

Adopted by the Senate of the EAMT regulation no 2 of 10 March 2021
Amended by the Senate of EAMT resolution no 7 of 14 December 2022
Amended by the Senate of EAMT resolution no 5 of 25 October 2023
Amended by the Senate of EAMT resolution no 6 of 30 October 2024

PROCEDURE FOR COLLECTING AND USING FEEDBACK FROM ALUMNI AND STUDENTS

I General provisions

1. This procedure regulates the collection, analysis, disclosure and use of feedback from students and alumni of the Estonian Academy of Music and Theatre (hereinafter the Academy).
2. Collecting feedback from students and alumni is part of the Academy's quality assurance system, and its overall goal is to monitor and continuously improve the quality of teaching.
3. Regular feedback surveys are as follows:
 - 3.1. feedback survey of new students;
 - 3.2. subject-based feedback survey;
 - 3.3. graduate feedback survey;
 - 3.4. doctoral student feedback survey;
 - 3.5. alumni feedback survey.
4. Feedback is collected using the approved questionnaires and forms, which are enclosed as annexes to this procedure.
5. The Registry and Student Affairs Department and the Quality Manager organise the collection, analysis and publication of feedback. [14.12.2022]
6. The Quality Manager monitors the implementation of improvement proposals made on the basis of the feedback. [14.12.2022]
7. Other surveys may be conducted among students and alumni, which are not regulated by this procedure. The organiser is responsible for conducting such surveys and analysing and publishing the results.

II Feedback survey of new students

8. The purpose of the feedback survey for new students is:
 - 8.1. to explore ways of promoting the Academy and the main subjects taught at the Academy among the entrants;

- 8.2. to identify the expectations and assessments of the entrants regarding the dissemination of admission information;
 - 8.3. to ensure seamless and transparent admission arrangements;
 - 8.4. to ensure that new students are inducted quickly and studies begin smoothly.
9. The feedback survey for new students is conducted among all first-year bachelor students during the autumn semester in the Study Information System (SIS). [30.10.2024]
10. Not valid. [30.10.2024]
11. The survey is anonymous, it is also possible to answer non-anonymously if desired. [30.10.2024]
12. A summary of the survey, along with a brief analysis and improvement suggestions, will be announced to the Academy's Student Council by e-mail and to the Academy's employees via the intranet. [30.10.2024]
13. Feedback from new students is taken into account:
- 13.1. in planning the Academy's external communication and marketing activities towards entrants;
 - 13.2. by the Registry and Student Affairs Department in the distribution of admission information and in the technical arrangements for admission;
 - 13.3. by academic departments in organising entrance examinations;
 - 13.4. by the Registry and Student Affairs Department and academic departments in organising counselling of new students and the opening events of the new academic year.

III Subject-based feedback survey

14. The purpose of the subject-based feedback survey is:
- 14.1. to give feedback to the faculty members for developing their subjects and teaching;
 - 14.2. to encourage students and faculty members to reflect on their studies and to value good teaching;
 - 14.3. to provide input to management for assessing the effectiveness of teaching and for planning training needs.
15. The subject-based feedback survey is conducted at the end of each semester in the SIS during a period determined by the Registry and Student Affairs Department. Feedback can be given by all bachelor and master students (with the exception of students studying elsewhere as exchange students and externs) on the subjects in which they are enrolled in the respective semester. [30.10.2024]

16. The students are obliged to choose and give feedback on at least three completed subjects for which they have registered in the study semester. SIS counts the number of times of answering. If the student has not given feedback by the beginning of the next semester, the Academy may impose restrictions on the use of SIS. [30.10.2024]

17. The survey is anonymous, it is also possible to answer non-anonymously if desired. [30.10.2024]

18. The results of the survey are made available in SIS as follows:

18.1. The faculty member that taught the subject has access to the feedback given about them.

18.2 The leading professor or academic head of a main subject has access to the feedback given on the faculty members teaching the relevant main subject.

18.3. The Head of a department has access to the feedback given on the subjects and faculty members of the department.

18.4. The Head of the Registry and Student Affairs Department, the Quality Manager and the Vice Rector for Academic Affairs and Research has access to all the feedback given on the subjects and faculty members of the Academy. [30.10.2024]

19. Once every academic year, each faculty member prepares a formal summary of student feedback together with a self-analysis and submits these to the evaluation committee upon evaluation. [14.12.2022]

20. The Head of the department and the Vice-Rector for Academic Affairs and Research use the feedback results in development interviews with faculty members.

IV Graduate feedback survey

21. The purpose of the graduate feedback survey is:

21.1. to develop curricula based on the students' overall study experience;

21.2. to ensure transparency in student assessment;

21.3. to develop the organisation of studies, teaching support services and the learning environment based on students' expectations and needs.

22. The graduate feedback survey is conducted as a focus group interview with bachelor and master students during the last semester of their studies. The SIS survey is anonymous, it is also possible to answer non-anonymously if desired. Conducting focus group interviews is decided by the Head of the Registry and Student Affairs Department and the Quality Manager, based on feedback of students given in previous years and the number of students in study programs or speciality groups. [30.10.2024]

23. All graduates of the same curriculum are invited for the interview. In the case of larger curricula, interviews are conducted by main subject groups. [25.10.2023]
24. The interviews are organised by the Quality Manager. The interviewers must have received appropriate training. The interviewer must not be the faculty member teaching in the curriculum of the graduates. [30.10.2024]
25. The interview is conducted orally in one room according to a set format. Student responses and comments are recorded without reference to the students' names. [30.10.2024]
26. A generalized written summary of the graduates' feedback is prepared by the Quality Manager, which is announced to the Student Council by e-mail and to the Academy's employees via the intranet. A written summary of the interview is sent by e-mail to the Head of the Studies of speciality group and to the Head of the relevant academic department. [30.10.2024]
27. Feedback from graduates is taken into account:
 - 27.1. in curriculum development and internal evaluation;
 - 27.2. in organising the work of the support units of the Academy;
 - 27.3. in developing the Academy's infrastructure and learning environment;
 - 27.4. in discussions on student assessment.

V Doctoral student feedback survey

28. The purpose of the doctoral student feedback survey is:
 - 28.1. to develop doctoral curricula based on the expectations and needs of doctoral students;
 - 28.2. to improve the organisation of doctoral studies;
 - 28.3. to develop doctoral students' self-analysis skills;
 - 28.4. to identify bottlenecks in the supervision of doctoral students.
29. The feedback survey of doctoral students is conducted over a year among all doctoral students of the Academy. [30.10.2024]
30. The survey consists of two parts: written and oral. The written part of the survey is conducted by the Secretary of Doctoral Studies.
31. The written part is followed by an oral part – the doctoral students' round table – which deals in more detail with the general issues identified from the written feedback. The discussion is chaired by the Head of the Centre for Doctoral Studies.
32. A written summary of the doctoral students' round table together with suggestions for improvement is sent by email to all doctoral students, doctoral students' supervisors, members of the Doctoral Council, Research Secretary and Quality Manager. In addition, interviews are conducted with doctoral students even in those years when there is no written survey. The results

of the discussions will be presented orally by the Head of the Centre for Doctoral Studies at the first meeting with the doctoral students in the fall. [30.10.2024]

33. The results of doctoral students' feedback are taken into account:

33.1. in preparing the action plans of the Centre for Doctoral Studies;

33.2. in developing doctoral curricula;

33.3. in assessing the effectiveness of the work of doctoral students' supervisors and planning the training needs.

VI Alumni feedback survey

34. The purpose of the alumni feedback survey is:

34.1. to receive information about the fields of activity and choices of the alumni of the Academy;

34.2. to assess the competitiveness of the alumni in the labour market;

34.3. to monitor changes in the labour market;

34.4. to assess how the education provided by the Academy meets the needs of the labour market.

35. A general alumni feedback survey covering graduates of all degrees is conducted at the end of each calendar year in the GoogleForms environment. Only those graduates of the same year who have given the Academy consent to be contacted via personal e-mail will be involved. In addition, every 3-4 years, a more comprehensive alumni feedback survey is organized among the alumni who completed the master's and doctoral studies of the Academy during the previous 3-4 years. The results of the survey are used, among other things, in the development of the curriculum and in the preparation of the self-analysis of institutional accreditation. [30.10.2024]

The alumni feedback survey is conducted at the end of each calendar year. The survey covers all graduates of the same year.

36. The survey is personal, but the names of the alumni are not used in the summary of the survey.

37. Not valid. [30.10.2024]

VII Processing of feedback data

38. Not valid. [30.10.2024]

39. Not valid. [30.10.2024]

40. Not valid. [30.10.2024]

41. Not valid. [30.10.2024]

42. Not valid. [30.10.2024]

43. The processing of feedback data is based on the Academy's privacy policy. [30.10.2024]

44. Each respondent can choose to answer anonymously or non-anonymously in SIS. If the respondent chose to answer anonymously, the answers are not personalized. [30.10.2024]

45. Personal data are not visible to system users and cannot be linked to a specific respondent. [30.10.2024]

46. If the respondent did not choose to answer anonymously, the answers can be personalized. [30.10.2024]

Annex 1. A Questionnaire on Satisfaction with the Studies for the Admitted Students



1. Nationality/Country and speciality (optional)

2. How do you assess the contents and accessibility of the information (webpage, ads in the newspapers etc.) given to the applicants by the Academy?

Contents:

excellent very good good satisfactory unsatisfactory

Accessibility:

excellent very good good satisfactory unsatisfactory

3. How do you assess the technical side of the admission (handing in the required documents, the accessibility of the urgent information etc.)?

excellent very good good satisfactory unsatisfactory

4. How do you assess the organisation of entrance examinations?

excellent very good good satisfactory unsatisfactory

5. Would you like to bring out something very positive in connection with the entrance examinations?

6. What would you recommend to change in spreading admission information or in the process of admission?

7. Did the beginning of your studies at the Academy go smoothly and with no problems?

yes, completely mostly more or less rather not not at all

8. How do you assess the contents and accessibility of the information necessary for starting the study process?

Contents:

excellent very good good satisfactory unsatisfactory

Accessibility:

excellent very good good satisfactory unsatisfactory

9. How do you assess the subject „Introduction to University Studies“?

excellent very good good satisfactory unsatisfactory

10. Which positive experience from your first weeks at the Academy would you like to point out?

11. Have you experienced anything negative since the beginning of your studies at the Academy?

12. Do you have any suggestions or recommendations?

Thank you for giving us feedback!

Annex 2 Subject-based feedback survey

Üliõpilaste tagasiside õppeainetele ja õppejõududele / Student feedback on subjects and teaching

<p>1. Õppejõud õpetas hästi (tegi aine huvitavaks, tundis minu arengu vastu huvi, selgitas hästi, esitas erinevaid perspektiive). / The lecturer/teacher taught well (made the subject interesting, took an interest in my development, explained well, presented different perspectives). *</p>	<p style="text-align: center;">5 4 3 2 1</p> <p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>
<p>2. Õppeaine jooksul sain piisavalt sisulist ja konstruktiivset tagasisidet oma sooritustele. / During the course I received enough substantive and constructive feedback on my performances. *</p>	<p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>
<p>3. Õppeaine ja selle korralduse kohta jagati piisavalt infot (ainekava, õpiväljundid, hindamiskriteeriumid). / Sufficient information was shared about the subject and its organization (syllabus, learning outcomes, assessment criteria). *</p>	<p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>
<p>4. Õpikeskkond ja -vahendid toetasid õppimist (pillid, IT-programmid, tehnilised vahendid, ruumid jmt). / The learning environment and tools supported learning (instruments, IT programs, technical tools, rooms, etc.). *</p>	<p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>
<p>5. Õppejõud kohtles üliõpilasi võrdselt ning kujundas õppeaine raames lugupidava ja turvalise õhkkonna / The teacher treated students equally and created a respectful and safe atmosphere within the subject [25.10.2023]</p>	<p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>
<p>6. Õppeaines kasutatud õppematerjalid (noodid, slaidid, videod, audiomaterjalid, soovitatud kirjandus jms) olid sisukad ja asjakohased. / The learning materials used in the subject (scores, slides,</p>	<p>5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree</p>	<p>Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer</p>

videos, audio materials, recommended literature, etc.) were meaningful and relevant. *		
7. Õppetöö maht aines oli sobiv ja ainepunktidele vastav. / The amount of study in the subject was suitable and appropriate for credits. *	5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree	Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer
8. Mulle oli selge, mille põhjal hinne/arvestuse tulemus kujunes. / The basis of grading was clear to me. *	5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree	Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer/
9. Jäin õppeainega rahule. /Overall, I was satisfied with the course. *	5 nõustun täielikult / strongly agree 4 pigem nõus / agree 3 nii ja naa / neither agree or disagree 2 pigem ei nõustu / disagree 1 ei nõustu üldse / strongly disagree	Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer
10. Hinda oma panust õpiprotsessi. / Evaluate your contribution to the learning process. (skaalal 1 kasin - 5 suurepärane). *	5 suurepärane / excellent 4 üle keskmise / above average 3 keskmine / average 2 alla keskmise / below average 1 kasin / small	Ei ole kokku puutunud / ei soovi vastata / not applicable /do not wish to answer
<ul style="list-style-type: none"> 11. Palun ava ja põhjenda, millega jäid õppeaines kõige rohkem rahule (mis Sulle õppeaine juures kõige enam meeldis). / Please open and explain what you liked most about the course. 		
<ul style="list-style-type: none"> 12. Palun ava ja põhjenda, mida õppeaines muudaksid. / Please open and explain what you would change about the course. 		
<ul style="list-style-type: none"> 13. Kommentaarid (soovi korral). / Comments 		

Annex 3. Graduate feedback survey

Focus group interview for graduates

Title of curriculum / main subject

PART 1	INTRODUCTION
<i>INFORMATIVE ABOUT THE SURVEY</i>	<ul style="list-style-type: none"> ❖ <i>Brief introduction from the interviewer</i> ❖ <i>Purpose of the interview – to receive feedback and development proposals for the completed curriculum and current study organization</i> ❖ <i>Anonymity (how it is guaranteed)</i> ❖ <i>Presentation of the transcriber and their role</i> ❖ <i>Guidance:</i> <ul style="list-style-type: none"> – <i>there are no right or wrong answers, everyone gets to speak, speaking in turns;</i> – <i>balance: we will talk about both good and bad;</i> – <i>constructiveness – realistic suggestions on how to do better.</i>
PART 2	<i>Getting acquainted: first name, main subject (and year)</i>
PART 3	ASSESSMENT OF THE CURRICULUM AND CONTENT OF THE STUDIES
	<ul style="list-style-type: none"> ● How do you assess the content and volume of your main subject or subjects (part A of the curriculum)? ● How do you assess the content and volume of your other studies? ● How do you assess the content and volume of your internship (pedagogical or other professional internship)? ● How do you assess your options (elective, minor subjects) within the curriculum? ● Is there anything in your studies/curriculum that you consider particularly valuable or unsatisfactory?
PART 4	INFORMATION SOURCES AND FLOW
	<ul style="list-style-type: none"> ● How do you assess the content and availability of information about studies?

PART 5	TEACHER contact and communication
	<ul style="list-style-type: none"> • How do you evaluate the feedback received from teachers during your studies? • Did the teacher explain the purpose of the subject and the conditions for passing it?
PART 7	ASSESSMENT
	<ul style="list-style-type: none"> • Were the assessment methods and criteria understandable? • How do you rate the feedback received during assessment?
PART 8	ORGANISATION OF STUDIES AND SUPPORT SERVICES
	<ul style="list-style-type: none"> • How do you rate the general organisation of studies and the learning environment? Including: <ul style="list-style-type: none"> Timetable, exam schedule The situation with musical instruments Classrooms, practice opportunities • How do you rate the availability and quality of student counselling services? Including: <ul style="list-style-type: none"> Academic counselling Psychological counselling Career counselling • How do you rate the Academy's IT support for studies? • How do you assess the safety of the learning environment at the academy?
PART 9	EXTRACURRICULAR ACTIVITIES
	<ul style="list-style-type: none"> • How do you rate the opportunities offered by the Academy for performing or presenting your creative work? • How do you rate the preparation received from the Academy for later professional work?

PART 10	CONCLUSION
	<ul style="list-style-type: none"><li data-bbox="440 317 1409 390">• Is there anything else you would like to highlight? Both positive and negative experiences.

Annex 4. Doctoral student feedback survey

- 1) What positive aspects would you highlight in the organisation and content of doctoral studies at EAMT?
- 2) What problems and shortcomings did you experience in the organisation or content of doctoral studies at EAMT?
- 3) What specific proposals would you like to make for the better organisation of doctoral studies? What should be changed in the curriculum?
- 4) How satisfied are you with the information concerning doctoral studies on the EAMT website?
- 5) How do you assess the safety of the learning environment at the academy?
- 6) How do you assess your general satisfaction with the organisation of doctoral studies, the subjects taken and your doctoral thesis supervision on a 5-point scale?

5 – very satisfied

4 – rather satisfied

3 – hard to say

2 – rather dissatisfied

1 – dissatisfied

Annex 5 Alumni feedback survey.

Alumni employment

Dear EAMT alumnus,

EAMT conducts a survey of alumni at the end of each calendar year. The survey includes all graduates of the current year and covers their activities after graduation, their situation on the labour market and, indirectly, an assessment of the quality of the education received from the EAMT.

* **Required**

Email address *

Level of study (completed): *

- Bachelor degree
- Master's degree

Main subject *

- Keyboards (piano, harpsichord, organ, accordion)
- Strings
- Brass / percussion
- Voice
- Conducting (choral, orchestral, wind orchestra)
- Composition (classical music, electro-acoustic, audiovisual), sound engineering
- Jazz music
- Traditional and folk music
- Musicology
- Instrumental and vocal pedagogy
- Music pedagogy / Music teacher
- Drama / Dramatic art and theatre pedagogy
- Chamber music (chamber music, accompaniment)
- Contemporary improvisation
- Early music
- Cultural management
- Contemporary performance and improvisation
- Contemporary physical performance making

Post-graduation activity (please specify your activity under "Other")*

- I work as a professional in my field of education

- I continue my professional studies
- I work or study in another field
- I am a freelancer
- I do not work or study
- Other: _____

Would you like to add anything about your studies or current activities?