research and artistic production activities, witnessed by the launch of Research Doctorates in consortium with Universities. Finally, it is suggested to introduce initiatives and tools to monitor students' academic careers, in order to adopt consequent support or improvement measures (S5.7).

**STANDARD 6 - TEACHING** [ESG2015 1.5 *Teaching staff*] The Institution to ascertain the competence of its teaching staff. The Institution adopts fair and transparent processes for the recruitment and updating of the teaching staff.

The site visit revealed the Academy's commitment to improving the artistic/scientific and professional qualification of its teaching staff (S6.2), including through fruitful cooperation with external *stakeholders* and the acquisition of state-of-the-art technical equipment. The institution offers its teaching staff refresher programmes in English and study programmes aimed at the use of e-learning platforms. Teaching staff are authorised to participate in missions for conferences, events, exhibitions, study programmes and meetings whose content falls within the institutional activities of AFAM Institutions. Among its strengths is its openness to the solicitations and exchange of knowledge and practices offered by the Italian and foreign *partnerships* with which it shares research projects and collaborations. In terms of the link between research, artistic production and Third Mission (S6.3), a positive assessment is expressed regarding the Academy's strong dynamism in promoting activities that produce a virtuous circle between the three missions, including through *partnerships*, working groups, consortia active within specific European projects and stimulating scientific and cultural initiatives related to the Third Mission. The Academy's provision of its experience in defining the meaning of "Research" and "Artistic Production" and its contribution to the debate on these issues for the entire AFAM sector is also appreciated.

**STANDARD.7 LEARNING, STRUCTURAL AND STUDENT SUPPORT RESOURCES** [ESG2015 1.6 *Learning resources and student support*] The Institute adequately finances learning and teaching activities, and ensure adequate availability of teaching resources and students support.

With reference to the building and instrumental resources, we would like to point out the great potential connected to the creation of a true cultural district at the 'Campo Boario' site, where a renovation and redevelopment of the spaces by the Capitoline Superintendency is currently underway. Within this new location of the Academy, it was possible to appreciate the presence of numerous laboratories and large spaces for specific student activities, and the significant investment in technological resources and specific instruments in the sector. As regards the spaces located in the centre of Rome, on the other hand, it is suggested that the adequacy of structural resources and the availability of classrooms and equipment be monitored, also in relation to the number of enrolled students and active study programmes. The library, in particular, does not currently have adequate space for consultation, to the detriment of the use of the library's valuable book heritage and historical collection. Among the areas for improvement, in terms of general services to students (S7.10) such as secretarial, *placement* and orientation services, it is worth noting that



monitoring initiatives should be launched to verify their adequacy and the need for any strengthening, as well as communication on the website and/or through other initiatives to disseminate among students.

**STANDARD 8- INFORMATION MANAGEMENT [ESG2015 1.7 Information management]** The institution ensures the collection, analysis, and use of relevant information for the effective management of study programmes and other educational activities.

The Institution, in the absence of a national regulation dedicated to Quality Assurance for the AFAM system, takes into account the results of the activities carried out by the NdV, Schools/Programmes and Students' Council, although it does not have clear and defined indicators able to assess the functioning of the educational offer and to record the actions and decision-making processes undertaken. It is therefore suggested, among the initiatives for improvement, the opportunity to define, also on an experimental basis, a monitoring system for Internal Quality Assurance (S8.1), also through the definition of process indicators relating to the training offer provided, to guide and direct decisions (S8.2). Through the formalisation of processes for taking charge of any criticalities that emerge in the analysis and monitoring activities, it will be possible to initiate a discussion with the various bodies involved, in order to use the information received to guide constant improvement (S8.4).

**STANDARD 9 - ACADEMIC INTEGRITY, TRANSPARENCY AND PUBLIC INFORMATION [ESG2015 1.8 Public information]** The Institution adheres to high ethical standards in managing its activities and publishes clear, accurate, objective, up-to-date, and easily accessible information about its activities, including study programs.

The Institution provides information to the public on the processes for admission, assessment, student discipline, examinations, complaints and appeals, through the Study Manifesto, published on the Academy's website. Areas for improvement include the need to finalise the process, already initiated by the institution, to define a clear policy for the protection of intellectual property and *privacy* (S9.2). We also appreciate the effort, also economic, put in place by the College for the creation of a new website with a mobile version and easy to consult by people with disabilities (S9.3) and we suggest updating and/or implementing dedicated sections, with all the useful information to ensure the widest possible dissemination also in terms of procedures and contacts, with particular reference to student services (Secretariat, Placement, Erasmus, Library, etc..).

## THE AGENCY'S FINAL RECOMMENDATIONS

The ANVUR Governing Council, starting from the Final Report of the CEV-AFAM transmitted at the end of July 2023, expresses an **overall positive assessment** of the Quality Assurance processes present and/or started at the Academy of Fine Arts of Rome. In fact, it is noted, albeit in the absence of a stable regulatory framework and pending the enactment of the implementing regulations of I.508/1999, the existence of processes, good practices, figures and activities dedicated to or scheduled to be activated at the Academy, substantially in line with the Standard Model and the Quality Guidelines proposed within the framework of this experimentation. The ANVUR Governing Council expresses its great appreciation for the willingness shown by the Academy to submit itself as the first Institution to the pilot visit for the experimentation of the Standard Model for the QA



of the AFAM system, thus becoming the forerunner Institution in the evaluation exercise under experimentation and more generally in the path of development and growth that the AFAM system has been waiting for a long time.

Although in the context of an overall positive assessment, the ANVUR Governing Board provides below a summary of the main recommendations for the continuous improvement of the Academy's Quality Assurance system.

In particular, it is recommended to:

- ~ continue the work of defining and testing *policies* for internal Quality Assurance, assigning the various institutional components, including students, an active and participatory role at every level, as well as setting up specific bodies capable of supporting a process of formalising QA processes, defining objectives to be achieved and result indicators to be verified (standard S1.4);
- ~ encourage initiatives/tools/spaces that facilitate the Student Council in establishing broad relations with the student population, also in order to spread the culture of Quality and Evaluation through the work of this body (standard S4.7);
- ~ implement and make public on the Institution's website a specific procedure for handling complaints and any suggestions for improvement from students, through the definition of a procedure drawn up according to appropriate timeframes and tools (standard S4.8);
- ~ monitor the accessibility, completeness and up-to-dateness of printed information and information published on the institution's website in order to ensure maximum dissemination and sharing of information and enhancement of activities (standard S9.1).

In conclusion, considering the fact that the Quality Assurance of an educational system in line with ESG standards is an ongoing process that cannot end with the publication of this Report, the ANVUR Governing Board asks to receive a *follow-up* report from the Academy containing a summary of the activities undertaken in response to the final recommendations above, within two years from the present experiment, i.e. by September 2025.

## Annex 1 – CEV AFAM Final Report

## Pilot Project “Quality Assurance in State AFAM Institutions”

### Academy of Fine Arts in Rome

### CEV-AFAM Final Report

#### SELECTED STUDY PROGRAMMES

1	DAPL01	Painting, Department of Visual Arts
2	DAPL03	Decoration, Department of Visual Arts
3	DAPL06	Artistic Design for the Enterprise, Department of Design and Applied Arts
4	DAPL08	New Art Technologies, Department of Design and Applied Arts
5	DAPL09	Communication and valorisation of contemporary artistic heritage, Department of Communication and Didactics of Art
6	DAPL10	Art Didactics, Department of Communication and Art Didactics

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## STANDARD 1 –Quality Assurance Policy

*[ESG2015 1.1 Policy for quality assurance]*

The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

### S1.1 Reference Context

The Institution clearly identifies its reference context (local, national and international) and its main stakeholders (internal and external)

#### S1.1 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The Academy of Fine Arts in Rome is an historical institution and one of the largest and oldest academies in the country. It currently has around 3,500 enrolled students and around 200 teaching, administrative and technical staff. The wide range of study programmes offered, together with its fortunate location in the city of Rome, attracts national and international users. The Institution also boasts a dense network of relations, both nationally and internationally, including several university institutions (including international ones) and the main local and national museums.

##### Strengths

- Strong awareness of the historical-institutional role as well as of the relationship with the history of its national context
- Openness to the international dimension, as evidenced by international students.
- Institutional prestige of external stakeholders in the arts, science and culture.

##### Areas for improvement

- Definition of strategic objectives to build and develop further relations with stakeholders (internal and external), also by promoting the work of the already existing *team* dedicated to the ABA Historical Archive and Heritage, in order to further implement access to the Institution's assets, artistic production and research results.
- Definition of objectives and modalities for the implementation of the attractiveness of the institution at the national level.
- Definition of strategic planning in the area of QA, to be implemented through the urgently needed revision of the Statute, which has already been resolved by the AC (in fact, the Academy states in its observations that the appropriate commission will be set up in September).

### S1.2 Institutional Mission and Vision

The Institutional mission and vision are clearly reported in the strategic documents and are shared internally and with the public.

#### S1.2 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

The institutional mission and vision are briefly presented in the institution's self-assessment, without the support of strategic documents (except for the website, where there is only a bare historical summary). With respect to these, moreover, a criticism shared with the internal AFAM sector concerns a perhaps too narrow vision of the possible future prospects of its students, which should instead be broadened beyond the mere context of artistic expression and training directed at the contemporary art market.

### Strengths

- Long history and tradition of the institution, its place in the exceptional and international context of the city of Rome.
- Activation of the third cycle of education (doctorate), in cooperation with other AFAM and university institutions, as a fundamental element of support for the research area.

### Areas for improvement

- Need to set out and communicate more clearly and incisively the institutional mission and vision, both through the revision of the Statute and through a rethinking of the dedicated space on the website and its translation into other languages. We positively note the Academy's reply to this observation that translation into English has been scheduled for the beginning of the next academic year;
- With a view to improving communication concerning the mission and vision, attention should also be given to Third Mission, teaching and research activities oriented towards the social, productive and entrepreneurial fabric.
- Definition of a financial strategy to support research activities such as doctoral studies.

### S1.3 QA System Definition and Sharing

The Institution defines its own formal vision of the quality of teaching, research, artistic production and third mission(impact). The Institution has its own QA policy, that is made public.

### S1.3 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

Given the lack of a national reference framework regulating Quality Assurance for the AFAM sector, and despite the presence of good internal practices and a guideline, there is currently no real formalisation of QA processes, nor a quality 'policy' set out in terms of objectives to be achieved. In this regard, the institution stated in its Observations that the definition of the Academy's internal policy is contained in the Directorate's policy report that will be presented and discussed in the CA in September 2023; following approval, it will then be shared with the CEV-AFAM.

#### Strengths

- Awareness of the need for a formalisation of the good practices being adopted, as well as a specific internal policy declined in the different aspects and according to the different organisational levels.
- Partnership with EQ-Arts (ENQA affiliate), which fosters discussion on Quality policies in relation to creative expressions.

#### Areas for improvement

Need for the formalisation of the good practices in adoption, as well as the definition of a specific internal

policy declined in the different aspects of Teaching, Research, Production, Third Mission and according to the different organisational levels (to be implemented also through the statutory revision, already planned, and of the Strategic Plans). In this regard, please refer to the Institution's statement under 'General remarks'.

#### **S1.4 QA System and Strategic Planning**

The quality policy is implemented into a concrete, effective, and sustainable strategic plan in which the various academic components, including students, are given an active and participatory role at all levels.

##### **S1.4 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

Once again, in the absence of a national regulatory framework, the institution states that it provides its quality policy in a policy plan formulated and approved by the CA and Board of Directors (within which all the institutional components, as well as the student body, are represented). Despite the presence of good practices, a systemic formalisation is therefore lacking.

###### **Strengths**

- Awareness of the need for a strategic plan, accompanied by a real policy of the QA.
- Willingness of the Evaluation Board (NdV), expressed through its internal member, to work in synergy with all academic and governance components in order to share and draft the Strategic Plan.
- Institution confirms in the submitted comments to set up a Quality Presidium and a Joint Committee

###### **Areas for improvement**

Need for the definition of a concrete, effective and realistic strategic plan that emphasises the roles and functions of the various actors involved, as well as the timing and modalities of monitoring activities. - Encouragement for students to fill out the questionnaire administered by the NdV.

#### **S1.5 Structures, Organizations and Dedicated Personnel**

Quality is developed and implemented through an internal organization (structures, bodies, and personnel with specific responsibilities) that manages its implementation and periodically verifies the effectiveness of the procedures.

##### **S1.5 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

The management of quality procedures is entrusted to the governing bodies, the NdV, the Coordinators and Heads of Departments and Schools, and the technical-administrative staff in accordance with the Statute, which - as indicated by the institution itself - nevertheless requires revision.

###### **Strengths**

- Awareness of the necessary revision of the Statute (dating back to 2004), already decided by the CA (the commission will be set up in September as stated in the comments).
- Willingness stated by the institution in the submitted comments to set up a Quality Presidium and a Joint Commission.



### Areas for improvement

- As with the previous points, there is a need for well-structured processes with clear areas and responsibilities.
- Need to define procedures for comparing, sharing and verifying the work carried out by the actors involved in the processes
- Expected establishment of the Quality Presidium and Joint Commission.

## S1.6 Departments, Degree Programmes, involved Faculty Staff and Students

The responsibility for quality assurance involves departments (or other organizational or institutional management structures), degree programs, individual professors, and students.

### S1.6 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

There is an effective involvement of all the subjects already mentioned in the previous points - both those belonging to the teaching structure, the organisational-management structure and the student component. In addition to this, other figures are involved, through the appointment of specific Commissions by the Management and identified by the CA, for the evaluation of specific aspects of teaching and research activities.

#### Strengths

- Existence of a previous formal predisposition to take responsibility with respect to QA, as evidenced by the current organisation of teaching activities, which make use of special committees, working groups and delegates with specific tasks (with regard to teaching, research, space and equipment management, orientation, inclusion).

#### Areas for improvement

- As already mentioned, there is a need to formalise current practices, and to incorporate them into a systematic design of procedures, methods and monitoring.
- Establishment of a formalised verification system, on the basis of qualitative and quantitative criteria and indicators, to monitor, at defined intervals, the functioning of the most sensitive sectors (e.g.: didactic secretarial services to students; information services to incoming and outgoing Erasmus and international students; *placement* and orientation sectors; didactic planning), as well as the performance of the processes adopted for the effectiveness of the educational offer.
- As far as didactic activities are specifically concerned, it is suggested, for instance, to verify at the beginning of each academic year the level of homogeneity of the Syllabi. This is also in order to be able to better integrate and enhance the transdisciplinary logic - already adopted and witnessed by the various research projects, artistic productions and workshops as specified in the Observations - with respect to further segments of contact between teachings, their possible intersections (thus preventing possible overlaps).

## S1.7 Stakeholders' Involvement

The involvement of external stakeholders in quality assurance is ensured..

## S1.7 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

Although the institution has woven a dense and articulated network of relationships with external, national and international stakeholders (e.g. universities, museums, associations, etc.), research and training partners, with whom it shares projects, SENT practices and innovative solutions, the ways in which they contribute to the QA processes are not explicit.

### Strengths

- Events and calls related to collaborative activities with external stakeholders are appropriately publicised on the website and social channels.
- Consortia with the 'Tor Vergata' University and the 'Roma Tre' University for the provision of research doctorates, one of which is of national interest.
- Declared interest, confirmed by the institution in the comments, in preparing a model questionnaire to be administered to stakeholders in order to monitor external collaborations.

### Areas for improvement

- Definition of structured stakeholder involvement processes, as well as the development of tools for monitoring their active involvement, in order to verify possible margins for implementation or correction in terms of needs and objectives (following the example of the questionnaire mentioned in the previous point).
- Identification of partners also from the private and entrepreneurial dimension who, in turn, may recognise and express interest in the research activities produced by the Academy (e.g. research conducted on materials, both textiles and paper).
- Prepare a mapping of business entities operating in the sectors of interest at national and international level, verifying the possibility and willingness of these entities to establish partnerships with the institution.
- Given the absence of systems for enhancing the value of Third Mission projects, both internally and externally, it is suggested that the institution define strategic objectives in this regard.

## S1.8 Monitoring of QA Effectiveness

The structures responsible for quality assurance systematically monitor the effectiveness of the quality assurance system, identify any issues within their scope of responsibility, propose concrete and achievable improvement actions, and adequately verify their effectiveness.

## S1.8 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

The monitoring of QA, in the absence of a regulatory framework of reference, is entrusted to the meetings that the Department/School Coordinators and Course Managers convene periodically, as well as to the annual report drawn up by the NdV, which also uses questionnaires administered anonymously to students. There is no evidence, however, of any issues being taken up and managed.

### Strengths

- Willingness of the institution to overcome the gaps created by the absence of a clear regulatory framework on QA, through compensatory parameters and strategies.

### Areas for improvement

- Need to define a system of indicators for measuring quality and an Action Plan for solving critical issues and continuous improvement.
- At the level of Departments/Schools, allocation of functions and responsibilities to bodies or individuals already present in their organisation, formalising their functions and responsibilities in the description of the QA organisation.
- Dissemination and analysis of critical issues that emerged from the students's opinions questionnaires, especially through the involvement of representatives of the student component.

### **S1.9 Use of QA monitoring results**

The monitoring results are systematically and thoroughly analysed, involving the various components of the academic community, to achieve the improvement of the governance and quality assurance system.

## **S1.9 FINAL EVALUATION OF THE CEV-AFAM**

### **General remarks**

The institution declares that any criticalities that emerge are discussed within the School Councils, especially in relation to teaching progress, study paths, career regularities, and the qualification of the teaching staff; however, no evidence has emerged on how the results of monitoring are shared.

### **Strengths**

- Willingness of the institution to overcome any critical issues.
- It is the Institution's stated intention in the forwarded comments to set up a Quality Presidium and a Joint Committee to be established in the next academic year; the Presidium will be responsible for analysing the data that has so far been evaluated by the School Councils.

### **Areas for improvement**

- Need for the activation of a structure capable of cyclically monitoring institutional performance related to QA processes (in this regard, the institution states that the Quality Presidium will be activated from the next academic year).
- Need to convert what emerges from the QA practices already in place into better measurable summary data, so that the effectiveness of the corrective and improvement actions undertaken can be easily verified after a predefined period of time (short term, medium term, after one semester, one academic year).
- Definition of an Action Plan.
- Need to formalise the moments of sharing the actions undertaken and the results of the monitoring to all the actors involved (lecturers, students, staff, library staff, delegates, Evaluation board).

## STANDARD 2 –Programme Design and Approval

### [ESG2015 1.2 Design and approval of programmes]

The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

### S2.1 STUDY PROGRAMME DESIGN PROCESSES

The institution has processes for designing its study programmes that involve: Defining general objectives that are consistent with the institutional strategy. Identifying explicit expected learning outcomes that take into account the various aspects outlined in the Dublin Descriptors.

#### S2.1 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The design of a newly established study programme is identified by the Institution as one of the key processes of the Teaching Quality Assurance and is managed in accordance with Ministerial, CNAM and ANVUR documents. Objectives are set in accordance with the institutional cultural policy, which in turn takes into account the vocations and activities present in the area itself, in compliance with the Dublin indicators.

Thanks to the increase in the number of administrative staff, the institution states in its Observations that it has activated *screening* on the student exit survey since the current academic year.

##### Strengths

The design process of the study programmes complies with the regular processes laid down in the regulations in force.

##### Areas for improvement

A study of the external stakeholders in the area (production sectors and cultural services) with whom to establish contacts and from whom to receive information and data, which would make it possible to have a medium-term projection of the level of employment absorption, should be envisaged at the planning stage of the study programmes.

### S2.2 REASONS FOR THE ACTIVATION OF THE STUDY PROGRAMME

The institution clearly and in detail justifies the establishment of each new study programme

#### S2.2 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution states that it explains in detail the motivations for the activation of a new degree course, taking into account the *feedback* from the national and international orientation activities, the already existing educational offer, the territorial reality and the market demand; evidence of this can be found in the minutes of the CA (Academic Council) and the BoD (Board of Director), as well as in the same report to the CNAM accompanying the request for accreditation, as specified in the comments.

### Strengths

- The institution has identified the relationship between art and creative production with new technologies at the service of enhancing the national and international artistic and cultural heritage as the reference sector within which to design new study programmes; the recently established PhD programme in 'Cultural Heritage Sciences' also confirms this direction.

### Areas for improvement

- Need to ascertain that the identified motivations are shared already at the planning stage with internal stakeholders (especially the teaching staff) and with the NdV.

## S2.3 DEFINITION OF THE QUALIFICATION

The institution defines, during the design/approval phase, the title awarded upon completion of each degree programme, referring to the corresponding level established by Law 508 of 1999, as well as to the National Framework of Higher Education Qualifications (and consequently to the Framework of Qualifications of the European Higher Education Area), and correctly indicates it in the Diploma Supplement and on the institution's website.

## S2.3 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

The Academy correctly defines the degree awarded at the end of each course of study, in accordance with the provisions of the regulations in force; moreover, in consideration of the provisions of the 2013 Stability Law concerning the equivalence of the AFAM degree and the provisions of Law 508/99, it publishes on its institutional website the useful information concerning the degrees awarded and indicates them in the Diploma Supplement, as also confirmed in the last NdV Report.

### Strengths

There are no particular strengths to be noted, with the exception of compliance with current legislation.

### Areas for improvement

- Need to provide a page/heading dedicated to the issue of the Diploma Supplement on the institution's website.
- Considering the large number of international students, there is also a need to provide an English language version of the page/entry dedicated to the awarding of the *Diploma Supplement* on the institution's website (as announced in the Observations, the translation of the site is planned for the beginning of next academic year).

## S2.4 INTERNAL PROCEDURES FOR APPROVAL OF DEGREE PROGRAMME

The institution defines and communicates to the different academic components involved the internal procedures for the proposal and internal approval of the activation or modification of study programmes.

## S2.4 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

The institution declares that it complies with the above internal procedures, from proposal to approval of new study programmes or modification of existing ones, reporting the summary of the internal procedure. Findings

carried out during the visit sufficient and effective preparation and information by all those involved (teaching and administrative staff) on the issue at hand.

#### **Strengths**

- Correctness in the execution of procedures in view of all internal actors involved to the institution, consistent with other AFAM institutions.

#### **Areas for improvement**

- Need to provide documentary evidence with respect to the procedure currently in place.

### **S2.5 STUDENTS AND STAKEHOLDERS INVOLVEMENT**

The study programmes are designed involving students as well (both through their representatives in the relevant bodies and through the examination of the results of opinion surveys) and other internal and external stakeholders.

#### **S2.5 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The Student Council is newly established, so the most extensive communication possible with the student population is being built up, in order to actively work with them in all phases of the institution's life (including the activation of new study programmes and masters).

##### **Strengths**

- External stakeholders who have established a more systematic collaboration with the institution are participating to institutional objectives, including those concerning the design of Masters' degrees.
- Joint drafting with external stakeholders of training objectives and employment prospects (set out in the Master's Charter itself).
- Presence of student representation within the bodies involved in study programme delivery planning.

##### **Areas for improvement**

- Possibility of identifying new external stakeholders, especially in the private enterprise sectors, in order to establish a motivated connection with them already at the planning stage of the Master's programme, and to field real employment prospects.
- There is the need to make the site accessible and consultable also to foreign students through translation at least into English (already planned for next academic year)

### **S2.6 COMPARISON WITH NATIONAL AND INTERNATIONAL EXPERIENCES**

The study programmes are designed taking into account national and international experiences and SENT practices, or other external references.

#### **S2.6 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

In addition to the institution's active involvement in various international projects relating to teaching and research, the Academy of Fine Arts of Rome is a partner in an Alliance, established within the European project EU4Art (2019-2023), with the aim of creating a virtual European University of the Arts, which is based on the

sharing of professionalising curricula in the fields of painting, sculpture and graphics. The project, aimed at stimulating mobility has also created the conditions for sharing learning objectives, study activities, testing methods.

### **Strengths**

The institution's involvement in national and international projects relating to teaching and research inevitably has positive repercussions on the design of the degree study programmes, such as: the construction of curricula based on a comparison with good practices with an international profile; the comparison of methodological and learning models; the implementation of the use of technology, language skills of the students and lecturers involved; the interest the institution shows in planning study programmes to be held in English; the promotion of student and lecturer mobility.

### **Areas for improvement**

- Need for a shared definition of common quality measurement indicators and their subsequent elaboration, especially with regard to the following points.
- Need to verify the impact that comparison with methodological models, objectives, methods of verification known and adopted during the Project has on the design of the new study programmes.
- Need to verify and monitor the impact of the project on mobility flows.
- Need to verify and monitor the project's impact on the reception of the Erasmus+ Programme and the opportunities it offers.
- Need to verify and monitor that the Project is sufficiently disseminated and known.
- Need to implement communication to the entire academic community regarding international projects.

In this regard, the institution points out in its comments that a specific link dedicated to the project has been set up on the institutional website and that it will share the project report with the CEV, which also includes the monitoring of mobility flows and shared research projects; once this report is considered, any areas for improvement will be better clarified.

## **S2.7 GENERAL AND SPECIFIC OBJECTIVES**

The study programs are designed to reflect the general and specific objectives of higher education, as indicated in the Council of Europe's Recommendation Rec(2007)6 on the public responsibility for higher education and research<sup>1</sup>.

### **S2.7 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution identifies specific objectives and general objectives concerning higher education in the planning and design of its study programmes of study, also in view of Recommendation Rec (2007)6 of the Committee of Ministers; it indicates among the salient objectives: active citizenship; personal development; equal opportunities; public character of basic research.

#### **Strengths**

- The institution shows that it applies the listed guiding principles above all through its interest in the establishment of research doctorates, in order to guarantee access to and development of research even in a sector hitherto prevented from embarking on the path of third-level training.



- Through the establishment of Doctorates, it contributes to testing new models of defining 'Scientific and Artistic Research' that are useful for a comparison within the entire AFAM sector.

#### **Areas for improvement**

- Establish a more pronounced relationship, when designing new CSDs, with the sectors of society engaged in the Third Mission, precisely because of the shared principles outlined.
- Need for more and better institutional communication in this regard, starting with the institution's website; in this regard, the institution points out in its comments that a page dedicated to Research is being prepared.

### **S2.8 PROGRESSION IN STUDIES AND ACCESS TO THE WORLD OF WORK**

Study programme are designed to facilitate a smooth progression for students, either in their academic pursuits (advancement to higher levels) or towards the world of work.

#### **S2.8 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The institution provides a regular progression of studies through 1st and 2nd level study programmes, master's and PhD degrees, which include internships and workshops that establish connections between teaching and the world of work.

##### **Strengths**

- The establishment of Research Doctorates (on curricula in which the Institution has specific skills and instruments), in consortium with the Universities of Rome Tor Vergata (doctorate of national interest) and Roma Tre, as well as the expressed intention to continue with the proposal of Doctorates in the XXXIX cycle, shows the Academy's interest in stabilising an educational offer that is truly an expression of continuity, including third-level and post-graduate study programmes.
- The design of study study programmes for the academic year 2024/2025 in the English language useful to increase the likelihood of employment of learners internationally and also - or especially - to attract foreign students.

##### **Areas for improvement**

- Need to monitor *job placement*: need to verify the impact that education path considered as a continuous improvement across various levels in certain sectors (Cinema Technology, Media, Music, Cultural Heritage Enhancement, which correspond to the sectors of activation of the Doctorates), has on the employment prospects and possibilities of the graduates.
- Need to improve the promotion and external communication of these highly specialised pathways, also on the research side.

<sup>1</sup> See ESG 2015, Scope and Concepts, and [https://www.coe.int/t/dg4/higher education/News/pub\\_res\\_EN.pdf](https://www.coe.int/t/dg4/higher education/News/pub_res_EN.pdf)

## S2.9 DEFINITION OF THE WORKLOADS

The study programs are designed by defining the expected workload for students in ECTS credits (hours, mandatory attendance requirement of 80% as stipulated by regulations, teaching delivery methods, etc.), and their proper implementation is verified during the monitoring phase.

### S2.9 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The Academy delivers its study programmes by regularly setting them on the ECTS credit system and verifies, through the use of registers (for student attendance) and automatic recording tools (for teacher attendance), their correct application.

#### Strengths

The willingness to allow some teaching activities to be attended remotely facilitates access to studies of working students or those who are not able to physically attend all study programmes.

#### Areas for improvement

- Possibility of remote attendance of particular activities offered to certain student categories (in cases where teaching allows remote attendance)
- Need for a formalisation of the verification of the correct application of the regulations regarding workloads for students, envisaged in ECTS credits; the institution states in the Observations that, for subjects with a practical part, these verifications take place in presence.
- The CEV found that, with respect to the process of coordinating lesson times, critical issues were reported due to the sudden change, by a large group of lecturers, of lesson times to the detriment of students who are subjected to educational and logistical overlaps. This obviously leads to problems in terms of compulsory attendance. In this regard, however, the institution states that there is already a compulsory procedure for teachers to apply for a timetable shift. It is therefore suggested that attention be paid to this point in the future.

## S2.10 INTEGRATION OF INTERNSHIPS IN STUDY PROGRAMME PATHS

The study programmes are designed to include structured internship opportunities, where appropriate, in order to promote the integration of professional skills necessary for entering the world of work.

### S2.10 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution mandatorily provides for credits from workshops, internships and work placements for each degree course, as indicated in the Study Manifesto.

#### Strengths

- The institution has a *Placement Office*.
- The memorandums of understanding, which over the years have activated forms of collaboration with institutions (mainly exhibitions) in the area, are particularly useful for the activation of apprenticeship paths.

**Areas for improvement**

- Need to make systematic communication to the academic community of the results of the monitoring of internship activities, which must be conducted through the preparation of specific tools for surveying the transit from the world of education to the world of work, in order to verify the effectiveness of internships and, if necessary, make appropriate corrections.
- Need to actively involve the Student Council in the analysis of the data.
- Possible extension of the scope of conventions and memoranda of understanding at both national and international.

## **STANDARD 3 –Continuous monitoring and periodic review of study programmes**

*[ESG2015 1.9 On-going monitoring and periodic review of programmes]*

The institution systematically monitors and periodically reviews its study programs to ensure that they achieve the established objectives and meet the needs of students and society. Any planned or undertaken actions resulting from the review should be communicated to all stakeholders.

### **S3.1 DEGREE PROGRAMME MONITORING POLICIES**

The institution defines and implements concrete actions for systematic monitoring and periodic updating of study programmes, involving both internal and external stakeholders, particularly students.

#### **S3.1 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

At the Institution, the School Councils are entrusted with the monitoring and updating of the study programmes, which forward any communications or reports to the CA in relation also to any observations made by the NdV; there is, however, a lack of formalisation of the procedures put in place, which should be remedied in the near future with the establishment of the Quality Presidium and the Students and Teachers Joint Committee, as stated by the Institution.

##### **Strengths**

- Involvement of students within the academic bodies responsible for monitoring.
- Effective completion of procedures, despite their non-formalisation.

##### **Areas for improvement**

- Need to provide for the involvement of stakeholders, especially those with whom there are partnerships and agreements for the purpose of internships and apprenticeships.
- The need to systematically formalise a periodic review of the quality of teaching and the consequent adoption of the measures deemed appropriate to improve the service offered to students, subsequently sharing information and results with the CA and the NdV; in this sense, the forthcoming establishment of the Quality Presidium and the declared Joint Committee are to be welcomed.

### **S3.2 DELIVERY AND TEACHING METHODS**

The institution regularly evaluates the delivery methods of study programmes and teaching methods, and undertakes their potential revision.

#### **S3.2 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

In delivering the study programmes, the institution emphasises the workshop specificity of the training pathway and directs the methodological attention towards stimulating each student's critical capacity, aptitude for research and artistic production; the teaching activities are mainly delivered face-to-face, except for a few study programmes that partly provide for telematic modalities. Again, there is a lack of formalisation of assessment and revision activities.

### **Strengths**

- Taking charge of the management of reviews of the methods adopted and of any malfunctions.
- Reference to the report of the NdV in order to acquire useful data on service delivery from the questionnaires administered to students.
- Dedicated attention by teachers to individual meetings with students for fundamental insights into their projects.

### **Areas for improvement**

- Need for formalisation of practices and production of documentary evidence.
- Possibility of the involvement of the Student Council if significant dysfunctions arise.
- Awareness of the need for students to fill in questionnaires, which is currently lacking.
- Need for continuous availability of information on delivery modes of teaching and the different teaching strategies employed.

## **S3.3 COMMUNICATION OF ANY REVISIONS TO STAKEHOLDERS**

The institution ensures that all relevant stakeholders are informed about the actions taken in course revisions

### **S3.3 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution ensures public evidence of the actions taken to review study programmes through the institutional website.

#### **Strengths**

Communication of actions are taken during Study Programme Council meetings, where there is a student representation.

#### **Areas for improvement**

Need to ensure that the student representative in the Study Programme Council transfers information to the student population concerned, also through targeted actions of the Student Council.

## **S3.4 CONSISTENCY BETWEEN TEACHING, RESEARCH, AND ARTISTIC PRODUCTION**

The institution monitors and evaluates the connection and consistency between the teaching activities, research, and artistic production (e.g., concerts, exhibitions, performances, seminars) of the study programmes.

### **S3.4 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution programmes research and artistic production activities are closely connected with the study programmes, allowing lecturers to propose cultural and artistic projects, promoting and supporting research and artistic production projects in support of the study programmes and in coherence with the teaching activities subject to the approval of the CA.

#### **Strengths**

- There is a dense programme of artistic production activities promoted annually by the teachers and autonomously by the Student Council.
- Support for the production of volumes and catalogues that are also useful for educational purposes.

- External collaborations with important local and national museums (GNAM, GAM, Macro, MAXXI, Musei Capitolini,) with National Ancient Art Galleries and with Rome's state universities (La Sapienza, Tor Vergata, Roma tre), as well as some of the main national research institutes such as INFN.

#### **Areas for improvement**

- Set up of continuous and periodic verification procedures that highlight the connection and coherence between the teaching, research and artistic production activities of the study programmes; in this regard, the Institution declares that it will forward an example of a final report to verify this point.
- Supporting the Student Council in proposing and planning cultural activities for them in good time care, urging them to use and manage the economic funds allocated to them.
- It is suggested that the Student Council open a survey of the student population at the beginning of each academic year, via email and social networks, in order to intercept specific categories of proposals and interests that will guide the cultural programming they manage and thus the allocation of the budget.

### **S3.5 RECEPTION OF THE EVALUATION FROM THE BOARD AND OTHER BODIES**

The institution analyses and incorporates the results of the evaluation activities carried out by the Evaluation Board and any other bodies established within its autonomy (e.g., Joint Teaching Staff-Student Committee, Quality Committee).

### **S3.5 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The Evaluation Board is newly established; the institution states, however, that the report of the Board is analysed by the Academic Council (hereinafter AC), which prepares, where necessary, improvement actions in order to deal with recommendations and critical issues detected.

#### **Strengths**

Taking stock by the AC of the salient remarks contained in the annual report of the NdV.

#### **Areas for improvement**

- Activation of a Quality Presidium
- Activation of a Joint Students Teachers Committee
- Structuring and sharing a Plan of Activities, defining actions and related timetables with respect to the reports of the Supervisory Board.
- Possible publication on the institutional website (in Transparent Administration, on the already existing page dedicated to the Evaluation Board) of the reports drawn up by the Board, also by preparing an Archive of the reports.

## STANDARD 4 –Student-Centred Learning, Teaching, and Assessment

*[ESG2015 1.3 Student-centred learning, teaching and assessment]*

The institution ensures that the study programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this approach.

### PLANNING AND DELIVERY OF STUDY PROGRAMMES- STEPS

#### S4.1 FLEXIBILITY AND RESPECT FOR STUDENTS' SPECIFIC NEEDS

The institution allows flexible learning pathways, respecting the diversity and specific needs of students.

#### S4.1 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution states that learning flexibility is foreseen with respect to the different and specific needs of students (e.g. students with disabilities; SEN (Special Educational Needs) or SLD (Specific Learning disorders) students; working students; foreign students). For example, it provides an alternative attendance mode for working students (telematic mode), fee-paying initiatives for foreign students (language study programmes), the possibility of an Alias career, and a psychological help desk.

##### Strengths

- Identification of specific categories of students with special needs (students with disabilities; SEN and LSD students; working students; foreign students), activating suitable teaching solutions for each (specialised tutors; alternative teaching; language study programmes).
- Presence of two Delegates for Inclusion Policies (supported by an administrative assistant), as specified in the submitted comments.
- Activation of the Alias Career (for both students and employees of the institution)
- Presence of a psychological support desk well communicated on the site.
- Activation of paid Italian study programmes for foreign students, as well as an interpreter for Chinese students.

##### Areas for improvement

- There is a need for greater communication and promotion of the possibilities and services available to support the categories of students listed above, especially as regards tutors for disabled students or students with LSD, whose list is already published on the website. In this regard, it would also be useful to facilitate the identification of the figures of the Delegates for Inclusion Policies and the activities they carry out, through appropriate communication initiatives (e.g. by dedicating a specific space on the site with e-mail references and methods for accessing services).
- Need to formalise procedures/responsibilities for the evaluation of requests made about flexibility in the delivery of education.



## S4.2 STUDENTS' INVOLVEMENT

The institution involves students in the planning and implementation of artistic production and research activities included in the study programmes, ensuring their personal development and freedom of expression.

### S4.2 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution involves students in the planning and realisation phases of the artistic production and research activities envisaged by the study programmes of study (e.g.: communication, graphic design, video-photography, scientific curatorship), recruiting them by means of a call for applications (regularly published on the site on the dedicated page) and setting up groups coordinated by lecturers.

#### Strengths

- The involvement of students is guaranteed, in compliance with the regulations in force.
- The institution provides students (through the Council) with an annual budget for cultural initiatives.

#### Areas for improvement

- Possibility to involve the Student Council in the fine-tuning of activities to be planned (the activities in question, however, are planned in the Academic Council, and thus already in the presence of the student representation with voting rights).
- Activation of the Joint Commission, also as a further moment of involvement/confrontation on the subject.
- Possibility of practice monitoring through the production of reports.

## METHODS AND INSTRUMENTS

## S4.3 STUDENT-CENTEREDNESS

The institution promotes student-centred teaching and learning approaches.

### S4.3 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution, by virtue of the very nature of its teaching based on laboratory-type methodologies that focus on individuals and their potential, places the student at the centre of its educational activities, as is also evidenced by the expansion/updating of its laboratories (with state-of-the-art equipment) and the search for suitable spaces.

#### Strengths

- Centrality is interpreted as attention to personal paths, vocations, the emergence of talents and subjective aptitudes, not exclusively aimed at the final result.
- Recruitment of the most deserving students to the position of laboratory technicians.

#### Areas for improvement

- Possibility of giving prominence in the institution's communication to the theme of the centrality of the student, fundamental for a populous institution (at risk of dispersion and slowing down of careers).
- Possibility of extending the opening hours of the Student Desk of the Education Secretariat.

- Possibility of promoting initiatives to also encourage students to good quality practice, stimulating them to active participation through the Council and the filling in of questionnaires for the evaluation of the institution, with a view to participation in continuous improvement.

#### **S4.4 VARIETY OF METHODS AND INSTRUMENTS**

The institution employs a variety of flexible teaching methods and tools tailored to the specific needs of different types of students

##### **S4.4 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

As already expressed for indicator S4.1, the Institution declares that learning flexibility is envisaged with respect to diversity and the specific needs of students (e.g., students with disabilities; SEN or SLD students; working students; foreign students), to which is added the assessment of the specificity of any previous educational careers by recognising credits and reporting training debts. Moreover, due to the very nature of teaching within AFAM institutions, and specifically that relating to workshop-type teaching, the training offer is already intrinsically structured to modulate itself on the needs of each student (for the individual component inherent in artistic research).

###### **Strengths**

- Definition and implementation of alternative methodologies, specially designed, planned and delivered, in order to facilitate categories in difficulty and to favour access and attendance, according to a *student-oriented* approach.
- Particular attention is paid to the teaching, communication and social skills of candidates when recruiting contract lecturers, thus seeking staff who are as close as possible to the specific needs of each individual course, and thus to each type of student.

###### **Areas for improvement**

- Ability to specify and share the methodologies/practices adopted for students with learning disabilities; in this regard, the institution states that Delegates organise regular meetings with teachers to share methodologies.

#### **S4.5 UPDATING OF TEACHING METHODOLOGIES.**

The institution encourages continuous updating of teaching methodologies.

##### **S4.5 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

The institution declares that it supports the continuous updating of teaching methodologies through fruitful exchanges with other training realities, and by virtue of the programmes and curricula shared in European projects and consortia and collaborations with universities and research institutes, with the aim of adapting to current cultural and social changes. It has also built on the experience gained in the pandemic phase in order to stabilise the use of teaching methodologies supported by digital technology.

###### **Strengths**

- Openness to innovation and exchange of knowledge and practices offered by Italian and foreign institutions with which the institution establishes and shares research projects and partnerships.

- Organisation of refresher study programmes on the use of new technologies for teachers in order to stabilise the use of digitally supported teaching methodologies.

#### Areas for improvement

- Possibility of scheduling continuous, up-to-date training and updates on the teaching methods tout court, and on the use of technology in teaching, especially for teachers.
- Possibility of monitoring the update, also through the evaluation expressed by the students via Questionnaires.

### SUPPORT SERVICES AND ACCESSIBILITY

#### S4.6 ACCESSIBILITY AND USE OF SERVICES

The institution ensures that student support facilities and services are easily accessible and available to all students.

#### S4.6 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution interprets the standard in terms of the capacity and accessibility of IT systems, stating that the website has been renewed and improved taking into account the needs of users with disabilities. As far as physical accessibility within the facilities is concerned, these are equipped with ramps, slides and suitable lifts, with the exception of the Campo Boario building (whose completion works are still in progress, however). It emerges that there are still some critical points regarding the formalisation of specific teaching for SLD.

##### Strengths

- Designing the site in terms of usability also for possible users with disabilities.

##### Areas for improvement

- As already stated several times, implementation on the website of an English-language translation (with publication of the *course catalogue*) at least of the most relevant sections relating to incoming orientation for international students and Erasmus+ (with indication of reference offices and specific contacts); a Chinese-language version would also be desirable, given the very high number of international students of that origin.
- Optimisation of the support services provided by the Education Secretariat, especially via e-mail (this should be guaranteed in the short term, given the imminent expansion of the number of service staff following the publication of recruitment notices).
- Improving the accessibility of the Campo Boario site.

### STUDENT CENTRALITY

#### S4.7 PROMOTION OF THE ROLE OF STUDENTS

The institution encourages students to take an active role in the learning processes, contributing to stimulate their motivation, critical thinking, autonomy, and engagement

#### S4.7 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution, like other AFAM institutions, according to its Statute recognises the Student Council as part of the Governing Body. The Student Council is the democratic expression of the will of the students and has the right of expression and vote within the Academic Council and the Board of Directors.

The institution promotes and encourages the active participation of students in teaching through workshops, seminars and in the planning and realisation of events open to the public; it also grants financial contributions to support self-managed educational activities of high cultural value, aimed at a more fruitful participation of students in academic life and opportunities for cultural enrichment (specifically, it makes available to students, through the Consulta, an annual budget for cultural initiatives, amounting to € 16,000 for academic year 2022/23).

The encouragement from the institution was clearly evident during the on-site visit; however, this encouragement does not always produce fruitful results.

### Strengths

- Students are regularly represented in governing bodies and are invited to take an active role in the learning processes and artistic life of the institution
- The institution allocates a specific budget dedicated to financing self-managed activities.

### Areas for improvement

- Ability to support the recently reconstituted Student Council, while respecting its autonomy, in establishing relations with the student population, identifying precise strategies to this end.
- Possibility of spreading the culture of Quality also through the work of the Council (e.g. raising awareness of the importance of Questionnaires among the student population).
- Greater exploitation of the *budget* dedicated to financing self-managed activities.

## S4.8 PROCEDURES FOR HANDLING COMPLAINTS AND SUGGESTIONS

The institution has appropriate procedures in place for handling student complaints and improvement suggestions.

### S4.8 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution states that as a matter of practice, any complaints and suggestions for improvement are directly forwarded to the Director of Education, the School and Course Managers, the Education Secretariat and the Student Council; however, no supporting documentary evidence was submitted.

### Strengths

Declared willingness to listen.

### Areas for improvement

- Need for the implementation and/or formalisation of the procedure concerning the handling of complaints and suggestions for improvement, with the definition of a standardised procedure (from acknowledgement to possible resolution, in accordance with appropriate timeframes), envisaging the possible reporting to the Evaluation Board; this could be implemented through the definition of a dedicated *form*.
- Possibility of advertising the service on the website.

## ASSESSMENT OF ACHIEVEMENT

### S4.9 EVALUATION CRITERIA AND METHODS

The criteria for assessment and examination methods are defined in the official documents of the Institution, as well as communicated to students and faculty in advance.

#### S4.9 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The assessment criteria and examination methods are defined in a general manner within the Teaching Facilities Regulations (Articles 38 and 40), duly published on the website. The Institution declares that the lecturers establish the methods for conducting mid-term examinations in compliance with the provisions contained in the Teaching Structure Regulations; at the beginning of the course the lecturer is required to inform the students of the number of mid-term examinations planned; the final examinations in each discipline are held before an assessment board consisting of two lecturers. Apart from the general indications, however, there are no other specific assessment criteria and examination methods communicated and defined in official documentation.

The institution states in the comments that the criteria are generally drawn up by individual teachers in common with colleagues in the same discipline; it also adds that the communication of the criteria takes place via telematic channels (such as, for example, Teams classes).

##### Strengths

- The Study Manifesto, published on the site, contains information on the scheduling of the admission and verification tests, as well as instructions for using the ISIDATA platform for examination purposes
- The syllabi drafted by lecturers and published on the website contain information on reviews conducted internally and their scheduling.

##### Areas for improvement

Possibilities of encouraging the communication of evaluation criteria and examination methods, also by providing for dissemination via the website.

### S4.10 EXAMINATION BOARDS

Examination boards are composed of a minimum of two examiners.

#### S4.10 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution has duly regulated the manner in which profit examinations are conducted and the composition of the committees in its didactic regulations (Art. 40), stipulating that the aforementioned committees are to be composed of at least two lecturers (the holder of the teaching qualification, who assumes the role of committee chairman, and a lecturer from a related discipline).

##### Strengths

No significant strengths can be reported.

##### Areas for improvement

- Adopt, envisage, regulate anti-plagiarism tools for use by lecturers when written examinations are scheduled (as well as in the verification of papers for the purposes of the Level I and II diploma thesis).

#### **S4.11 EXAMINERS**

Examiners consciously apply assessment methods and receive support in the development of their competencies in this field.

##### **S4.11 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

The institution states that the examiners apply the assessment methods consciously; no particular criticism was found during the visit, but the institution did not provide supporting documentation.

###### **Strengths**

No significant strengths can be reported.

###### **Areas for improvement**

- Need to define actions to support the development of examiners' competences with regard to this point.
- Opportunity to discuss the methods and skills required of examiners with international research partner institutions.
- Need for definition of specific assessment criteria (especially with respect to mid-term assessments) shared and calibrated to the characteristics of each discipline.
- Adopt, envisage, regulate anti-plagiarism tools for use by lecturers when written examinations are planned (as well as in the verification of papers for the purposes of the Level I and II diploma thesis).

#### **S4.12 CONSISTENCY AND FAIRNESS IN ASSESSMENT**

Assessment is consistent and applied equally to all students, following the defined procedures.

##### **S4.12 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

The institution declares that each lecturer, in his or her teaching autonomy, draws up a teaching programme that conforms to the specifics of the course and the subject area to be taught, the contents of which are made known to the student population and become the subject of the final assessment; however, no supporting documents have been provided, nor have any documents been provided stating what these criteria are and how they have been defined and shared. Moreover, not all teaching programmes are yet public.

###### **Strengths**

No significant strengths can be reported.

###### **Areas for improvement**

- Need for timely publication of teaching programmes (some lecturers do not appear in the appropriate section of the website, making it impossible to consult the programme).
- Need to define and monitor the timing of publicising this information (and its possible updating), as well as its completeness and homogeneity in the Syllabi.
- Need to highlight the way in which assessment criteria are defined, which must also be in accordance with the Dublin descriptors. Need to make students aware of the completion of the pre- and post-exam questionnaires, especially in order to prevent any inequalities or referees.

#### **S4.13 EXAMS**

Exams accurately assess the acquired competences, including reference to the Dublin Descriptors, the Lisbon Convention, etc.

#### **S4.13 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The institution declares that the examinations ascertain the skills acquired in respect of the specificities of the discipline, including through the adoption of the principles set out in the Dublin Descriptors.

##### **Strengths**

No significant strengths can be reported.

##### **Areas for improvement**

Possibility of disseminating, at least among teachers, knowledge of the contents of the Dublin Descriptors and the European perspective from which they originated and which inspired them, in order to promote the culture of Quality and its sharing. The need for the subject's programme to be, even in outline mode, as detailed as possible so that the users can understand the course of the teaching activity and the expected results, treating the subject in coherence with the expected learning results and taking into consideration the variation of certain contextual elements.



## **STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION**

[ESG2015 1.4 Student admission, progression, recognition and certification]

The institution applies predefined and public regulations uniformly for all phases of the student's "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

### **S5.1 ACCESS POLICIES, PROCESSES AND ADMISSION CRITERIA**

The Institution establishes uniform and transparent access policies, processes and admission criteria, taking into account personal motivations, the different preparation levels and other specific criteria of each study programme

#### **S5.1 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The Institution adopts and regulates procedures relating to access policies guaranteeing the recognition of previous qualifications and defining any educational obligations. Specifically, access to study programmes is entrusted to the Course Managers who, through methods and criteria adjusted by the C.A., admit students to the course. Information concerning these procedures is regularly included in the Study Manifesto (Art. 3 and 3 bis) and in the Teaching Regulations (Art. 5 and 37), duly published on the website.

##### **Strengths**

- Entrusting the definition of admission procedures and criteria to Course Councils, bodies that can guarantee access to a highly differentiated and articulated disciplinary training offer.
- Assessment of the linguistic and cultural competences of non-EU and EU foreign students (entrusted to an assessment committee) by means of an oral interview in Italian, with the possible obligation to attend a language course (subject to payment) in the first semester.

##### **Areas for improvement**

Need for publication of the Teaching Regulations of the individual degree programmes, as well as the minutes of the School and Course Councils.

### **S5.2 CONSISTENCY OF ACCESS POLICIES WITH STUDENT NEEDS**

The institution ensures that access policies pay specific attention to the needs of the various categories of students (e.g. off-site students, foreigners workers, with disabilities).

#### **S5.2 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The Institution adopts an access policy aimed at integrating and taking into account the needs of the different categories of students, including at the entry orientation stage. First and foremost, the Institution, through its website and the Study Manifesto, clearly indicates the characteristics of the educational pathway, encouraging an informed choice on the part of future students.

In order to facilitate access to academic studies for working and/or out-of-town students, the institution has identified and implemented blended teaching modes. Regarding students with disabilities, the institution has

set up a special 'Inclusion Commission' for the possible activation of the tutoring service (the institution's work in this regard, however, needs to be verified, as emerged from the interview with the Council). As far as foreign students are concerned, the institution requires pre-enrolment through the *Universitaly* platform, and offers Italian language study programmes (for a fee) for those who do not meet the language requirements.

### **Strengths**

- Adoption of differentiated strategies for different categories of students.
- Determination of the number of places to be allocated for the enrolment of foreign students in compliance with EU guidelines.

### **Areas for improvement**

- Prepare actions necessary for the management of international students who do not show significant improvement in the language skills necessary for the enjoyment of teaching and the achievement of satisfactory levels of preparation, as well as integration into academic life.
- Involving the Student Council in order to intercept students suffering from integration problems.
- Redefinition of the number of specialised tutors in relation to the needs arising each academic year.
- The need for a strengthening of policies and services relating to students with disabilities, giving feedback on the institution's website (at the moment, there appear to be only two calls for applications, for the year 2018 and 2019, relating to the formation of a ranking list for the selection of tutors to support teaching activities for students with LSD-SEN and the Manifesto degli studi for the a.a. 2022/2023, Article 14 of which provides for the assignment of tutors to students with disabilities who request them), including with respect to customised study plans, alternative teaching and examination paths, etc.

## **S5.3 POLICIES FOR RECOGNITION OF QUALIFICATIONS AND PRIOR LEARNING**

The institution has efficient and clear procedures for the recognition of qualifications and prior learning

## **S5.3 FINAL EVALUATION OF THE CEV-AFAM**

### **General remarks**

The Institution, in identifying the procedures for the recognition of qualifications and prior learning (a responsibility delegated to the Course Head, through methods and criteria adjusted by the C.A.), follows the indications contained in the Charter of European Universities for Lifelong Learning. Specifically, it recognises any credits acquired at universities or other AFAM institutions (Art. 61 of the Teaching Regulations) and identifies educational debts to be remedied by compulsory attendance of study programmes and passing the relevant examinations.

### **Strengths**

- The institution's website has the relevant forms as well as an FAQ section.
- Didactic services and activation of study programmes in order to clear educational debts and enable the relevant examinations to be passed.

### **Areas for improvement**

Further explain the criteria and modalities envisaged for the recognition of credits and the identification of training debts.

#### **S5.4 RECOVERY OF WEAKNESSES OR GAPS IN INITIAL KNOWLEDGE**

The Institution plans any support activities for the recovery of weaknesses or gaps in initial knowledge (e.g., study programmes for the recovery of the skill and knowledge deficiencies highlighted by the admission test), especially for students with specific learning needs.

#### **S5.4 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The institution does not provide remedial study programmes for any gaps in initial preparation verified during the admission test.

##### **Strengths**

There are no particular strong points to report.

##### **Areas for improvement**

- Evaluate the possibility of activating support for initial preparation (following deficiencies revealed by the admission test) aimed at specific categories of students.
- To this end, consult the Student Council through a round table with the Course Coordinators in order to identify the category of students to whom these activities should be allocated, the types of support that can be activated, as well as the timeframe, objectives and expected results.
- Evaluate the possibility of using alternative methods and tools, such as the use of telematic tools, in the possible provision of this service.

#### **S5.5 PERSONALIZED PATHS**

The Institution proposes personalized paths for students (for example, disciplinary or interdisciplinary in-depth paths).

#### **S5.5 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The institution, in its educational offer, provides study plans that offer students the opportunity to choose attendance from all the study programmes it offers, to select from alternative disciplines, as well as numerous activities of a participatory and in-depth nature (workshops, internships, laboratories); in addition, there are free credits for students to choose from on the basis of their personal interests (10 CFA in the three-year course and 6 CFA in the two-year course). It emerged from the visit that, although not formalised, there are possible customised study programmes for students, which are discussed directly between lecturer and student.

##### **Strengths**

Educational offerings that allow students the freedom to compose their own study plan.

##### **Areas for improvement**

- After consulting the Student Council and intercepting specific interests and proposals (also in relation to the projects and programmes planned for each academic year), the Course/School Coordinators may identify areas of contact between the course content/theoretical and theoretical-practical disciplines and communicating content, also by proposing inter- or transdisciplinary paths.

- Need to verify the actual possibility of choice between alternative disciplines in the Study Plans, in addition to compared to free SWR.
- Need to formalise the procedures for requesting and investigating customised pathways for students, by publicising them on the website.

## **S5.6 TRAINING ON RESEARCH METHODOLOGIES**

The Institution guarantees students specific training activities on research methodologies, appropriate to the level and characteristics of the study programme.

### **S5.6 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution declares that, while respecting the specificities of the discipline, research methodology is an integral part of every teaching activity carried out. In most of the study programmes, the realisation of an unpublished paper is envisaged; in particular, research activities are methodologically supported and encouraged in the second-level study programmes, with a view to possible access to a PhD.

#### **Strengths**

- As also emphasised in the Observations, the Institution has long since initiated reflection and work on the definition of Artistic Research (evidenced by the international projects and doctorates activated), it also states that it has made its expertise available and requested the opening of a working table with the MUR.
- Training in research methodologies is also provided through projects with an international profile such as *EU4Art - Differences* (within the European Horizon 2020 Programme), one of the priority objectives of which is to improve the research profile and promote a culture of artistic research in AFAM. It is also worth mentioning the involvement of the Institute of Nuclear Physics and CERN, which promote communication between artists and scientists.

#### **Areas for improvement**

- It is suggested to the Academy lecturers in the Doctoral Colleges, together with the Course/School Coordinators, in the light of the long reflection that has already begun, to work on the development of a definition, to be documented, of 'Research' and 'Artistic Production' that interprets them in accordance with the specific nature of the AFAM training offer.
- It is suggested that the results of the discussion on research methodologies that emerged with the above-mentioned partners be disseminated to all lecturers.
- It is suggested to make a summary survey and map of the most accredited training methodologies consistent with the study programmes active in the Academy, to be made available to the department and school contact persons in order to provide work-oriented training that is functional to the student's professional development.

## **S5.7 MONITORING OF THE STUDENT'S CAREER**

The Institution monitors students' career and adopts consequent support or improvement actions.

### **S5.7 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution declares that it is not in a position to carry out analysis and monitoring of academic career trends, in the absence of general references and survey instruments for the acquisition and analysis of statistical data.

### **Strengths**

There are no particular strong points to report.

### **Areas for improvement**

- Although no references are available for the activation of academic career monitoring for students, there is a need to verify the applicability of models in use at other educational institutions.
- Need to verify the possibility of using the aggregated data from the administration of the questionnaires to students to highlight critical points and vulnerabilities with a possible impact on student careers and the timing of their completion.
- Need for a discussion with the NdV on the reading of the data from the questionnaires administered to the students and on possible intervention strategies.

### **S5.8 DIPLOMA SUPPLEMENT**

The Institution provides the student with exhaustive documentation on the qualification conferred and on the learning outcomes achieved (Diploma Supplement), compiled in accordance with the provisions of the MIUR Directorial Decree n. 389 of 5 March 2019 and the related Guidelines

### **S5.8 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The Institution regularly delivers the *Diploma Supplement* in accordance with the regulations, both for the 1st and 2nd level of academic studies. We would only point out that, in the Didactic Regulations, the dedicated article (Art. 48) does not include the exact regulatory reference (D.D. MIUR 389 of 5 March 2019).

#### **Strengths**

- The Academy's Teaching Secretariat delivers the *Diploma Supplement* in accordance with the latest guidelines on the subject, free of charge in Italian-English.
- The student is informed of the learning objectives and outcomes that each course guarantees as early as the study plan is drawn up.

#### **Areas for improvement**

Integration of the exact legal reference in the Education Regulations.

### **S5.9 QUALIFICATIONS RECOGNITION**

The Institution acts in line with the principles of the Lisbon Convention on the qualifications recognition and with the methodologies defined by the National Information Centre established on the basis of art. IX.2 of the aforementioned Convention.

### **S5.9 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution acts in line with what is expressed in the statute and established by the Lisbon Convention. Degrees are assessed according to the knowledge and skills acquired. Foreign degrees are assessed in accordance with international agreements, as indicated in the Study Manifesto published on the Institution's website.

**Strengths**

The institution shall always justify any refusal to recognise the title by providing indications for alternative procedures.

**Areas for improvement**

Possibility of formalising procedures for the recognition of qualifications, with appropriate communication on the site.

## STANDARD 6 -TEACHING STAFF

[ESG2015 1.5 Teaching staff]

The Institution to ascertain the competence of its teaching staff. The Institution adopts fair and transparent processes for the recruitment and updating of the teaching staff.

### S6.1 CRITERIA AND PROCEDURES FOR RECRUITING CONTRACT TEACHING STAFF

The institution shall define and adopt transparent criteria and procedures for the recruitment of contract teaching staff (e.g. comparative assessments, including indication of the timetable, deadlines, requirements, composition of the evaluation committee and publication of rankings). The institution shall define specific and clear evaluation parameters of the artistic/scientific, professional and cultural profile associated with each teaching and it shall provide for the request of syllabi related to the teachings relating to the recruitment procedure.

### S6.1 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution states that it recruits contract lecturers through public calls for tenders (published on the institutional website and CINECA) that provide for comparative assessments, according to the indications of the ministerial decrees and circulars referred to in the calls for tenders. However, the NdV, in its latest report, points out the need to improve the current recruitment procedures, paying particular attention to the selection of the members of the commissions, so that they are strictly related to the discipline that is the subject of the call for tenders, and suggesting that the School Coordinator also be included in the commissions. The Institution also declares that it respects, in the formation of the commissions, the indications provided by the Ministry in note prot. no. 3154 of 09/06/2011.

#### Strengths

The institution, as a result of the expansion of the workforce, which enabled the creation of new teaching positions (21 new recruits), was able to reduce the expenditure related to the conclusion of contracts, the number of which - and the associated expenditure - remains high. On the other hand, this ensures the selection of experts from the professions and thus the differentiation and plurality of the educational offer.

#### Areas for improvement

As already noted by the NdV, although the Institution already follows the indications provided by the Ministry in the note prot.No 3154 of 09/06/2011, it is suggested that the current recruitment procedures be refined, paying particular attention to the selection of committee members.

### S6.2 TRAINING AND UPDATE OF TEACHING STAFF

The institution promotes opportunities and initiatives to improve the artistic/scientific and professional qualification of its teaching staff, including actions that allow the acquisition of skills for the use of new technologies and for the innovation of teaching methods.

## S6.2 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

There is currently no defined training plan in place at the institution for teaching and other personnel; however, the on-site visit revealed the institution's commitment to improving the qualification artistic/scientific and professional development of its teaching staff, also through fruitful cooperation with external stakeholders (e.g. in the joint organisation of conferences and the publication of art-historical research texts and catalogues), and through the acquisition of state-of-the-art technical equipment. The institution offers its teachers refresher study programmes in English and study programmes on the use of e-learning platforms. Teaching staff are also authorised to participate in missions for conferences, events, exhibitions, training study programmes and meetings whose content falls within the institutional activities of AFAM Institutions.

Finally, the institution claims to be engaged in the preparation of some sort of VQR, for which, however, there is currently no documentary evidence.

### Strengths

- Although not in a formalised manner, the improvement of the artistic/scientific and professional qualification of teachers is ensured through various means (collaborations with external stakeholders; participation in missions for conferences, events, exhibitions, training study programmes and meetings; language and technological refresher study programmes).
- Prospective implementation, on an experimental basis, of a kind of VQR.

### Areas for improvement

- However, the institution could plan annually, subject to the approval of the deliberating bodies, a plan for the diversified training of Teachers and Ata personnel with respect to the objectives contained in the same plan.
- Research training takes place above all by virtue of collaboration with universities and organisations involved in cultural activities, international research projects and PhDs. Therefore, it would be appropriate to disseminate a research culture also among lecturers who are not directly involved in the doctoral colleges or who promote activities with a specifically scientific profile.

## S6.3 LINK BETWEEN RESEARCH, ARTISTIC PRODUCTION AND THE THIRD MISSION

The institution encourages academic activities aimed at strengthening the link between teaching, research, artistic production, and third mission.

## S6.3 FINAL EVALUATION OF THE CEV-AFAM

### General remarks

As emerged during the on-site visit, and despite a temporary slowdown in management and monitoring procedures due to the pandemic crisis, the institution is intensively engaged in promoting activities that produce a virtuous circle between Research, Artistic Production and Third Mission.

The institution, through an External Relations Office and a Communication Office, publicises events, exhibitions, conferences; entrusts students on specific study programmes with the cultural mediation and curatorship of exhibitions, under the coordination of a lecturer (e.g., students of the two-year CVAC and Curatorship course); establishes partnerships with associations involved in the social and welfare sphere (e.g., collaboration of the Art for Therapy course with the local ASL and day care centres), creating a significant impact in the area of Third Mission.



### **Strengths**

- Through the above-mentioned activities, the Institution contributes to an interpretation of Research and Artistic production aimed at overcoming the territorial boundaries that traditionally define the vision and the spheres of activity of those sectors; it practices a definitely innovative vision of 'Research' and 'Production', such that Research is not only realised in written and published texts, but is able to express itself in different directions, using alternative technologies and tools and producing artefacts made from sustainable and non-impacting materials, the result of experimentation, including craftsmanship. In turn, artistic production is understood as the concretisation and expression of Research, and can be realised through practices, tools and devices that come from the sphere of both scientific research and the humanities. All this can have an important contribution to the debate on these issues for the entire AFAM sector.
- The Institution's interest in research activities is evidenced by the launch of a national doctorate, DM 226/2021 art.11, for a doctoral degree in Cultural Heritage Sciences, with 4 curricula, the first Italian institution in the AFAM sphere to have this opportunity, in consortium with UNI TOR Vergata (38th cycle) and a local doctorate with the University of 'Roma Tre', Department of Philosophy, Communication and Performing Arts, entitled 'Cultures, practices and technologies of cinema, media, music, theatre and dance'. The University of Teramo, the 'S. Cecilia' Conservatory of Music and the National Academy of Dance are also participating.

### **Areas for improvement**

- Possibility of involving all stakeholders, external and internal, in the cultural revolution that these practices linked to the development of artistic Research and Production entail, monitoring the impact that this redefinition of the relationship between artistic 'Research' and 'Production' has on partners representing the university world and specifically engaged in specifically scientific research.
- Possibility of integrating its institutional vision and mission by emphasising and highlighting the peculiarity of this innovative declination of the relationship between Production and Research.
- Possibility of sharing and valorisation with the entire academic community of the research and Third Mission projects implemented.

## **STANDARD.7 -LEARNING, STRUCTURAL AND STUDENTS SUPPORT SERVICES**

[ESG2015 1.6 Learning resources and student support]

The institution appropriately funds learning and teaching activities and ensures adequate availability of teaching and student support resources.

### **ECONOMIC AND HUMAN RESOURCES**

#### **S7.1 FINANCIAL STABILITY**

The institution's economic and financial situation is stable

#### **S7.1 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

Given its public nature, the Academy receives funds in the form of transfers from the State, and from other local authorities, the Region, the Province and the Municipality. These are supplemented by contributions from students, transfers from private individuals and bodies for the financing of particular projects, and other minor revenues for the current part. On the current expenditure side, on the other hand, personnel charges (directly recruited by the Academy, purchases of goods and services, charges for other institutional services, etc.) are significant. While no capital income is planned, capital expenditure is planned.

##### **Strengths:**

The Academy of Fine Arts of Rome, as already mentioned, is a public institution for which a balanced budget is mandatory, a constraint that is correctly fulfilled (See the Summary Financial Statement for the Financial Year 2020, which shows the same amount of revenue and expenditure as the final budgeted amount of EUR 12,866,017.22).

The annex "Administrative Situation 2021" shows the amount of the surplus, which is positive and equal to € 10,754,493.43, while the "Decision Financial Statements F.E. 2021" (Revenue Assessed 8,596,043.96 - Expenditure Committed 6,840,676.85) shows a surplus of € 1,755,367.11. However, it is worth mentioning the pending receivable claimed from the Province of Rome by the Academy in the amount of €967,555.92, which, despite being considered difficult to collect, the Council deemed it necessary to keep among the residual assets, overestimating the amount.

##### **Areas for improvement:**

In the light of these considerations, a situation of substantial financial equilibrium is confirmed, but it is suggested that the budget values be brought more into line with reality (cf. hard-to-collect receivables to be reversed) and that decisions be made on the use of the available surplus to avoid an accumulation of non-productive public resources. Added to this is the need to expand sources of financing from private sources.

Need to define a Strategic Plan that encompasses the institution's objectives and identifies the instruments for their implementation, and that allows for financial forecasts over at least a medium-term time horizon.

## **S7.2 BUDGET DOCUMENTS AND NEGOTIATION AGREEMENTS**

Budget documents and negotiation agreements shall be timely approved and shall ensure an orderly and transparent financial and administrative management.

### **S7.2 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The documentation made available is comprehensive for the purpose of assessing this point, for which there are no mismatches with the legal requirements.

#### **Strengths:**

Respect of deadlines.

#### **Areas for improvement:**

Nothing to note.

## **S7.3 AVAILABILITY AND USE OF FINANCIAL RESOURCES**

The institution has adequate financial resources for teaching and learning. These resources are efficiently used.

### **S7.3 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

It is evident that most of the incoming resources are allocated to finance teaching and to support learning. Nevertheless, the institution is also committed to funding doctoral activity. With regard to the composition of the teaching staff, and the related expenses borne by the institution, it should be noted that the financial commitment for contract staff (those not paid by the state) is considerable: the budget shows expenses for No. 80 contract lecturers out of a total of No. 136. The AFAM institutions' staff recruitment methods are in any case a very problematic aspect that needs to be reviewed at system level.

#### **Strengths:**

The unbalanced staff composition on the 'contract' component could also be seen as an opportunity if the College manages to recruit lecturers with specialised skills in line with the training offer and not present among the tenured faculty.

Investments in state-of-the-art IT equipment are important and appreciable.

#### **Areas for improvement:**

The unbalanced staff composition on the 'contract' component exposes to the risk of low stability of the teaching staff with possible effects on the continuity of teaching.

#### **S7.4 RESOURCES FOR ARTISTIC AND CULTURAL EVENTS**

The institution has the necessary resources for the promotion and organization of its artistic and cultural events, also through its involvement and openness to the external context and territory.

##### **S7.4 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

In the budget, the amounts earmarked for artistic events are not elected.

###### **Strengths:**

Involvement of the territory in the realisation/financing of artistic events.

###### **Areas for improvement:**

A larger allocation of funds to support these activities would enable the Academy to increase the number of artistic events for the benefit of the institution itself and its students.

#### **S7.5 TEACHING AND TECHNICAL-ADMINISTRATIVE STAFF**

The composition of the Institution's teaching and technical-administrative staff is consistent with the educational offer and the number of students.

##### **S7.5 FINAL EVALUATION OF THE CEV-AFAM**

###### **General remarks**

As also revealed by the on-site visit, the institution states that the allocation of teaching and technical-administrative staff is currently insufficient.

###### **Strengths**

- Given this situation, the institution monitors the relationship between staff availability and the growth of the student population.
- In view of the insufficient structured staffing, the institution draws heavily on its budgetary resources for the purpose of concluding contracts for external lecturers/experts and for additional teaching, in order to supplement the deficit areas.
- The institution has announced competitions for administrative assistants in order to improve service to education.

###### **Areas for improvement**

- A further increase in administrative staff would be desirable.
- It is recommended that newly recruited staff be provided with adequate training in order to fit their activities into a system of relations with other academic components (Student Council, staff directly involved in teaching activities, Delegates to the Academy's most sensitive sectors, Bodies and their competences).
- Ensure that the newly recruited staff take note of the outcomes of the Questionnaire administered to the students, especially of the data concerning any critical issues, that they share the analysis and the implementation of solutions, so as to involve them in the adoption of Quality policy-oriented practices.

## **S7.6 STAFF DEVELOPMENT**

The institution ensures that its administrative and support staff have the opportunity to develop their skills and competencies.

### **S7.6 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The institution ensures that administrative staff have the opportunity to use and improve their skills: it organises refresher study programmes specifically addressed to administrative and support staff (in addition to on-the-job training, external training projects are activated, on purchasing procedures, Anac, Consip, Mep, as reported by the NdV). However, the action is not planned or structured within a defined training plan.

#### **Strengths**

The institution is committed to the enhancement of specific starting skills, giving assignments that allow them to be expressed and enhanced.

#### **Areas for improvement**

- Need for formalisation of an annual/triennial schedule for the participation of Ata staff in training study programmes that are diversified according to their role in the institution with the aim of having adequately up-to-date staff with respect to an increasing variety of technical and professional contexts.
- Training is recommended for soon-to-be administrative staff in the direction of active involvement in the culture of quality, and the sharing of its principles, including the adoption of procedures capable of tracking actions and good practices, and periodically monitoring their outcomes.

## **STRUCTURAL RESOURCES**

### **S7.7 STRUCTURAL RESOURCES AND SERVICES**

The institution has adequate structural resources (buildings and equipment) and adequate student support services for teaching, artistic/scientific production and research (e.g. classrooms, laboratories, libraries, spaces for students' independent study and for student representative activities, aids education, IT infrastructure, technical equipment, professional software).

### **S7.7 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The Institution has three locations: Via Ripetta (the historical seat); Via del Corso; Campo Boario (currently being extended to become a real campus). The Institution is in the process of extending its building in order to have modernly equipped spaces for laboratory activities, classrooms and exhibition spaces. These spaces will allow the Academy to be located in a cultural context, the Arts District, open to the city and communicating with it. In all classrooms, particularly in the Campo Boario and Via Del Corso locations, there are multimedia furniture and teaching aids. The library currently lacks adequate space for consultation, to the detriment of the enjoyment of the library's valuable books and historical collection.

#### **Strengths**

The Capitoline Superintendency is currently restructuring and redeveloping the spaces in Campo Boario, under concession from the Municipality of Rome, which are of considerable interest as they are intended - and in some already active in this sense - to constitute an Arts District in the city, as well as a real campus. The

potential of the new cultural district is great: one appreciates the numerous laboratories and spaces for specific student activities, equipped and functioning environments.

#### **Areas for improvement**

- In order to address certain critical issues that emerged from the students' questionnaires concerning the use of spaces located in the centre of Rome (via del Corso, in particular), it is suggested that the problem of overlapping classes be checked, with a view to optimising the allocation of classrooms and their use.
- The premises in Via Ripetta are in need of adequate structural renovation for better usability and safety for students and staff.
- Need to address the logistical and structural deficiencies found in the traditional study programmes in painting, decoration, sculpture, graphics and scenography, as reported by the NdV.
- Need for extension of library opening hours and days and better communication of resources and services.

#### **S7.8 RESOURCES SUITABILITY AND ACCESSIBILITY**

The institution ensures that all resources are fit for purpose and accessible and that students are informed of the services available to them.

#### **S7.8 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

As confirmed during the visit, the institution takes care to ensure that its resources are accessible and constantly checked in the state of their functioning and periodically arranges for their modernisation, where necessary; it has also activated a system of lending photographic materials and equipment to students outsid school hours through a reservation system. A discussion with the Student Council revealed a possible lack of communication.

##### **Strengths**

- It is appreciated that special equipment can be loaned to students on request and under the supervision of a lecturer.
- The Academy Library, thanks to its historical collections, bequests and acquisitions, is an extraordinary resource for international research activities; its membership of SBN and the activated subscription with JSTOR are appreciated.

##### **Areas for improvement**

Need to improve communication related to services related to this item.

#### **SERVICES**

##### **S7.9 STUDENT SECRETARIAT SERVICE**

The institution guarantees the availability of a student secretariat service and appropriate opening hours for public access (with physical or digital communication counters).

#### **S7.9 FINAL EVALUATION OF THE CEV-AFAM**

##### **General remarks**

The institution has in place a teaching secretariat service with an in-person and online desk for students; in this regard, there are some critical issues, as the secretariat is undersized. However, in view of the hiring

new staff, it will be possible to strengthen the service both in terms of quality and in terms of response times to students' requests.

### Strengths

- The student-run CIAO desk is able to deal with requests that are not specifically technical or administrative and do not require the assistance of administrative staff.
- Planned recruitment of new staff.

### Areas for improvement

- Possible extension of the Secretariat's counter hours, also in view of new hirings
- Periodically monitor response times to requests received by the Secretariat from students, specially after the induction of new personnel.
- It is recommended that the contact details of the offices (Education Secretariat, *Placement*, Erasmus, Library) on the institution's website.

## S7.10 ORIENTATION, TUTORING, AND PLACEMENT SERVICES

The institution guarantees the availability of general services, orientation, tutoring, counselling, and placement for students.

### S7.10 CEV-AFAM FINAL EVALUATION

#### General remarks

The institution claims to make use of commissions composed of tenured teachers to carry out and promote activities related to orientation, through open days and visits to schools. It also has a *Placement* Office that deals with entering into agreements with other organisations (such as museums, public bodies, companies, etc.) where students can carry out internships and apprenticeships. There is no active tutoring service. In general, for the point at issue, the institution suffers from the staff shortages already highlighted.

#### Strengths

There are no particular strong points to report.

#### Areas for improvement

- Possibility of monitoring the activities carried out by the *Placement* Office in order to verify the appropriateness of the expansion of contacts with productive realities in the area.
- Need to include all information about the *Placement* Office on the website in the appropriate space (location, timetable, reception arrangements, if any), as well as the activities carried out with the partners.

## S7.11 SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES OR SPECIFIC LEARNING DISABILITIES (SLD)

The institution guarantees the availability of support services for students with disabilities or SLD, focusing on accessibility and educational materials.

### S7.11 CEV-AFAM FINAL EVALUATION

#### General remarks

The institution has set up a special 'Inclusion Commission', which deals with the assessment of different disabilities, with a view to assigning a specific (contract) tutor to support students with disabilities (Directorial

Decree no. 217). The institution also has a Listening Desk for students. However, it has been complained by the student component that the service for supporting students with disabilities or LSD is not very effective.

### **Strengths**

The allocation of a tutor (for teaching and administrative support) to students with disabilities

### **Areas for improvement**

Possibility of identifying among the teachers a figure of "Inclusion Policy Delegate" to chair and coordinate the work of the "Inclusion Commission" and act as a mediator between families and the Institution. Need to verify the possible need to expand the number of hours and/or tutors needed to support the service for students with disabilities throughout the academic year, envisaging at least annual activities to monitor the situation.

Ability to effectively communicate these services on the institution's website.

## **S7.12 SERVICES FOR THE RIGHT TO EDUCATION**

The institution provides fair and transparent services for the right to education.

### **S7.12 CEV-AFAM FINAL EVALUATION**

#### **General remarks**

The Institution is committed to providing economic support to special categories, guaranteeing the Right to Study also with forms of financial participation (scholarships); moreover, as a public institution, it is subject to a No Tax Area and therefore applies the progressive taxation system in relation to students' ISEE certificates and merit requirements. According to Article 10 of the 2022/2023 Study Manifesto, it awards 41 Collaboration Grants for laboratory and office support. It also provides support for foreign students in finding accommodation and inclusion in social networks such as ESN (Erasmus Student Network).

#### **Strengths**

There are no particular strengths to report.

#### **Areas for improvement**

- Possibility of a special section on the institution's website.
- Need to update the Study Manifesto (Art. 8) with respect to the taxation changes introduced by the *Student Act* (in particular, the Registration Fee and the Attendance Fee are no longer due).

## **S7.13 INTERNATIONALISATION AND MOBILITY**

The institution facilitates the processes of internationalization and mobility for incoming and outgoing students, faculty, and staff by offering formalized support services.

### **S7.13 CEV-AFAM FINAL EVALUATION**

#### **General remarks**

The Institution has an Internationalisation Office and an Erasmus Office that takes care of internationalisation activities; it is also committed to improving and enhancing all internal and external internationalisation activities. The Erasmus ECHE, calls for applications, rankings and related forms are published on the institutional website, where the active bilateral agreements for the relevant academic year



are also available.

### Strengths

- The institution supports Erasmus mobility by supplementing student grants with its own resources
- *The* institution took part in the European project EU4ART, for the realisation of the first European University of the Arts; it is currently participating in one of the Horizon 2020 projects on the valorisation of artistic research, EU4ART\_differences.

### Areas for improvement

- Promote, with the direct collaboration of the Student Council, the annual mobility calls for students and staff that are often not promptly intercepted. To this end, collaborate with student representatives in order to put in place the most effective actions to reach the student population, and especially its less receptive segments, to inform them of the opportunities that Erasmus mobility offers.
- Involve students who have benefited from Erasmus mobility grants (using their experience and testimony) in the promotion and dissemination of the Programme.
- Monitor (by the Erasmus Office) the results achieved periodically, compared to the baseline data available (number of mobilities disbursed in the last three years, months disbursed, destination countries) and report comparative data to the Student Council and the Academic Board.
- Complete and integrate the Erasmus page of the website: provide for the insertion of the Italian and English versions of the *Course Catalogue*, indicate the partner institutions with the useful data reported in the *Bilateral Agreements* (number of grants, monthly payments for each destination, links to the web pages of the institutions); insert the ECHE; insert information data for *incoming and outgoing* students and the contact details of the contact persons for coordination and administration.

## S7.14 COLLABORATION WITH OTHER INSTITUTIONS AND/OR ORGANIZATIONS

The institution promotes initiatives of collaboration with other institutions and/or organizations, including international ones, for artistic/scientific production, research, and third mission activities.

### S7.14 FINAL EVALUATION OF CEV-AFAM

#### General remarks

The institution has to its credit numerous collaborations and partnerships with institutions and organisations in the fields of education, research, conservation of artistic and cultural heritage and artistic production, both local, national and international.

#### Strengths

- Membership of international European projects aimed at enhancing curricula, research and artistic and scientific production (Eu4Art, EU4 Art - Differences).
- The consortium with Tor Vergata University and Roma 3 University for the activation of PhDs.
- The project in agreement with the Korean Cultural Institute and the China Scholarship that strengthens the integration process of Oriental students.

#### Areas for improvement

- PhD scholarships are financed by the institution's funds. For the purpose of participating in the XXXIX cycle calls for applications, in order to avoid the risk of losing a scholarship, it is suggested to explore alternative ways of seeking funding or co-funding.

## STANDARD 8 -INFORMATION MANAGEMENT

[ESG2015 1.7 Information management]

The institution ensures the collection, analysis and use of information relevant to the effective management of study programmes of study and other educational activities.

### S8.1 MONITORING OF THE QA SYSTEM

The Institution has an effective monitoring and data collection system for internal quality assurance.

#### S8.1 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

In the absence of a regulatory framework regulating QA in AFAM institutions, the institution relies on the evaluations collected by the NdV and resulting from the questionnaire distributed to students to monitor the quality of services and teaching.

##### Strengths

- The institution declares its willingness to find standard indicators to be applied to the active academic study programmes while admitting the many critical issues involved; it also takes on board the recommendations made by the NdV in its annual report.
- Informal meetings between student representatives and course leaders are organised.

##### Areas for improvement

- Need for a design, in the absence of dedicated AFAM regulations, of principles to be implemented for management of QA, useful to initiate an organisation aimed at continuous improvement
- In this sense, there is a need to promote the adoption of a formalisation of the processes to which the data are submitted, by means of useful indicators to track the process itself: the expected results, the stages of management and the conclusion of the process with the return of the resolved, or partially resolved, criticality to the bodies concerned (NdV, Student Council, Academic Council), the timeframe.
- Need to define procedures on how to share and disseminate the results of student questionnaires
- Need to promote the institutional role of the Consulta by also conveying the culture of Quality through student representation and stimulating student participation in the questionnaire.

### S8.2 PROCESS INDICATORS

The Institution defines process indicators relating to the educational offer to guide and inform decision-making.

#### S8.2 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

Once again, the institution, in the absence of national legislation dedicated to AFAM institutions, relies on the NdV, the School/Course Managers and the Student Council to establish an evaluation process in order to improve the quality of the services offered, also in terms of the educational offer.

### **Strengths**

The institution takes on board the outcomes of the activities carried out by the NdV, Schools/Study programmes, Student Council although it does not have clear and defined indicators capable of assessing the functioning of the educational offer and recording the actions and decision-making processes undertaken.

### **Areas for improvement**

Need to identify, also on an experimental basis, specific and defined process indicators, for the use of the academic bodies involved, able to monitor the flow of the training offer and to prepare actions and decisions in this respect, in order to monitor and improve the quality of the services, according to the objectives proposed by the Academic Council.

## **S8.3 USE OF INFORMATION**

The institution appropriately utilises all available data and information, including monitoring student careers, student opinions, and analysing evaluations conducted by the Evaluation Board within the Annual Report.

### **S8.3 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

The Institution declares that it uses all the data and information, provided by the N.d.V., the Schools/Study programmes and the Council, to expand and improve the services and the educational offer also through the adaptation of the curricula; however, there is a lack of evidence of how the data and information collected are compared and used.

#### **Strengths**

There are no particular strong points to report.

#### **Areas for improvement**

As mentioned in the previous points, there is a need to formalise, even on an experimental basis, the use of data and information by identifying the categories of data, the structure or body from which they come, the actions in which they are used, the structure or body to which the results of the actions undertaken and the results achieved are to be returned.

## **S8.4 INVOLVEMENT OF FACULTY AND STUDENTS IN ANALYSIS AND MONITORING ACTIVITIES**

The institution ensures the participation of faculty and student representatives in the analysis and monitoring activities of the effectiveness of study programmes and educational activities

### **S8.4 FINAL EVALUATION OF THE CEV-AFAM**

#### **General remarks**

Despite the lack of formalisation of practices and processes, the institution claims to carry out analysis and monitoring of the effectiveness of study study programmes and educational activities through its governing and teaching bodies, in which lecturers and students participate.

### **Strengths**

There are no particular strong points to report.

### **Areas for improvement**

- Need for formalisation of the processes of taking on board the critical issues that emerged in the analysis and monitoring activities in order to initiate a discussion, with the various bodies, in order to use the information received to guide constant improvement.
- Verify the effective, constant and responsible participation of the Student Council in monitoring the effectiveness of study study programmes. Accompanying the newly established Council, while respecting the autonomy of this body, in identifying strategies to reach the greatest number of students in order to take on board their recommendations, in addition to the opinions expressed in the Questionnaires.
- Encourage the Student Council to disseminate the importance of filling in the questionnaires for the continuous improvement of the educational offer and the possible revision of the study study programmes.

## STANDARD 9 -INTEGRITY ACADEMIC, TRANSPARENCY E PUBLICITY OF INFORMATION

[ESG2015 1.8 Public information]

[ESG2015 1.10 Cyclical external quality assurance]

The institution adheres to high ethical standards of business management; it publishes clear, accurate information, objective, up-to-date and easily accessible information on its activities, including study programmes

### S9.1 PUBLIC INFORMATION

The institution provides sufficient information to the public regarding its processes for admission, student assessment, student discipline regulation, and the handling of complaints and appeals.

#### S9.1 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution provides information to the public on the processes for admission, assessment, student discipline, examinations, complaints and appeals, through the 'Study Manifesto' regularly published on the institution's website, and through an FAQ page.

##### Strengths

In addition to the 'Study Manifesto', the Institution publishes on its institutional website, in the Administration section transparent, calls and appeals for teachers and students.

##### Areas for improvement

There are no areas of improvement to report.

### S9.2 INTELLECTUAL PROPERTY, CONFLICTS OF INTEREST AND PRIVACY

The institution adopts appropriate policies and periodically reviewed procedures to safeguard academic integrity, intellectual property, privacy, and prevent conflicts of interest.

#### S9.2 FINAL EVALUATION OF THE CEV-AFAM

##### General remarks

The institution declares that it adopts appropriate policies and procedures to protect academic integrity and freedom, e.g. by excluding from examination, dissertation, call and interpellation committees faculty members who are related to undergraduates and graduates. As far as intellectual property is concerned, the institution is implementing a clear definition to safeguard it. For the protection of privacy, the institution has outsourced to the agency CAP & G. Consulting.

##### Strengths

- Concerning the protection of intellectual property, especially with regard to new technologies, the Academy, although not adopting any specific standards, is taking part in experimental research in this regard conducted with European partners within the European Project *EU4Art Differences*.

### Areas for improvement

- Need for updating/preparation of pages dedicated to this point on the website of the institution.
- With regard to 'intellectual property', in view of the numerous international projects that have been concluded and are in the process of being activated, it is necessary to speed up the timetable for formalising implementation strategies.

### S9.3 ACCURACY OF INFORMATION FOR STUDENTS

The information published by the institution is comprehensive, accurate, up-to-date, easily accessible, and sufficient to enable students and prospective students to make informed decisions.

### S9.3 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution claims to have improved the information system through the creation of a new institutional site in full compliance with AGID guidelines, through a specific conversion for mobile devices, and by ensuring quick navigation also for those with disabilities; however, much of the information contained therein does not appear complete.

#### Strengths

The financial effort put in by the Academy to realise a new site with version mobile and easy to consult by people with disabilities.

#### Areas for improvement

Need to update/complete in a short time the much missing information on the website (e.g. in the Contacts section, the links to the Secretariat, *Placement*, Erasmus, Library, there is no information on contact persons, telephone contacts, reference e-mails, reception hours, or opening hours of the services; the section dedicated to Erasmus is missing *Course Catalogue* in Italian and English, Partner Institutions, ECHE Charter, contacts to coordinators and administrative offices of reference); possibility of translation into English and Chinese.

### S9.4 CONSISTENCY OF INFORMATION

All official Institutional information, regardless of the medium, is consistent with ministerial authorizations and the national framework of qualifications, accurately representing the conditions and opportunities available at the institution.

### S9.4 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The information conveyed that officially represents the Institution is consistent with ministerial authorisations and the national qualifications framework, and corresponds to the opportunities that the Institution makes available and publicises. All incoming communications from the Ministry are forwarded for appropriate information to the Teachers and dealt with in the CA and BoD.

#### Strengths

There are no particular strong points to report.

### Areas for improvement

There are no particular areas of improvement to report.

## S9.5 EXTERNAL COMMUNICATION

The institution communicates and promotes externally the results of its artistic/scientific production and research.

### S9.5 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution provides for the external communication and publicisation of the results of its artistic/scientific production and research activities through a dedicated Communication Office, an External Relations Office, the institutional website and through printed publications. However, the strategies implemented do not appear to be fully effective in disseminating information.

#### Strengths

There are no particular strong points to report.

### Areas for improvement

Need for strategic planning that aims to monitor, through the surveying of feedback, the quality of information and, consequently, to establish the most appropriate approach to take for the internal and external dissemination of communication and publicising the results obtained in the various areas.

## S9.6 MONITORING INFORMATION

The institution has an effective system for monitoring the completeness, accuracy, accessibility, and updating of both paper-based and web-based information published on the institution's website. Clear internal responsibilities are defined within this system.

### S9.6 FINAL EVALUATION OF THE CEV-AFAM

#### General remarks

The institution states that the monitoring of the information provided in paper form or published on the institutional website is the responsibility of the Directorate and Deputy Directorate, which ensure its correctness and completeness. However, there is no evidence of this, nor a clear definition of responsibilities.

#### Strengths

There are no particular strong points to report.

### Areas for improvement

Need for the definition of an effective process and system for monitoring the completeness, accuracy, accessibility and up-to-dateness of paper-based information and information published on the institution's website, with a clear definition of internal responsibilities.

## S9.7 COMBATING FRAUD IN EDUCATION

The institution acts in line with the principles expressed in Council of Europe Recommendation CM/Rec(2022)18 on countering education fraud.

#### S9.7 FINAL EVALUATION OF THE CEV-AFAM

##### **General remarks**

The institution is acting in line with the principles expressed in Council Recommendation CM/Rec (2022)18 of Europe on combating fraud in education.

##### **Strengths**

There are no particular strong points to report.

##### **Areas for improvement**

There are no particular areas of improvement to report.

*Signed Rome, 02.08.2023*