

Peer Review Report

TARTU ART SCHOOL
2023

Peers: Piret Tamme (EST)
Juha Kuokkanen (FIN)
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Data Sheet

Contact information

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Contact persons	Name	Contact (e-mail)
Director	Kadi Kreis	tk@tartukunstikool.ee
Peer Review Facilitator	HAKA https://www.ekka.edu.ee/	Karin.laansoo@harno.ee
Other persons responsible	Roosi Nemliher, Head of Studies Gerli Tumm, Studies secretary and assistant manager	roosi.nemliher@tartukunstikool.ee Gerli.tumm@tartukunstikool.ee

Starting point (e.g. prior evaluations, national quality requirements applicable etc.) and decision to conduct the Peer Review (taken when and by whom?)

Tartu Art School is part of the Estonian vocational education assessment system.

Study programme groups with a right to organize studies for an unspecified term undergo a **quality assessment** at least once every six years. Quality assessment is a formative assessment, the purpose of which is to support the development of a learning-oriented school culture and to increase the reliability of vocational education. Tartu Art School last went through this process in the spring of 2021. In the school board, Tartu Art School also made the decision to undergo the international quality assessment on the recommendation of HAKA.

Aims and purpose of the Peer Review

The aims of Tartu Art School are:

To improve themselves through this experience
Enrich and develop their own quality culture
Enjoy, get new experiences

Internal organisation (Describe who was responsible for which tasks.)

Roosi Nemliher, Gerli Tumm, Kadi Kreis, Janika Nõmmela - team members for the Peer Review

They were responsible for self evaluation, self report and preparation of peer visit.

Overview of the procedure and time schedule

Activity	Timeframe and (due) dates
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Self-evaluation	October- December 2022
Self-Report (due 1 month before visit at the latest)	5.12.2023
Preparation of Peer Visit	December – visit date
Peer Visit	19.01.2023
Peer Review Report	7.02.2023
Action Plan and Improvements	

**Scope of the
Peer Review**

X whole institution

☐
Quality Areas
Quality area 12: Teaching and Learning

List of special evaluation questions for the Peers

Tartu Art School is a leader in workplace-based learning in the field of design, and they are grateful for the feedback.

- Do you have any recommendations about teaching the Estonian language to Ukrainian immigrants who study at our school?
- Do you have any other recommendations about this topic?

List of Peers with names and contact information

	Name	Institution	E-mail
Peer Coordinator	Piret Tamme	Tallinn Health Care College	Piret.tamme@ttk.ee
Transnational Peer	Juha Kuokkanen	Perho Culinary, Tourism & Business College	Juha.kuokkanen@perho.fi
Transnational Peer	Klavdija Zver	Šolski center Rogaška Slatina	klavdija.zver@scrs.si
Peer	Marika Šadeiko	Olustvere School of Service and Rural Economics	marika.shadeiko@olustvere.edu.ee

Signatures of the Peers

Piret Tamme, Juha Kuokkanen, Klavdija Zver, Marika Šadeiko

Description of the VET provider

Summary: Description of VET provision

Tartu Art School (hereafter TAS) is a state vocational education institution managed by the Ministry of Education and Research.

TAS is the only vocational education institution in Estonia that is focused only on vocational education in art and design.

TAS has assumed the responsibility of the center of excellence for professional education in the field. There are three vocational schools in Estonia that offer professional education in the field of design: TAS, Kuressaare Regional Training Center and the German Technological School of Pärnu (private school), and six higher education institutions: EAA, Tartu Art College, Tallinn University Haapsalu College and BFM, University of Tartu Viljandi Culture Academy, Estonian Entrepreneurship University of Applied Sciences.

TAS has consistently offered practical vocational education in the field of art and design since 1951.

Summary: Mission Statement/Strategy

TAS values personality and cooperation equally. Their principle is to do everything **themselves and together**.

They state their values as follows:

“We shape skills and attitudes, and we shape the world.

We share skills, experiences, and talents from teacher to student, student to teacher, in the community and in the world.

We protect each other, diversity, culture, and environment. We care and are responsible.

We learn by making mistakes, discovering, and giving sense to things. We practice and experiment for real.

By implementing our values, we act **smartly, creatively, colorfully, visibly, beautifully, boldly, effectively, and masterfully.**”

Their world is like a twin spiral, based on SELF and TOGETHER, and according to activity, time, team, and goals, values move relative to each other and fit with activities and people.

Everyone (SELF) and the team (TOGETHER) will find purpose in these words for an appropriate period.

Summary: Quality Assurance and Development: policies and measures

At the beginning of each calendar year, TAS conducts an internal assessment of the previous year. They compare and analyze the year's results and indicators with the goals set in the

development plan and the action plan of the development plan. The conclusions and improvement proposals based on the results of the internal evaluation are their input for planning the academic year's learning activities and the school's economic activities.

The management, subject managers, course supervisors, and employees responsible for tasks in various fields (internship coordinator, external relations coordinator, project managers, etc.) are involved in the internal evaluation.

External evaluation is organized in Estonia by HAKA (Estonian Quality Agency for Education). Study programme groups with a right to organize studies for an unspecified term undergo a quality assessment at least once every six years. TAS underwent a quality assessment in the spring of 2022.

There are two approaches to obtaining feedback from **learners** and integrating its results into improvement activities:

- Long feedback: National Satisfaction Surveys (2014; 2017; 2021)
- Short and quick feedback. Systemic feedback in cooperation and self-development classes.

At the completion of school, they ask students for feedback on the academic year, major projects, modules, and also the school's teaching as a whole.

Long feedback shows trends and comparisons with other schools. Short feedback enables a quick and flexible response to the need for changes.

2. Feedback from **staff and teachers**.

- Long feedback: national satisfaction surveys (2014; 2017; 2021)
- Short and quick feedback. Systematic and continuous feedback in study circles. If necessary, provide feedback on larger projects and modules.
- Teachers' self-assessments once a year, at the end of the school year.
- Individual or team meetings (collaboration discussions, development discussions) with the director or head of education.

3. Feedback from **employers**.

- Employers' representatives participate in the vocational examination committee and thereby provide feedback on the school's learning process and developments.
- Employers' representatives participate in all the work of TAS advisers and provide regular feedback on what is happening in the field.
- TAS involves specialists in teaching and evaluations, thereby receives feedback on the teaching content and teaching process.
- A joint internship seminar for students and entrepreneurs after the company internship provides feedback on the learning process.
- Internship supervisors provide continuous feedback during the internship period, which the internship coordinator forwards to study planners and specialty managers.

4. Feedback from **alumni**.

- Long feedback: Alumni feedback survey approximately every five years.
- Annual monitoring of alumni activities six months after graduation.

TAS' quality process is described by the Deming Cycle or PCDA cycle, which in recent years has been intertwined with the principles of design thinking. Both Deming Cycle and design thinking are recognizable, commonplace, and logical in various processes of TAS.

Peer Review procedure

Purpose/targets of the Peer Review

The aims of Tartu Art School are:

To improve themselves through this experience

Enrich and develop their own quality culture

Enjoy, get new experiences

Methods for collecting data and sources

Methods used for data collection were: reading self report; discussions among peer team, focus group interviews at school, observation at school; analysing school web page and data received from Haridussilm.

Peer team received self report from the school which was then analysed by each member separately. During the preparation process peer team met several times. Within these meetings the peers got to know each other and gave their impression on self report. Before the peer visit all peers prepared questions to be asked at school following the questions and criteria presented by the school. At the meeting before the visit consensus was reached on what questions should be asked. It was agreed that for each interview block approximately 7-9 questions were enough. It was also agreed that peer coordinator would be the main person to ask questions and the rest would make notes and also ask additional questions. The whole process was coordinated and assisted by two representatives from HAKA: Marge Kroonmäe and Karin Laansoo. They participated at all meetings and at interview processes at school (Marge was present and Karin helped online).

Assessment of Quality Areas

Quality Area 12: Teaching and learning

Criterion 1: Planning of teaching and learning

Strengths and areas of improvement by criterion
(if possible with reference to the indicators, and indicating the sources)

Teaching and learning at TAS are based on school mission statement and values (see Summary: Mission Statement/Strategy).

School supports cooperation between different stakeholders, strives for integration of teamwork and cooperation into teaching and school culture. But the personality of individuals is also valued. When teaching, teachers take into account the personality of students. Learners have also the opportunity to express themselves and teachers help them find, who they are.

The study programme corresponds to the national study programme and the professional standard of a designer. In planning learning and teaching, teachers have a lot of freedom, but adhere to the framework of a prescribed program.

Development of study programme and implementation programme is thought through and takes into consideration feedback from various stakeholders (learners, teachers, employers etc.). Study and implementation programmes are reviewed once a year, changes are made if necessary based on feedback from the previous period. The feedback is collected formally, but mostly informally (see Summary: Quality Assurance and Development: policies and measures).

Networking is also an important activity for study programme development and TAS has well-developed cooperation with various social networks.

However, students during the interview pointed out that teachers use different online communication tools or channels. They found it confusing for they have to find themselves where teachers have uploaded assignments, or materials or other important information. They use Tahvel, email, Moodle etc.

TAS promotes sustainability and equality. Cross-use of spaces, vegan meals, waste sorting, use of recycled materials are some examples of how the school implements sustainable development. Peers felt during interviews that sustainable development is something that every one from school understands the importance but the whole concept is not defined and clarified among every staff member.

Relationships at school are characterized by mutual respect and equality. TAS students feel accepted by teachers and peers.

Strengths:

- School »lives« by its values.
- TAS promotes a culture of cooperation; cooperation is integrated into the functioning and life of the school in many different ways, e.g. study circles, collaborative practices

in teaching, project learning, cooperation and self-development classes, cooperation with networks.

- Safe learning environment, where relationships are characterized by equality, respect, support and acceptance of differences.
- Constant cooperation with employers.
- The school monitors innovations and implements them in the pedagogical process.
- Awareness of sustainable development.

Areas of improvement:

- Clarify and define sustainable development at the school level.
- Increasing awareness of sustainability practices, that are already included in everyday school life or in the implementation programme (among teachers and students).
- Find additional ways to incorporate the principles of sustainable development into teaching and learning (e.g. design for longevity).
- implementation of an internal formal system for the systematic feedback collection.
- In the area of communication with students, more unify communication channels.

Criterion 2: Planning WBL at school

Strengths and areas of improvement by criterion

(if possible with reference to the indicators, and indicating the sources)

Strengths and areas of improvement by criterion

(if possible with reference to the indicators, and indicating the sources)

Workplace-based learning in vocational education is at a stage of development in Estonia and is financed mainly on a project basis (PRÕM). But PRÕM is one source of financing and school can finance WBL via state budget. Workplace-based learning is available at TAS for levels 4 and 5 of vocational education. Students studying at Tartu Art School in workplace-based learning are currently in project-based learning (PRÕM). Funded by the EU Social Fund. TAS also provides workplace based learning for groups on vocational secondary education.

TAS is a leader in workplace-based learning in the field of design and the only VET institution providing workplace based learning for groups on vocational secondary education.

Tabel 1. An overview of curricula where workplace-based learning has been carried out at the TAS.

Name of the study programme	Degree of qualification	Volume	Year of implementation
Designer	Initial training of level 4 vocational education	150 EVECP	2015
Designer	Initial training in fourth-level vocational education (vocational secondary education)	210 EVECP	2015

Artist-designer	Continuing training in level 5 vocational education	60 EVECP	2015
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In 2016, the first learner started the Design curriculum in the workplace-based study at TAS. In 2017, three more students were added, and in 2018, the first student finished his studies. Currently, there are usually 5 students a year in workplace-based studies at TAS. It is the only vocational school in Estonia that offers workplace-based learning also in the curriculum of vocational secondary education.

Tabel 2. Number of graduates, % of them graduates of workplace-based learning

	17/18	18/19	19/20	20/21	21/22
Graduated students	52	38	66	82	75
Graduated from workplace-based learning (%)	0	1,9	0	12,1	22

Learners are added to existing study groups on an ongoing basis. Such an approach requires good adaptability and flexibility from teachers. This type of study arrangement leads to individual interaction with learners in workplace-based learning. Of the volume of the curriculum, 20% of learning takes place at the school, 80% at the company. The school is responsible for the completion of the student's studies. The school has a part-time work-based learning coordinator. The study counselor and the social pedagogue also support the students with their activities.

Since workplace-based learning has not been consciously and systematically implemented in the field of art and design before, starting with it also required changing employers' perceptions. The work of designers is cross-disciplinary, and therefore the school regularly introduces workplace-based learning opportunities to employers, so that employers see this as one way to develop their employees. Since the school does not have a separate study group for workplace-based students, dealing with this form of study is one of the most time-consuming for the school.

Key strengths

- Learners have the option to complete their studies as workplace-based studies.
- Teachers' willingness to be flexible and to work with learners who are added to the group on an ongoing basis.
- Individual approach to the learner

Areas of improvement

- The panel acknowledges that the school is aware of the time consuming nature of providing the flexible work-based learning and would like to stress the importance of effective time management already at the beginning of the academic year.

Criterion 3 Guidance and counseling of students

In TAS coaching approach is an important way to raise a self-directed learner and for a paradigm shift: the learner has the freedom and responsibility to learn. At TAS, is used team coaching, individual coaching, and mentorship

Cooperation and self-development classes are part of the study program within the learning Path and Work in a Changing Environment module.

The learner is the goal-setter and co-planner of their own learning path. Other purpose of the development plan: TAS uses the principles of learning together and learning by doing.

In study circles joint collaboration time is enabled, simultaneously with which students have meetings with practitioners in the field of work. In study circles the student's progress as well as future visions will be taken into account.

In exhibition project, the learner chooses an individual mentor, with whose help they put together a collection and exhibit it together with their fellow students at a major exhibition organized in the spring. The exhibition will take place virtually and/or physically in a public place in the city of Tartu and/or in the virtual environment of Kunstmatrix.

The school has both level 4 and level 5 study advisors who help and support students in both organizational and substantive matters. Every student can turn to a study advisor. In more complex cases, the student is referred to a support group.

The school drop out rate has been below average in comparison with other schools in Estonia, but in 2021 the rate is above average.

The panel suggestions on supporting students from Ukraine are dealt with below.

Key strengths

- Positive and supportive atmosphere
- An equal learning environment where the goals of different students are promoted
- TAS learners and staff feel protected and supported
- Students possibility to join a study circle and also get personal help from social workers

Areas of improvement

- The number of dropouts is still high

Overall assessment of the quality area 1

(Verbal assessment on the basis of the key evidence found on the levels of criteria and indicators. sources of evidence should also be recorded briefly)

- a unique school in many ways: the friendly atmosphere: something that you notice at once. It has also noticed the challenge of sustainable development and first steps have been made. TAS is a leader in workplace-based learning in the field of design and the only VET institution providing workplace-based learning for groups on vocational secondary education. However, the main question for peers concerns Ukrainian students.
- Do you have any recommendations about teaching the Estonian language to Ukrainian immigrants who study at our school?
- Do you have any other recommendations about this topic?

Peers met the students and discussed possible methods for facilitating integration and language learning:

1. Estonian language classes – which they have already started.
2. Combining Estonian students and Ukrainian students in different subjects. At school Estonian students sit next to Ukrainian students, they are mixed up.
3. Estonian and Ukrainian students implement uniform projects: for example, various projects: art project, cultural project.
4. Arranging events for Estonian and Ukrainian students. For example, both nationalities offer national food, introduce national dances, songs, talks about national traditions and festivals.
5. Estonian students will become mentors for Ukrainian students, and they will do some sightseeing in Tartu, visit exhibitions etc. Estonian students can do it as an assignment in entrepreneur subject.

Annex 1

Agenda of the Peer Visit

Peer Visit to Tartu Art School – Agenda

Accommodation: [SOHO hotel](#) Rütli 9 Tartu

Peers: Piret Tamme (EST), Juha Kuokkanen (FIN), Klavdija Zver (SLO), Marika Šadeiko (EST)

Observers: Dubravka Berc Prah (SLO), Tamara Hudolin (HRV), Dorian Ruljancic (HRV)

Eve of Peer Visit: 18 January 2023

Link for online participants: [Koosolekuga liitumiseks klõpsa siin](#)

Time and place	Activity and participants
17.00 – 18.00 Hotel: SOHO HOTEL seminar room	Preparation of Review among Peers
19.00 (tbc)	Get-together and dinner of Peers and observers (optional)

Peer Visit: 19 January 2023

Link for online participants: <https://us06web.zoom.us/j/83646106062>

Time	Activity and participants
9.00 – 9.30 Tartu Art School Eha 41 Room: 401	Introductions, a brief overview of the school School representatives: Kadi Kreis, Director; Roosi Nemliher, Head of studies; Gerli Tumm, Studies secretary; Peers, observers
9.30-10.30	Guided tour of the school, possibility to observe learning and teaching Peers and observers, School representatives: Ander Peedumäe, post-secondary student of graphic design, Madleen Vapper, Communication manager
10.30 – 11.30 Room: 401	Interview with students (3-5 students with different profiles) Students: Ander Peedumäe post-secondary student of graphic design Marilyn Väljuri post-secondary student of graphic design Arli Orlovski upper secondary student of graphic design Eva Maria Suurevälja upper secondary student of decoration and display design Karoliina Kuus upper secondary student of 3D design Ruuben Sonn upper secondary student of 3D design Carol Soovik alumnus of upper secondary student of graphic design Peers and observers
11.30-11.45	Break Peers and observers
11.45-12.45 Room: 401	Interview with teachers/trainers (3-5 teachers with different profiles) Teachers: Juta Vallikivi Siim Soonsein Madis Nurms Helen Bunder Peers and observers
13.00-13.45 School cafeteria	Lunch break Peers and observers, school representative (student) TBC
13.45 - 14.45 Room: 401	Interview with the school's Quality Team School: Kadi Kreis, Director; Roosi Nemliher, Head of studies; Gerli Tumm, Studies secretary Peers and observers

14.45-15.15	Walk/drive from Eha 41 to Kastani 42 (~1 km)
15.15 - 15.45 Kastani 42 Room: APT NK	Experience sharing: working with refugee and NEET students Discussion with students School: Taiisia Bilan, choice of profession curriculum, 1 year studies, ukrainian student Yelizaveta Bulyhina, choice of profession curriculum, 1 year studies, ukrainian student Oleksandra Odnokol, choice of profession curriculum, 1 year studies, ukrainian student Peers and observers
15.45 - 16.15 Kastani 42 Room: APT NK	Experience sharing: working with refugee and NEET students Mutual learning among teachers, school representatives, Peers and observers School: Vladimir Brovin Deniss Jershov Julia Paštšuk Roosi Nemliher 4 teachers and the head of department from Norway, they are also currently visiting us Guro Bø (teacher of arts & crafts) Andi Mundal (teacher of arts & crafts) Turid Wiik (teacher of arts & crafts) Siri Strand (teacher of arts & crafts) Anne Solveig Løndalen (head of dept) Peers and observers
16.15-16.45 Room:	Reflection break Peers and observers
16.45 - 17.00 (17.15) Room: APT NK	Feedback from the Review Team to the school Open to anyone from the school Peers and observers
Evening	Review Team meeting/dinner at the hotel restaurant Peers and observers

After the Peer Visit: 20 January 2023

Link for online participants: <https://us06web.zoom.us/j/89414453362>

Time and place	Activity and participants
9.30-11.00 Hotel: SOHO HOTEL	Report drafting meeting
11.00	Check-out from the hotel and journey home