



EDUCATIONAL ASSESSMENT

DocNomads

Erasmus Mundus Joint Master Degree in Documentary Film Directing

An evaluation of the quality of the Erasmus Mundus Joint Master Degree in Documentary Filmmaking by Színház- és Filmművészeti Egyetem, Budapest, Hungary; Universidade Lusófona, Lisbon, Portugal; LUCA School of Arts, Brussels, Belgium.

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DOCNOMADS

ERASMUS MUNDUS JOINT MASTER DEGREE IN DOCUMENTARY FILM DIRECTING

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PREFACE BY THE VLUHR QA BOARD

The assessment panel reports its findings on the Erasmus Mundus Joint Master Degree in Documentary Film Directing. This programme is assessed in the spring of 2019 on behalf of the Flemish Higher Education Council (VLUHR).

First of all, this report is intended for the programme involved. The assessment report provides the reader a snapshot of the quality of the programme and is only one phase in the process of the ongoing concern for educational quality. After a short period of time the study programme may already have changed and improved significantly, whether or not as an answer to the recommendations by the assessment panel. Additionally, the report intends to provide objective information to a wide audience about the quality of the evaluated programme. For this reason, the report is published on the VLUHR website.

I would like to thank the chairman and the members of the assessment panel for the time they have invested and for the high levels of expertise and dedication they showed in performing their task. This assessment is made possible thanks to the efforts of all those involved within the institutions in the preparation and implementation of the assessment site visit.

I hope the positive comments formulated by the assessment panel and the recommendations for further improvement provide justification for their efforts and encouragement for the further development of the study programme.

Petter Aaslestad
Chair VLUHR QA Board

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SECTION 1

General Section

PART I

DocNomads

Erasmus Mundus Joint Master Degree in Documentary Film Directing

1 INTRODUCTION

In this report, the assessment panel DocNomads presents its findings with regard to the Erasmus Mundus Joint Master Degree in Documentary Film Directing 'DocNomads' organised by Színház- és Filmművészeti Egyetem, Budapest, Hungary; Universidade Lusófona, Lisbon, Portugal; LUCA School of Arts, Brussels, Belgium. This study programme was assessed in the spring of 2019 on behalf of the Flemish Higher Education Council (VLUHR).

This DocNomads programme is assessed by VLUHR QA on the nine standards and underlying sub-standards of the 'European Approach for External Quality Assurance of Joint Programmes' framework. For each substandard the panel gives a weighted and motivated judgement on a three-point scale: compliant, partially compliant and non-compliant. The panel's opinions are supported by facts and analyses.

2 THE ASSESSED STUDY PROGRAMME

In accordance with its mission, the assessment panel visited the Erasmus Mundus Joint Master Degree in Documentary Film Directing 'DocNomads' by Színház- és Filmművészeti Egyetem, Budapest, Hungary; Universidade Lusófona, Lisbon, Portugal; LUCA School of Arts, Brussels, Belgium on 18 and 19 March 2019. In Flanders, the programme is recognised as Master of Arts in Documentary Film Directing.

3 THE ASSESSMENT PANEL

3.1 Composition of the assessment panel

The composition of the assessment panel DocNomads was ratified on October 5 and December 5 2018 by the VLUHR Quality Assurance Board. The assessment panel was subsequently installed by the Quality Assurance Board by its decision of March 7, 2019.

The assessment panel had the following composition:

- Chairman of the assessment panel:
 - **Prof. dr. Gabor Sonkoly**, dean, Faculty of Humanities, ELTE University, Budapest, Hungary, academic coordinator, TEMA+ Erasmus Mundus Joint Master Degree
- Panel members:
 - **Barry Dignam**, Course Director Viewfinder, Erasmus Mundus Joint Master Degree in Cinematography, National Film School Ireland
 - **Philippe Van Meerbeeck**, Independent consultant for development of audiovisual projects, Belgium
 - **Julien de Smet**, Masterstudent Autonomous Design, Hogeschool Gent, Belgium

Patrick Van den Bosch, Policy Advisor, Quality Assurance Unit of the Flemish Higher Education Council, was project manager of this educational assessment and acted as secretary to the assessment panel.

The brief curricula vitae of the members of the assessment panel are listed in Appendix 1.

3.2 Task description

The review panel, supported by the secretary, should prepare a report that contains relevant evidence, analysis and conclusions with regard to the standards. As well as stating opinions, the panel is also expected to issue constructive recommendations on making quality improvements. In doing so the panel takes into account the context of the programme and the feasibility of the recommendations. Recommendations are formulated in the most concrete way possible and summarised in a separate list at the end of the programme report.

For each standard the panel expresses a considered and substantiated opinion, according to a three-point scale: compliant, partially compliant or non-compliant. The opinions are supported by facts and analyses and make use of illustrative and representative examples where possible. The panel must make clear how it has reached its opinions, taking into account the (criteria of the) standards. In case the assessment results in a formal outcome the review panel should make a recommendation for the accreditation decision. The conclusions and recommendations should pay particular attention to the distinctive features of the joint programme.

The rules set out below are applicable to each standard.

Compliant

The programme acts in accordance with the standard, and its implementation is effective.

Partially Compliant

Some aspects or parts of the standard are met while others are not. The interpretation of the standard is correct, but the manner of implementation is not effective enough.

Non-Compliant

The programme fails to comply with the standard.

3.3 Process

3.3.1 Preparation

The study programme was asked to compile a self-evaluation report in preparation for the assessment visit. The manual for the European Approach for Quality Assurance of Joint Programmes, with a detailed description of the expectations regarding the content of the self-evaluation report, was presented by VLUHR QA. The self-evaluation report reflects the accreditation framework of European Approach for Quality Assurance of Joint Programmes.

The assessment panel received the self-evaluation report a number of months before the on-site assessment visit, which allowed the panel to prepare thoroughly the assessment visit. Additionally, the members of the assessment panel were asked to read a selection of recent master's theses.

The assessment panel held its preparatory meeting on 20 February 2019. At this stage, the panel members were already in possession of the manual for the European Approach for Quality Assurance of Joint Programmes and the self-evaluation report. During the preparatory meeting, the panel members were given further information about the assessment process and they made specific preparations for the forthcoming on-site assessment visit. Special attention was given to the uniform implementation of the manual and the accreditation framework. Also, the time schedule for the assessment visit was agreed upon (see Appendix 2) and the self-evaluation report was collectively discussed for the first time.

3.3.2 On-site visit

During the on-site visit the panel interviewed all parties directly involved with the study programme on all locations of the programme. The panel spoke with the programme management team, teaching staff, students, representatives of the professional field, alumni and personnel responsible at programme level for internal quality assurance, study guidance and student tutoring. The conversations and interviews with all these stakeholders took place in an open atmosphere and provided the panel with helpful additions to and clarifications of the self-evaluation report.

As the site visit took place in Brussels, the panel visited the facilities at the programme's campus in Brussels and received an extensive presentation about the facilities in Lisbon and Budapest. There was also a consultation hour during which the assessment panel allowed to invite people or during which people could be heard by the panel in confidence.

Furthermore, the programme was asked to select a wide variety of documents to be available during the on-site visit as a tertiary source of information (see Appendix 3). Sufficient time was scheduled throughout the assessment visit for the panel to study these documents thoroughly.

At the end of the site visit, provisional findings were presented by the chairman of the assessment panel in conclusion of the on-site assessment visit.

3.3.3 Reporting

The last stage of the assessment process was the compilation of the panel's findings, conclusions, and recommendations into the present report. The panel's recommendations are separately summarised at the end of the report.

The study programme management was given the opportunity to reply to the draft version of this report. The assessment panel considered this response and included elements of it into the final version when deemed appropriate.

SECTION 2

Report of
the study programme

DOCNOMADS

Erasmus Mundus Joint Master Degree in Documentary Film Directing

SUMMARY OF THE ASSESSMENT REPORT

Erasmus Mundus Joint Master Degree in Documentary Film Directing

18 and 19 March 2019, the Erasmus Mundus Joint Master Degree in Documentary Film Directing has been evaluated in the framework of the European Approach for External Quality Assurance of Joint Programmes by a peer review panel of independent experts. In this summary which describes a snapshot, the main findings of the panel are listed.

Profile of the programme

The “DocNomads Erasmus Mundus Joint Master Degree in Documentary Film Directing” (hereafter DocNomads) is a two-year, full time, international graduate programme delivered by a consortium of three partner universities: Színház- és Filmművészeti Egyetem, Budapest, Hungary; Universidade Lusófona, Lisbon, Portugal and LUCA School of Arts, Brussels, Belgium.

The joint programme is a cooperative and consolidated programme. The three partners are equally involved in the design and the delivery of the programme. The institutions take a united approach, both on an administrative level and the applied level, to achieve a high level of jointness within the programme. However, the national frameworks do not yet allow for a joint degree. For the time being, each partner university issues its own diploma and its own diploma supplement.

Each semester amounts to 30 ECTS-credits. The use of ECTS is clear and modules earn from 3 to 30 credits each. The entire joint master programme of DocNomads amounts to 120 ECTS-credits. Each year, approximately 25 students are accepted from a large group of applicants. These students come from all over the world.

Programme

The students spend the first semester in Portugal, the second in Hungary and the third in Belgium. During the fourth and final semester, the students also follow the same courses and work on their Master's Degree Project. This time however, they are distributed over the three partner universities.

The structure of the programme enables the students to demonstrate the learning outcomes. Each semester builds on the previous one in a sequenced way. The curriculum and the structure of the successive semesters are proved by the results of the students as documentary filmmakers as well as by current students and alumni. The programme has a rich and interesting approach to exploring documentary filmmaking. Particular attention is dedicated to translation and dialogue between different 'film languages' and cultural backgrounds and interpretations.

The programme is delivered by a diverse group of professionals: local teachers, guest scholars, practicing filmmakers, theorists and technicians. The hands-on approach and the mix of various learning methods by tutors from different countries and cultural backgrounds is one of the strong points of this programme. The programme is a mix of practical workshops, project work, theoretical explorations, screenings and event attendance. There is a blend of practice, research and real-world industry activity.

Research appears to be focussed on practice. It is seen as the ability to phrase a (research) question and report the process of formulating an answer, in this case in the film or in an essay. Many students are not used to academic writing before coming to the master programme. Therefore, the programme provides three paper essays in the first semester. For some students, the academic component is felt as heavy because they want to make films instead of writing reflective essays. The programme can further strengthen the research skills of the students. Therefore, the programme management should engage more with the current debates about research in artistic education and channel back the results to the curriculum and discussions with the students. A further crossover between theoretical and practical teaching must be stimulated.

The programme management has strong ties with a broad range of representatives in the professional field. Moreover, alumni from all over the world are regularly invited to discuss the programme. Their input on the courses and their content is important in order to continuously adapt the curriculum. This flexibility proves to be an asset in order to keep up with fast moving innovation cycles in media and documentary, and it keeps the curriculum up-to-date with the needs of stakeholders.

Evaluation and testing

The programme demonstrates amply that the learning outcomes are achieved, by the quality of the assessments, the quality of the master's degree projects and essays, an almost non-existent dropout rate, the satisfaction and level of employment of DocNomads alumni and the rewards their films receive at various festivals all over the world.

The DocNomads consortium has its own examination and assessment regulations, which are revised every year by the programme management, since they are an integral part of the student contract. This student contract describes the mutual rights and obligations of the students and the partner universities of the DocNomads consortium. Annually revised before the start of the academic year, it is signed by every student as well as by representatives of the consortium. The criteria for assessments are clear for all courses of the programme.

Feedback is the weakest point in the programme's examination policy. It is not always clear to students why they receive a certain mark. In a couple of cases teaching staff gives feedback explaining why they give a certain mark. It would be more encouraging if all teachers give feedback and relate this feedback to the given mark. It is recommended to give systematic feedback about the grading of the final films to diminish dissatisfaction of graduating students on the received marks.

Services and student guidance

The admission requirements are clear and published on a clear and transparent website. The three-step application procedure (including eligibility check, portfolio and skype interview) is thorough, fair and equitable. The admission procedure shows a clear intention to maximize diverse student profiles. It considers the artistic level of students, their motivation, background and how they could match in the programme.

In each partner institute, sufficient administrative assistance is provided for the students. Beyond the consortium coordinator and the admission assistant, each institution has an administrator, who is responsible for DocNomads students. All students enrol at the three partner universities simultaneously.

The integration of the DocNomads students with local students is currently not always smooth. Even so, some students find it is difficult to find housing. This is mainly because of local administrative rules and the housing market. Nevertheless, they can rely on students of the second master and the alumni network to help them to find housing. The programme can organise more systematic assistance with accommodation of students.

Study success and professional opportunities

In the last five years, 126 students enrolled in the programme. 123 of these students (97.6%) graduated at the end of their fourth semester. One may therefore conclude that the average time most students need to actually complete this programme is also two years.

There is a high level of participation in film festivals. Selection at festivals and the earned awards show that the programme proves to be fit for the labour market. Alumni indicate that the skills needed to forward their chosen career were provided by the programme. The alumni surveys carried out by the programme management show that graduates are largely employed in documentary direction and other production roles within the film and TV industry. Some of them opt for further studies. The representatives of the professional field are very positive about the achieved competences of graduates. They specifically state that students coming to the professional field already have a network and have confidence in their achieved capacities. Students experience of learning in different countries by the mobility of students and teaching staff helps them to look critically at the field of documentary filmmaking with a foreigners' eye.

ASSESSMENT REPORT

Erasmus Mundus Joint Master Degree in Documentary Film Directing

Preface

This report concerns the programme assessment of the Erasmus Mundus Joint Master Degree in Documentary Film Directing. The assessment panel (further referred to as “the panel”) visited the study programme at LUCA, School of Arts in Brussels on 18 and 19 March 2019.

The panel assesses the study programme based on the nine standards and underlying sub-standards of the European Approach for External Quality Assurance of Joint Programmes. For each substandard the panel gives a weighted and motivated judgement on a three-point scale: compliant, partially compliant and non-compliant. The panel’s opinions are supported by facts and analyses. The panel also expresses a final opinion on the quality of the programme as a whole.

The panel assesses the quality of the programme as it has been established at the time of the site visit. The panel has based its judgement on the self-evaluation report and the information that arose from interviews with the programme management team, teaching staff, students, representatives of the professional field, alumni and personnel responsible at programme level for internal quality assurance, study guidance and student tutoring. The panel examined course materials, test and evaluation assignments and relevant reports available. The panel also visited the educational facilities at the programme’s campus in Brussels and received an extensive interactive presentation about the facilities in Lisbon and Budapest.

In addition to the judgement, the panel also formulates recommendations with respect to quality improvement. In this manner, the panel aims to contribute to the quality of the programme. The recommendations are included in the relevant sections of the respective standard. At the end of the report there is an overview of suggestions with respect to quality improvement suggestions.

Context of the study programme

The “DocNomads Erasmus Mundus Joint Master Degree in Documentary Film Directing” (hereafter DocNomads) is a two-year, full time, international graduate programme (120 ECTS) delivered by a consortium of three partner universities:

- Színház- és Filmművészeti Egyetem (University of Theatre and Film Arts), Budapest, Hungary, hereafter SZFE
- Universidade Lusófona, Lisbon, Portugal, hereafter Lusófona
- LUCA School of Arts, Brussels, Belgium, hereafter LUCA

SZFE, which serves as the programme’s consortium coordinator, took the initiative to establish this programme and invited LUCA and Lusófona, who jointly developed the programme. In early 2011 the Education, Audio-visual and Culture Executive Agency (EACEA) approved the programme application.

According to the self-assessment report (SAR), DocNomads is the first Erasmus Mundus Joint Master Degree (EMJMD) in the field of film granted the right to use the Erasmus Mundus brand name and receive financial support to organize the first five editions (2012-2018). The partners of the consortium decided to organise and fund the sixth edition of the programme (2017-2019) themselves. Financial support was granted again in the Erasmus+ programme to organise three more editions (2018-2022).

Each year, approximately 25 students are accepted from a large group of applicants. These students come from all over the world. So far DocNomads has enrolled students from over 60 nationalities. Some of the students are self-funded or nationally funded, but a majority of each cohort can only participate via EU-funded scholarships. These scholarships, which are awarded to students from all over the world, are granted by the EACEA and conferred “to the best student candidates applying under annual selection rounds.”

Name	Period	Applicants	Admitted students	Students with EU-scholarship	Self-funded students	Graduated students
DN1	2012-2014	154	23	21	2	23
DN2	2013-2015	245	26	20	6	25
DN3	2014-2016	320	23	14	9	22
DN4	2015-2017	282	26	16	10	25
DN5	2016-2018	236	28	20	8	28
DN6	2017-2019	49	19	0	19	-
DN7	2018-2020	253	24	18	6	-

The students spend the first semester in Portugal, the second in Hungary and the third in Belgium. During the fourth and final semester, the students also follow the same courses and work on their Master's Degree Project. This project is the Master's Thesis of the programme. It includes a 'production file', a research essay and a 'graduation film'. This time however, the students are distributed over the three partner universities.

1st semester	Entire cohort in Lusófona, Portugal.
2nd semester	Entire cohort in SZFE, Hungary.
3rd semester	Entire cohort in LUCA, Belgium.
4th semester	Approx. 1/3 of the students in Lusófona, approx. 1/3 in SZFE and approx. 1/3 in LUCA. All students follow the same curriculum (Master's Degree Project).

Standard 1 - Eligibility

1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

The panel evaluates the substandard as compliant.

LUCA, Lusófona and SZFE, the institutions that offer this joint programme, are recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks enable them to participate in the joint programme. The institutions awarding the degree ensure that the degrees belong to the higher education degree systems of the countries in which they are based. This is proven by legal documents examined by the panel. The panel commends the extensive and relevant documentation it has been examining in preparation of the site visit.

The programme does not award a joint degree. The panel learned that DocNomads is doing everything in their power to realise a joint degree as soon as it is legally possible (see also standard 1.2.). The panel urges the programme management to continue striving towards a joint degree. The panel learned from its meeting with students and alumni that for them a joint diploma is not a major concern. The programme management would like to have this joint diploma as this is seen by them as a quality label with important value.

Based on its meetings with the programme management and teaching staff, the panel concludes that the status of the DocNomads programme in their institutions is exemplary. The programme had a trail-blazing role in each partner institutions to develop other joint master programmes.

The panel expresses the wish that in the short term all countries involved in the consortium will recognise the 'European Approach' as a framework for evaluation and accreditation. This in addition to the current regulatory framework within which the joint programme can operate.

1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

The panel evaluates the substandard as compliant.

The joint programme is a cooperative and consolidated programme. The three partners are equally involved in the design and the delivery of the programme. To make this work, the three partner universities have established a joint Academic Board, which is the programme management. The Academic Board is competent for all matters where the members themselves feel authorised to take decisions on behalf of the partner university they represent: admission, budget, learning outcomes, teaching, assessment, quality assurance etc. These elements are formalised in a Cooperation Agreement between the three institutions, complemented with a financial agreement and a student contract (see also 1.3.)

The programme management meets at least four times a year. The panel learned that sometimes quick consultation among the members is needed. This is often dealt with by email or videoconference. The panel supports the fact that consortium Coordinator also travels at least twice a year to the partner universities or to a location where she can talk to staff members and students.

As the programme was jointly developed, it has been delivered as a joint programme for some years. It is clear to the panel that this “jointness” permeates throughout all facets of the consortium and that this programme has become much more than the sum of its parts. The institutions take a united approach, both on an administrative level and the applied level, to achieve a high level of jointness within the programme. However, the national frameworks do not yet allow for a joint degree. For the time being, each partner university issues its own diploma and its own diploma supplement.

1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- Denomination of the degree(s) awarded in the programme;
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.);
- Admission and selection procedures for students;
- Mobility of students and teachers;
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

The panel evaluates the substandard as compliant.

In January 2017, the leadership of the three partner universities signed a new cooperation agreement. The panel examined this consortium agreement thoroughly and concluded that the terms and conditions of the programme are laid down in a sound and clear way. This cooperation agreement between the partners covers the terms and conditions of their partnership and includes - amongst other things - the denomination of the degree awarded in the programme; coordination and responsibilities of the partners; admission and selection procedures for students; mobility of students and teachers; examination regulations; student assessment methods; recognition of credits and degree awarding procedures in the consortium.

This cooperation agreement is complemented by two additional documents: Firstly, an inner financial agreement that describes in greater detail the budget that is available for organising the programme and the ways in which that budget is divided among the three partner universities. This agreement is revised each year, since the exact number of students is directly related to the incomes of that particular edition. The inner financial agreement also pays specific attention to the mobility of the students and the faculty. Secondly, the panel was pleased to find that the programme has a student contract. Every student receives a copy of this document. Each copy is signed by the student and by four representatives of the consortium. The student contract, which is also revised each year, describes the mutual rights and obligations of the students and the partner universities of the DocNomads consortium.

Standard 2 - Learning Outcomes

2.1 Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

The panel evaluates the substandard as compliant.

In their consortium agreement, the partner universities have agreed that students who successfully complete the DocNomads master programme must have learning outcomes that are equivalent to a European Qualifications Framework awarded at Level 7. When designing the intended learning outcomes, the programme therefore monitored both the intended level and the domain-specific approach (see 2.2.).

In 2017-2018, the Flemish Higher Education Council (VLUHR), asked LUCA to contribute to the drafting of Domain-specific Learning Outcomes (DSLO). Such DSLO, indicates for every programme in a specific domain, the required levels of insights, skills and attitudes that students must demonstrate during their study process. Defining common learning for a domain enables the positioning of a programme vis-à-vis similar programmes, and informs students and employers about the competences and qualification of a particular programme. The DSLO are linked with national and international qualification frameworks in order to increase transparency in the European higher education area. The DSLO were approved by the VLUHR and validated by the Dutch Flemish Accreditation organisation (NVAO) on January 28, 2019. These DSLO are also the intended learning outcomes of DocNomads. Subsequently, the intended learning outcomes align with EQF level 7 and are appropriate to the Flemish Qualification Framework.

Whilst the intended learning outcomes are mapped explicitly to the Flemish Qualification Framework, they are not mapped to the Portuguese or Hungarian framework. The panel decided to do a mapping exercise of the learning outcomes to each national framework and found no incompatibilities. Therefore, the panel agrees the intended learning outcomes are also compliant with all three national frameworks.

2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

The panel evaluates the substandard as compliant.

When designing and developing the programme, the programme management aimed for learning outcomes that were specific for the field of documentary film directing, whilst taking into account standard requirements of an academic programme on level 7. In 2017-2018, the Flemish Higher Education Council (VLUHR), asked LUCA to formally submit these Domain-specific Learning Outcomes (DSLO) (see also 2.1.). The programme management, submitted the DSLO to the VLUHR. Based on feedback from alumni and independent domain experts gathered by VLUHR, the DSLO have been found to be formulated in accordance with FQ-EHEA level 7.

The panel believes the intended learning outcomes comprise knowledge, skills, and competencies and are clearly appropriate to the field of documentary filmmaking. There is a particular emphasis on the documentary filmmaker as author and the development of the “voice” of the student. The panel recognises this emphasis clearly as an added value in the profile of the programme. This is also recognised by the representatives of alumni and the professional field that were met by the panel.

Recently, the programme management recognised more emphasis on storytelling was necessary in the programme. This was rectified on the programme level. It is the panel’s opinion that in any future discussions about the intended learning outcomes the subject ‘storytelling’ should feature explicitly in a learning outcome. This does not need to be in conflict with the programme’s current scope on the ‘filmmaker as author’.

All in all, the panel commends the fact that the programme management has strong ties with a broad range of representatives in the professional field. Moreover, alumni from all over the world are regularly invited to discuss the programme (see also standard 9). Their input on the courses and their content is important in order to continuously adapt the curriculum. This flexibility proves an asset in order to keep up with fast moving innovation cycles in media and documentary, and it keeps the curriculum up to date with the needs of stakeholders. The panel advises

the programme management to monitor that in cases where programme changes are necessary, they should see if any corresponding changes in the intended learning outcomes are required.

2.3 Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

The panel evaluates the substandard as compliant.

The presented assessment outcomes, together with the feedback from industry professionals, students and graduates show that the programme achieves its targeted outcome level. The programme demonstrates amply that the learning outcomes are achieved, by the quality of the assessments (see also standard 5), the quality of the master's degree projects and essays, an almost non-existent dropout rate, the satisfaction and level of employment of DocNomads alumni and the rewards their films receive at various festivals all over the world.

Before the site visit, the panel read and watched more than 10 master's degree projects. The panel is convinced by the high level of quality of these masters' degree projects. A greater focus on research in the master's degree project would also reinforce the academic character of the entire programme. The panel discusses this in detail in standard 5. The panel was informed by both the programme management and the students that it is closely monitored whether at the end of the programme the students have achieved the intended learning outcomes. The panel discusses this in detail in standard 9.

The panel learned there is a high level of participation in film festivals. Selection at festivals and the earned awards show that the programme proves to be fit for the labour market. Alumni met by the panel indicate that the skills needed to forward their chosen career were provided by the programme. The alumni surveys carried out by the programme management show that graduates are largely employed in documentary direction and other production roles within the film and TV industry. Some of them opt for further studies. The representatives of the professional field met by the panel, are very positive about the achieved competences of graduates. They specifically state that students coming to the professional field already have a network and have confidence in their achieved capacities.

Students met by the panel mentioned their overall feeling indicates that they can achieve the intended learning outcomes. The experience of learning in different countries by the mobility of students and teaching staff helps them to look critically at the field of documentary filmmaking with a foreigners' eye.

2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

The minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, are not relevant to the DocNomads programme.

Standard 3 - Study Programme

3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

The panel evaluates the substandard as compliant.

The first three curricular semesters, held consecutively in Lisbon (Lusófona), Budapest (SZFE) and Brussels (LUCA) are structured around six overarching course units. It is the study programmes' aim that their pedagogical contents and learning outcomes build upon one another, from an intermediate level to an advanced level, or complement each other.

Semester 1 has to bring students to the same baseline level, which is the level of an aspiring documentary film-maker. Professional standards are introduced and homogenised. Short exercises demonstrate the workflow, the tools and the operative methods associated with technical equipment and applications. The panel was informed by students and teacher that at the end of the semester, the students do not really master these skills yet, but are at the same basic level. Semester 2 allows the students to reach more advanced levels of skills that were levelled in the previous semester. Particular attention is given to storytelling, to advanced cinematography

and editing, as well as to the ethical choices filmmakers are often confronted with.

The panel learned that semester 3 has a double focus. On the one hand, students learn to use sound (including their own voice) and narrative techniques in order to develop their own individual style. On the other hand, they learn to work individually in a professional context where they must be able to deal with festivals and producers, to pitch their ideas, to write a production file and to supervise the production and direction of their own projects. Semester 4 is entirely focused on the individual Master's Degree Project. Within the Master's Degree Project, each student has to demonstrate that he has acquired the skills to plan, develop, and make a professional documentary. The final examination (with a screening of the graduation films) takes place in Belgium.

The panel examined the curriculum thoroughly. The ECTS files are clear and distributed properly. The structure of the programme enables the students to demonstrate the learning outcomes. The curriculum is designed to achieve the intended learning outcomes. Each semester builds on the previous one in a sequenced way. The curriculum and the structure of the successive semesters are proved by the results of the students as documentary film-makers as well as by current students and alumni. The programme has a rich and interesting approach to exploring documentary filmmaking. The panel finds it a truly blended approach with a great variety of teaching methods. Each partner makes use of its local insight and traditions, which the panel believes, really benefits the students. In that way, the "jointness" of the programme is exploited well. Particular attention is dedicated to translation and dialogue between different 'film languages' and cultural backgrounds and interpretations.

The programme management visits the partner universities at least twice a year, to keep the finger on the pulse and stay in touch with their colleagues and students. They participate in key curricular moments of other semesters and attend the so-called "preparation weeks", where students and faculty gather to screen the most recent student works and to discuss their progress. Based on the conversations with all stakeholders of the programme, this is considered by the panel to be of a high added value to the programme.

The curriculum has been regularly updated according to the needs of stakeholders, which is a result of regular consultation of students, alumni

and guest lecturers. The panel learned from students and teaching staff that contemporary developments in the domain are considered. Students participating in contests outside the programme often capture new trends and approaches. Based on students' requests the programme organised for instance for the two current groups of students in Budapest a course about storytelling with guest teachers from abroad. Next year the programme will give attention to topics related to the border between fiction and documentary and also to interactive documentary. As structural changes in a curriculum take time, the programme management invites experts in new fields for their masterclasses.

In the first semester, academic standards regarding literature research and the writing of papers are introduced. These are repeated throughout the second and third semesters. Students are encouraged to engage in debates about documentaries and their directors, by researching and by verbalising their own opinions in written or oral form. For their Master's Degree Project, students are required to write a Research Essay that reflects the artistic research that precedes and helps the realisation of the film project. The text must meet academic standards and have the format of a publishable article or essay.

The panel found that research appears to be focussed on practice. It is seen as the ability to phrase a (research) question and report the process of formulating an answer, in this case in the film or in an essay. Many students are not used to academic writing before coming to the master programme. Therefore, the programme provides three paper essays in the first semester. For some students, the academic component is felt as heavy because they want to make films instead of writing reflective essays. Based on the reading of the master's degree projects, the panel also concluded that the programme can further strengthen the research skills of the students. Therefore, the panel recommends that the programme management should engage more with the current debates about research in artistic education and channel back the results to the curriculum and discussions with the students. In that way, the current debate about research in artistic education needs to be more prominent in the curriculum. Therefore, the panel recommends to integrate an academic writing course in the programme. Even so, the panel encourages further crossover between theoretical and practical teaching. The panel recommends that the academic oriented staff engages more on the student's practical projects. Finally, the panel recommends that students should be provided with more information about the online database

available in the partner universities and with other online sources relevant for their studies and research. This will prove useful for the quality of research and written essays.

3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

The panel evaluates the substandard as compliant.

Each semester amounts to 30 ECTS-credits. The use of ECTS is clear and modules earn from 3 to 30 credits each. The entire joint master programme of DocNomads amounts to 120 ECTS-credits. The three partner universities apply this system meticulously since they are not (yet) issuing a joint diploma. This means that the marks that a student obtained, for instance, during the first semester at Lusófona in Portugal, must be taken over (and entered into the administrative system) by LUCA in Belgium and SZFE in Hungary. To ensure that this happens smoothly, each partner university will, at the end of the semester in which it received DocNomads students, send “transcript of records” of those individual students to the other partner universities. A “Transcript of records” lists every mark that a student obtained at a specific partner university. If a student fails to complete one or more semesters, he receives these transcripts of records listing the modules they completed at DocNomads, so that these may be relied on for further studies.

Students are provided with ECTS files. These files contain all necessary information about the intended learning outcomes, teaching and assessment methods, main bibliography and filmography, lecturer and the contact and working hours for students. The level of detail of the ECTS files is considered by the panel to be clear and comprehensible for students.

3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

The panel evaluates the substandard as compliant.

The entire joint master programme of DocNomads amounts to 120 ECTS-credits. This programme is designed to be completed in two years. Queries filled out by students and the meeting of students with the panel indicate that the workload during those two years is observed to be rather heavy but doable. That observation is corroborated by the teaching schedule. In the first three semesters in particular, the schedules of classes, workshops, lectures, seminars and individual assignments are quite intense. However, all students and staff also agree that this is a positive thing and enables the students to maximise their time on the programme and reflect the realities of the “real world” of film production.

Despite the heavy workload, the panel did not find indications that students have problems finishing the assignments within the period of the master. In the last five years, 126 students enrolled in the programme. 123 of these students (97.6%) graduated at the end of their fourth semester. One may therefore conclude that the average time most students need to actually complete this programme is also two years. Some of them even combine their studies with language courses or student jobs. The feedback loop from students to the programme management is also short and efficient (see also standard 9). This enables students to report workload related issues.

Standard 4 - Admission and Recognition

4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

The panel evaluates the substandard as compliant.

The call for applications is usually launched in the first week of October. It is closed approximately three months later. The call is published on the DocNomads website and on the Erasmus+ website of the European Union. The call is also shared through platforms, websites, newsletters and networks. The whole application process is online. Candidates who struggle with particular problems are advised to contact the admission assistant.

Prior to the first ranking of the candidates, there is an eligibility check. The consortium coordinator and the admission assistant ensure that all applications that were submitted prior to the deadline and comply with the requirements. Subsequently, all the eligible candidates are ranked. During this process, the three course directors and the deputy course directors look at the e-application packages (documents and films) of the eligible candidates. Each candidate gets a mark. The marks are compared, discussed and sometimes adjusted (based on a second or third opinion) until an agreement has been reached. This agreement results in a final ranking of all the applicants. Based on this ranking, at least 50 candidates are invited for a Skype interview. This leads to a final ranking of all the candidates. The entire cohort counts approximately 25 students. The programme management informed the panel that larger groups tend to prevent that each student receiving enough individual attention from his tutors. There is a two-week appeal period during which rejected applicants may object to the procedure or its results.

It is the panel's opinion that the admission requirements are clear and published on a clear and transparent website. The three-step application procedure (including eligibility check, portfolio and skype interview) is thorough, fair and equitable. Students met by the panel felt the application procedure was a positive experience. The admission procedure shows a clear intention to maximize diverse student profiles. It considers the artistic level of students, their motivation, background and how they could match in the programme.

A possible improvement upon the existing method would be to organise a preparation course for students who cannot yet join the programme because of a lack of artistic or academic qualifications. This would increase the diversity in the student body and would also increase student inflow from nations with a limited documentary industry.

DocNomads is an international master programme accessible for students from all over the world, but the framework in which it operates appears mainly to be Western. Africa is almost a blind spot on the DocNomads application map. The panel was told by the programme management this could be related to different quality and standards of local film schools. The DocNomads consortium introduced a summer school in Lebanon (2018) and prepares one in Georgia (2019) and another one in South-Africa (2020). The panel encourages the tendency to expand the reach of the programme manifested in the selection of the locations of Summer Universities.

4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

The panel evaluates the substandard as compliant.

The DocNomads programme explicitly solicits applications from people with a Bachelor Degree in Film Studies, Arts and Media or Communication studies. Nevertheless, the programme also welcomes applications from any student with a bachelor degree that is equivalent with European Qualification Framework Level 6 (or higher), providing that the candidate can show “a convincing artistic portfolio”.

In confrontation with the standards for the European Approach for Quality Assurance of Joint programmes, the programme management realised there was not an application procedure for candidates who may somehow have obtained the required qualifications, but do not have a bachelor degree that is equivalent with European Qualification Framework Level 6 or higher. LUCA has taken the lead to develop a procedure to recognise previously acquired competences or qualifications. A procedure for recognition of qualifications periods of studies (including recognition of prior learning) is in the process of design and will be adopted in June 2019. This procedure should be clear and visible on the DocNomads website. As

the latter will be considered from the next academic year on, the panel finds the recognition of qualifications and of periods of studies in line with the Lisbon Recognition Convention and subsidiary documents.

Standard 5 - Learning, Teaching and Assessment

5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

The panel evaluates the substandard as compliant.

Each partner university of the DocNomads consortium has a different profile, employs other faculty and has distinctive academic traditions. The programme management ensures that those differences don't become too large, but they also explicitly stated that differences are neither hidden nor drastically ironed out (see infra). The ownership of the programme was apparent during the interviews: The panel states that DocNomads can truly be envisioned as one mobile film school. The contacts with diverse educational approaches and encountering diverse perspectives on filmmaking, strengthens the students' achievement of the intended learning outcomes. The stated approach of "unity in diversity" is appropriate. It is clear the teaching staff, students and alumni are all passionate about the programme and have developed a real ownership of the brand 'DocNomads'.

The panel learned that students are not just coming from very different countries and cultures, but also from a wide variety of backgrounds. Students arrive with different levels of technical, film historical and theoretical skills and knowledge. Some of them are more experienced than others in, for instance, the field of cinematography. Some are more versed in film history. According to students and teaching staff met by the panel, it is of crucial importance that the students work and live as one group, where they learn much from each other. The panel learned that singling out students as more advanced or more skilled than others, by exempting them from particular courses would damage the group dynamics that the programme management wishes to stimulate. Exercises done in pairs or teams are important means to increase the students' knowledge and skills

by learning from each other. This overall situation enhances openness, tolerance and respect of each other. It creates group cohesion and a positive and helpful learning environment. The panel endorses this approach. It became apparent from the different meetings of the panel that students appreciate each other and the different qualities and approaches of each university. However, the panel learned that integrating with local students of other programmes is not always that obvious.

The programme is delivered by a diverse group of professionals: local teachers, guest scholars, practicing filmmakers, theorists and technicians. The panel commends the diversity of learning methods that are in place in the programme. The hands-on approach and the mix of various learning methods by tutors from different countries and cultural backgrounds is considered by the panel as one of the strong points of this programme. The programme is a mix of practical workshops, project work, theoretical explorations, screenings and event attendance. There is a blend of practice, research and real-world industry activity. In the first three semesters group classes and group screenings of the work-in-progress are combined with individual coaching sessions, where students get feedback and assistance from various film professionals. The curriculum provides students with the necessary skillset to start a career in international documentary making in accordance with the learning outcomes. However, traditional academic research could be given more space in the overall curriculum (see also standard 3.1.).

5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

The panel evaluates the substandard as compliant.

The DocNomads consortium has its own examination and assessment regulations, which are revised every year by the programme management, since they are integral part of the student contract. This student contract describes the mutual rights and obligations of the students and the partner universities of the DocNomads consortium. Annually revised before the start of the academic year, it is signed by every student as well as by representatives of the consortium. The criteria for assessments are clear for all courses of the programme. The ECTS files are clearly beneficial (see also standard 3.1.).

The marks awarded for the courses at LUCA and Lusófona are on a 1 to 20 marking scale with 20 being the highest mark. Any mark below 10 means that the student has failed. A marking scale of 1 to 5 is used at SZFE with 5 being the highest mark. Conversion between the different systems is made according to this system [0-9 = 1; 10-11 = 2; 12-13 = 3; 14-15 = 4; 16-20 = 5]. Accordingly, at SZFE, a mark below 2 means that the student has failed. This grading system is accepted and applied by all partners. It is these grades that are communicated by the faculty to the students, in each of the partner universities (SZFE included). At the end of each semester, each partner university has to enter those grades into its own administrative grading system. The official diploma supplement features the original marks on a scale from 0-20. The Hungarian marks (on a scale from 0-5) appear only on the Hungarian diploma, which should include an attachment with the European marks (scale from 0-20). The panel commends that the assessment methods are clear and standardized taking into account the differences between national grading systems.

Throughout the first, second and third semester, the students are evaluated and assessed by the teachers. This changes, partially, in the last semester. The graduation film, which with a credit value of 16 ECTS is a crucial part of the Master's Degree Project, is examined by a jury, which is composed of DocNomads teaching staff and two external assessors from the professional field. The external assessors are briefed on the requirements that were imposed on the students and on the assessment criteria that were communicated to students. For written assignments, students must follow the "Guidelines for Writing Papers", that are distributed at the beginning of the first semester. These guidelines must be followed throughout the four semesters. The panel states that the jointness of the programme through active co-tutorship and shared evaluation is discernible.

Feedback is the weakest point in the programme's examination policy. Students told the panel that it is not always clear to students why they receive a certain mark. In a couple of cases teaching staff gives feedback explaining why they give a certain mark. It would be more encouraging if all teachers give feedback and relate this feedback to the given mark. The panel recommends to give systematic feedback about the grading of the final films to diminish dissatisfaction of graduating students on the received marks.

Standard 6 - Student Support

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

The panel evaluates the substandard as compliant.

In each partner institute, sufficient administrative assistance is provided for the students. Beyond the consortium coordinator and the admission assistant, each institution has an administrator, who is responsible for DocNomads students. All students enrol at the three partner universities simultaneously. This is an administrative necessity in order for the ECTS system to be smoothly implemented (see also standard 3.2.).

Students who are admitted into the programme, need help with visa requirements, need information on housing and usually have very specific questions that are related to their country of origin and to their personal situation and needs. They often start asking questions about such matters before submitting their application and pick the conversation up again after they have been admitted. Initially the website provides comprehensive information about the programme and admission requirements or Visas.

It is acknowledged by the programme management that visa and registration difficulties are increasing particularly for students from some countries. The panel understood that Visas and residency permits are issues almost every student needs assistance with. Throughout the programme, every student has to spend 6 months in Portugal, in Hungary and in Belgium before spending the fourth and final semester in one of these countries. They need visas to enter countries and residency permits to stay there for several months. This is evident for people with a passport from an EU member state but much more complicated for people from elsewhere. This remains a difficult issue, because national and international rules and regulations tend to change. Whilst this is largely outside of the control of the universities, the panel recommends the programme management should continue to offer any support it can. The panel learned that throughout the years, the DocNomads consortium established good relationships with embassies and consulates in various countries. This facilitates the process but it quite often remains a difficult endeavour.

By the end of the summer the students arrive in Lisbon, to start their first semester at Lusófona. The main purpose of this “preparation week”, is to introduce the students to their host institutions and its staff and services. The panel learned a “welcome week” is organised, during which formalities related to their residence in Portugal are taken care of. This is also the moment when students sign their student contract (see also standard 1.3.) The whole programme management travels to Lisbon to welcome and meet the new students. Additionally, a Portuguese language course is offered. As in Lisbon, each semester in Brussels and Budapest has a preparation week to induct students to the particular school. This always includes a welcome meal and some site-seeing tours. The panel appreciates these special actions that are adapted to integrate the students to the host institution. This makes DocNomads a truly mobile film school, where students travel across Europe to effectively study at the universities they will obtain a degree from.

Next to the information students receive about their bureaucratic and training duties, they also receive information about medical assistance if required. Students have health insurance and each school has medical facilities available. Students are positive about the medical and psychological support provided when required or signalled by another student or staff member. The existing staff is equipped to help students solve most of the obstacles they face during these two years. The panel learned from its meeting with the staff that they rely on the existing student support in the host academies and helps students to find the necessary expertise.

The integration of the DocNomads students with local students is currently not always smooth (see also standard 5.1.). The panel believes that this integration could mean added value for both the local students and the DocNomads students. The panel recommends that peer assistance from local students should be enhanced to exploit more the possibilities in the host universities and to ease the installation of (non-European) students.

The students met by the panel reported that it is difficult to find housing. This is mainly because of local administrative rules and the housing market. Nevertheless, they can rely on students of the second master and the alumni network to help them to find housing. The panel recommends the programme to organise more systematic assistance with accommodation of students.

Since September 2018 an external ombudsperson is hired, who will act as recourse person for issues which are out of reach of the programme management. Although, this ombudsperson is not consulted yet, it is the panel's opinion that it can be an asset in case any major problems would occur.

Standard 7 - Resources

7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

The panel evaluates the substandard as compliant.

The panel examined the competences of staff and concluded that the programme staff has impressive experience in practice and education. They are highly qualified in their field. The teaching staff in all partner universities are qualified to teach in the programme. The teaching staff is sufficiently present and well trained. They prove motivated and flexible, despite the fact that a joint programme demands more effort and responsibility. Their flexibility is demonstrated convincingly. There is an impressive list of guest lecturers. The programme also invites many documentary directors, producers, festival organisers as lecturers or to give workshops and share their experiences. This impressive calibre of visiting scholars proves the strength of the programme.

The intergenerational transmission within staff in each partner institute is planned and guaranteed. The panel believes there is a good age profile in the academic staff. There is a range from older more experienced teachers to younger teachers who are happy to disrupt the status quo. This puts the content development of the programme on a secure footing. It would be nice to see greater diversity in the staff in general as all the course directors are male.

7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

The panel evaluates the substandard as compliant.

During the site visit in Brussels, the panel visited the facilities in LUCA and received an extensive interactive presentation about the facilities in Lisbon and Budapest. In addition, the panel discussed the quality of the facilities with students, teachers and alumni. The demonstrated facilities are sufficient and the interviews proved a significant but necessary investment in the last years especially in Budapest and in Lisbon. The universities provide the necessary technical infrastructure not only in their own premises, but also in other institutions of their network, which allows students to broaden their horizon.

All schools have libraries (with English language books), screening facilities, editing, production equipment etc. However, the continued investment in English material for the libraries in all of the schools remains important. There is a rather big difference in the technical material provided between the universities. But critical equipment has been made available at every location.

An operational virtual learning environment Moodle is active since February 2019, accessible by both students and teaching staff, and sharable by the three organising universities. This will be an added value to share all study materials and course information on one platform (see also standard 8).

Standard 8 - Transparency and Documentation

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

The panel evaluates the substandard as compliant.

There is a well-designed DocNomads website that provides detailed and clear information about the programme, curriculum, staff, application procedures and scholarships. The website is the main point of initial

contact for most students. Contact details are clear and accessible. Information is also disseminated through other social media.

Relevant information about the programme is well documented and published. This is very much appreciated by the panel. A clear and detailed student contract is provided to students letting them know what they can expect from the institutions and what is expected of them. Further information on course catalogue, examination and assessment procedures are available for students. The students are also provided with clear guidelines for essays, papers and their Master's Degree Project.

As already mentioned in standard 2.3., students are provided with ECTS files that contain all necessary information about the intended learning outcomes, teaching and assessment methods, main bibliography and films, lecturer and the contact and working hours for students.

In February 2019, the programme management started working with Moodle. This virtual learning environment will be used as a platform to communicate and to disseminate electronic course materials. The panel received a demonstration on Moodle. By using Moodle, the students will no longer have to use the virtual learning environments of the various universities. This will also give the teachers a complete overview of the course materials used by their colleagues and will increase transparency.

Standard 9 - Quality Assurance

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

The panel evaluates the substandard as compliant.

The three partner universities have delegated the responsibility for quality assurance to the Academic Board, which is the DocNomads programme management. This allows the programme management to organise a quality assurance system that is fit-for-purpose for this master programme.

The panel learned that the programme organises an oral feedback session at the end of each semester. In addition to that, the programme invites students to fill out an online questionnaire. The programme management told the panel that oral face-to-face feedback sessions allow to get more detailed and nuanced feedback than questionnaires. On the other hand,

some students are reluctant to voice face-to-face criticism vis-à-vis tutors they had to work with in the fourth semester. The panel commends that the three partners in the programme have developed a harmonised approach for student feedback. Based on the documented feedback from current students, the panel concludes this feedback is generally very positive. The visiting scholars and guest lecturers are also asked to write a feedback report about their activities in the programme.

At the beginning of each semester the teachers of the previous semester report on their outcomes and concerns. The student representatives also address the board meeting with their concerns and suggestions. They reported to the panel an example of their active participation in the Board. When last year's students found that storytelling was lacking in the programme, the Board arranged an additional masterclass. Subsequently, this year there is a seminar on this topic for all students. The panel found enough evidence that urgent issues are immediately corrected and longer-term plans are discussed. This is a smooth process that has significant buy-in from staff, students and alumni. The panel appreciates the constructive way in which programme management deals with the feedback it receives both formally and informally from students, teaching staff, alumni and the professional field.

The wide range of quality assurance actions are employed to ensure the flexibility and adaptability of the programme. The results and outcome of these actions are evaluated systematically in the Board meetings. The great number of changes in the programme perceived in the provided documents are the reflected consequences of this regular evaluation. The panel believes the programme management is not only efficient, but also quite quick to initiate and test changes.

FINAL JUDGEMENT OF THE ASSESSMENT PANEL

Standard 1 - Eligibility	
1.1 Status	Compliant
1.2 Joint design and delivery	Compliant
1.3 Cooperation Agreement	Compliant
Standard 2. Learning Outcomes	
2.1 Level	Compliant
2.2 Disciplinary field	Compliant
2.3 Achievement	Compliant
2.4 Regulated Professions	N/A
Standard 3. Study Programme	
3.1 Curriculum	Compliant
3.2 Credits	Compliant
3.3 Workload	Compliant
Standard 4. Admission and Recognition	
4.1. Admission	Compliant
4.2. Recognition	Compliant
Standard 5. Learning, Teaching and Assessment	
5.1 Learning and teaching	Compliant
5.2 Assessment of students	Compliant
Standard 6. Student Support	
Compliant	
Standard 7. Resources	
7.1 Staff	Compliant
7.2 Facilities	Compliant
Standard 8. Transparency and Documentation	
Compliant	
Standard 9. Quality Assurance	
Compliant	

As all the standards are evaluated as compliant, the panel is convinced that DocNomads Erasmus Mundus Joint Master Degree in Documentary Film Directing is compliant. The panel advises the competent accreditation organisations to grant the accreditation.

SUMMARY OF THE RECOMMENDATIONS FOR FURTHER IMPROVEMENT OF THE STUDY PROGRAMME

Standard 3

- Engage more with current debates about research in artistic education and channel back the results to the curriculum and discussions with the students.
- Integrate an academic writing course in the programme.
- Provide students with more information about the online resources available in the partner universities and with other online sources relevant for their studies and research.
- Ensure further crossover between theoretical and practical teaching.

Standard 5

- Give systematic feedback about the grading of the final films to diminish dissatisfaction of graduating students on the received marks.

Standard 6

- Continue to offer any possible support to reduce the difficulties students have with visa and registration.
- Offer more systematic assistance with accommodation.
- Enhance peer assistance from local students to exploit more the possibilities in the host universities/countries and to ease the installation of (non-European) student.

APPENDICES

APPENDIX I

Curricula vitae of the members of the assessment panel

Gábor Sonkoly (CSc, Hungarian Academy of Sciences, 1998; Ph.D. EHESS, Paris, 2000; Dr. habil. ELTE, Budapest, 2008; Doctor of the Hungarian Academy of Sciences, 2017) is a Professor of History and Dean at the Faculty of Humanities, Eötvös Loránd University of Budapest. He is the author of *Les villes en Transylvanie moderne, 1715-1857* (2011) and *Historical Urban Landscape* (2017). He published three monographs in Hungarian, edited four volumes and wrote more than seventy articles and book chapters on urban history, urban heritage and critical history of cultural heritage. He presented at more than hundred international colloquia and was a guest professor in twelve countries of five continents. He is the scientific coordinator of TEMA+ Erasmus Mundus European Master's Course entitled *European Territories: Heritage and Development*. He is Member of the Panel for European Heritage Label. He is the Knight of the French Order of Academic Palms (2011).

Barry Dignam is Programme Chair of Film & Television at the Irish National Film School at IADT. He is also the Irish Course Director of Viewfinder, the Erasmus Mundus Joint Master of Art in Cinematography. He studied Drama at Trinity College Dublin and Film at the National Film School IADT. As an educator, he has over twenty years experience in teaching, academic strategy and quality assurance. As a filmmaker, He has made many multi-award winning shorts including 'Chicken', 'Dream Kitchen' and 'A Ferret Called Mickey'. He's had been nominated for a Palme d'Or at Cannes and a Berlin Bear. 'Monged' a feature he co-wrote with Gary Duggan premiered in 2015. His films have been presented in official selection at over a hundred

and fifty international film festivals. They have been screened by top broadcasters including Film Four, PBS, Canal+ and been released on DVD and theatrically in Europe, the US and beyond.

Philippe Van Meerbeeck is an independent screenwriter and consultant for development of audiovisual projects, specialized in documentary and digital heritage. He has an extensive trackrecord as former author, producer and commissioning editor of documentary with Flemish public broadcaster VRT. Also as member of the VAF Documentary Commission and lecturer on documentary at Ghent University. Philippe was member of EBU Documentary Group, European Documentary Network, National Coordinator for INPUT. Participated in major doc events like IDFA, Hot Docs, Sunny Side, TDF, CoPro, Documentary Campus, Jilhava, Lisbon Docs, Story Doc. He has extensive tutoring experience in Belgium, Germany, France, Netherlands, Greece. He obtained a master degree in Social Communication at HRITCS/Erasmus Hogeschool in Brussels.

Julien de Smet is a master student in Autonomous Design at KASK in Ghent. KASK is part of Hogent. In 2016 he achieved a bachelor degree in interior design. During his bachelor degree he collaborated with designer Erwan Bouroullec and presented his work during the Dutch Design Week. During his master he made a shift towards artistic research. His artistic practice uses performance, installation, documentation and storytelling as media. In 2018 he cocurated his first exhibition named Semi-Simultaneous. In 2019 he started Botshaft with two fellow students. Botshaft is a collective that aims to facilitate and curate artist – student collaborations.

APPENDIX II

Time schedule of the site visit

March 18, 2019

9:30–12:00	internal consultation
12:00–13:00	programme management
13:00–14:00	lunch
14:00–15:00	students
15:00–15:30	internal consultation
15:30–16:30	teaching staff
16:30–16:45	internal consultation
16:45–17:45	programme-specific infrastructure
17:45–18:30	internal consultation
18:30–19:30	graduates and professional field
19:30	diner panel

March 19, 2019

9:00–10:00	supporting staff
10:00–11:00	consultation hour
11:00–11:30	internal consultation
11:30–12:00	programme management
12:00–13:00	lunch
13:00–15:30	final consideration
15:30	oral report

APPENDIX III

Documents reviewed

Name	Content
<i>Annex_1.1_1_LUSÓFONA_Certidão Permanente_Estatutos</i>	LUSOFONA * Creation and statues of COFAC (legal entity that holds Universidade Lusófona): Certidão Permanente Estatutos COFAC
<i>Annex_1.1_2_LUSÓFONA_Decreto-Lei 92-98, 14 de Abril-Reconhecimento de interesse público da ULHT</i>	LUSOFONA * Recognition of Universidade Lusófona as HEI - Decreto de Lei 92-98
<i>Annex_1.1_3_LUSÓFONA_DL_67_2005EMundus</i>	LUSOFONA * National Decree 67/2005 that allows Portuguese HEIs to take part on Erasmus Mundus and recognises the degree given.
<i>Annex_1.1_4_SZFE_Deed of foundation</i>	SZFE * Deed of Foundation
<i>Annex_1.1_5_SZFE_Authorization for the HU doc. dir. master diploma</i>	SZFE * Authorization to issue an Hungarian Documentary Film Directing degree - authorization to issue multiple diploma
<i>Annex_1.1_6_SZFE_Authorization_2016_degree in HEI cooperation</i>	SZFE * Authorization to issue a Hungarian degree at the end of the DN HEI cooperation (2016) - authorization to issue multiple diploma
<i>Annex_1.1_7_SZFE_authorization for establishing joint DN_Ministry</i>	SZFE * Authorization to start the joint HU accreditation procedure (from the Hungarian Ministry of Education)
<i>Annex_1.1_8_SZFE_establishing joint DN_Hungarian Accreditation Committee decision_sept3018_pdf</i>	SZFE * The most recent decision of the Hungarian Accreditation Committee that establishes the DN joint master degree (2018 sept) – at the end of this procedure SZFE will be able to issue a joint diploma

<i>Annex_1.1_9_LUCA_articles_of_association</i>	LUCA * Articles of association (statuten), as changed on November 7, 2017
<i>Annex_1.1_10_LUCA_Hogeronderwijsregister</i>	LUCA * Belgian (Flemish) Higher Education Register (Hoger Onderwijsregister) for LUCA School of Arts
<i>Annex_1.1_11_DocNomads_Hogeronderwijsregister</i>	LUCA * Belgian (Flemish) Higher Education Register (Hoger Onderwijsregister) for DocNomads
<i>Annex_1.1_12_Legal documents_combined</i>	1 PDF file that merges the 11 abovementioned documents
<i>Annex_1.1_13_Sample_diplomas_LUCA_Lusofona_SZFE</i>	Sample diplomas for DN5 from the three partner universities
<i>Annex_1.2_Reports_Academic_Board_Meetings_Sept-2016_Sept-2018</i>	Reports from the Academic Board meetings, September 2016 – September 2018
<i>Annex_1.3_1_Consortium_Agreement_DN+_signed</i>	Consortium Agreement for DN+
<i>Annex_1.3_2_Signed_Inner_Financial_Agr_DN7</i>	DN Inner Financial Agreement for DN7
<i>Annex_1.3_3_DN7_Student_Contract_scholarship_students</i>	Student Contract for DN7 – scholarship students
<i>Annex_1.3_4_DN7_Student_Contract_self-financed_students</i>	Student Contract for DN7 – self-financed students
<i>Annex_1.3_5_Signed_Inner_Financial_Agr_DN6</i>	DN Inner Financial Agreement for DN6
<i>Annex_1.3_6_DN6_Student_Contract</i>	Student Contract for DN6 (one version only, because there were no EU-scholarships).
<i>Annex_2.3_1_List_of_DN_Films_in_Festivals (2013-2018)</i>	Excel file with a list of every DN film that was selected for a festival, eventually with information about the prize the film won. This list is not exhaustive, since the AB has to rely on alumni to keep the list updated.
<i>Annex_2.3_2_Graduation_survey_DN1-DN3</i>	Report about a survey of DN alumni from DN1, DN2 and DN3
<i>Annex_3.2_DN6_ECTS_sheets_entire_curriculum</i>	All the ECTS sheets of the curriculum of DN6, combined in one large file. (These ECTS sheet can also be consulted/downloaded as separate files.)
<i>Annex_3.2_DN7_ECTS_sheets_entire_curriculum</i>	All the ECTS sheets of the curriculum of DN7, combined in one large file. (These ECTS sheet can also be consulted/downloaded as separate files.)
<i>Annex_4.1_DN Online Application</i>	The electronic application form for candidates for DN8.
<i>Annex_4.2_List_with_countries_legalisation_procedures</i>	Depending on the country of origin of the awarded diploma or certificate, there are various methods of authorisation. This list offers an overview for candidates for DN8.

<i>Annex_5.1.2_1_DN Guidelines for Writing Papers (2017)</i>	DN Guidelines for Writing Papers (2017) – identical to annex 8.6.
<i>Annex_5.1.2_2_DN Guidelines for Writing Papers (2018)</i>	DN Guidelines for Writing Papers (2018) – identical to annex 8.6.
<i>Annex_5.2.2_ DocNomads Grades - proposal_ agreed_Nov_2014</i>	DN agreement regarding grading (2014) – identical to annex 8.6.
1 - Sem 1 - DN6	Folder with ECTS sheets, assignment guidelines and submitted written assignments for the 1st semester of DN6, which is the most recent completed edition of that semester. Samples of films that were made/submitted by students are mentioned in table 17 (p. 71-74).
2 - Sem 2 - DN6	Folder with ECTS sheets, assignment guidelines and submitted written assignments for the 2nd semester of DN6, which is the most recent completed edition of that semester. Samples of films that were made/submitted by students are mentioned in table 17 (p. 71-74).
3 - Sem 3 – DN5	Folder with ECTS sheets, assignment guidelines and submitted written assignments for the 3rd semester of DN5, which is the most recent completed edition of that semester. Samples of films that were made/submitted by students are mentioned in table 17 (p. 71-74).
4 - Sem 4 – DN5	Folder with ECTS sheet, guidelines and submitted written assignments for the 4th semester (Master's Degree Project) of DN5, which is the most recent completed edition of that semester. Samples of films that were made/submitted by students are mentioned in table 17 (p. 71-74).
2 - Sem 1 – DN7	Folder with ECTS sheets and assignment guidelines for the 1st semester of DN7, which is being organized when this Self Evaluation Report is submitted (December 2018).
<i>Annex_6.2_ Student Information Guides - combination LUCA Lusófona SZFE</i>	The student information guides of LUCA, Lusófona and SZFE.
<i>Annex_6.3_2018_example_Annex_AON_ insurance</i>	AON insurance policy – sample.
<i>Annex_6.4_1_DNA newsletters issues 1 -6</i>	DNA-newsletters (6 issues merged into 1 file).
<i>Annex_6.4_2_Summer_School_2018_report_ ALBA·DN</i>	Report about the DN Summer School in Lebanon (Summer 2018)
<i>Annex_7.1.7_1_guest teachers_ DN1-DN5</i>	DocNomads guest teachers – a list for DN1-DN5
<i>Annex_7.1.7_2_DN5_scholars</i>	DocNomads scholars invited for DN5
<i>Annex_7.2_1_LUCA_Facilities and Equipment</i>	Facilities & equipment at LUCA

<i>Annex_7.2._2_Lusofona_Facilities and Equipment</i>	Facilities & equipment at Lusófona
<i>Annex_7.2._3_SZFE_Facilities and Equipment</i>	Facilities & equipment at SZFE
8.3. Student Contract samples	Folder with samples of various Student Contracts
8.6. Guidelines for writing papers	Folder with DN guidelines for writing papers (2017,2018) and an agreement regarding grading (2014)
8.8. Semester 4 (Master's Degree Project)	Folder with various documents that are distributed to the students and to the members of the graduation film exam jury
8.9. Instructions regarding film credits and subtitles	Folder with instructions regarding film credits and subtitles
8.10 Festivals - handbook and list of festivals	Folder with the DocNomads Festival Handbook and additional information
<i>Attachment_9.1._1_Survey_LUSOFONA_2017</i>	Survey conducted by Lusófona about the first semester of DN6
<i>Attachment_9.1._2_Survey_SZFE_2017</i>	Survey conducted by SZFE about the second semester of DN6
<i>Attachment_9.2._1_combined_feedback_external_jury_members_DN4_DN5</i>	Evaluations of the DN graduation films (and the programme) by the external members of the jury
<i>Attachment_9.2._2_combined_feedback_scholars</i>	Evaluations of the DN programme by scholars who recently taught masterclasses or seminars
<i>Attachment_9.3._1_DN6_semester1_evaluation_LUSOFONA</i>	Report by Lusófona about the first semester of DN6, presented to the AB
<i>Attachment_9.3._2_DN5_semester3_evaluation_LUCA</i>	Report by SZFE about the second semester of DN6, presented to the AB
<i>Attachment_9.3._2_DN6_semester2_evaluation_SZFE</i>	Report by LUCA about the third semester of DN5, presented to the AB