

Executive summary



Report Institutional quality Enhancement Review

Janáček Academy of Music and Performing Arts (JAMU) Music Faculty (Brno, Czech Republic)

Site-visit: 01-04 March 2020

Introduction

The Janáček Academy of Music and Performing Arts in Brno (JAMU) was established in 1947. It is a public higher education institution and one of the two arts universities providing education in musical and theatre Arts in the Czech Republic, the other one being the Academy of Performing Arts in Prague (AMU). JAMU has two faculties – the Theatre Faculty and the Faculty of Music – with over 700 students in total. The Faculty of Music offers education on bachelor, master and doctoral level. The Faculty of Music also engages in research and dissemination and organises many artistic events, such as the Leoš Janáček International Competition.

JAMU has commissioned MusiQuE to conduct an institutional review at the level of its Faculty of Music and its Theatre Faculty, with the aim of assessing the educational and artistic activities as well as the quality systems in place at the level of each faculty. MusiQuE will coordinate both review processes in parallel. To this purpose, MusiQuE and EQ-Arts signed a cooperation agreement to subcontract the review of the Theatre Faculty to EQ-Arts. MusiQuE remains, however, responsible for the overall coordination of the review process. Two review teams were appointed, one for each faculty, each team writing a separate report. The evidence collected by the review teams during their joint site visit, together with the self-evaluation reports and related documentation provided by each of the two faculties, constitute the overall primary data where each panel situated their analysis leading to the outputs of this procedure – the two quality enhancement review reports. Both reports capture the state of the art at faculty level and convey enhancement-led recommendations tailored to the specific context in which each faculty operates. However, as the review teams worked closely together throughout the whole review process, they identified a set of recommendations pertaining to the institutional level which are conveyed in the concluding section of each report. The two teams jointly encourage JAMU to consider these recommendations as means to

further develop its mechanisms and procedures that would enable stronger support for its constituencies in their individual processes of continuous enhancement.

Summary of the compliance with the standards

1. Institutional mission, vision and context	
Standard 1. The institutional mission and vision are clearly stated.	Fully compliant
2. Educational processes	
Standard 2.1. The goals of the institution are achieved through the content and structure of the study programmes and their methods of delivery	Substantially compliant
<p>Recommendations</p> <p>In order to achieve full compliance, the Review Team recommends the following:</p> <p>(I) to strengthen entrepreneurial and self-management aspects of the curriculum in direct contact with the creative industries and actual professional needs, and also to consider an orchestra specialisation,</p> <p>(II) to give students more opportunities to create an individual profile through electives,</p> <p>(III) to create a greater awareness of the concept and role of artistic research,</p> <p>(IV) to emphasise the purpose and aims of academic research at the lower levels of study, and</p> <p>(V) to strengthen and formalise student support services.</p>	
Standard 2.2. The institution offers a range of opportunities for students to gain an international perspective.	Fully compliant
Standard 2.3. The assessment methods are clearly defined and demonstrate achievement of learning outcomes.	Substantially compliant
<p>Recommendations</p> <p>In order to achieve full compliance, the Review Team recommends the following:</p> <p>(I) to develop clear assessment criteria for each grade level which are made available to students.</p> <p>(II) to consider ways of formalising feedback to students after exams.</p>	
3. Student profiles	
Standard 3.1. Clear admission criteria exist, which establish artistic/academic suitability of students.	Fully compliant
Standard 3.2. The institution has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	Substantially compliant
<p>Recommendations</p> <p>In order to achieve full compliance, the Review Team recommends the following:</p> <p>(I) to establish formal mechanisms to monitor and review student progression and achievement, and</p> <p>(II) to implement more systematic measures for monitoring and reviewing graduate employability.</p>	

4. Teaching staff	
Standard 4.1. Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	Substantially compliant
Recommendations In order to achieve full compliance, the Review Team recommends the following: (I) to develop and implement a strategy for professional development and teachers' artistic/research/ and pedagogical activities.	
Standard 4.2. There are sufficient qualified teaching staff to effectively deliver the programmes.	Fully compliant
5. Facilities, resources and support	
Standard 5.1. The institution has appropriate resources to support student learning and delivery of the programmes.	Fully compliant
Standard 5.2. The institution's financial resources enable successful delivery of the study programmes.	Fully compliant
Standard 5.3. The institution has sufficient qualified support staff.	Substantially compliant
Recommendations In order to achieve full compliance, the Review Team recommends the following: (I) to increase the number of support staff and allow for specialisation of functions within the administration.	
6. Communication, organisation and decision-making	
Standard 6.1. Effective mechanisms are in place for internal communication within the institution.	Substantially compliant
Recommendations In order to achieve full compliance, the Review Team recommends the following: (I) to develop a comprehensive information strategy, (II) to develop ethical guidelines for communication between teachers and students, and implementing adequate protocols for reacting when a complaint has been detected, and (III) to establish activities across departments and a space where students can meet and collaborate.	
Standard 6.2. The institution has an appropriate organisational structure and clear decision-making processes.	Substantially compliant
Recommendations In order to achieve full compliance, the Review Team recommends the following: (I) to give students a more formalised role in the decision-making process within the departments, and (II) supplement bottom-up processes and strong departmental autonomy with a strategic, over-arching leadership	

at the Faculty level.

7. Internal quality culture

Standard 7.1. The institution has a strong internal quality culture, supported by clear and effective quality assurance and enhancement procedures.	Partially compliant
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Recommendations

In order to achieve full compliance, the Review Team recommends the following:

- (I) to more formally involve alumni and external stakeholders in QA processes,
- (II) strengthen the students' voice and involvement in the QA processes by, for instance, clearly communicating how their feedback leads to change,
- (III) further develop the QA system to include a description of the complete "QA loop" with milestones throughout the year, and
- (IV) identify, acknowledge and support quality enhancement processes to promote a quality culture.

8. Public interaction

Standard 8.1. The institution engages within wider cultural, artistic and educational contexts.	Fully compliant
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Standard 8.2. The institution actively promotes links with various sectors of the music and other artistic professions.	Fully compliant
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Standard 8.3. Information provided to the public about the institution is clear, consistent and accurate.	Fully compliant
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Conclusion

In the process of reviewing the Music and Theatre faculties in parallel, both the MusiQuE and EQ-Arts review teams noted a number of common issues emanating from institutional policies or practices, which had a significant impact on operations at the faculty level. The review teams have therefore jointly compiled a set of overarching recommendations for consideration by JAMU's senior management:

- In order to fully realise its mission and vision, as well as its own strategic objectives, it is recommended that JAMU develops an effective methodology for tracking all of its graduates;
- In reflecting on the outcomes of its current Long-term Plan and the formulation of a new Plan, JAMU should articulate its key strategic objectives in ways that enable it to accurately measure its progress against their achievement as the Plan matures;
- In order to support the faculties to improve the accessibility of their provision for students with physical disabilities, it is recommended that reasonable adjustments to JAMU's older buildings are incorporated into the institution's estates strategy for implementation in the medium to long term;
- JAMU is commended for its work, in collaboration with other arts institutions, to secure sufficient public funding for the delivery of its high quality study programmes. However, the institution relies heavily on project funding to maintain the quality of its provision and it is recommended that the senior management continues its efforts to support the faculties by working with the Ministry of Education to equalize the value placed on arts and science education and research in the Czech Republic;
- JAMU should ensure that the IT system supporting Faculty administration meets the needs of support staff. It is further recommended that the website is updated regularly to include content generated by both faculties, in order to ensure that information provided to the public about the institution is clear, consistent and accurate.

The Review Team also wishes to share the following conclusions concerning the Faculty of Music specifically:

The Faculty of Music has contributed to Czech cultural life for many years and still plays an important role in several ways. The graduates occupy prominent positions in music life and contribute to the music education of the next generation. The research and artistic activities of the Faculty also contribute to society, with a very active cultural presence in Brno and the region, and the Faculty is actively engaged in its "third role" for the benefit of society at large. The Faculty is well connected to the context it operates in, and enjoys respect for the quality of its teachers and students.

The facilities on offer for both staff and students are exceptional, in particular the Theatre on Orlí Street, further enhancing the students' experience studying at JAMU, and for the staff who work here.

The Faculty is actively promoting internationalisation and is successful in many areas, developing services and courses in English, increasing student and teacher mobility, and being active and visible in international organisations. The support students and teachers receive for developing language skills is a strong asset.

The focus on critical reflection and self-reflection as part of both the learning process and the assessment is highly commendable. In light of the existing and future labour market, there is a need for students to develop entrepreneurial and self-management skills, and also to strengthen students' preparations for possible work in orchestras.

There are robust and thorough procedures in place for admissions, assessment, curriculum design, the hiring and promotion of teaching staff, and decision-making processes. The Faculty is now in the process of implementing a QA system. Further development should ensure that the system encompasses a comprehensive “loop” in a yearly cycle. A strong focus on quality assurance must, however, not replace the continuous efforts with regards to quality enhancement.

The relatively small size of the institution in addition to the predominant one-to-one teaching has allowed for informal ways of monitoring and assessing student progression and achievement, and also graduate employability. This seems to work well, but it is nevertheless recommended to implement more formal systems to ensure consistency and transparency. Due to the closeness of the relationship between teacher and student, there is also a need for more specific ethical guidelines and support services offering a more neutral perspective.

The Faculty of Music is currently preparing a new strategic plan. The Review Team hopes that its observations and recommendations from an outsider’s perspective can be useful in this important process