Quality Enhancement Review Report
Institutional review

Academy of Performing Arts in Prague

Akademie múzických umění v Praze

Preliminary Visit: 16th – 18th October 2018

Main Visit: 3rd – 5th December 2018

Contents

Introduction

The Chair of the Evaluation Panel met with the Rector Doc. Mgr. Jan Hančil and senior staff of the Academy of Performing Arts in Prague (AMU) on the 24th October 2017. The aim of this meeting was to gain an understanding of the needs and wishes of AMU in relation to the forthcoming Institutional Review to be undertaken by EQ-Arts that had been agreed at the request of the institution. AMU sought this external Review in light of its "*goal of applying for institutional accreditation in art education in 2019, and thereby to have an external evaluation of quality processes both for internal use, and for submission to the National Accreditation Office for Higher Education*"[1]. One of the key issues discussed at this meeting were the implications of the new national legislation incorporated in the Amendment to the Higher Education Act (No. 111/1996 Coll.) for higher education by the Czech Ministry of Education, Youth and Sports (MŠMT).

The Amendment provides opportunity for institutions with University status to apply for institutional accreditation for a field of education defined by the Government Regulation on Areas of Education (Art being one such defined field). The granting of Institutional accreditation enables higher education institutions (HEI's) to manage study programmes independently but this can only be obtained by the HEI demonstrating that it has established a functioning system for ensuring the quality of all main activities (education, creative arts practice, etc.) as well as internal mechanisms for the conception, approval, evaluation and control of its study programmes.

The senior management of AMU (at both Rectorate and at faculty levels) "*unanimously decided to seek institutional accreditation*"[2]. This has resulted in the Academy preparing to undertake a formal institutional accreditation review, embracing the new principles and methodology, in 2019. As this is a completely new procedure for the Academy, the Rector requested that EQ-Arts help prepare AMU for this event through the undertaking of an external quality review. This Amendment to the Higher Education Act became applicable on 1st September 2016 and has resulted in a considerable number of changes across the national HE sector, especially in terms of the organisation of studies including; change of the accreditation authority, introduction of mandatory areas of study and the introduction of internal quality evaluation procedures at institutional level. It was confirmed at the meeting in October that EQ-Arts would carry out a comprehensive Institutional Review in October/December 2018, framed by the European Standards and Guidelines (ESG)[3], the Czech Standards and Guidelines[4] and according to the EQ-Arts Principles and Standards in Quality Assurance and Enhancement[5] (QAE).

The Academy

The Academy of Performing Arts in Prague was established by presidential constitutive decree in October 1945 as a new institution that would provide university-level

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[1] AMU Institutional SER (Page 3)
[2] AMU Institutional Plan (Page 9)
[3] Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
[4] Government regulation No. 274/2016 Coll., on standards for accreditation in higher education
[5] See Annex (a) EQ-Arts Framework for Accreditation and Assessment

education in artistic disciplines that had not previously been offered in the Czech lands. AMU is currently the Czech Republic's largest arts school and, during the seventy years of its existence, has been responsible for training many prominent artists of national and international standing.

AMU currently consists of three faculties that, between them, cover the broad performing arts fields of music and dance (HAMU), theatre (DAMU) and film and television (FAMU). The institution prides itself on the level of on-going professional engagement in these fields that its academic staff maintain alongside their teaching responsibilities, and the close links that this enables the Academy to maintain with current performing arts practices – many of the teachers at AMU are part-time and, therefore, undertake their teaching responsibilities alongside maintaining their professional artistic practices.

Each of the three faculties, of which AMU is comprised, has – over a considerable period of time – developed strong individual national and international profiles within their subject fields, both in terms of the distinctive educational provision that they offer and in the esteem in which they are held within the associated fields of professional practice. Applicants, as well as external stakeholders (employers and professional practitioners), tend to relate more directly to one of AMU's constituent faculties (HAMU, DAMU or FAMU) rather than to the Academy (AMU) as a whole. Having developed in this way, each faculty "*enjoys a great degree of independence*"[6] within the overarching framework of AMU that is deeply rooted in the culture of the institution. This sense of autonomy is pervasive throughout the Institution and permeates departments and individual programmes as well as faculties.

The Review Process & Review Team

The EQ-Arts process of evaluating the AMU's internal quality processes included the Academy selecting a specific study programme for the Review Team to investigate in order to better understand how the quality culture and QA measures are embedded and operated at programme level. The Academy requested that the Review Team look in detail at one of the theatre programmes at undergraduate level and selected the *BA Directing and Dramaturgy for Alternative and Puppet Theatre* for this purpose.

The review followed a three-stage process:

- AMU prepared a Self-evaluation Report (SER) and supporting annexes, using the EQ-Arts SER template and based on EQ-Arts standards and guidelines for institutional review. This evaluation was also aligned to the Czech National Quality Standards for accreditation;

- An international Review Team studied the SER and conducted two site-visits at AMU, a preliminary visit[7] on 16th - 18th October 2018 and the main visit[8] on 3rd - 5th

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[6] AMU Institutional SER (page 4)
[7] See Annex (b) Schedule for Preliminary Visit
[8] See Annex (c) Schedule for Main Visit

December 2018. The first visit enabled the Team to gain a better understanding of the Academy and the national context, with a focus on the Institutional evaluation aspect of the review. The second visit also looked closely at the *BA Directing and Dramaturgy for Alternative and Puppet Theatre* programme as a reference point through which to better understand how the institution guides, monitors and enhances the quality of its study programmes.

During the Preliminary Visit the Review Team had six meetings with senior staff (Governance, QA, Research & Enterprise, Support & Administration) to gain a greater understanding of the leadership, management and operational aspects of AMU's quality culture. The remaining five meetings were with representatives of key stakeholder groups across AMU's academic provision (students, teachers, researchers, alumni and employers/professional representatives).

At the Main Visit the Review Team had five meetings with senior staff (Governance & QA) and the remaining eight meetings with key stakeholder groups specifically in relation to the BA Directing and Dramaturgy of Alternative and Puppet Theatre programme (students, teachers, researchers, alumni and employers/professional representatives).

Within the scope of both visits the Review Team was able to visit a range of studios, technical facilities and performance spaces used by study programmes as well as being able to access central learning resources (library, IT etc.). This enabled the Review Team to gain a clear overview and understanding of the overall resources of AMU as well as those available for individual study programmes, to enable the Team to confidently arrive at their assessment.

- The Review Team produced a comprehensive evaluative final report that follows, and is structured in alignment to, the EQ-Arts Standards.

The Review Team (RT):

— Professor Anthony Dean (CHAIR), Professor of Performing Arts at the University of Winchester, UK
— Paula Crabtree, Vice Chancellor at Stockholm University of the Arts, Sweden.
— Susanne Hjelm Pedersen, dramaturgy tutor at The Danish National School of Performing Arts and Aarhus University, Denmark
— Manuel Jose Damasio, Head of film and media arts department (SITE) at Universidade Lusófona de Humanidades e Tecnologias, Lisbon, Portugal
— Ondrej Danek (student), graduate of BA Management of Music at the Janacek Academy of Performing Arts in Brno and current MA student at the Faculty of HAMU, Academy of Performing Arts, Prague, Czech Republic

The Review Team believes AMU to be a high quality, leading national arts institution transitioning to become a leading international arts academy. It has an effective leadership and a very loyal and supportive team of staff and students.

The Review Team would like to express its gratitude to the Rector, his colleagues, students, graduates and external stakeholders for the professional manner in which the review was carried out and the positive and constructive attitude of all parties to this enhancement process.

1. Institutional Mission, Vision and Context

Standard: the programme goals are clearly stated and reflect the institutional mission

The mission of AMU is defined in the *Statutes of the Academy of Performing Arts in Prague*. The mission states that AMU is *"a higher education institution with an artistic focus and operates in the area of Arts education. Its purview includes dramatic arts, music, dance, film, television, photography, multimedia and the creation of related fields, as well scientific and research activities. Integral aspects of the instruction, cultivation and development of these arts are their history, theoretical instruction and reflexes"[9].*

This statement is elaborated within the Academy's Self-Evaluation Report (SER) as follows; *"AMU prepares artists whose knowledge, skills and competences meet the requirements set out in the graduate profiles of given study programmes"* these *"graduate profiles are based on the needs of specific functions or occupations in artistic fields such as theatre, film music and dance."* In relation to the institutional mission, vision and context, the Academy's SER states that its challenge *"is to maintain high quality of instruction and research in all fields, while maintaining awareness of the changing nature of knowledge, skills and expectations of students entering the first year of given study programmes"* while also being attentive to changes *"in the nature of artistic practice itself and changes in the role played by artistic skills in individual professional spheres".* AMU's mission states its commitment to react *"appropriately to developmental trends in the artistic sphere"* while also maintaining *"functional stability in the care of quality in traditional fields".*

AMU sees its greatest current and future threats as being related to the outcome of its application for institutional accreditation. The Academy is also determined to maintain its position as the premier national arts institution and also to further enhance its standing within its international community of peer institutions.

Within the SER, the Institutional Plan (2016-18) and Long-Term Strategic Plan (2016-2020), and through the RT's meetings with Senior Management, the Academy has identified the following as the key threats and strategic challenges:

- *The Academy being unsuccessful in its application for institutional accreditation[10]*: The Review Team was impressed by the very positive and pro-active approach taken by senior managers with respect to the opportunity to gain institutional accreditation enshrined within the national Amendment to the Higher Education Act. These measures are clearly and appropriately set out within the Academy's Institutional Plan (2016-18) and Long-term Strategic Plan (2016-2020), together with an associated set of key performance indicators (KPI's).

- *Embedding an effective quality culture across the Academy[11]*: The Amendment to the Higher Education Act requires HEI's to develop and implement "*robust formal quality assurance systems*". At the commencement of the 2017-18 academic year, AMU

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[9] Statutes of the Academy of Performing Arts in Prague (December 2016)
[10] Meeting 1: Head of Institution (Preliminary Visit)
[11] ibid

implemented a new QA system that, at the time of the site visits by the Review Team, had only recently completed its first cycle. While the Academy is currently in the process of evaluating the effectiveness of this new system, the Review Team formed the view that this is a well-designed system that was fit for purpose and – once fully embedded – will serve the Academy well for the foreseeable future.

- *The Academy maintaining a high quality of instruction and research in all fields while maintaining awareness of the changing knowledge, skills and expectations of applicants, and the changing nature of professional artistic practices* (SER): Through its various meetings with senior managers, teaching staff, students and external stakeholders, the RT heard many examples of how feedback – both formal and informal – was continually informing and shaping curricula.

- *The increase in the administrative burden associated with meeting the various requirements of the Amendment to the Higher Education Act* (SER): The additional administrative processes and procedures associated with the implementation of a new formal quality assurance system placed supplementary demands on academic staff that many felt to be burdensome in relation to their established duties of teaching and artistic practice/research, and (particularly in the case of part-time staff) the demands of their careers in the creative industries. In order to ameliorate this situation, AMU has moved to increase overall staffing resources across the institution through funding associated with the *Quality Assurance of Studies at AMU and Enhancement of the Reflection on the Latest Trends in the Artistic Practice* project (OP VVV Quality project).

- *The low level of willingness among senior academics to participate in administrative activities or share in administrative operations connected to the operation of study programmes* (SER): In order to address this issue, AMU – as part of the OP VVV Quality project – is providing a range of staff development programmes for groups of academic, administrative and learning support staff with the purpose of clarifying their roles and responsibilities in relation both to quality assurance and programme accreditation, in addition AMU is also increasing the number of administrative staff within faculties and departments and is also in the process of re-defining some roles, such as that of the *programme guarantor* for example.

AMU has developed a well-defined and ambitious Long-Term Strategic Plan 2016-2020 that embodies its mission and vision and sets out in detail seven priority objectives that follow the format of the MŠMT long-term strategic plan for higher education institutions. Both the *Institutional Plan* (2016-2018) and the *Long-Term Strategic Plan* (2016-2020) were developed in the light of the challenges and opportunities represented by the Amendment to the Higher Education Act. Consequently, many of the strategic objectives relate to the new legislation incorporated into this *Amendment* and AMU's intention to secure institutional accreditation at the earliest opportunity so as to establish itself as a more autonomous HEI within the national higher education field.

AMU's Long-Term Strategic Plan sets out 7 Priority Objectives, these relate to:

– Quality Assurance
– Diversity and Accessibility
– Internationalisation
– Relevance (to society, employers, students, etc.)
– Research, Development and Innovation
– Decision-Making (based upon data)
– Efficient Financing

In his introduction to the AMU Long-Term Strategic Plan (2016-2018), the Rector states that by 2020 AMU "*will be an educational institution with institutional accreditation, with an established internal evaluation and quality control system, an educational institution providing a transparent learning environment with clearly described programmes and confidently presenting its numerous achievements through modern communication media*." The SER contains a lengthy section on the Institutional Mission, Vision and Context into which the above priority objectives are clearly woven. The RT commends the institution on the clear strategic aims and objectives of its strategic plan that responds positively and proactively to the challenges and opportunities represented by the recent Amendment to the Higher Education Act.

Through its discussions with senior managers, the RT gained insight in to the ways in which the Academy has made deliberate and intelligent use of externally funded projects, such as the KREDO Project (2012-2015)[12] and the OP VVV Quality project (2017-2022) to both develop its Long-term Strategic Plan (KREDO) and to enable it to achieve a number of its priority objectives, such as the design and implementation of an internal quality assurance system (OP VVV Quality project). Together, these two projects have enabled the Academy to move forward quickly in preparing and submitting its application to MŠMT for Institution Accreditation.

Through its meetings with various groups of staff throughout the two site visits, the RT formed the view that while the vision, mission and aims of the institution are clearly understood at the level of the Rectorate and within the senior levels of faculty management, it was less evident to the RT that these were either fully understood or (indeed) supported at departmental and programme level. In the view of the RT, there exists something of a 'disconnect' between the strategic aims and objectives of the institution – and their relationship to the vision and mission of AMU – in the way these are understood at senior management level at the operational level of its various departments and programmes. The RT formed the view that, in order to fully secure the achievement of its stated aims[13], AMU should ensure that it's Long-Term Strategic Plan and constituent Priority Objectives are clearly articulated and disseminated throughout the Academy. The RT suggests that the Academy develops and agrees a clear and succinct statement clarifying the ways in which the Academy's strategic plans are designed to meet the agreed Mission and Vision of the Academy in order to help strengthen the constructive alignment between departmental and programme level activities and the broader institutional goals.

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[12] AMU Long-term Strategic Plan (Page 4)
[13] AMU Long-tem Strategic Plan

Commendation:

The RT commends the Academy on the clear objectives and strategic aims set out in its Long-term Strategic Plan (2016-2020) that respond positively and proactively to the challenges and opportunities represented by the recent Amendment to the Higher Education Act.

Suggestion:

The RT suggests that AMU develops a clear statement that articulates the ways in which its Long-Term Strategic Plan and its constituent priority objectives serve the Mission and Vision of the Academy, as a means of promoting a closer alignment between Institutional strategy and operational delivery.

The Institutional SER states that "*the goals of individual study programmes make provision for the AMU mission and vice versa*". The Academy maintains a close relationship with the various fields of professional artistic practice that relate to its academic provision in order to ensure that its programmes benefit from "*flexible feedback that allows* [the Academy] *to continuously innovate the instruction* [within its programmes] *according to current professional standards*"[14]. This feedback is gathered in a number of ways; through feedback elicited from employers who attend the presentations of students' final works, participate in examination councils, host student placements and internships, as well as through the direct engagement of teaching staff who maintain their own professional practice alongside their teaching. Thus, the aims and learning outcomes of its various individual programmes - as they evolve - contribute to shaping the institutional mission and, in turn, the Academy's mission and vision guides the development of the programmes. AMU intends to implement more formal processes for gathering feedback from different stakeholder groups (students, staff, alumni and employers) in the future.

The Review Team – on the basis of the evidence seen – were able to conclude that the goals of individual programmes largely reflect the current mission and objectives of the Academy. It was also clear to the Review Team that Academy's mission, vision and the broad aims of its study programmes are closely aligned with national imperatives and the needs of the creative industries.

The RT noted[15] that the Academy has, over the previous 10 years, invited a number of relevant international subject bodies to undertake external evaluation of its provision. These bodies included ELIA (DAMU), CILECT (FAMU) and AEC and MusiQuE (HAMU) evaluating the provision in each faculty. Each of these external evaluations provided feedback that the Academy has used to critically reflect on its provision, to identify and capitalize on its strengths and to develop strategies aimed at addressing any areas identified as needing improvement. The RT formed the view that the Academy's proactive

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[14] AMU Long-term Strategic Plan (Page 4)
[15] Report on Internal Evaluation 2017: Quality Assurance at AMU: International Evaluation of AMU Faculties by External Agencies

and open approach to seeking international critical feedback on its provision has been an important contributing factor in its development of its current mission and vision and, thereby, helped to shape its current strategic plan.

Commendation:

> The RT commends the institution on its proactive and open approach to seeking international critical feedback on its provision as a means of critical self-refection and in support of the development of its mission and vision.

In his pre-amble to the Academy's Long-Term Strategic Plan (2016-20), the Rector posits that by 2O2O AMU "*will be on open educational institution with an established global reputation, having a dense network of international partnerships*". The Strategy also outlines the ways in which AMU will ensure that its provision remains highly relevant to the needs of the professional sphere, work in partnership with "*prestigious cultural institutions throughout the Czech Republic*", "*blend its creative activities within the … cultural and creative industries*" co-operating with similar institutions "*not only abroad but mainly in the Czech Republic*". AMU identifies three related priorities within its Long-Term Strategic Plan (2016-20):

− *Internationalisation*:
   AMU identifies itself as "*a unique educational institution in the region of central Europe*"[16] and is seeking to further develop its relationships with peer institutions in the international higher arts education arena, artistic creation and research, develop more accredited international study programmes, increase its proportion of international students and the number of modules and masterclasses taught by foreign educators and artists and ensure that the opportunity to study abroad should be available to all students. AMU sees the "mutual permeability" of the results of all these activities as also being of benefit to the local public.

− *Relevance (to society, employers, students, etc.):*
   AMU aims to intensively reflect upon current social developments and on the needs of the professional sphere in the regional, national and international context, deepening its relationships with new and existing partners as a means of developing new forms of teaching, its creative outputs and research results. The Academy sees its importance to society as being primarily determined by its established artistic disciplines in the context of the broader creative industries, and its "*location at the heart of the historical capital city of Prague*".

− *High Quality Relevant Research, Development and Innovation*:
   The Academy seeks to enhance the research and development activities of its academic staff in the area of fundamental, applied and artistic research thereby enhancing the quality of its research outputs. Towards the achievement of this, the Academy will seek to establish strategic partnerships with international institutions of a similar nature and establish at least one international research team focused on excellent research during

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[16] AMU Long-Term Strategic Plan (Page 12)

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the current period of the strategic plan.

AMU is one of four public Arts Universities in the Czech Republic bound by the following Acts which govern its procedures:

Act No. 111/1998 Coll.L6, On Higher Education Institutions and on Amendments to Other Acts (Higher Education Act), as amended; Government Regulation No.274/2016 Coll.I7, On Standards for Accreditation in Higher Education; Government Regulation No.275/201,6 Coll., On Fields of Study in Higher Education; Decree No. 343/2002Coll., On Procedures and Conditions for publication of Admission Processes at Higher Education Institutions; Act No. 5OO/2004 Coll. - Administrative procedure Code; Act No.262/2006 Coll. - Labour Code; Act No. 121/2OOO Coll. - the Copyright Act, the Rights Related to Copyright, and the Amendment of Certain Laws (the Copyright Act); Act No. 89/2012 Coll. - Civil Code; Act No. 130/2002 Coll., Act on the Support of Research and Development from public Funds and on Amendments to Certain Related Acts (Act on Support of Research and Development), as amended; Act No. 25/2017 on Budgetary Responsibility, Act No. 320/2001 Coll. on Financial Control, Act 134/2016 on Public Procurement.

The SER sets out the basic principles of the Academy's approach to equal opportunities and how these are implemented in various selection processes, including all aspects of the recruitment and selection processes applied to staff appointments and the selection and enrolment of students. The Review Team were assured by the senior management that the Academy's approach to equal opportunities is framed by national legislation and that AMU conforms to all the dimensions of the national equal opportunities policy in all aspects of its activity.

In addition to its equal opportunities policy with regard to gender, AMU also takes positive steps towards ensuring that issues of diversity and accessibility are fully considered in relation to the student cohort. Priority Objective 2 of the AMU *Long-Term Strategic Plan (2016-20)* sets out its strategy and objectives in this regard. Stating that its provision "*is widely accessible in the sense that the best possible conditions are created for all admitted students without distinction as to gender, age, health status, specific needs and social background*" it goes on to say that "*AMU has supported and will continue to support student parents, socially disadvantaged students, ethnic and linguistic minorities and students with special needs*"[17]. With regard to this last named group, the academy has committed itself[18] to "*strengthen special advisory activities for potential students with disadvantages*", to "*review the accessibility of all learning facilities*" and to "*define investment priorities aimed at barrier-free access for disadvantaged students*"[19].

Priority Objective 6 of the AMU Long-Term Strategic Plan is focused on *Data-Based Decision Making* in order to ensure that "*AMU managers make responsible decisions based on data collection and analyses*"[20]. The newly established internal Quality Assurance system is designed to facilitate the regular monitoring of study programmes so as to inform future

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[17] AMU Long-Term Strategic Plan (page 8)
[18] AMU Long-Term Strategic Plan (Priority Objective 2: Improving the accessibility to education for disadvantaged groups)
[19] AMU Long-Term Strategic Plan (page 11)
[20] AMU Long-Term Strategic Plan (page 21)

strategic decision-making.

The concept of quality assurance at AMU is set out in Article 2 of the Rules of Internal Review that states "*The essence of the quality assurance system is … primarily a process view of AMU's activities, rather than their assessment solely on the basis of the results of the activities.*"[21] According to the *Rules,* the quality of an activity is defined in three ways.

These can be summarized as:

a) Conformity between what is intended and what is realized: The activity is considered to be of good quality if it achieves predetermined goals;
b) Exceeding standard practice: Educational and related activities are considered to be of high quality if they continuously reflect innovative approaches leading to their demonstrable improvement and increased efficiency;
c) The pursuit of excellence: Creative artistic activity is considered to be of high quality if its results are accepted by the external scholarly and artistic community.

While the IQA system clearly looks beyond data and statistical evidence in order to make judgments about quality it is also clear that such evidence may form part of the reporting on activities. The *Rules* state that "*conclusions and recommendations from reviews carried out within the scope of the quality assurance system are used to plan and realize further AMU activities.*"

The newly implemented quality assurance system also places an emphasis on the collection of qualitative feedback from teachers, students, graduates and employers, with this being gathered through both formal (annual questionnaires) and informal means (meetings). While the RT formed the view that the informal means of gathering qualitative feedback were working effectively, it was apparent that there was considerable variability in the ways in which formal mechanisms are working across the Academy. There has been a low use of electronic feedback by students on their study programmes through the KOS system over the last 5 years.[22] Comments in the Institutional and Programme SER's, together with views expressed by students, graduates and employers with whom the RT met during the site visits, suggest that the systematic gathering of qualitative feedback is not yet functioning effectively. Therefore, in the view of the RT, there is currently an over-reliance on informal feedback within the quality assurance process.

Suggestion:

The RT suggests that the Academy needs to ensure that the formal feedback processes that form part of its newly implemented internal quality assurance system are fully embedded and working effectively across the Institution in order to secure the full benefit that it anticipates will be delivered through its QA processes.

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[21] Rules of Internal Review (Page 2)
[22] Report on Internal Evaluation 2017 (Table 4)

2. Educational Processes

2.1 The curriculum and its methods of delivery

Standard: the programme goals are clearly stated and reflect the institutional mission

AMU has in place a clear process for the proposal and approval of study programmes. The internal process involves all levels of the institution, from faculty level to the AMU leadership and roles are clearly assigned to each of these bodies[23]. All of the key staff involved in these processes are fully aware of their roles and responsibilities[24]. Currently, the formal approval and re-approval of study programmes is undertaken by the National Accreditation Office for Higher Education (NAU). If AMU is successful in its application for Institutional Accreditation[25], the approval of new programmes and the re-approval of existing programmes will become the responsibility of the Academy. This opportunity is clearly regarded by the AMU leadership and senior faculty management as a key development in becoming a more autonomous institution[26]. This ambition is reflected in Priority Objective 1 of the *AMU Long-Term Strategic Plan*[27]. The current accreditation process assigns a key role to deans of faculty and heads of departments, whom are responsible for discussing the development and implementation of new study programmes, and to the Artistic Councils at faculty level and the Council for Internal Review at institutional level, which are responsible for the final internal approval before such proposals are signed off by the Rector prior to submission to NAU. This institutional process is deemed as both a fit-for-purpose and efficient system and the RT was informed, in its meeting with Staff with Responsibility for Quality Assurance[28], that AMU intend to continue with the established internal process for programme accreditation following the achievement of Institutional Accreditation.

AMU states in its mission that it strives to achieve a balance between traditional and new fields of study. The Academy offers a diverse range of programmes within its subject fields and these are described in terms of their objectives and intended learning outcomes, in accordance with the AMU Long-Term Strategic Plan. Information about the objectives and learning outcomes of each subject and course is almost fully available on-line via the different websites of each faculty – HAMU; DAMU and FAMU – and is expected to be fully available in the very near future[29]. Programme design involves a close connection between Bachelor and Master's Studies, and both current students[30] and alumni[31] acknowledged this connection in their meetings with the RT. The statistics provided by the Academy detailing the distribution of students across its undergraduate and postgraduate programmes shows that the majority of Bachelor students choose to progress on to Master's programmes at AMU. The focus and intensity of the Academy's curricula, particularly at Bachelor's level means that the "*concurrent study of two fields is nearly impossible due to the great quantity*

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[23] AMU institutional SER (page 12)

[24] Meeting 2: AMU Senior Management Team and Meeting 3:Senior Faculty Management (Preliminary Visit)

[25] AMU Institutional Plan (Page 8)

[26] Meeting 1: Head of the Institution & 2: AMU Senior Management Team (Preliminary Visit) and Meeting 8: Head of the Institution & Meeting13: Senior Management Group (Main Visit), AMU Institutional SER (Page 12)

[27] AMT Long-term Strategic Plan (Pages 5-7}

[28] Meeting 8: Staff with Responsibility for Quality Assurance (Preliminary Visit)

[29] Meeting 2: AMU Senior Management Team (Preliminary Visit)

[30] Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre Students (Main Visit)

[31] Meeting 6: Recent Graduates and Alumni (Preliminary Visit)

of contact schooling in all study programmes"[32]. While at Master's level, curricula are less focused on the acquisition of new knowledge than on the strengthening of the technical skills associated with specific disciplines[33]. Therefore, opportunity for students to formally undertake interdisciplinary study is severely restricted and this is acknowledged in the SER[34]. The SER also acknowledges that in the past a lack of funding has prevented the institution from further expanding its educational offer. The AMU Long-term Strategic Plan[35] addresses this issue and the institution sees it as essential that it expands the number and range of optional subjects it offers to students in the future. In the view of the RT, the Academy should proceed with this objective while also putting in place mechanisms that encourage students to enrol in these optional subjects and, at the same time, teaching staff should be made more aware of the relevance of this measure as a means of enhancing the student learning experience.

Suggestion:

> The RT suggest that the Academy proceed with its stated intention to expand the number of optional subjects available to students while also putting in place mechanisms that encourage students to enrol in these optional subjects and, at the same time, ensure that teaching staff are made more aware of the relevance of this measure as a means of enhancing the student learning experience.

The stability of the institution in terms of the structure and learning outcomes of the programmes it offers has resulted in little change to the profiles of the graduates over recent years. The development of artistic practice and the acquisition of technical skills forms the main objectives of the undergraduate programmes, while – in line with one of the options for Master's level education defined in the Tuning documents[36] – the Master's programmes can be classified as "*deep specialization*" programmes. The programmes objectives are aligned with the institutional aim of preparing professional artists[37] and academic staff are well aware of the essential differences between the three cycles of HE study[38]. In particular cases, such as the Acting study programmes at DAMU, the 'year leader' – the teacher in charge of design each year curriculum, also greatly contributes to this alignment.

AMU is mindful of the challenges presented in assuring that the objectives and learning outcomes of its programmes remain current[39] and it accordingly involves stakeholders at different levels of institutional activity, through their active participation in examination procedures or consultation bodies[40] and as members of the AMU and faculty Arts Councils. This ensures the on-going participation of external stakeholders across the institution and

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[32] AMU Institutional SER (Page 13)
[33] AMU Institutional SER (Page 13)
[34] AMU Institutional SER (Page 13)
[35] AMU Long-term Strategic Plan (Page 11)
[36] Artesnet Europe (2007) Tuning Document Film: Tuning Document for Film/Screen Arts Education. Available at: http://www.elia-artschools.org/documents/tuning-document-film (accessed 7 January 2019).
[37] AMU Institutional SER (Page 8)
[38] Meeting 9: BA, MA & Research Teaching Staff (Preliminary Visit)
[39] AMU Long-term Strategic Plan (Page 12)
[40] Meeting 11: External Stakeholders and Employers (Preliminary Visit) and Meeting 7: External Stakeholders and Employers (Main Visit)

this is further enhanced by several further initiatives, such as the work of NAMU[41] or the public presentation of the *Process Festival*, which reinforces the relationship between the Academy and Czech society.

The learning outcomes of the different programmes are compatible with the *Dublin Descriptors* and the Czech ministry of education has already officially adopted the qualification framework for tertiary education following the European Qualification Framework (EQF). The institution states in the SER[42] that, although consultation is being conducted with MŠMT and representatives from across the Czech higher education sector, there was no nationally agreed definition a framework of qualifications at the time of the site-visit. AMU's Long-Term Strategic Plan includes an objective to be an active agent, along with other national arts institutions, in helping to define and establish these standards and considers this to be an important development for the quality assurance policy of the University[43]. The level of specialization of many of the programmes, for example the Master's programme Acting in Theatre (in DAMU) or the Master's programmes within FAMU, means that programme learning outcomes are clearly aligned with the broader institutional aims.

The Academy states[44] that it is not possible to implement all aspects of student-centred learning due to the highly focussed nature of its curricula, particularly at Bachelor's level, which do not enable students to develop their own individualised study pathways. The RT noted that, as a means of addressing this, the Academy is planning[45] to develop a greater degree of internal student mobility and also increase the range of optional studies available. The small size of many student cohorts and the low student-to-teacher ratio naturally fosters a student-centred approach to teaching and promotes a close working relationship between students and teaching staff[46]. However, this also contributes to a certain informality regarding student guidance, with natural informal communication being the norm[47]. While the informal nature of the day-to-day communications with teaching staff is clearly valued by students, the RT formed the view that this also needed to be underpinned by formal communication mechanisms.

The Institutional SER states that "*The range of educational methods employed at AMU is very wide: there are lectures, seminars, technical practice, and training, instruction in the master-class form and, in particular, creative work on projects under the guidance of pedagogues*"[48]. The educational methods in place are empathetic to educating artistic professionals, and they mirror the approaches of such practices, while at the same time, an emphasis is placed upon the theoretical and historical subjects that contribute to the students' critical awareness. A re-appraisal of the ways in which these subjects are delivered in the curricula is currently being undertaken in each faculty[49] with the aim of placing a

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[41] Publishing House of the Academy of Performing Arts in Prague (NAMU)
[42] AMU Institutional SER (Page 13)
[43] AMU Long-term Strategic Plan (Page 6)
[44] AMU Institutional SER (Page 14)
[45] AMU Long-term Strategic Plan (Page 8)
[46] Meeting 4: Students (Preliminary Visit) and Meeting 5:Students with Representative Roles & 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre Students (Main Visit)
[47] AMU Institutional SER (Page 17)
[48] AMU Institutional SER (Page 14)
[49] Meeting 5: Heads of Department & Programme Guarantors (Preliminary Visit)

greater focus on their contextualisation and articulation within the practical subjects[50]. As part of the OP VVV Quality project, a re-appraisal is also being conducted in relation to the teaching of English language and student feedback confirms the need to revise how English is currently being delivered within the curricula[51].

AMU regards the quality of its artistic practice outputs and research outcomes to be an important part of its mission and it strategically links these activities to the creative arts and the (mainly) applied endeavours pursued by its academic staff. The RT formed the view, through its meetings with senior faculty managers and teaching staff[52], that a number of teachers regard their teaching activity as secondary to their creative professional activity, resulting in a disjuncture between the two and the consequent difficulties of developing research-led synergies between their creative and pedagogic practices. Although the AMU leadership clearly regards research as a key aspect of the Institution's mission[53], the RT formed the view that there is a need to reinforce this concept amongst all academic staff and, more importantly, for the Academy – as the leading Arts university in the country – to continue to lobby for artistic led practices as research to be fully recognised by the relevant decision-making bodies at the national level[54]. Objective 5 of the Institution's Long-term strategic Plan[55] directly concerns this matter, but the RT noted that no precise instruments are mentioned within the AMU Strategy aimed at attaining this objective. Complementarily, there is also a need for the institution to strengthen its doctoral education and associated research activities. This implies that doctoral research activities should cover all dimensions of artistic research, namely research about, for and through Art, and Art about, for and through Research (Dombois, 2009)[56] and that this should made more explicit in the learning outcomes for doctoral subjects.

In the context of the Academy's on-going analysis of it's doctoral study programmes[57], the RT believe that the institution should align the benchmarks of its doctoral programs with other similar ones in Europe, for example the so-called 'Florence Principles' on doctorates in the Arts[58], and to further develop its efforts to collect and disseminate information that attests to the impact of the research being produced within the institution. Although research already partially informs curriculum at doctoral level, namely via the methodologically driven subjects, the RT formed the view that further work is also needed in this domain. General metrics following national standards are already in place for data collection and measurement, namely via the RUV and RIV standards[59], and a strong investment is made towards the dissemination of results through, for example, the activities

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[50] AMU Institutional SER (Page 14)

[51] Meeting 4: Students (Preliminary Visit)

[52] Meeting 3: Senior Faculty Management & Meeting 9: BA, MA & Research Teaching Staff (Preliminary Visit)

[53] Meetings 1: Head of the Institution & Meeting 2: AMU Senior Management Team (Preliminary Visit) and Meeting 9: Research Managers and Research Staff & Meeting 13: Senior Management Group (Main Visit)

[54] Ref: D. Lesage: *Who's Afraid of Artistic Research?* In Art & Research 2/2 (2009), pp. 1-10. SER. P. 15 testifies to this local situation.

[55] AMU Long-term Strategic Plan (Page 18)

[56] F. Dombois: "0-1-1-2-3-5-8-. Zur Forschung an der Hochschule der Künste Bern", in: Hochschule der Künste Bern (Hg.): Forschung. Jahrbuch Nr. 4/2009. Bern 2009, p. 1122

[57] AMU Institutional SER (Page 16)

[58] *Florence Principles on the doctorates in the Arts*, a publication by the European League of the Institutes of the Arts (ELIA) available at: https://www.elia-artschools.org/documents/the-florence-principles

[59] See appendix [?] Artistic results RUV

of NAMU or its publication the Journal *ArteActa*[60]. Mechanisms are also in place for IP protection[61] but further efforts need to be made at institutional level to implement structured procedures for knowledge transfer[62]. Through its reading of the documentation provided and its discussions with Doctoral student, teaching staff and senior managers, the RT formed the view that the existing system of awarding internal grants to support research activities could be considered as an example of best practice. However, the RT also noted that, currently, this system is oriented largely towards the support of individual applications, in line with the institutional culture that assumes that most research activities are individually driven. The RT suggest that this dominant model should be re-evaluated and efforts should be made to also promote the aggregation of researchers outputs in thematically driven research groups, so as to foster collaborations and synergies. This would clearly signal that the internal project competition is open to collective applications, including those of an inter-faculty nature. The RT believes that this approach will help AMU in strengthening its engagement with artistic research and further fulfil its mission.

Similarly to the already mentioned internal competition for research funding, AMU also has in place a very interesting system of internal grants that support student projects[63]. This system includes both the funding scheme and the evaluation mechanisms, and it is an excellent mechanism for supporting the students in presenting their creative work and in critically reflecting about it. The fact the institution regularly promotes a number of events like the *Process Festival*, also helps the students in this regard.

Commendation:

The RT commends the institution on the ways in which it actively supports and encourages research projects, artistic activity and the international mobility of both staff and students, through the open-call system for the funding of research projects.

Suggestions:

The RT encourages the Academy, as a means of further enhancing its excellent open-call system, to re-evaluate its current system of awarding internal grants to support the research activities of staff to ensure that it also promotes the aggregation of researchers outputs in thematically driven research groups, so as to foster research collaborations and synergies across the institution. This would clearly signal that the internal project competition is open to collective applications, including those of an inter-faculty nature.

The RT suggest that the importance of developing research-led synergies between creative and pedagogic practices is re-enforced among academic staff, and that the Academy – as the leading Arts university in the country – should continue to lobby for

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[60] List of Namu Publications and ArteActa
[61] template for license agreement
[62] Meeting 13: Senior Management Group (Main Visit)
[63] Example of DISK open call

artistic-led research practices to be fully recognised by the relevant decision-making bodies at the national level.

2.2 International Perspectives

Standard: the programme offers a range of opportunities to gain an international perspective

AMU places internationalisation at the centre of its strategic development. The AMU Long-Term Strategic Plan (2016-20) states that by 2020 AMU "*would like to be an educational institution with a high proportion of foreign students as well as educators, of students and local educators with foreign language skills, an educational institution that is well established in the world of artistic education and as well as of research thanks to a dense network of high-quality international partnerships*"[64]. AMU has a strong international presence in the key fora relating to its study fields (such as CILECT-GEECT, ELIA and AEC) and it actively contributes to the international profile of the Czech higher education system[65]. The Academy's participation in international activities and partnerships is realised in various ways, from research co-operation to the mobility of students, and through the active participation of both staff and students in international artistic events[66].

The AMU Institutional Plan[67] offers a broad outline of the Academy's internationalisation processes, which not only encompasses mobility, but also considers international partnerships in the fields of education and research, the teaching of foreign languages and the integration of foreign students. AMU's ambition, as stated, is to create "*a modern, unified, open, pluri- and interdisciplinary higher arts education institution*"[68]. Structures are in place to support these efforts and both the AMU leadership and academic staff fully recognise the relevance of internationalisation[69]. As already mentioned above, a very effective system is in place to support internal projects and encourage creative works and mobility, and information on international opportunities is widely available, in English as well as in the Czech language[70]. The institution information system KOS is bilingual and PR initiatives are normally also available in English language versions. Figures presented in the Institutional Plan indicate a steady growth in many of the indicators of internationalisation, namely in relation to the number of Research cooperation agreements (the initial number / 2015/0, the final number / 2018/2) and AMUs involvement in international networks (initial number / 2015/4, the final number / 2018/5)[71]. There is also a clear involvement of international scholars namely under E+ mobility and for example in 2018, 55 modules were taught by international experts from outside the Czech Republic [72].

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[64] AMU Long-Term Strategic Plan (Page 12)
[65] AMU Institutional SER (Page 17)
[66] See appendix [?] List of projects with external partners
[67] AMU Institutional Plan (Page 7)
[68] ibid
[69] Meeting 10: Senior Administrative Staff (Preliminary Visit) and Meeting 8: Head of the Institution & Meeting 10: Administrative, Technical and Support Staff & Meeting 13: Senior Management Group (Main Visit)
[70] AMU Institutional Plan (Page 7)
[71] ibid
[72] ibid

AMU's internationalisation strategy is aligned with international best practices – with a focus on mobility for students, teachers and other staff members – but the RT formed the view that there was a disconnection between the interest of the students – to study abroad – and the ability of the institution to award formal recognition of such experiences (through the award of ECTS credits for example). The SER states that "*student placements within Erasmus are not always acknowledged against ECTS credits, but they are always mentioned in the Diploma Supplement*"[73]. The RT encourages the Academy to make further efforts to ensure that international mobility is not "*left entirely in the hands of the students*"[74]. This implies that formal mechanisms need to be put in place that guarantee that the competences the students acquired when studying abroad are previously matched with the learning outcomes of the programmes they are enrolled in, in order to ensure the recognition of those competences when the student returns.

There is a clear need to implement such mechanisms and structures and to further embed internationalisation in the different curriculums, in ways that go beyond the attention currently given to the teaching of foreign languages, as it is mentioned in the SER. The RT suggests that it would enhance the Academy's international profile if it clarified the extent to which it intends to proceed with its investment in programmes taught in the medium of English. The Long-term Strategic Plan[75] mentions that there is a need to rationalise such programmes, while the SER outlines plans for the creation of new international offers[76]. Through its meetings with both senior management at Faculty level, and teachers, the RT formed the view that the current provision is not fully aligned with this objective[77]. The RT suggest that the Academy give further attention to this key aspect of its internationalization strategy, with a clearer distinction being drawn between the purposes of offering English language programmes for mobility students and the offering of fully accredited discipline-based programmes taught in English. This could significantly increase the institution's international profile. Plans for the preparation of European Joint Master's degrees are mentioned in this context and this should be nourished.

Independently of these obstacles, AMU presents interesting figures for international student mobility and its enrolment of international students (20%), and between 2015 and 2018 the institution revised a large number of its bi-lateral agreements (140) assuring a more systematic use of existing agreements, emphasizing the mobility of teachers and other staff and further reinforcing its international profile.

Suggestion:

> The RT suggests that the Academy give further consideration to its institutional strategy regarding foreign language programmes, making a clearer distinction between its offering of English language programmes – aimed mainly at visiting Erasmus students – and fully accredited discipline-based international study programmes taught in English.

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[73] AMU Institutional SER (page 18)
[74] AMU Institutional SER (Page 19)
[75] AMU Long-term Strategic Plan (Page 13)
[76] AMU Institutional SER (Page 18)
[77] Meeting 9: BA, MA & Research Teaching Staff (Preliminary Visit) and Meeting 2: DAMU Senior Management (Main Visit)

The RT believes that this could help the Academy to significantly enhance its international profile.

2.3 Assessment

Standard: assessment methods are clearly defined and demonstrate achievement of learning outcomes

A range of methods of assessment are currently in place at AMU, including examinations and practical assessments. One of the core elements of assessment in some of the faculties is the public presentation of artistic work ("*clausura*") that usually involves the participation of external stakeholders (employers and arts professionals) within the membership of examination panels[78]. These different methods allow for the comprehensive assessment of the degree through which the students attain the learning outcomes. The institution acknowledges that the on-going institutional accreditation process calls for an evaluation of its assessment criteria and processes[79] with the pursuit of greater transparency in students' assessment being one of the main objectives of the AMU Long-Term Strategic Plan[80].

All assessment criteria and procedures are easily accessible to students and staff via the AMU Attendance and Examinations Regulations which are available on-line and in hard copy. Considering the innate complexity associated with formal processes of evaluating artistic outputs, the consistency and fairness of the evaluation procedures is not always completely clear to students[81]. The institution acknowledges this[82] and efforts are being made to improve feedback and information mechanisms in relation to assessments. Greater use of the institution's information system KOS is crucial in this context, along with the codification of processes as mentioned in the institution's Strategic Plan[83]. This should be complemented through a strong investment in information systems that will enable the institution to achieve its priority objective to improve the decision-making process and facilitate sharing and understanding of key performance indicators (KPIs). Although, the SER[84], the Institutional Plan[85] and the AMU Long-Term Strategic Plan[86], all mention the relevant role the institutional Study Information System – KOS plays in data driven decision-making and the need to improve it "*according to current needs (continuously, innovation of the information system core, 2017)*"[87], the RT noted that a clear 'roadmap' has not yet been defined for this, namely in relation with the different tools already implemented and how they will incorporate the indicators to be developed in the context of quality assurance. In the view of the RT, these matters need more attention from the Academy's leadership and the staff closely involved in quality assurance processes.

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[78] Meeting 11: External Stakeholders and Employers (Preliminary Visit)
[79] AMU Institutional SER (Page 21)
[80] AMU Long-term Strategic Plan (Page 5)
[81] Meeting 5: Heads of Department & Programme Guarantors & Meeting 7: Research & Enterprise Senior Managers (Preliminary Visit) and Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre (Main Visit)
[82] AMU Institutional SER (Page 20)
[83]AMU Long-term Strategic Plan (Page 6)
[84] AMU Institutional SER (Page 21)
[85] AMU Institutional Plan (Page 14)
[86] AMU Long-term Strategic Plan (Page 23)
[87] AMU Long term strategic plan p. 23

Assessment methods across all AMU faculties are constructively aligned with the teaching and learning formats, and supervision procedures for PhD study are also clearly defined. The main problem, as mentioned in the SER,[88] is actually the organization of formal feedback on these processes and their registration on the central system. In the view of some staff[89], the highly individualized nature of most of the teaching diminishes the need for formal methods of feedback while others regard these mechanisms as an excessive bureaucratic burden[90]. However, senior management is aware of the need to rethink how some of these feedback mechanisms are implemented or monitored[91]. According to the SER[92], this has only recently become a topic of concern for the institution. The afore mentioned discussions on the methods of collecting student feedback on assessment and defining the criteria for these processes must be implemented in the context of the on-going quality assurance process.

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[88] AMU Institutional SER (Page 20)
[89] AMU Institutional SER (Page 20)
[90] Meeting 1: Head of Alternative & Puppet Theatre Department (Main Visit)
[91] Meeting 13: Senior Management (Main Visit)
[92] AMU Institutional SER (Page 21)

3. Student Profiles

3.1 Admission/Entrance qualifications

Standard: there are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the institution

The admissions processes, procedures and criteria at AMU that apply to student enrolment are compliant with the regulations as set out in the Higher Education Act (ACT NO. 111/1998 Coll.)[93]. The details of the selection processes – including associated selection criteria – are clearly presented on each faculty website for each programme[94]. Therefore, the RT is able to affirm the institution's statement in the SER, that "*all study programmes have clearly described conditions of acceptance.*"[95].

Each faculty, and their respective programmes offer 'open door' days for applicants to enable them to gain a good understanding of what programmes offer, the conditions and criteria of acceptance on to programmes is also explained as part of this process. A number of study programmes (such as scenography for example) offer optional preparatory course that help students in preparing themselves to engage with the selection process.

AMU offers a unique grouping of study programmes in the higher education sector of the Czech Republic. Applicants could choose to study theatre or music at the Janáček Academy of Music and Performing Arts in Brno (JAMU); music at the Faculty of Arts at Ostrava University, film at the Tomáš Baťa University in Zlín or at the private film school in Písek. No other HEI in the Czech Republic offers the same range of programmes as AMU and, In this respect it offers a unique national study context.

AMU regards itself as a '*highly selective*' institution and as being '*traditionally the first choice among applicants*' [96]. Applicants to Bachelor's programmes must meet the basic national entry requirements (as stipulated in Sections 48-50 of the Higher Education Act) and any specific admission requirements stipulated by the faculty or individual programme. For many of the programmes, these specific requirements are a means by which the artistic skills of the candidate can be assessed (typically through the presentation of a portfolio of work or by means of an audition process). Given the collaborative nature of many of the study subjects offered by the Academy, careful consideration is given to the composition of each new cohort in terms of its potential functionality as a creative study group before the final selections are made.

The recruitment process is overseen by an 'admission committee', the membership of which is specified by the dean of faculty and, in the case of DAMU programmes, is led by the *year leader* who has been assigned to lead the first year of the programme in the following academic year. The RT noted in the Programme SER that, in respect of the BA Directing and Dramaturgy for Alternative Theatre, while the admission process has a fixed structure "*changes to it concern particular details in accordance with the requirements and ideas of*

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[93] Higher Education Act (ACT NO. 111/1998 Coll.) Section 50: Admissions Procedures
[94] See, for example, https://foto.amu.cz/en/bachelor
[95] AMU Institutional SER (page 22)
[96] ibid

the year leader selecting students for that particular year"[97] (page 6). The RT was concerned that applicants may not be aware of such changes in advance of the application process, but were re-assured by staff[98] that such changes were agreed well in advance of the next annual recruitment cycle and the public information available to candidates was revised accordingly.

The marking system used in the admissions process is transparent and each committee member marks each applicant independently, the levels of marks are described in detail. The rationale for the non-acceptance of an applicant are also defined. The ratio of internal and external members of admission committees varies across the faculties, and while at some departments external members are regularly re-invited, at others they are different each year. The students that the RT met with during the two site visits stated that, in general, they were familiar with the conditions of the admission processes in advance of applying.

Following the conclusion of the admissions process, all departments and programmes offer applicants the possibility to view relevant documents and the specific reasons for their non-acceptance. Each year, a small number of unsuccessful applicants appeal against the decision of the admissions committees. The appeal process that relates to admissions procedures is clearly set out in the AMU Attendance and Examination Regulations[99] and is publicly available.

3.2 Student progression, achievement and employability

Standard: the institution has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students

The AMU institutional SER states that, "*Each student may be monitored by pedagogues from study programme or department due to small study groups.*"[100], with any identified issues relating to the progression of individual students being discussed at the regular departmental meetings. Data regarding awards received by students and pedagogues, participation of students in festivals and competitions, additional workshops provided for students, the international activities of teachers and any notable issues relating to student study progression (interruption of studies, etc.) is captured within the self-evaluation report that is completed on an annual basis by programme guarantors and submitted to the Internal review process. Though it was unclear to the RT how such data was being utilised at departmental or programme level as a means of critically reflecting upon the success of programmes.

Therefore, the monitoring of student progress largely depends on the teachers' experience of working closely with the students, and the formal examination processes that are applied to student achievement of the learning and artistic outcomes of their programmes. Both students and teachers confirmed, that the learning environment within AMU is highly positive and constructive and the RT formed the view that this was underpinned by a high

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[97] DAMU Programme SER (page 6)
[98] Meeting 4: Academic Staff of the Alternative & Puppet Theatre Department (Main Visit)
[99] AMU Attendance and Examination Regulations/Admissions Process Article 24)
[100] AMU Institutional SER (Page 23)

degree of mutual respect that has been established between them. Each of the groups of students and teaching staff that the RT met with during the two site visits expressed a broad confidence in the informal means by which student progress was currently being monitored. However, the RT noted that informal systems of this kind also had the potential to give rise to inherent problems. When asked by the RT about the role of data in the monitoring of student progress, one member of teaching staff responded, "*I am so much involved I don't need any statistics.*"[101]. When the RT asked students about the efficacy of the way that they worked with their teachers, one student stated, "*If you don't get along with your year leader, you have an issue*". While the RT formed the view that, overall, the student/teacher relationship across the Academy was productive and was functioning effectively.

Student marks and information regarding progression between study levels are entered in to Academy's student information system (KOS). The Academy is able to draw down basic datasets from this system relating to student progression and achievement. However, it has limitations, for example it currently does not enable the Academy to undertake full cohort analysis of assessment of outcomes.

AMU has recognition mechanisms for assessing applications from students with prior learning and for students who have undertaken a period of study abroad. In the case of prior learning there is a formal means by which the purely knowledge-based components of prior learning (such as history of theatre for example) can be assessed but the creative and artistic components are subject to the submission of course descriptions by the applicant and a final decision is made by the dean of faculty, on the advice of the department for which entry is sought. In terms of applicants who are seeking diploma recognition, AMU is able to validate those diplomas that fall within the scope of its core study disciplines. The Academy is currently in the process of changing this mechanism, which currently focuses on making a comparison of study programmes (between the AMU study plan and that of the foreign institution), to one more focussed on a comparison of learning outcomes. In the event that any such application is refused, the applicant has the right of appeal and, in such instances the faculty must provide detailed reasons for its decision.

Formal recognition of foreign mobility is undertaken in accordance with the Erasmus Study Charter; between 18 and 30 ECTS are normally acknowledged. However, there are sometimes technical issues to do with students taking elective modules at the host institution, which are outside the frame of the standard course study plan at AMU, where it is not possible to award mandatory credits. In such cases information about the content of the mobility study is included in the Diploma Supplement. Students at AMU are encouraged to engage in international mobility but the RT heard from teaching staff[102] that, in their view, they prefer this to be something that students engage in at postgraduate level as the curricula at undergraduate level are very intensive.

AMU currently does not have a formal or regularised system for monitoring the employment destinations of its graduates or a system for tracking their progress within their fields of employment. The Institutional SER states that "*Exact records as to how many graduates have worked in their field for a long time, or after how much time they exit, is*

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[101] Meeting 4: Academic staff of Alternative & Puppet Department (Main Visit)
[102] ibid

neither at the disposal of, nor collected by, AMU"[103]. The Academy has previously made an attempt to gather such data but experienced a very low return rate of its questionnaires. The Academy is aware of the need to develop a systematic means for gathering such data, recognising that they: "*need to improve feedback from alumni*"[104]. The Academy has established a database from the previous attempt to gather data and is looking to develop this in the future. The Academy draws some information on the activities of its graduates from statistics made available by the Ministry of Employment and Social Welfare, which reveal that the majority of AMU graduates do find employment. The Academy is anticipating access to more information on the professional activities of its graduates through the results of a major survey on this aspect of higher education undertaken by MŠMT.

Due to the relatively small scale of the creative industries field in the Czech Republic, AMU has a reasonable level of knowledge regarding the professional activities of its graduates and alumni – gathered through various informal means. The Academy recognises that graduates have a stronger affinity with the specific faculty that they studied in rather than with AMU as a whole. Therefore, each faculty has its own approach to gathering information from its alumni, for example DAMU regularly organises meetings of its graduates that are very well attended. AMU graduates often go on to become leaders in their artistic fields and they occupy many of the key positions that are available in their professional spheres (orchestras, theatres, film studios, etc.,). While the RT were given to understand that the employment rate of AMU graduates is one of the highest among Czech HE institutions, there is no comprehensive data about how many of them work in professional fields directly related to their training, how many of them work only partly in the field, and how many of them work completely outside of the field. The Programme SER states that: '*some graduates will follow a completely different path, which we are not likely to monitor any more*'[105], this indicated to the RT that the focus of information gathered on graduates was exclusively on those who continued to work in professional fields related to their study subjects. The RT recommend that institutional or faculty processes for gathering information on the activities of alumni should take account of all graduates, including those who choose to apply the skills and aptitudes gained through their studies to wider fields of employment, as this information could be used to inform future curriculum development. The recent graduates and alumni that the RT met with confirmed that "*No formal feedback has been asked for from them*"[106] by AMU and the external stakeholders that the RT met with were also aware of a lack of engagement of AMU in the activities of alumni[107].

Graduates of AMU hold many of the key positions in their professional fields, many of them return to AMU as part-time teachers or guest professionals and so make a vital contribution to the currency of the curricula. Prague is the professional and cultural centre for the arts and AMU graduates are well placed to gain entry into their professional fields immediately on graduation – often through contacts that they have made with relevant professional spheres while still completing their studies at AMU, either through formal or informal work

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[103] AMU Institutional SER (Page 24)
[104] Meeting 8: Staff with Responsibility for Quality Assurance (Preliminary Visit)
[105] DAMU Programme SER (Page 14)
[106] Meeting 6: Recent Graduates and Alumni (Preliminary Visit)
[107] Meeting 11: External Stakeholders and Employers (Preliminary Visit)

placements, or through paid casual work undertaken to support themselves while studying. The Czech film and television industry is predominantly based in Prague, while both the theatre and music industries have a national network of artistic companies and venues. While many graduates will initially try to secure work in Prague following graduation, those students who originally came from outside the capital will often return to their home region to seek work. In the meetings during the site visits, the RT asked the Rector, senior managers and external stakeholders to define what they thought the key attributes of an AMU graduate were – the consistent answer was the ability to "*realise their artistic ideas in a professional way*"[108], this was corroborated by both the employers and graduates that the RT met with during the two site visits.

Recommendation:

The RT recommends that the institution establishes formal processes for the collection of data on its alumni following graduation and at subsequent career points in order to build a repository of information that will enable the institution to gain insight as to the range of professional arenas in which graduates find work, how they build their careers and the ways in which they contribute to the creative and cultural spheres locally, nationally and internationally. This should take account of all graduates, including those who choose to apply the skills and aptitudes gained through their studies to wider fields of employment, and this information should be used to inform future curriculum development.

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[108] Meeting 1: Head of the Institution (Preliminary Visit)

4. Teaching Staff

4.1 Staff qualifications and professional activity

Standard: members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers

The RT is confident that AMU teaching staff are appropriately qualified as educators and, in most cases, are also active as artists working in professional fields closely aligned to their teaching. It is also relevant to mention that teachers´ independent artistic work is taken into account in the internal evaluation of study programmes. A tender system is in place for the selection of academic staff, with "*pedagogical talent and interest in art pedagogy being included within the selection criteria for academic appointments*"[109], in order to assure all members of a programme's teaching staff are appropriately qualified as educators.

There is an institutional strategy in place for the enhancement of teaching staff although no unified Academy-wide system appears to exist and the approach to teachers' pedagogical enhancement varies according to each faculty[110]. These activities are usually organized around a system of research grants that support pedagogic research and artistic research activities[111]. This means AMU has allocated funds to internal open competitions to which individual members of teaching staff can apply for research grants. Two other relevant aspects of this strategy are the involvement of PhD students in research and training activities[112] and the organization of specific events dedicated to teaching and research artistic methods or similar topics.[113]

The engagement of teaching staff is somewhat hindered by financial constraints, with low salaries being considered by senior management to be an obstacle to the overall commitment and engagement of the teaching staff with the institution.[114] The limited pool of appropriately qualified personnel available across the Czech recruitment landscape is also mentioned by AMU as an obstacle to securing a more sustainable body of teachers and researchers[115]. Financial constraints limit the University's ability to address this problem, but solutions should be pursued in order to attract more international scholars. It's relevant to mention that the institution is already trying to address this issue through the acquisition of special funding for staff exchange.

AMU has a career development system but there is no unified Academy-wide mechanism in place to provide staff members with continuing development of the latest skills and knowledge in teaching, learning and assessment. The OP VVV Quality Project is regarded as an opportunity to do so[116] and in the recent past members of the staff have greatly

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[109] AMU Institutional SER (Page 26)
[110] ibid
[111] ibid
[112] AMU Long-term Strategic Plan (Page 19)
[113] See "Chaos and Method" conference program
[114] Meeting 1: Head of the Institution & Meeting 2: AMU Senior Management Team & Meeting 3: Senior Faculty Management (Preliminary Visit) and Meeting 8: Head of the Institution (Main Visit)
[115] AMU Institutional SER (Page 27)
[116] AMU Institutional SER (Page 27) and Meeting 8: Staff with responsibility for Quality Assurance (Preliminary Visit)

benefited from mobility opportunities, namely under the Erasmus EU framework, targeted at their professional development, and professionals from outside of the Czech Republic have been involved in activities targeted at the development of AMU staff. The RT noted that the OP VVV Quality Project has also provided AMU with the opportunity to introduce a regular system of appraisal reviews for teaching staff, carried out to track and support enhancement of the teaching staff's artistic, pedagogical and research activity. The RT encourage the Academy to take appropriate measures to ensure that this system is implemented and continues to operate after project completion.

AMU academic staff are clearly engaged in many of the activities of the Institution, namely via participation in the range of committees and academic bodies[117]. Recent developments in the structure of the institution, for example the re-evaluation of, and revisions to, the role of the Programme Guarantor, have also contributed to further involvement of teaching staff at different levels of academic management with increasing responsibilities and tasks[118].

Although a body is in place to supervise the collection and analysis of student feedback – the Council for Internal Evaluation – there are no formal mechanisms in place to disseminate the results of these processes among the teaching staff. According to the SER[119], this is currently done in a very informal way and through different means from faculty to faculty. The RT believes that teachers could benefit from a more focused approach to the gathering and dissemination of feedback from students. Since 2018 this has become a concern for the institution, and both the Long-term Strategic Plan[120] and the Institutional plan[121], mention the need to implement, in the short term, more effective and efficient feedback and evaluation methods that can help the staff in the on-going critical reflection of their pedagogic practice. The RT believes that the results of this process should be embedded in the teachers' activities and a systematic monitoring of this should be conducted.

4.2 Size and composition of the teaching staff body

Standard: there is sufficient qualified staff to effectively deliver the programmes

AMU has a teaching staff cohort of circa 800[122] (equal to 319 FTE's including those on full-time and fractional contracts) and it was evident to the RT that there is a sufficient number of qualified teaching staff for the overall numbers students. The student/teacher ratio is comparatively low (6/1 according to the SER)[123] and this is in line with the broad range of disciplines taught and the highly specialized nature of many of the study subjects. However, this also poses a challenge for the Academy's recruitment policies when identifying potential members of teaching staff who have the necessary expertise. Legal impediments and financial constraints are other aspects that are problematical to the institution in this

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[117] Meeting 5: Heads of Department & Programme Guarantors (Preliminary Visit) and Meeting 13: Senior Management Group (Main Visit)
[118] ibid
[119] AMU Institutional SER (Page 27)
[120] AMU Long-term Strategic Plan (Page 10)
[121] AMU Institutional Plan (Page 9)
[122] See appendix [?] AMU Institutional SER statistics
[123] AMU Institutional SER (Page 27)

respect. AMU has designed specific innovative strategies to try and overcome these obstacles, namely via the already mentioned internal grant system and the involvement of young scholars (PhD students). AMU has a long-established culture of recruiting primarily from among AMU graduates[124]. The general criteria and processes for the recruitment of staff are well defined, although no centralized AMU policy has been established due to its *"differentiated institutional culture and the variable needs of the faculties"*[125]. AMU's Long-term Strategic Plan (Point 4)[126] indicates that plans are already in place to implement career rules, along with financial incentives, designed to attract and retain the best post-doctoral students and thereby increase the pool of potential teachers.

Suggestion:

The RT suggests that AMU implements a more unified and centralized human resources management policy that could facilitate the implementation of measures to address the obstacles mentioned above. Although needs vary between the different schools, as mentioned by the SER[127], these issues are common to them all and they require a coordinated response by AMU in order to improve the overall quality and capacity of its teaching staff.

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[124] Meeting 6: Recent Graduates and Alumni (Preliminary Visit)
[125] AMU Institutional SER (Page 27)
[126] AMU Long-term Strategic Plan (Page 10)
[127] AMU Institutional SER (Page 27)

5. Facilities, resources and support

5.1 Facilities

Standard: the institution has appropriate resources to support student learning and delivery of the programmes

The SER presents a comprehensive overview of AMU facilities including teaching spaces, theatres, concert halls, projection halls, studios and gallery.[128]

During the two site visits the RT undertook tours of workshops, lecture/seminar rooms, teaching spaces and theatres as well as two of the Academy's well-stocked libraries. From this experience the RT was able to form the view that the resources available to the programmes are sufficient. In their meetings with the RT, Teachers, students and alumni all expressed their appreciation of AMU being located in the historic centre of Prague. However, the Academy is housed in buildings that were not purpose designed for their current use and, therefore, some teaching facilities are not ideally suited to their purpose, particularly in respect of disabled access. The RT noted that AMU reviewed "*the accessibility of AMU facilities and investment priority focusing on barrier-free accessibility for disadvantaged students (2016)*"[129]. In parts of the various AMU buildings ramps and lifts have been installed in order to facilitate universal access. While the RT understands that the local building regulations that apply to these buildings limits the scope that the Academy has to make the necessary adaptations to some spaces. However, the RT believes it is critical that AMU continues to work towards ensuring that all its teaching spaces are made accessible for students of all abilities.

Both the Institutional SER and the Programme SER underline an urgent need to expand on the current envelope of teaching space available to AMU. In meetings with teaching staff, they expressed their concerns about the lack of sufficient teaching spaces, some teachers also pointed out that they had no rooms available to them that they could go to between their classes[130]. In the programme SER, the RT noted that the reported shortage of space is mainly of that used for practical instruction, such as rehearsal spaces, and that therefore students often have to look for external spaces that they can use for this purpose[131].

During the two site visits, the RT noticed that a significant amount of teaching space across the Academy was not in continual use and, therefore, did not appear to be intensively timetabled. The RT learned that there are different faculty-based systems used for booking rooms across the Institution that are not compatible[132]. The RT came to understand that the autonomy of faculties that is engrained into the Institutional culture extended to the 'ownership' and timetabling of teaching spaces. In the view of the RT, this results in an

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[128] AMU Institutional SER (Pages 5 & 28) and AMU Programme SER (Page 18)

[129] AMU Long-term Strategic Plan (Page 11)

[130] AMU Institutional SER (Pages 28-29) and DAMU Programme SER (Page 18) & Meeting 4: Academic Staff of the Alternative & Puppet Theatre Department (Main Visit)

[131] DAMU Programme SER (Page18) and Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre Students & Meeting 2: DAMU Senior Management (Main Visit)

[132] Meeting 10: Administrative, Technical and Support Staff and Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre Students (Main Visit) Tour of Facilities (Main Visit)

overall underutilization of teaching spaces as rooms in one part of the Academy often remain empty at the same time that shortages of space are being experienced in others. The RT recommends that the Academy ensures that an effective booking system (such as a digital system) is in place across the institution to ensure that the use of study spaces is maximised and, thereby, ensure the most efficient use of existing resources. This system should also provide the Academy with data on the utilization of its physical resources that can inform its future planning processes. The AMU leadership are keenly aware of the problems, and in an effort to expand space there are plans to acquire additional space at a decommissioned Freight Train Station, although the RT understood that these plans are likely to take more at least 3 years to come to fruition[133].

The RT formed the view that, in general, the physical resources and specialist equipment available to the study programmes to be sufficient to support student learning, the achievement of learning outcomes and the delivery of programme curricula matched with professional standards[134]. Both students and alumni expressed that they are generally satisfied with the equipment provided and that it is appropriate for professional world standards. The RT note that all technical equipment is "*owned*" by each department and not shared across the Faculty or Institution the room[135]. This situation is comparable to the room booking system – where there is no Faculty-wide or Institution-wide overview of facilities.

The SER gives clear and detailed overviews of the libraries and their (educational) materials, including subscriptions to major periodicals, international databases, film, and music. The RT visited two of the three libraries and was impressed by the collections and by the competence of the librarians. The collections include materials in both Czech and other languages such as English, which the RT was able to ascertain during the visits.[136]

Recommendation:

The RT recommends that the institution ensures that effective booking systems (such as digital systems) are in place across the institution to ensure that the use of study spaces, technical facilities and equipment are maximised and, thereby, to ensure the efficient use of existing resources. These systems should also provide the institution with data on the utilization of its resources that informs its future planning processes and purchasing decisions.

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[133] AMU Institutional SER (Page 29) and meeting with Rectorate
[134] AMU Institutional SER (Page 28) and DAMU Programme SER (Page 18) and the RT meetings with Students, Recent Graduates & Alumni, Teaching Staff and Tours of Facilities
[135] AMU Institutional SER (Page 28) and Meeting 10: Administrative, Technical and Support Staff (Main Visit)
[136] AMU Institutional SER (Page 29) RT Tours of Facilities, and the meetings with Students, Recent Graduates & Alumni and Administrative, Technical and Support Staff

5.2 Financial resources

Standard: the institution's financial resources enable successful delivery of the programmes

The Institutional SER states that AMU works with a balanced budget and that it's financing is based on the rules for financing higher education institutions set out within MŠMT policies[137]. The SER also identifies that, in general, arts academies in the Czech Republic are not as favorably resourced as the larger research-driven Universities. According to it's own figures[138] the AMU budget for 2018 is comprised of 15 income sources, the two most significant external elements of these being:

MŠMT contribution	55.9%
State funds and EU structural funds	7.6%

Which together account for 63.5% of the overall annual budget. The remaining income is mainly made up of AMU revenues drawn from English language programmes and life-long learning activities (19.3%) and the drawing down of AMU funds (5.7%), with the balance being represented by relatively small amounts of income drawn from a range internal and external sources. The RT learned that several of these sources are liable to vary from year-to-year, such as is the case for the funding research development, students' scientific research and ad hoc projects.

The RT learned that 75% of state funding received by AMU is distributed between the faculties, with 25% held centrally by AMU according to a long-term principle approved by the AMU Academic Senate[139]. The Institutional SER states[140] that this principle is the expression of the "*de facto*" autonomy of AMU's faculties. However, this approach to the distribution of financial resources appears to be widely accepted across the institution and provides for a level of stability in which the individual faculties can undertake their own annual budget planning. While AMU acknowledges that, due to current national funding arrangements, salary levels are comparatively low, the departments maintain that they are able to deliver their programmes effectively. The RT learned that, at Institutional level, AMU makes some financial resources available as a means of providing incentives for the meeting of strategic targets and priority objectives[141]. In the view of the RT, the large OP VVV Quality project has had a positive impact upon the Institution, allowing teaching, administration and support staff to exchange and shadow colleagues in other (peer) European institutions, and to bring back knowledge expertise that is re-invested across AMU[142]. The project also finances some administrative staff that have been involved in the development and implementation of the new internal quality assurance system, the RT was assured by the senior staff managing this

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[137] AMU Institutional SER (Page 9)

[138] Recapitulation of 2018 AMU budget resources

[139] AMU Institutional SER (Page 30) and Meeting 2: AMU senior Management (Preliminary Visit)

[140] AMU Institutional SER (Page 30)

[141] Meeting 2: AMU senior Management (Preliminary Visit)

[142] Meeting 2: AMU Senior Management (Preliminary Visit) and Meeting 10: Administrative, Technical and Support Staff & Meeting 4: Academic Staff of the Alternative & Puppet Theatre Department (Main Visit)

process[143] that plans were in place to ensure that this was designed to be sustainable when the Project – and its associated funding – comes to an end in 2022.

5.3 Support staff

Standard: the institution has sufficient qualified support staff

The SER describes how the support staff are mainly subordinated to the three faculties with a counterpart group of administrative staff working within the Rectorate. The economic functions, administration and facilities of the Academy are overseen by the Bursar. The RT noted that, according to the Institutional SER, an analysis of the profile of qualifications and competences of the administrative support staff was due to be undertaken in 2018. However, this analysis has been postponed to the spring of 2019 and will focus on the distribution of all administrative tasks related to education and the running of departments. It is likely that the outcomes of this survey will lead to changes in the required profile and competencies of administrative positions. The RT noted that the support staff from across the Academy had participated in a broad range of Erasmus exchange activities, this had offered them opportunity for personal development and to bringing back a range of innovations from their fact finding visits to international peer institutions, the RT heard of a number of new systems that had been developed within the faculties as a result of this initiative[144].

The RT found, during their site visits, that student learning that took place in the Academy's workshops, performance spaces and libraries was supported by a highly qualified, knowledgeable and engaged team of support staff. The students, teachers and alumni that the RT met with spoke very highly of the support staff, the RT can concur with this view.

Commendation:

> The RT commends the institution on the high level of engagement of its support staff who demonstrate a proactive and innovative approach in their support of the teaching, learning and artistic activities of the programmes.

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[143] Meeting8: Staff with Responsibility for Quality Assurance (Preliminary Visit)

[144] DAMU Programme SER (Page 20) and Meeting 10: Administrative, Technical and Support Staff, Tour of Facilities (Main Visit)

6. Communication, organisation and decision-making

6.1 Internal communication process

Standard: Effective mechanisms are in place for internal communications within the institution

The composition, method of appointment, meetings and purview of the AMU Board of Trustees are defined in sections 14 and 15 of the Higher Education Act. The Board of Trustees has been existence for 5 years and has 12 members appointed by the Ministry. The agenda includes discussions concerning the ramifications of the Amendment to Higher Education Act, self-governance, approval of the annual budget and strategic planning. Other senior deliberative and executive bodies include AMU Academic Senate (which is comprised of 15 members, including 3 academic staff members and 2 students representing each faculty), AMU Artistic Council (with a membership determined by the Rector) and the AMU Council for Internal Review (which is Chaired by the Vice-Rector for Quality Assurance). In addition to these bodies, at the AMU level there is a Central Leadership group (made up of the Rector, Bursar and vice-rectors) and an AMU Leadership group (which is comprised of the Central Leadership group, the Chancellor and the Chair of Academic Senate.

The SER states that: "*Monthly meetings of AMU leadership [Collegium of the Rector], attended by the rector, bursar, chancellor, vice-rectors, deans and chair of the Academic Senate, are the main communication tool at the AMU* [rectorate] *level*". Furthermore, there are regular formal meetings, led by the vice-rectors and attended by the vice-deans of faculties, dealing with specific aspects of Academy activities; such as study provision, research, quality assurance and the internationalization agenda. Tasks are delegated through these meetings to faculty level meetings (Collegium of the Deans), which are attended by heads of department. Information and other competent matters are also channeled up to the AMU leadership from these meetings[145]. Relevant information from these meetings is subsequently disseminated within programmes as part of regular departmental meetings. Competent matters arising from the Meetings of Faculty level Academic Senate or Artistic Council are flagged in the minutes of these meetings for attention of the parent committees at AMU Level. The RT formed the view that – based on the evidence available – this system appears to be working effectively

Students are not represented on the AMU and faculty Artistic Boards but are very well represented on all other boards and councils including each of the Academic Senates (AMU, HAMU, DAMU and FAMU). It was clear to the RT that students are generally very well represented within the Academy's formal committee structure, there often being a broadly equal number of students to academic staff within the memberships. Students confirmed, in their meetings with the RT, that the student voice is taken seriously within the deliberative committee structure of AMU[146]. It was evident to the RT that the students are very engaged

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[145] AMU Institutional SER (Page 33) and Meeting 8: Head of the Institution & Meeting 13: Senior Management Group (main Visit)

[146] Meeting 4: Students (Preliminary Visit) and Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre (Main Visit)

in their education processes and that they are willing put themselves forward to be nominated for the various boards. The RT learned that students of DAMU regularly receive Departmental Newsletters and a newsletter from their Dean of Faculty, which the reported as providing helpful information about grants and mobility opportunities, etc.[147] The RT understood that there were similar internal communication systems operating across the other faculties

As previously stated in this Report, there is a very strong sense of autonomy within each of the Academy's the three faculties. It appeared to the RT that this sense of autonomy also extended to departments and individual programmes of study within faculties. While the RT understood that this is a part of the established 'institutional culture' of AMU, it formed the view that this is linked to the perceived differences between study disciplines. The RT formed the view, through its various meetings with Academy staff, that important institutional strategic objectives, such as those set out in the Academy's Long-term Strategic plan, did not appear to be sufficiently well anchored at departmental level. The RT heard, in one meeting with senior faculty staff, a view expressed that "*it was not the role of DAMU to implement the AMU strategic plan*"[148]. A further obstacle to the dissemination and anchoring of institutional strategic aims is the significant number of teaching staff on part-time contracts and "*the low level of willingness of senior academics to participate in administrative activities, and a general lack of willingness to share in administrative operations*…"[149]. The RT formed the view that in order for the Academy to successfully achieve its strategic objectives, these needed to be clearly communicated and securely anchored at all levels of its operation. In light of this, the RT recommends that the institution evaluate the effectiveness of its current internal communication systems to ensure that its key strategic goals are clearly understood and acknowledged at all levels of operation.

Recommendations:

The RT recommends that the institution evaluates the effectiveness of its current internal communication systems to ensure that its key strategic goals are clearly understood and acknowledged at all levels of operation.

6.2 Organisational structure and decision-making processes

Standard: the institution is supported by appropriate organisational structure and decision-making processes

The SER emphasises the autonomy and distinct academic profiles of the three Faculties while at the same time it also expresses a desire "*to react appropriately to developmental trends in the artistic sphere — such trends often lead to extending the traditional boundaries of artistic styles — and, in the future, wishes for more distinctive interdisciplinary and inter-faculty overlay*"[150]. In the Institutional SER, AMU recognises that any such interdisciplinary

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[147] Meeting 3: BA Directing and Dramaturgy for Alternative & Puppet Theatre (Main Visit)
[148] Meeting with DAMU Senior Management (Main Visit)
[149] AMU Institutional SER (Page 10) and Meeting 8: Head of the Institution (Main Visit)
[150] AMU Institutional SER (Page 9)

developments must be undertaken in a way which ensures the "*quality of traditional fields must, at the same time, be maintained*"[151]. While the AMU Long-term Strategic Plan acknowledges the autonomy of its faculties it also sets out a vision for the institution in which more opportunities are offered for students to study optional subjects and to engage in cross-disciplinary collaborations as part of their formal learning experience. These proposed developments were welcomed in principle by most of the students that the RT met with during the site visits, as well as by many academic and support staff. Through these discussions the RT learned that a range of inter-faculty and inter-disciplinary initiatives and projects were already taking place across the Academy. The RT understands that academic staff, programme guarantors and heads of department are not in the position to develop the *ad hoc* inter-faculty collaborations currently taking place into an Academy-wide system and that the AMU leadership needs to develop a framework that supports such initiatives. At the same time the RT acknowledges that those interdisciplinary activities currently taking place between faculties are strongly supported by the rectorate, the senior leadership of AMU and Deans Collegia.

The RT recognises that the current organisational structure facilitates the vertical two-way transmission of information between the Leadership and the departments but suggests that AMU considers ways in which the gathering and dissemination of information can be more easily facilitated – horizontally – across the faculties, so that initiatives and best practices that are being developed within each faculty can be more easily shared. The RT understands that, with respect to the specific discipline focus of each faculty and department, there is a justification for the adoption of different approaches to matters such as pedagogy, curriculum delivery and assessment processes, however, the RT believes that some systems can and should be operated similarly across the Academy, such as the quality assurance system and room booking/timetabling system for example. The RT formed the view that it will be useful to the Academy if, as part of the on-going development of it's quality assurance processes, a structured communication plan for the implementation of quality processes and procedures across AMU is developed.

Recommendation:

> The RT recommends that the institution reviews the effectiveness of its organisational structure and its associated decision-making processes to ensure that any actions assigned to the senates, councils and collegiums at faculty level are clearly defined in relation to those agreed at AMU level.

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[151]AMU Institutional SER (Page 9)

7. Internal Quality Culture

Standard: The institution has in place effective quality assurance and enhancement procedures

The Amendment to the HE Act (2016) has resulted in the Academy taking full responsibility for the evaluation of the quality of its study programmes for the first time. Before this, the Academy's formal internal and external quality evaluation has been limited to preparing an Annual Report for internal discussion and approval by the AMU Academic Senate, and by the University Board before being submitted to MŠMT. At the same time that AMU started to prepare for institutional accreditation (2016) it also made an application for financial resources, through the EU Operational Programme, for an extensive project titled *Quality Assurance of Studies at AMU and Enhancement of the Reflection on the Latest Trends in the Artistic Practice* (referred to internally as the OP VVV Quality project). The SER states that the introduction of a quality assurance system is "*a key activity*"[152] of this project. Following the success of this application AMU began work on the development of a new internal quality assurance system with the aim of implementation in the 2017/18 academic year. Consequently, at the time of the EQ-Arts Institutional Review, the Academy has only recently established its formal internal QA system, and was still in the process of completing a review of its first cycle.

The Academy responded positively and energetically to the challenge of designing and implementing a new internal QA system and this forms the first Priority Objective of the AMU Long-Term Strategic Plan (2076-2020), which states that over the planning period "*quality assurance systems will be established complying with the amendment to the Higher Education Act, while respecting the specificity of study programmes in art and in art pedagogy*". The Amendment places a requirement on institutions in the university sector to evaluate a range of data on an annual basis. Principally, this is comprised of:

- the educational achievements of students gained prior to entry on to their programme;
- the meeting of programme learning outcomes;
- the quality of artistic outputs (by both students and teachers);
- graduate entry into the professional field

To this purpose the Quality Assurance Priority Objective of the Academy's Strategic Plan states that the internal QA system is designed to track and evaluate creative and research activities, ensure the comparability of study results across programmes and emphasise the transparency of student assessments.

In the Institutional SER, AMU states that: "*Education activities have since 2017 undergone self-evaluation (each programme yearly) and, since 2018, internal evaluation (each programme once during the period of accreditation, that is, basically every 10 years); both categories are methodologically detailed and have their own complement of work documents*"[153]. The RT found that both the quality assurance and programme accreditation

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[152] AMU Institutional SER (Page 3)
[153] AMU Institutional SER (page 37)

processes are fully and clearly set out in the *Rules of the Quality Assurance System for Educational, Creative and Related Activities, and for Internal Review of the Quality of for Educational, Creative and Related Activities at the Academy of Performing Arts in Prague* (referred to as the 'Rules of Internal Evaluation')[154]. Through its various meetings with senior managers, deans of faculty, heads of department, programme guarantors and teachers during both site visits, the RT formed the view that both these processes were well understood and were operating effectively.

The Academy has been able to develop its QA system through the OP VVV Quality project (2017-2022). This has enabled AMU to support a range of fact-finding visits by a broad range of staff (including senior mangers, deans, heads of department, teachers as well as administrative and study support staff) to visit institutions with similar academic provision across Europe with the purpose of investigating different practices with a view to improving all aspects of AMU provision, including those pertaining to quality assurance and programme accreditation. This has been undertaken with the purpose of helping the Academy in the development and delineation of its own internal systems. For example, during its meeting with Institutional Quality Assurance Staff[155], the RT learned that the programme self-evaluation system was inspired by a system being used by Manchester University.

AMU's formal internal QA process has been implemented as a discrete system rather than being integrated into the established management and committee structures. Therefore, each faculty has its own *Commission for Internal Review*, a QA administrator and a senior manager (normally a Vice-Dean) who has a specific responsibility for oversight of QA. At the level of the rectorate, there is a *Council for Internal Review*, a QA methodologist, a QA Administrator and a Vice-Rector with a specific responsibility for QA who is also the chair of the AMU Council for Internal Review.

In addition to the quantitative data gathering process, designed to meet external national requirements of MŠMT, there are a number of ways in which the institution seeks to gather formal qualitative feedback for QA purposes. In addition to the quantitative data gathering process, designed to meet external national requirements of MŠMT, there are a number of ways in which the institution seeks to gather formal qualitative feedback for QA purposes. These include; the facility for students to provide feedback on their study programmes through the KOS system, specific purpose student questionnaires prepared by departments and a recent survey questionnaire aimed at the alumni of PhD programmes. At its meetings with students[156] the RT heard that some students were reluctant to engage with this formal feedback process as (given the very small student cohorts on many programmes) they were skeptical about the process being truly anonymous, in other cases it was reported that many students didn't routinely engage with this system and only used it if they had a particular problem or issue. AMU is aware that this feedback system isn't being used effectively by the students and it states in the SER that: "*It has been shown that in a certain number of cases the opportunity of providing more formal feedback is lacking among students, slowed by*

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[154] Rules of the Quality Assurance System for Educational, Creative and Related Activities, and for Internal Review of the Quality of for Educational, Creative and Related Activities at the Academy of Performing Arts in Prague

[155] Meeting 11: Institutional Quality Assurance Staff (Main Visit)

[156] Meeting with Students (Meeting 4: Preliminary Visit & Meeting 3: Main Visit)

limited trust in the information system. Students do not know where information goes and if attention is paid to it"[157]. This statement is consistent with what the RT heard from students. The Academy is currently considering how to address the issue of the formal student feedback questionnaire, specifically the "*degree of its non-utilisation*"[158] and how this could be improved in the future. Through its discussions with students[159] and its meeting with Students with Representative Roles[160] the Review Team learned that individual faculties were already taking steps to redress this problem. For example; FAMU had appointed a number of Student Ambassadors for the purpose of gathering feedback from students in a way that preserved their anonymity while also encouraging their fellow students to engage with the electronic feedback system.

In compliance with the recent amendment to the Higher Education Law, a new annual system for the self-evaluation of study programmes was introduced (2017). The basis of this system is a "*broad spectrum*" self-evaluation questionnaire that is completed by the programme guarantor in co-operation with the relevant head of department. The completed questionnaires are collected and evaluated by a Commission for Internal Review (at faculty level), which produces a summary evaluation report on behalf of the faculty. The AMU Council for Internal Review maintains oversight of this process. All programmes are also subject to a periodic re-accreditation process (at least once every 10 years). The oversight and operation of this process now falls within the remit of the Council for Internal Review though currently programme accreditation is currently an external process undertaken by the National Accreditation Office (NAU) on behalf of MŠMT. The internal QA process – at programme level – is monitored by the *Faculty Commission for Internal Review* and the work of the Commissions is monitored and reviewed by the *AMU Council for Internal Review*.

The RT – based on its two site-visits and the documentation provided by the institution – was confident that the new QA process, though still in the early stages of implementation, is operating effectively as a *quality assurance* mechanism. The Academy is currently evaluating the first annual cycle of its new IQA process and will bring forward any proposals for revisions through its normal deliberative and executive committee structure. However, the RT felt less confident that the system – as it is currently operating – is capable of delivering its full potential in terms of *quality enhancement*. The SER states that "*Each faculty enjoys a great degree of independence*"[161], allowing each individual faculty to operate in different ways. This level of independence may be facilitative in relation to, for example, approaches to pedagogy and curriculum design given the different subject fields represented by each faculty. In the view of the RT, the culture of independence between the faculties can also act as a delimiting factor in the transference of good practice across the Academy and, thereby, curbing the effectiveness of the QA system in delivering cross-institutional enhancements to AMU provision. While the RT saw examples of good practice within faculties (for example, the appointment of Student Ambassadors in FAMU) there was no evidence that the QA system is currently able to identify good practices and exemplify them

[157] AMU Institutional SER (page 20)
[158] Quality Assurance at AMU: Recommendations for Adjustment of Self-Evaluation
[159] Meeting 4: Meeting with Students (Preliminary Visit)
[160] Meeting 5: Meeting with Students with Representative Roles (Main Visit)
[161] AMU institutional SER (Page 4)

in such a way as to lead to deliberate steps in institution-wide enhancement. The RT came to the view that, at least in matters of quality assurance and enhancement, the level of independence afforded to faculties (and to the departments within faculties) needs to be regulated in order to ensure that good practices – wherever they are developed – can be identified, communicated and transferred across the Academy. The RT recommends that AMU develops mechanisms to ensure that the new QA system is able to identify and implement good practice across the institution while also being empathetic to the distinctive nature of its study subjects and disciplines.

Recommendation:

> The RT recommends that AMU develop mechanisms to ensure that the new QA system is able to identify and implement good practice across the institution while also being empathetic to the distinctive nature of its study subjects and disciplines.

The Academy sets clear benchmarks/formalized data for the internal evaluation of its study programmes. These include data relating to the admissions process, pass and completion rates, study success/course marks, an overview of mobility, the load and volume of the hours of teaching provided by external parties, the results of pedagogue in registers of research and artistic activities and lists of awards given to students and pedagogues. Programme guarantors and heads of department must report on their programmes against a range of standards (including those noted above) in the self-assessment report that they submit to the Faculty Council for Internal Review on an annual basis. The Rules of Internal Review[162] state that "*the sources of the criteria for the self-assessment of Bachelor's and Master's programmes shall include the Standards and Guidelines for Quality Assurance in the European Higher Education Area*". Additionally, programme self-evaluation reports must include information relating to "*the objective and priorities set by the strategic documents of AMU and individual faculties*".

If a study programme is assessed as demonstrating insufficiencies in several areas of the evaluation standards, the work group evaluating the programme is authorized to formulate, in co-operation with the Council for Internal Evaluation and the dean of the faculty concerned, binding measures – with an agreed deadline for verification – are agreed to address any identified insufficiencies. If the agreed actions are not taken the Council for Internal Evaluation is invested with the authority to limit the accreditation of the study programme. Without regard to the level of fulfillment of evaluation standards, the evaluation group is charged with providing a report containing formative recommendations regarding the further development of the study programme being evaluated. In this case, the recommendations are advisory rather than binding as they do not relate to the non-fulfillment of standards but are intended to be helpful to heads of department and study programme guarantors in the on-going development and enhancement of their programme.

Representative staff and students are directly involved in the Academy's formal quality assurance procedures through the membership of the AMU Council for Internal Review and the faculty Commissions for Internal Review. Deans of faculty, heads of department and

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[162] AMU Rules for Internal Review (page 15)

programme guarantors each have individual responsibilities within the formal QA process. The completed programme self-evaluation reports are summarised at departmental level for scrutiny by the faculty Councils for Internal Review and the departmental reports are summarised at faculty level for scrutiny by the AMU Council for Internal Review.

At both these stages (mentioned above) there are feedback loops to individual programmes and departments (Commissions for Internal Review) and faculties (AMU Council for Internal Review) regarding the outcomes of this process and to flag-up any agreed and/or necessary changes. The RT learned that this was delivered orally through the Collegiums of the deans of faculty (feedback to programmes and departments) the Rectors Collegium (feedback to faculties) and thus cascaded down through the management structure. Feedback to students is delivered in several ways, regular newsletters form deans of faculty, meetings with heads of departments, programme guarantors and year leaders. As is normal in in institutions of this nature and size, there are also many informal means by which feedback is both gathered and disseminated, on an on-going basis, about the student experience, and the views of alumni and external stakeholders. Through its meetings with staff, students, alumni and external stakeholders across both of the site visits, the RT were provided with many examples of these informal feedback mechanisms and they also appear to make an important contribution to the overall quality culture of the Academy. When asked by the RT to give examples of changes made by the Academy (at faculty, department and programme level) in direct response to student feedback, students were able to cite several examples but the RT formed the view that this aspect of the QA system would benefit from being strengthened to ensure that all students were aware of how their collective feedback – particularly that submitted formally through the KOS system – was being responded to by the Academy and notice given of any concrete actions taken. The RT believes that this would also have the effect of increasing student confidence in the use of this system.

The Rules for Internal Review state that the "*conclusions and recommendations from reviews carried out within the scope of the quality assurance system are used to plan and realise further AMU activities*"[163]. AMU has an organizational structure and decision-making processes that, in common with other HEI's in the Czech Republic, is largely proscribed by the national statutes that apply to higher education. The outcomes of the annual quality assurance cycle and of any programme accreditation processes completed must, necessarily, be considered within the framework of the formal management and committee structure before affecting the broader decision-making process. The AMU Report on Internal Evaluation 2017, states that "*At AMU the quality assurance system is therefore an open and continuously reflected set of activities whose role is to explicitly formulate AMU's aims in all areas of its activities and to reflect on the course of activities and on results when achieving such aims with the regularity imposed by the law. These evaluations will be documented, based on previously known criteria, and primarily aimed at a further development of AMU as an educational institution, an artistic institution and a supportive organisation for provision of excellent arts education and of creative space.*"[164]. While the new QA system has not been operating for a period of time sufficient to enable RT to judge its impact on the broader decision-making processes within the Academy, in the view of the RT, the very honest self-appraisal of the Academy's provision and processes – as

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163 AMU Rules for Internal Review (Page 2)
164 Quality Assurance at AMU: Principles of Quality Assurance System at AMU section

represented by both the Institutional and Programme Self-Evaluation Reports – supports AMU's intention (as stated in its principles of quality assurance) that the QA process should play a key role in *"explicitly formulate AMU's aims in all areas of its activities and to reflect on the course of activities and on results when achieving such aims"*.

AMU has engaged positively with the challenges and opportunities presented by the Amendment to the Higher Education Act – a key component of which is the requirement for institutions to set up internal quality assurance processes. The Academy has been strategic in its approach to this, firstly by securing external funding to support the OP VVV Quality project and, secondly, in taking an early decision to apply for institutional accreditation. In the view of the RT, the scope the OP VVV Quality project has enabled the Academy to be ambitious in its development and implementation of its QA process in order to meet the timetable of the institutional accreditation process (scheduled for 2019). The QA system that it has adopted is, in part, based upon extant systems that it has researched in other (international) HEI's with a similar academic portfolio. The Academy has put a significant amount of effort into developing and implementing its quality processes, while being mindful that there would be some internal resistance among staff to the imposition of any QA system regardless of its particular character. The system deliberately attempts be sensitive to an institutional culture where the individual faculties have a long-held sense of academic and artistic independence within the broader framework of a leadership and management 'umbrella'. One specific aspect of the challenges associated with implementing the new QA system is exemplified by the following passage from the SER:

"*The evaluation of educational activities is not primarily conceived of as the evaluation of study programme 'success'. Still, the academic community understands evaluation as primarily the success of student at competitions and festival – which is, of course, an important aspect of the evaluation agenda; therefore, an explanation of the differences between the quality of results and the quality of activities is a fundamental theme of all communication about the introduction of a system of quality assurance as regards pedagogues. External appreciation of the artistic output of AMU students and pedagogues is an indicator of the quality of education in the arts at AMU (in the sense of being a benchmark); regular evaluation of all activities at the school which create conditions for this quality of results, is, however, crucial for the identification of further directions of development in pedagogy, creation and care about the school.*"[165]

While the RT recognised that there would be a necessary period of time to fully embed the new QA system into the daily life of the Academy, the RT was also impressed by the determination of the AMU leadership to achieve this, and in a way that was sensitive to the culture of the institution. The RT is confident that the QA system has the potential to help develop a strong quality culture across the Academy's provision.

Aside from its interaction with the national accreditation process, AMU has been keen to test its provision, systems and procedures in an international frame. To this purpose, over the last 10 years, AMU has invited key international subject organisations, such as ELIA (performing arts), AEC (music), MusiQue (music) and CILECT (film) to undertake critical reviews of its provision. The Quality Assurance at AMU document includes a section

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[165] AMU Institutional SER (Page 37-38)

outlining the purposes and benefits of these external evaluative processes[166] and it is clear to the RT from this passage that the Academy has benefited significantly from these interventions and has used the outcomes and feedback to inform the design and development of its current QA system.

The AMU Report on Internal Evaluation 2017 goes on to list an extensive range of activities that AMU has engaged in that have in some way informed its approach to quality assurance. These include engagement with national projects and Co-operation with Czech Higher Arts Education Institutions.

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[166] Report on Internal Evaluation 2017: Quality Assurance at AMU: International Evaluation of AMU Faculties by External Agencies (Section)

8. Public Interaction

8.1 Cultural, artistic and educational contexts

Standard: The institution engages with wider cultural, artistic and educational contexts

AMU engages in public discourse on relevant policies. In the SER[167], AMU states that it "*is an active player in public discussion concerning both events in society in general and the development of the higher education sector and its interaction with the professional sphere. AMU representatives are involved in the representation of HE institutions in the Czech Republic and abroad … and are members of preparatory and evaluation commissions and committees at MŠMT and MKCR. AMU representatives comment on national strategic materials, primarily those of MŠMT, but also other institutions*". This was corroborated in the RT's meeting with the AMU senior management group[168], where the RT also learned that AMU had also participated in the preparation of the new HE-amendment and had successfully advocated for a budget increase for universities in the Czech Republic over the next three years.

In addition to the above, a number of the institution's core activities can also be viewed as forms of engagement in the public discourse on relevant cultural, artistic and educational issues. These activities, such as publications through NAMU, seminars, cultural and artistic activities open to the public (e.g. concerts, performances, etc.), outputs registered in the RIV and RUV databases and the teachers' involvement in different cultural and artistic fora.

The SER sets out several ways in which AMU is involved in pre-higher education in the Czech Republic: "*Co-operation with lower levels of education is developed mainly by HAMU thanks to a well-worked out system and a relatively dense network of secondary level institutions … and the fact that pedagogues and faculty students carry out teaching activities there … DAMU has close contact with secondary schools, specifically its Dramatic Development department*"[169] and "*…in the past two years introduced the new DAMU Jr. programme, a series of workshops for children and adults*"[170]. This involvement with pre-higher education was also confirmed in the meeting with DAMU senior management[171], as well as being set out in the *AMU annual report 2017: Further educational activities*. However, it was clear to the RT – through its discussions with the senior management of DAMU – that it is largely the individual departments that drive and instigate pre-higher education activities as well as other educational activities outside the frame of higher education. The RT concluded that while AMU as a whole is involved with pre-higher education, this is mainly achieved through the initiative of individual departments and their specific needs and available resources.

The RT commends the Academy for its overall contribution to, and engagement with, the cultural and artistic spheres, both nationally and internationally. On a local and national level, the contribution to the cultural and artistic communities is particularly visible through

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[167] AMU Institutional SER (Page 42)
[168] Meeting 13: Senior Management Group (Main Visit)
[169] AMU Institutional SER (Page 42)
[170] AMU Institutional SER (Page 44)
[171] Meeting 2:DAMU Senior Management (Main Visit)

the many events, which the faculties organise[172]. The external stakeholders corroborated the value of this activity[173], stating that in their view AMU contributes significantly to the cultural community, both within Prague and across the rest of the Czech Republic. The publications of NAMU and the new journal *Arte Acta* can also be seen as significant contributions. The RT commends the institution for the role that NAMU plays as a leading national publishing house in the areas of film, television, photography, theatre, music and dance, as well as its work in translating relevant international reference texts into the Czech language.

In terms of contributing to the educational community, AMU cooperates with relevant Higher Education institutions both in Prague and elsewhere in the Czech Republic. In 2018 AMU joined the *Study in Prague* initiative *"…a consortium of universities based in Prague and promoting study in the Czech capital"*[174]. Furthermore, in the Institutional SER, AMU is very explicit about the aims of the study programmes in terms of contributing to the artistic community in the Czech Republic: "*Each study programme is aimed at least at one of these main priorities: the maintenance of a high standard of traditional non-material cultural heritage; the development of new trends in art and its pedagogy, and the societal relevance of artistic creation including its expansion into further fields, such as pedagogy, psychology and cultural politics*"[175]. In broad terms, these priorities were reflected in the comments made by the teachers, senior managers and students that the RT met with during its two site visits.

On an international level, AMU contributes to educational communities through participation in different organisations such as EUA, ELIA, CILECT, AEC and ENCATC and by individual pedagogues collaborating with international organisations, and participating in events and teams[176]. Also, AMU personnel and students take part in international mobility and AMU welcomes international researchers and students through different programmes, such as Erasmus[177]. In terms of artistic and cultural contribution a seminar such as '*Chaos and Method*' exemplifies the Academy's connection to the international field based on the participation of prominent scholars from several different countries[178]. Student work is regularly performed at different festivals both nationally and internationally. In the SER[179] the Academy states, that it is "*engaged in several development activities abroad … in the non-for-profit sector …* " The institution's involvement in cultural and social projects outside the institution is well documented[180]. Furthermore, through its meetings with various groups of staff, the RT was able to establish that a range of on-going collaborations with the business sphere on, for example, developments within sound technology were currently active. Enhancing co-operation with the business sphere forms an explicit aspect of the

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[172] List of AMU events 2017/2018
[173] Meeting 7: External Stakeholders and Employers (Preliminary Visit)
[174] AMU Institutional SER (Page 17)
[175] AMU Institutional SER (Page 4)
[176] AMU Annual report 2015–16: membership in professional networks
[177] AMU Institutional SER (Page 17), confirmed in several meetings with both students, alumni, staff and management, excel-document "Staff-mobilities-Out-In-STAT.document "Partner Contracts – Erasmus EN, document: Erasmus Policy Statement ENG.
[178] See '*Chaos and Method*' programme book
[179] AMU Institutional SER (Page 43)
[180] List of projects with external partners

AMU Long-Term Strategic Plan[181], which states "*we will specifically support joint projects of applied research and experimental development … place a particular emphasis on the transfer of knowledge, procedures and technologies into practice and their subsequent commercial use … we will create strategic partnerships in … co-operation with the professional sphere*". This range of activity was confirmed by students, alumni, teaching staff, administrative staff, learning support staff and senior managers during their meetings with the RT.

The introduction to the AMU Long-term Strategic Plan states that the Academy provides its students with the opportunity to immerse themselves in the study of artistic disciplines in the context of European culture but also to "*recognise their own specific place in Czech culture*"[182]. To this purpose AMU is committed to strengthening the relevance of its educational provision "*with respect to current social needs and trends*"[183] through an on-going dialogue with potential employers which it uses to inform the preparation of "*new accreditations, modifications of existing programmes and of the life-long learning programme*"[184]. In its Long-term Strategic Plan, the Academy sets out its commitment to developing a learning model that emphasises the "*transferable skills within the fundamental teaching model* "[185] This is further elaborated in the Programme SER, which describes its programmes as providing "*an education towards dynamic thinking and artistic creativity that can be applied to other fields of human activity*"[186]. HAMU students studying in instrument fields have the opportunity to take "*subjects such as pedagogy, psychology and didactics in order to attain a basic teaching certification, enabling teaching activities after graduation*"[187] and thereby contribute to the quality and availability of music tuition nationally. The RT formed the view that the continued success of AMU graduates and alumni within the professional spheres they enter – sustained over many years – and the application of their knowledge and skills provides clear evidence of the way in which Academy prepares its students to contribute to the advancement of these fields.

Commendations:

The RT commends the institution for its overall contribution to, and engagement with, the cultural and artistic spheres, both nationally and internationally.

The RT commends the institution for the role that NAMU plays as a leading national publishing house in the areas of film, television, photography, theatre, music and dance, as well as its work in translating relevant international reference texts into the Czech language.

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[181] AMU Long-Term Strategic Plan (Page 20)
[182] AMU Long-Term Strategic Plan (Page 4)
[183] AMU Long-Term Strategic Plan (Page 16)
[184] ibid
[185] ibid
[186] AMU Programme SER (Page 5)
[187] AMU Institutional SER (Page 42)

8.2 Interaction with the artistic professions

Standard: The institution actively promotes links with various sectors of the artistic professions

The RT fully acknowledges that AMU actively engages with relevant sectors of the creative industries. Markedly through the fact that almost every pedagogue the RT met with during the two site visits was also a practicing artist who was also actively engaged in the professional sphere. The close link between programmes and their relevant professional spheres is typified by the BA Directing and Dramaturgy for Alternative Puppet Theatre, where the AMU Programme SER[188] states that: "*management of progressive Czech puppet theatres, studio companies and a number of Prague theatres consist of graduates of our department, former or current teachers, or, on the contrary, these theatres co-operate on the projects of current teachers. For this reason, there is a constant link maintained between the professional scene and the department/the study programme. More systematic processes and tools have been established within a Master's degree study programme. In principle, it is a functional connection with the Czech theatre network*" (p. 27).

The link to practice is also represented within the formal and informal[189] work placement and student praxis outside the institution: "*The faculties have formal agreements with several employers who facilitate student work placement that is acknowledged and assigned credit value. Students also regularly perform work placement based on informal relationships with professional institutions or through the personal connections between pedagogues and the professional sphere*"[190]. Formal and informal work placement and other forms of collaborations were also confirmed in the RT's meetings with External Stakeholders[191] and with alumni[192] – where all those alumni met with reported that they had experienced work placement during their studies – as well as in its meetings with current students who described work placement as something that was offered to them through their teachers but did not form a mandatory part of their education[193].

Furthermore, the public presentation of the final works of students, such as *The Process Festival* for example, provide a meaningful and important space for students, teachers and industry representatives to meet and exchange thoughts and feedback both on the work of students and the various curricula[194]. Also, people working in relevant sectors of professional practice, both nationally and internationally, are frequently invited to teach and/or speak at the institution[195], or give masterclasses. For example, just prior to the main site visit to AMU a two-day workshop by the German theatre director Thomas Ostermeier had been presented at the Academy.

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[188] DAMU Programme SER (page 27)
[189] The use of informal agreements is also confirmed in the document "Praxis at external organisations"": "DAMU and HAMU faculties have informal traineeship agreements with relevant external partners. Faculties do not have a specific template for student´s practice.
[190] AMU Institutional SER (page 43)
[191] Meeting with External Stakeholders (Preliminary Visit)
[192] Meeting with Alumni (Preliminary Visit)
[193] Meeting with Students (Main Visit)
[194] DAMU programme SER (Pages 6, 10 & 27)
[195] Annual report DAMU 2017: artistic personality visits

In addition, the AMU and faculty Artistic Councils include representatives from the professional fields within their membership. For example, the Statutes of the Theatre Faculty state that members of the DAMU Artistic Council: "*are selected from prominent persons within the fields in which DAMU operates. At least one third of these members are persons who are not members of the AMU academia, including DAMU academia*"[196]. This way of incorporating people from the industry into relevant committees and institutional bodies is also used when assessing final exams and with the 'open call' of the DISK Theatre, where representatives of the professional field take part in selecting the projects that will be performed there.

In the institutional SER it is stated that "*The DAMU and HAMU faculties innovate programmes in conjunction with the needs of practice*"[197]. However, the RT was not able to fully establish how the institution formally assesses and monitors the on-going needs of the professional fields as a means of underpinning the development of, and innovation within, programmes so as to best meet the needs of practice. The RT learned, from the meeting with staff with responsibility for Quality Assurance[198], that the needs of the professions are not currently monitored through the systematic use of surveys and data gathering from the relevant professional fields or from alumni, although some surveys have been conducted. The RT learned, through its meetings with teachers and senior managers, that the monitoring and assessment of the needs of the profession mostly operates at an informal level. This approach is exemplified the programme SER which – in relation to an individual member of staff who is lecturer and head of a master degree study programme for foreign students – states that they: "keep up with current trends providing fresh impetus to theatre pedagogy through personal involvement, recommendations of partner foreign educational institutions and teachers, and through organising international conferences on education"[199]. Although this approach to keeping monitoring trends and, thereby, the needs of practice is highly valuable and indispensable, the RT suggests that the Academy seeks to develop a more formal and systematic process for the monitoring and assessment of the needs of practice that is more in line with its commitment to Priority Objective 6: data-Based Decision Making set out within its Long-Term Strategic Plan (2016-20).

In its Long-Term Strategic Plan[200], AMU sets out the how it will continue to develop links with the artistic professions:

"*1. Establishing management mechanisms and organisational conditions for integration of activities related to the professional sphere.*

- *We will establish a system of internal evaluation of cooperation with the professional sphere.*
- *We will conclude framework partnerships with prestigious cultural institutions throughout the Czech Republic.*

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[196] Statute of the Theatre Faculty of the Academy of Performing Arts in Prague (page 5)
[197] AMU Institutional SER (page 43)
[198] Meeting with Staff with Responsibility for Quality Assurance (main visit)
[199] DAMU Programme SER (page 26)
[200] AMU Long-Term Strategic Plan: Priority Objective 4: Relevance (pages 15-17)

- *We will involve individual faculties in closer cooperation with the professional sphere in the form of own framework contracts.*

2. Strengthening the relevance of education with respect to current social needs and trends:

AMU will take into account feedback between AMU and potential employers when preparing new accreditations, modifications of existing study programmes and of the lifelong learning programme. It will create a system of professional internships not only in artistic bodies locally but also abroad …

- *We will build a platform of regular "round table meetings" of teachers and students with professional sphere representatives.*
- *We will establish a link to the professional sphere by strengthening contacts with graduates.*
- *We will create an archive of student semestrial works."*

While acknowledging the informal nature of, for example, the organisation of student work placements and the lack of systematic and formal system of gathering data on alumni, that could significantly improve the institutional and faculty processes for programme and curriculum design, as well as pedagogical development, the RT approves of the plans set out in the strategic plan for continued development of links with the relevant fields of professional practice.

The institutional SER[201] outlines the Academy's commitment to the provision of continuing education. This commitment was explored and re-affirmed in the RT's meeting with the DAMU Senior Management Group. The Faculty has, for example, implemented a long-running lecture programme as part of the University for the 3rd Age, as well as free seminars for professionals[202]. Elsewhere, examples of continuing education provision includes the MIDPOINT scriptwriting programme (FAMU). The Academy promotes its lifelong learning opportunities through its websites[203].

As with the pre-higher education initiatives offered at AMU, the RT learned during its meeting with DAMU Senior Management group[204] that it is specific departments that initiate and drive the lifelong learning activities offered by the Academy. The RT welcomes AMU's stated intention, set out in it's Long-Term Strategic Plan[205], to both enhance and *"expand the selection of lifelong learning courses"* while also recognising that "there is a lack of … co-ordination of individual projects between faculties and of a wider selection of lifelong learning courses for cultural workers, managers and educational staff"[206]. This demonstrates to the RT that AMU is appropriately focused on developing the area of lifelong learning opportunities.

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[201] AMU Institutional SER (page 4 & pages 43-44)
[202] Meeting 2: DAMU Senior Management (Main Visit)
[203] e.g. https://www.amu.cz/en/study/lifelong-learning under the headline "WHETHER YOU'RE 18 OR 80, IT'S NEVER TOO LATE TO STUDY", https://www.midpoint-center.eu/about.
[204] Meeting 2: DAMU Senior Management (Main Visit)
[205] AMU Long-Term Strategic Plan (Page 10)
[206] AMU Long-Term Strategic Plan (page 15)

All in all, the institution is fully compliant with the standard. However, in the view of the RT the interaction and links with the artistic professions could further be enhanced by establishing more formal procedures, implementing centralized AMU-driven strategies as set out in the strategic plan and develop standardized and systematic tools for monitoring the needs of practice.

8.3 Information provided to the public

Standard: The information provided to the public about the institution is clear, consistent and accurate

The primary means of conveying information to the public is through the institutions new websites, which are also supported by the use of other websites (for example NAMU has its own webpage) as well as social media profiles. The RT commends the institution on the clarity and presentation of information on the new institutional websites, that have established clear channels of communication that can be accessed by potential students, stakeholders and the wider national and international public. The RT particularly welcomes the way in which the AMU, HAMU, DAMU and FAMU websites are interconnected by the addition of a common 'newsfeed'.[207]

In addition to the institution's own platforms AMU also communicates on relevant external platforms such as, for example the *Universitas* internet newsletter and the *Study in Prague* project. The institution also arranges 'Open Days'. Depending on the faculty, they are arranged once or twice every year. During the site visits, it was also clear to the RT that posters, signs and pamphlets played a noticeable role in conveying information; in particular, about events such as concerts and theatre performances, but also about the individual programmes and the departments within each faculty.

In order to ensure that information given to the public is consistent with the institution's activities there is a designated person responsible for communication channels in each faculty as well as a PR-spokesperson at AMU level – the individual departments can also access and edit specific parts of the webpages. In relation to this, within each faculty, each department has a designated person who is responsible for passing on information to the PR-person at faculty level[208]. Heads of Department are responsible for the content of the departmental website being "*timely, precise and current*"[209].

In the SER, the Academy states that "*the approval of information to be made public at press conferences and on the AMU web pages is done informally. Most often texts to be reported are consulted among members of the central leadership at AMU, or among the rector and the dean of the given faculty concerned; in other cases, i.e. provided that the communication is faculty-related, within the framework of the central leadership of the faculty. Regular information is routinely publicized by entrusted employees*"[210]. However, during its meeting with Administrative, Technical and Support Staff[211] the RT further learned

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[207] The new webpages' content in English was still under construction during the time of the review.
[208] Meeting 10: Administrative, Technical and Support Staff (Main visit)
[209] Head of Department: Job description
[210] AMU Institutional SER (page 45)
[211] Meeting 10: Administrative, Technical and Support Staff (Main visit)

that there is a designated AMU PR spokesperson who is responsible for making sure all the information being published by the institution is accurate and up to date. In addition, in its meeting with the Head of the Alternative and Puppet Theatre Department[212] the RT were provided with an example of how the accuracy and clarity of information was managed at departmental level. The Department produces a brochure that is updated and re-published every year with the purpose of targeting prospective students. The RT learned that the programme year leaders write content for the brochure, which is then reviewed and signed off by the Head of Department who assures that the information provided is accurate before it is then passed for publication. The RT formed the view that the Academy was taking reasonable steps to ensure the accuracy of the information that it made available to the public.

Ethical considerations, as they relate to material that is to be published are addressed in advance, the institutional SER states that: "*the official AMU internet pages are on the CESNET university network, which has its own content rules and regulations. AMU is not allowed to provide advertising space here, even if approached with an offer. The publicizing of information is not dealt with explicitly, but is shaped by the nature of the academic environment for ethical standards of negotiation. Otherwise, AMU operates according to the Ethical Codex adopted in 2007*"[213]. The SER goes on to state that AMU is currently in the process of setting up an Ethical Commission to deal with such matters.

In accordance with the HE Act amendment, AMU has published an abbreviated text called Conception of Quality Assurance at AMU, in the section devoted to quality assurance on its public web pages[214]. The full text of these internal regulations and other documents – such as ELIA Tuning Documents and AEC Learning Outcomes – has also been made public here. Currently, the Report on Internal Evaluation, created in spring 2018 and containing summarized results of the evaluation of study programmes as well as the schedule of main 2018 activities in quality assurance, has also been made public. A methodological page containing all relevant information related to the accreditation process has been created as part of the OP VVV Quality project, in connection with preparation for accreditation. A section devoted to the summary of basic events in quality assurance is contained in the annual reports of activities.

The institution is fully compliant with the standard succeeding in managing a complex communication strategy (Institutional SER p. 44) spearheaded by new, individual faculty webpages, that for a large part have central graphic features and interaction design in common.

Commendation:

> The RT commends the institution on the clarity and presentation of information on the new institutional websites, that have established clear channels of communication that can be accessed by potential students, stakeholders and the wider national and

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[212] Meeting 1: Head of the Alternative and Puppet Theatre Department (Main Visit)
[213] AMU Institutional SER (page 44)
[214]https://www.amu.cz/cs/vse-o-amu/zajistovani-kvality-na-amu/

international public. The RT particularly welcomes the interconnection between the individual faculty websites represented by the common newsfeed.

9. Summary of the Institutes compliance with EQ-Arts Standards

(The following are indicative grades given by the EQ-Arts Review Team that would be presented at an accreditation assessment – they have no formal significance in the current enhancement process)

EQ-Arts Standards	Compliance: Fully – F Substantially - S Partially - P Not - N	Remarks
Standard 1 The institute goals are clearly stated and reflect the institutional mission	F	AMU should ensure that these are clearly understood across the Institution
Standard 2.1 The goals of the programmes are achieved through the content and structure of the curriculum and its methods of delivery	F	AMU should continue with its plans to expand the number of optional subjects available to students
Standard 2.2 The institute assures that programmes offer a range of opportunities for students to gain an international perspective.	F	AMU should give further consideration to its international strategy in relation to English language provision
Standard 2.3 The institute assures assessment methods are clearly defined and demonstrate achievement of learning outcomes	F	AMU should ensure that assessment processes for final works are transparent
Standard 3.1 The institute has clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programmes	F	
Standard 3.2 The institute has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	S	AMU needs to build a comprehensive repository of data relating to student progression into employment
Standard 4.1 The institute assures members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers.	F	Teaching staff should be encouraged to harness the synergies between the pedagogical and artistic activities as a means of developing their research profiles
Standard 4.2 There are sufficient qualified teaching staff to effectively deliver the programmes	F	AMU should consider recruiting more international staff within its overall staff profile
Standard 5.1 The institution has appropriate resources to support student learning and delivery of the programmes	S	AMU needs to develop Academy-wide systems for

		the timetabling of teaching facilities
Standard 5.2 The institution has appropriate resources to support student learning and delivery of the programmes	F	AMU needs to develop Academy-wide systems for the booking of technical equipment
Standard 5.3 The institution has sufficient qualified support staff	F	
Standard 6.1 Effective mechanisms are in place for internal communication within the institution	S	AMU needs to ensure that its strategic aims and objectives are clearly understood at all levels of the Academy
Standard 6.2 The institution is supported by an appropriate organisational structure and clear decision-making processes	S	The Academy needs to ensure that decisions made at AMU level are acted upon at Faculty and Departmental levels
Standard 7 The institution has in place effective quality assurance and enhancement procedures	S	AMU needs to ensure that its QA system is able to deliver its Institutional enhancement objectives
Standard 8.1 The institution engages within wider cultural, artistic and educational contexts	F	
Standard 8.2 The institution actively promotes links with various sectors of the music and other artistic professions	F	
Standard 8.3 Information provided to the public about the institution is clear, consistent and accurate	F	

10. Summary of strong points, recommendations and conditions

This section offers a summary of the institutional attributes which stand out as being strong relative to the EQ-Arts standards for programme review, as well as an outline of the areas in which potential for further development emerged.

List of Commendations

1. Institutional Mission, Vision & Context:

- The RT commends the Academy on the clear objectives and strategic aims set out in its Long-term Strategic Plan (2016-2020) that respond positively and proactively to the challenges and opportunities represented by the recent Amendment to the Higher Education Act.
- The RT commends the institution on its proactive and open approach to seeking international critical feedback on its provision as a means of critical self-refection and in support of the development of its mission and vision.

2. Educational Processes:

– The RT commends the institution on the ways in which it actively supports and encourages research projects, artistic activity and the international mobility of both staff and students, through the open-call system for the funding of research projects.

5. Facilities, Resources & Support:

– The RT commends the institution on the high level of engagement of its support staff who demonstrate a proactive and innovative approach in their support of the teaching, learning and artistic activities of the programmes.

8. Public Interaction:

– The RT commends the institution for its overall contribution to, and engagement with, the cultural and artistic spheres, both nationally and internationally.
– The RT commends the institution for the role that NAMU plays as a leading national publishing house in the areas of film, television, photography, theatre, music and dance, as well as its work in translating relevant international reference texts into the Czech language.
– The RT commends the institution on the clarity and presentation of information on the new institutional websites, that have established clear channels of communication that can be accessed by potential students, stakeholders and the wider national and international public. The RT particularly welcomes the interconnection between the individual faculty websites represented by the common newsfeed.

Recommendations for further development

3. Student Profiles:

– The RT recommends that the institution establishes formal processes for the collection of data on its alumni following graduation and at subsequent career points in order to build a repository of information that will enable the institution to gain insight as to the range of professional arenas in which graduates find work, how they build their careers and the ways in which they contribute to the creative and cultural spheres locally, nationally and internationally. This should take account of all graduates, including those who choose to apply the skills and aptitudes gained through their studies to wider fields of employment, and this information should be used to inform future curriculum development.

5. Facilities, Resources & Support:

- The RT recommends that the institution ensures that effective booking systems (such as digital systems) are in place across the institution to ensure that the use of study spaces, technical facilities and equipment are maximised so as to ensure the efficient use of existing resources. These systems should also provide the institution with data on the utilization of its resources that informs its future planning processes and purchasing decisions.

6. Communication, Organisation & Decision-Making:

- The RT recommends that the institution evaluates the effectiveness of its internal communication systems to ensure that its key strategic goals are clearly understood and acknowledged at all levels of operation.
- The RT recommends that the institution reviews the effectiveness of its organisational structure and its associated decision-making processes to ensure that any actions assigned to the senates, councils and collegiums at faculty level are clearly defined in relation to those agreed at AMU level.

7. Internal Quality Assurance:

- The RT recommends that AMU develop mechanisms to ensure that the new QA system is able to identify and implement good practice across the institution while also being empathetic to the distinctive nature of its study subjects and disciplines.

Suggestions for further development

1. Institutional Mission, Vision and Context:

- The RT suggests that AMU develops a clear statement that articulates the ways in which its Long-Term Strategic Plan and its constituent priority objectives serve the Mission and Vision of the Academy, as a means of promoting a closer alignment between Institutional strategy and operational delivery.
- The RT suggests that the Academy needs to ensure that the formal feedback processes that form part of its newly implemented internal quality assurance system are fully embedded and working effectively across the Institution in order to secure the full benefit that it anticipates will be delivered through its QA processes.

2. Educational Processes:

- The RT suggest that the Academy proceeds with its stated intention to expand the number of optional subjects available to students while also putting in place mechanisms that encourage students to enrol in these optional subjects and, at the same time, ensure that teaching staff are made more aware of the relevance of this measure as a means of enhancing the student learning experience.

- The RT encourages the Academy, as a means of further enhancing its excellent open-call system, to re-evaluate its current system of awarding internal grants to support the research activities of staff to ensure that it also promotes the aggregation of researchers outputs in thematically driven research groups, so as to foster research collaborations and synergies across the institution. This would clearly signal that the internal project competition is open to collective applications, including those of an inter-faculty nature.

- The RT suggest that the importance of developing research-led synergies between creative and pedagogic practices is re-enforced among academic staff , and that the Academy – as the leading Arts university in the country – should to continue to lobby for artistic-led research practices to be fully recognised by the relevant decision-making bodies at the national level.

- The RT suggests that the Academy give further consideration to its institutional strategy regarding foreign language programmes, making a clearer distinction between its offering of English language programmes – aimed mainly at visiting Erasmus students – and discipline-based international study programmes taught in English. The RT believes that this could help the Academy to significantly enhance its international profile.

4. Teaching Staff:

- The RT suggests that AMU implements a more unified and centralized human resources management policy that could facilitate the implementation of measures to address the obstacles mentioned above. Although needs vary between the different schools, as mentioned by the SER[215], these issues are common to them all and they require a coordinated response by AMU in order to improve the overall quality and capacity of its teaching staff.

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[215] AMU Institutional SER (Page 27)

Annex 1 – List of Supporting Documents

AMU Annexes and Appendices

1) AMU Report on Internal Evaluation
2) AMU Long-term Strategic Plan
3) AMU Institutional Plan
4) AMU Rules of Internal Evluation
5) AMU QA Office Organisational Chart
6) SER Institutional Review Statistics
7) Ethical Codex of AMU
8) Principles of Gender Equality (Annual Report 2017 Excerpt)
9) Statute of the National Accreditation Bureau
10) Higher Education Act
11) Government Regulation No. 275-2016 Coll (on areas of education)
12) Government Regulation No. 274-2016 Coll (on standards for accreditation in higher education)
13) Attendance and Examination Regulations
14) AMU Internal Regulations
15) AMU Disciplinary Code
16) AMU Accreditation Process Scheme 9/2018
17) Czech Arts Schools and Faculties
18) AMU List of Study Programmes
19) Regulations concerning the assessment of students
20) Methods for assessment
21) Statistical Data: Staff Mobilities Out/In Statistics
22) Student Feedback (focus groups, internal and external surveys)
23) International Activities Within and Outside the Curriculum (Annual Report 2017 Excerpt)
24) Overview of International Partnerships (Erasmus)
25) Overview of International Partners Contracts (non-Erasmus)
26) Language Policy (English courses)
27) Decree of the Rector: 5-2015: Annex 1 (Learning Agreement for Studies)
28) Decree of the Rector: 5-2015Annex 2 (Transcript of Records)
29) Decree of the Rector: 5-2015 Annex 3 (Learning Agreement for Traineeships)
30) Decree of the Rector: 5-2015 (on mobilities recognition)
31) AMU Erasmus Policy Statement
32) AMU Erasmus Charter for Higher Education 20164-2020
33) HAMU Annual Report 2017 (students creative activity)
34) FAMU Annual Report 2017 (students creative activity)
35) DAMU Annual Report 2017 (students creative activity)
36) Decree of the Rector 8-2015: Rules of Internal Competition 2016-2018
37) HAMU Student Feedback: Department of Music Production
38) HAMU Student Feedback: Department of Dance
39) Career Guidance (Annual Report 2017 Exerpt)
40) Survey: Film Documentary Department
41) DAMU Department of Theory and Criticism Evaluation of Student Feedback 1st Year

42) DAMU Department of Theory and Criticism Evaluation of Student Feedback 2nd Year
43) DAMU Department of Theory and Criticism Evaluation of Student Feedback 3rd Year
44) AMU Student Feedback Statistics
45) Attendance and Examination Regulations
46) DAMU Leaflet
47) Standards for the Accreditation of Study Programmes
48) Decree of the Rector 1-2017: Study Fees
49) Decree of the Rector 1-2018: Study Fees
50) Writing a scholarly text: Guidelines
51) Submitting the scholarly text: Guidelines
52) Ethics of writing a scholarly text
53) AMU Citing Standards
54) Examples of Diplomas/Diploma Supplement
55) FAMU Qualifications Works Audit
56) Appeals – Attendance and Examination Regulations
57) Administrative Law Appeal Procedures
58) Administrative Law
59) Admissions Higher Education Act: Exception for Arts Schools
60) AMU System of Tenders for Academic Positions
61) Decree of the Rector 10-2016: Career Codex
62) Staff/Student Inter/National Successes (Annual Report 2017 Excerpt)
63) RUV National Statistical Data 2016
64) RIV Methodology of Submitting Research Results
65) Register of Research Results (RIV)
66) Register of Artistic Outcomes (RUV)
67) Methodology of Evaluation of Research Institutions
68) Internal Salary Regulations
69) Ethical Codes of AMU
70) Financing of Czech Public Universities (Czech Rectors Conference)
71) Financing of Czech Public Universities (Charles University)
72) Development of Contributions 2003-2018
73) Contribution and Subsidies to Public Universities (Ministry Budget)
74) Contract between Public Arts Universities and Ministry
75) Budget Review 2018
76) AMU Budget 2018 Summary
77) HAMU Library Services
78) HAMU Library Acquisition Policy
79) DAMU Library Acquisition Policy
80) AMU Library and Lending Rules
81) AMU Organisational Chart 2018/09
82) Internal Audit Report HAMU
83) Internal Audit Report DAMU
84) Internal Audit Report FAMU
85) Internal Audit Plan 2018
86) Members of Organs (Annual Report 2017 Excerpt)
87) AMU Leadership minutes (7 sets)
88) Statute AMU

89) Statute HAMU
90) Statute DAMU
91) Statute FAMU
92) Newsletter FAMU
93) Newsletter DAMU
94) AMU Board (of Directors) Statutes
95) AMU Artistic Board Statutes
96) AMU Artistic Board (Procedural Rules)
97) AMU Academic Senate (Procedural Rules)
98) AMU Academic Senate (Electorial Rules)
99) Study Programmes Self-Evaluation (Supportive Lists/Statistics)
100) Study Programmes Self-Evaluation 2018
101) Study Programmes Self-Evaluation 2016 Pilot
102) Minutes of Council for Internal Evaluation
103) Minutes of Commission for Internal Review (HAMU)
104) Minutes of Commission for Internal Review (DAMU)
105) Minutes of Commission for Internal Review (FAMU)
106) Report on Internal Evaluation 2017
107) National Accreditation Office: Principles of QA Systems Evaluations
108) Government Regulation No. 274-2016 Coll., Accreditation Standards
109) AMU Rules of Internal Evaluation
110) DAMU Annual Report 2017: Artistic Personality Visits
111) Membership in Professional Networks (Annual Report 2017 Excerpt)
112) Further Educational Activities (Annual Report 2017 Excerpt)
113) Involvement of Teachers in the Professional Sphere (Annual Report 2016 Excerpt)
114) Membership in Professional Networks (Annual Report 2015 Excerpt)
115) "Chaos and Method" conference program
116) List of AMU events 2017/2018
117) Recapitulation of 2018 AMU budget resources
118) List of NAMU Publications
119) Example of DISK open call
120) Websites for accessing public information:

AMU Website www.amu.cz
DAMU Website www.damu.cz
HAMU Website www.hamu.cz
FAMU Website www.famu.cz

Annex (a) EQ-Arts Framework for Accreditation and Assessment
Annex (b) Schedule for Preliminary Visit
Annex (c) Schedule for Main Visit

Reference (a) Artesnet Europe (2007) Tuning Document Film: Tuning Document for
          Film/Screen Arts Education. Available at:
          http://www.eliaartschools.org/documents/tuning-document-film (accessed 7
          January 2019).
Reference (b) D. Lesage: *Who's Afraid of Artistic Research?* In Art & Research 2/2 (2009),

pp. 1-10.

Reference(c) F. Dombois: "0-1-1-2-3-5-8-. Zur Forschung an der Hochschule der Künste Bern", in: Hochschule der Künste Bern (Hg.): Forschung. Jahrbuch Nr. 4/2009. Bern 2009, p. 1122

Reference (d) *Florence Principles on the doctorates in the Arts*, a publication by the European League of the Institutes of the Arts (ELIA) available at: https://www.elia-artschools.org/documents/the-florence-principles

Reference (E) https://www.amu.cz/en/study/lifelong-learning under the headline "WHETHER YOU'RE 18 OR 80, IT'S NEVER TOO LATE TO STUDY", https://www.midpoint-center.eu/about.