

Executive summary

Report

Quality Enhancement Review of the Music Programmes

Estonian Academy of Music and Theatre (Tallinn, Estonia)

Site-visit: 22 – 23 November 2017

Introduction

The Estonian Academy of Music and Theatre (EAMT) is one of six Estonian public universities. It is responsible for providing high level tertiary education in music and theatre and responding to the needs of Estonian society in these realms. It aims to develop its graduates into responsible citizens with the capacity to initiate and lead [Source: *Self Evaluation Report (SER)* p.8]. The review of EAMT performing arts study programmes follows a successful institutional accreditation organised by the Estonian Quality Agency for Higher and Vocational Education (EKKA) which took place in December 2016. The institutional accreditation confirmed conformity in each of the assessed areas [Source: *SER* p.7]. EAMT then commissioned MusiQuE - Music Quality Enhancement to conduct the programme review and a tripartite agreement between the EKKA, MusiQuE and EAMT was signed in September 2016. This agreement made provision for MusiQuE to assess the compliance of each programme with the *MusiQuE Standards for Programme Review*. Following consideration of this assessment EKKA will make a quality assessment decision on the twelve programmes under consideration. This report outlines MusiQuE's



assessment of the compliance of each of the twelve programmes with the *MusiQuE Standards for Programme Review*.

The procedure leading up to this stage of the programme review has been threefold.

- EAMT prepared a Self-evaluation Report (*SER*) based on the *MusiQuE Standards for Programme Review*.
- An international review team convened by MusiQuE studied the *SER* and conducted a site-visit at EAMT during 22-23 November 2017. The site-visit comprised meetings with representative of the EAMT senior management, management teams, teaching and administrative staff, students, alumni, employers and external stakeholders. The review team was provided with samples of students' written work in the form of theses from Musicology programmes and from Masters Instrumental and Vocal Pedagogy. Additionally, members of the review team visited classes and attended a concert.
- The review team produced the following review report which is structured according to the Standards mentioned above.

The Review Team consisted of the following members:

Name	Institution
Mist Thorkelsdottir (Chair)	Thornton School of Music, University of Southern California, United States
Claus Finderup (review team member)	Rhythmic Music Conservatoire, Copenhagen, Denmark
Mary Lennon (review team member)	DIT Conservatory of Music and Drama, Dublin, Ireland
Antoine Gilliéron (student)	Hochschule für Musik, Luzern, Switzerland
Christopher Caine (review team member acting as Secretary)	Trinity Laban Conservatoire of Music and Dance, United Kingdom

Summary of the compliance with the Standards and recommendations

The review team concludes that the EAMT comply with the *Standards for Programme Review* as follows:

Programmes / MusiQuE Standards for Programme Review	Bachelor Music Performance	Bachelor Music	Master Music Performance	Master Music	Bachelor Composition and Electronic Music	Master Composition and Recording Arts	Bachelor Music Instrument Teacher	Master Instrumental and Vocal Pedagogy	Bachelor Music Education	Bachelor Musicology	Master Musicology	Master Contemporary Performance and
1. The programme goals are clearly stated and reflect the institutional mission.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
2.2 The programme offers a range of opportunities for students to gain an international perspective.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
2.3 Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
3.1 There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully

3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
4.2 There are sufficient qualified teaching staff to effectively deliver the programme.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
5.1 The institution has appropriate resources to support student learning and delivery of the programme.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
5.2 The institution's financial resources enable successful delivery of the programme.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Subst.
5.3 The programme has sufficient qualified support staff.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
6.1 Effective mechanisms are in place for internal communication within the programme.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully
6.2 The programme is supported by an appropriate organisational structure and decision-making processes.	Subst.	Subst.	Subst.	Subst.	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully	Fully

7. The programme has in place effective quality assurance and enhancement procedures.	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst	Su bst
8.1 The programme engages within wider cultural, artistic and educational contexts.	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly
8.2 The programme actively promotes links with various sectors of the music and other artistic professions.	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly
8.3 Information provided to the public about the programme is clear, consistent and accurate.	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly	Ful ly

(Please note that 'subst.' stands for substantially).

The recommendations made by the review team relating to the relevant standards are listed below:

2. Educational processes
Standard 2.1. The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.
<p>Recommendations</p> <ul style="list-style-type: none"> The review team recommends that programme documentation and study programme descriptors be reviewed and strengthened in terms of their alignment with PDDs and AEC outcomes at the next normal review point so as to ensure consistency. In particular, the emphasis on the generic outcome of critical thinking could be strengthened in study programme descriptions to emphasise analysis, synthesis and problem solving at 1st cycle Bachelor's level.
Standard 2.2. The programme offers a range of opportunities for students to gain an international perspective.
Recommendations

- The review team recommends that further work takes place to ensure that language is not a barrier to international student participation and progression.

Standard 2.3. Assessment methods are clearly defined and demonstrate achievement of learning outcomes.

Recommendations

- The review team recommends that study programme descriptors be revised to give details of assessment modes and strategies so as to give a clearer and more consistent picture of the overall strategy and requirements for the programme. This would permit a more holistic understanding of the programme and how its elements relate to each other.

4. Teaching staff

Standard 4.1. Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.

Recommendations

- The review team recommends that definitions of artistic and performance-led research become more embedded. This would enable staff of performance programmes to engage more easily with research interests.

5. Facilities, resource and support

Standard 5.2. The institution's financial resources enable successful delivery of the programme.

Recommendations

- The review team recommends that EAMT secures the necessary funds to underpin the sustainability of CoPeCo.

Standard 5.3. The programme has sufficient qualified support staff.

Recommendations

- The review team recommends that steps are taken to formalise professional development opportunities for its administrative and support staff. In addition to developing its staff, and thereby its structures, this measure would serve to equalise the provision of professional development across departments.

6. Communication, organisation and decision-making

Standard 6.2. The programme is supported by an appropriate organisational structure and decision-making processes.

Recommendations

- The review team recommends that the structure and decision-making process for the Bachelor's Music Performance, Bachelor's Music, Master's Music Performance and Master's Music be strengthened once the EAMT analysis of systems has taken place. This should be carried as soon as possible.
- Once accomplished, EAMT should facilitate more formal and consistent participation by students in the running and design of EAMT's programmes. This should include, but is not limited to, the raising of student response rates to feedback questionnaires.

7. Internal quality culture

Standard 7. The programme has in place effective quality assurance and enhancement procedures.

Recommendations

- There should be clearly documented policies and procedures for internal quality assurance in relation to specific programmes. The review team recommends that EAMT and its programme teams explore a range of options and select the most appropriate in order to strengthen its internal quality assurance mechanisms.

Conclusion

EAMT is a forward thinking institution which takes pride in its past and engages fully with the national and international contemporary demands of professional higher education and training in music. It has a dynamic range of programmes which serves a wide-range of employment outcomes in the music profession. Each of the programmes makes a specific and unique contribution to the Mission of EAMT. The programmes as a whole achieve a successful balance of innovation, internationalisation, openness and tradition.

It is clear that the institution's programme teams are highly committed to continual improvement and enhancing the learning culture. In addition to meeting national expectations, programmes are undoubtedly embracing the frameworks and structures provided by the Bologna reforms and other bodies such as the AEC. Striving for betterment is strongly articulated within the *SER*. This document was carefully constructed according

to the criteria set for the review and showed an honest, self-critical, open and forward outlook. This outlook was similarly reflected in meetings held with academic and administrative staff, students and senior managers.

Students benefit from an educational offering that is of quality and that produces high levels of employability. The teaching staff is very well qualified and highly committed and students benefit from a relatively high number of contact hours. Students are supported by an administrative staff that is equally committed and that understands the structures needed to provide a student experience of quality. Facilities are impressive and the new building shows immense promise. It should provide an excellent additional resource for staff and students in future years.

The institution and its programmes have built an impressive range of artistic and professional contacts and collaborations at local, national and international levels. This can only further enhance the reputation of EAMT as a major player in the European higher educational music scene.

In conclusion, the review team hopes that the recommendations made in this report will assist EAMT to continue its impressive endeavours to provide the best possible education for the students on its programmes.

