

ESTONIAN ACADEMY OF MUSIC AND THEATRE GUIDELINES FOR THE INTERNAL EVALUATION OF CURRICULA

I General Principles

1. These guidelines set out the principles and procedures for the internal quality assessment (internal evaluation) of bachelor's and master's degree curricula at the Estonian Academy of Music and Theatre (hereinafter the Academy) based on the guidelines for institutional accreditation approved by the Quality Assessment Council for Higher Education of the Estonian Quality Agency for Higher and Vocational Education.
2. Internal evaluations take place every three years during the autumn semester.
3. As a rule, internal evaluation is carried out simultaneously for all curricula in which the Academy admits students.
4. Internal evaluations of curricula are organised by curriculum coordinators, who involve the curriculum council and, if necessary, other members of the Academy and external stakeholders in the internal evaluation process.
5. The internal evaluation of a curriculum is a thorough analysis of the curriculum, which is based on the collected data and includes an analysis of problem areas and opportunities for improvement. The internal evaluation must also include an assessment of the improvement activities in the previous period. Internal evaluation of curricula is accompanied by feedback from internal and/or external experts. The regular review and improvement of curricula ensures their relevance, including compliance with international developments.
6. The internal evaluation of curricula includes requirements for institutional accreditation that are relevant at the curriculum level and are grouped into three areas of evaluation:
 - 6.1. planning and management of studies;
 - 6.2. learning, teaching and assessment;
 - 6.3. development, cooperation and internationalisation of teaching staff.
7. The results of the internal evaluation of curricula are summarised in an internal evaluation report, the format of which is set out in Annex 1 to this Regulation. A joint report may be prepared on the bachelor's and master's curricula in the same field and on the Estonian and English versions of a curriculum.
8. The procedure for the internal evaluation of a joint curriculum and the format of the report are agreed between the universities administering the joint curriculum.

II The process of the internal evaluation of curricula

9. The Vice-Rector for Academic Affairs and Research approves the exact schedule of the internal evaluation and presents it to the curriculum coordinators and the chief coordinators of the departments.
10. The Registry and Student Affairs Department and the Personnel Manager compile the necessary statistics and forward the data to the curriculum coordinators.
11. The curriculum coordinator examines the statistics provided by the Registry and Student Affairs Department, does the necessary preliminary work and contacts the people who will participate in the internal evaluation process.
12. Discussions, seminars, interviews, group interviews, questionnaires and other methods may be used to obtain information and assessments from the parties. The quality of the internal evaluation is ensured by discussion between the parties, as a result of which the problem areas of the curriculum are identified and improvement activities are planned.
13. The curriculum coordinator coordinates the schedule of meetings and activities and sends participants information on the questions serving as the basis for the internal evaluation at least two weeks before the planned activities.
14. The assessments, conclusions and planned improvement activities agreed during the discussions and analysis are documented by the curriculum coordinator in the internal evaluation report.
15. The internal evaluation report is approved by the curriculum council and then submitted to the Senate for approval.
16. Internal evaluation reports for curricula are kept with the Senate documents.
17. The results of the internal evaluation of curricula are presented and analysed at the Academy's development seminar and are used as input in the preparation of the Academy's development plans and action plans.
18. The curriculum coordinator forwards the report to the management of the departments related to the curriculum, to the student council and, if desired, to other employees.
19. The implementation of the planned improvement activities within the curriculum is monitored by the curriculum coordinator. The Vice-Rector for Academic Affairs and Research monitors the implementation of improvement activities concerning the entire Academy and its support structures.

Annex 1 – Curriculum Internal Evaluation Report

CURRICULUM INTERNAL EVALUATION REPORT

The scope of the report is up to 10 pages per curriculum. Excessive repetition should be avoided. The questions and sub-items presented in the assessment areas are of an indicative nature and can be used creatively.

Please use statistical indicators in your answers. The indicators are presented at the beginning of the thematic section.

Title of the curriculum	
Department responsible for the internal evaluation of the curriculum	
Main author of the internal evaluation report (name and position)	
Brief description of the internal evaluation process and report preparation (start and end dates, participants, tasks, coordination)	

1. PLANNING AND MANAGEMENT OF STUDIES

The analysis should be based on the following indicators and data and the figures related to students presented for each curriculum as a three-year trend (preferably comparing them with average indicators for the Academy):

- (Optimal) number of students per curriculum
- Student satisfaction with the content and organisation of studies
- Number of credit points applied for and calculated within the procedure for the recognition of previous studies and professional experience (VÕTA)
- Alumni satisfaction with the quality of studies
- Employer satisfaction with graduate training
- Career prospects and employment of graduates
- International cooperation projects
- Number of concerts, performances

1.1. The curriculum has been designed and developed, taking into account the expectations of students and other stakeholders, sectoral developments, labour market needs and good international practice. The curriculum is based on up-to-date sectoral know-how and research.

- Evaluate the curriculum development process. How is the curriculum reviewed? In the last three years, what have been the most important changes in the curriculum, what was their purpose and motivation?
- How has the curriculum taken into account the expectations of the labour market and society? How is feedback from employers received and taken into account?
- Give examples of how student and alumni feedback is taken into account in curriculum development.
- Has the curriculum been compared to other similar curricula internationally? What are the results of the comparison and how have they been used?
- How have the improvements suggested from the previous internal evaluation been taken into account?
- How have the external evaluations of the curriculum and the recommendations of other external partners been taken into account?
- How do the creative and research activities of faculty members support curriculum development and the quality of teaching? Give examples of connections between faculty members' creative and research work and teaching.

1.2 The objectives of the curriculum and its modules, the planned learning outcomes, theoretical and practical learning, the proportion of independent studying and practice, and the assessment of the learning outcomes form a coherent whole. Developing general competencies and supporting the development of a self-directed learner is a natural part of the curriculum and is integrated within the studies in the main subject. Opportunities for student mobility within Estonia and internationally have been provided and are used.

- How is the coherence of the curriculum ensured: objectives> learning outcomes> learning content> consistency of assessment criteria and methods?
- Which general competencies do students develop in the curriculum? Is the development of general competencies related to studies in the main subject and how?
- How are theoretical and practical learning and/or practice linked in the curriculum?
- For curricula that include pedagogical or other internships (including outside the Academy), please describe the principles for finding internship placements and internship supervisors. What is the student feedback on the content and organisation of the internship?
- Is national and international student mobility supported and encouraged? Analyse the results of the international mobility of the students in the curriculum (students who have studied abroad in the Erasmus and other mobility programmes).
- Have international guest students studied in the curriculum? What feedback have they given and what impact have they had on the studies?

1.3. Sufficient material and financial resources are available to implement the curriculum. The availability of up-to-date educational and scientific literature and access to scientific

databases is guaranteed. The learning environment, including learning materials, aids and equipment supports the student in achieving the learning outcomes.

- Are there sufficient financial resources (for both staff and supplies) to carry out the studies and ensure the sustainability of the curriculum?
- How do you assess the current state of the musical instruments, technology and other resources needed for teaching?
- Do students and faculty members have good access to study and research literature, music notes and other information? Give examples of how the library has taken into account the needs of the curriculum when procuring materials or in other ways.
- How are the principles of environmental protection and sustainable development followed in the implementation of the curriculum?
- What are the opportunities for students to study independently, what are their living conditions and opportunities for social interaction?

Strengths related to the planning and management of studies:

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Areas for improvement and planned improvement activities related to the planning and management of studies:

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2. LEARNING, TEACHING AND ASSESSMENT

The analysis should be based on the following indicators and data and the figures related to students presented for each curriculum as a three-year trend (preferably comparing them with average indicators for the Academy):

- Total number of students
- Number (percentage) of international students
- Student mobility (inbound–outbound, number/percentage), number of credit points acquired in international mobility
- Admission, including the number of direct entrants from the second level at the same university
- Number of dropouts, including at own request, percentage of dropouts
- Average study time by study levels
- Student satisfaction with support services
- Number of prizes won by students at international and national competitions and festivals
- Number of graduates, including graduates at the end of the nominal length of study

2.1. The conditions and organisation of admission are transparent and impartial. On admission, the student’s prerequisites for coping with the chosen curriculum successfully are assessed.

- Evaluate how admissions information is disseminated and the curriculum is marketed. How have the relevant faculty members contributed to this?
- What has been done to ensure that a sufficient number of motivated and well-prepared students enter the curriculum? Evaluate the entrance competition over the past three years.
- How is the transparency and impartiality of the admission process ensured?
- How are the candidate’s prerequisites for success assessed in the admissions process and how is the need to support them during their studies in some subject areas or in the event of special needs identified?

2.2. A learner- and learning-centred approach is used in teaching that guides students to take responsibility for their studies and career planning and supports the development of key competencies and the achievement of the learning outcomes of the curriculum.

- How are the individual abilities and (special) needs of students taken into account in the learning process? Does the learning provide sufficient challenges for all students? Is the workload of students in various subjects optimal and does it correspond to the number of credit points?

- How can a student influence the content and organisation of their studies and take responsibility for their studies? How do you assess the ability of the students to analyse and reflect on their own learning and provide meaningful feedback on their studies?
- Is there an overview of the teaching methods that faculty members use? How is it ensured that purposeful and effective teaching methods are used?
- How are digital tools integrated into the learning process? How do you rate the skills of faculty members in using digital tools?
- What are the opportunities for students to participate in creative and research work? How are student research / creative research skills developed?

2.3. Assessment of students, including considering previous studies and work experience, is supportive of learning and in line with the learning outcomes. The objectivity and reliability of assessment are guaranteed.

- What are the main assessment methods used by the faculty members teaching the curriculum? How is the relevance of assessment methods ensured (the method is used to assess the achievement of learning outcomes, including the acquisition of general competences)?
- Is formative assessment used in the learning process and how?
- How do you inform students about the assessment criteria? To what extent is the student able to have a say in setting the targets of the learning process?
- How are the objectivity and transparency of assessment ensured? Is one faculty member involved in the assessment or are there many? How are external parties involved in the assessment of learning outcomes (including final exams and dissertation defences)?
- How is the student given feedback on their results?
- Have there been appeals against any assessments? How are appeals handled?
- Are there clear agreed upon principles on how a student's previous studies and work experience (VÖTA) are taken into account in the completion of the curriculum?

2.4. Support services have been set up and made available to students. Students' individual development and progress are monitored and supported. Graduates of the curriculum are competitive with their professional knowledge and social skills both nationally and internationally.

- Rate the organisation of studies and related support services.
- What are the reasons for interrupting studies and dropping out and what has been done to reduce their number?
- How do you rate the success of your alumni in the labour market? Give examples of success stories from recent years.

Strengths in the areas of learning, teaching and assessment:

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Areas for improvement and planned improvement activities related to learning, teaching and assessment:

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3. DEVELOPMENT, COOPERATION AND INTERNATIONALISATION OF TEACHING STAFF

The analysis should be based on the following indicators and data and the figures related to students presented for each curriculum as a three-year trend (preferably comparing them with average indicators for the Academy):

- Competition for elected academic positions
- Number of students per academic staff member as a full-time equivalent
- Mobility of faculty members (inbound and outbound), including the number of full-time international faculty members
- Percentage of faculty members with doctoral degrees
- Student feedback results on the work of faculty members
- Participation of faculty members in continuing professional training or other forms of the development of teaching skills and professional development (participation in professional associations)
- The average age of faculty members
- The number of short courses delivered by international teaching staff
- Media coverage of studies in the curriculum and members
- Creative activities of faculty members

3.1 The curriculum is taught by a sufficient number of professionally competent faculty members who are oriented towards supporting the development of the learner and learning from each other, and who are systematically engaged in continuing professional training and the development of teaching skills.

- Rate the number, qualifications and professional experience of the faculty members teaching the curriculum.
- What is the age structure of the faculty members? How is the supply of junior faculty members addressed?

- How do faculty members develop their professional and pedagogical skills? Including, how is cooperation between faculty members encouraged, such as sharing best practices and learning from each other?
- How are new junior faculty members supported?
- Please rate the student feedback from the previous three academic years on the faculty members involved in the curriculum. How have the feedback results been analysed and taken into account?

3.2 Faculty members follow the principles of academic ethics and codes of conduct in cases of non-compliance with the principles.

- Which principles of academic ethics require the most attention in the context of this curriculum?
- How do you support faculty members and students in understanding and responding to ethical issues?
- Have there been any cases of misconduct and how have they been responded to?

3.3. Faculty members participate in international mobility, which supports their teaching and R&D and creative activities. Visiting and international teaching staff from foreign institutions of higher education are involved in teaching.

- Rate the participation of faculty members involved in the curriculum in international mobility.
- How have external teaching staff and experts participated in delivering the curriculum (e.g. conducting courses, supervising internships, participating as members of final examination and defence commissions and opponents) and how effective has their involvement been?
- How do you rate the cooperation with practitioners in the field (people whose only or main activity is not academic work)? To what extent and for what purpose are they involved in teaching?

3.4. When evaluating a faculty member's work, the effectiveness of teaching and R&D and creative work, student feedback, the effectiveness of supervision, the development of teaching and supervision skills, international mobility and business or work experience in their professional field outside the university are taken into account.

- How does a faculty member get feedback on their work and performance?
- How do you rate the activity and effectiveness of faculty members' creative and research work? Describe the flexible integration of different aspects of a faculty member's activity (teaching, research and creative activities).
- How do faculty members contribute to the promotion of their field, the promotion of Estonian music and theatre and the vitality of society in general?

Strengths in the field of development, cooperation and internationalisation of teaching staff

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Areas of improvement and planned improvement activities related to the development, cooperation and internationalisation of teaching staff:

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