**EESTI MUUSIKA-
JA TEATRIAKADEEMIA**

ESTONIAN ACADEMY OF MUSIC AND THEATRE

QUALITY MANUAL

Version 1.1.

Approved by resolution of the Senate
of the Estonian Academy of Music and Theatre No 1-27/5 on June 13, 2022.
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No 1-28/38 on December 14, 2022.

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Table of contents

Terms and abbreviations

Term or abbreviation	Explanation
Continuous improvement	Recurring activity to enhance performance (see quality objectives).
EAMT	Estonian Academy of Music and Theatre
EHEA	European Higher Education Area
ERIS (ETIS in Estonian)	Estonian Research Information System
External assessment	Assessment of EAMT quality conformity by an external party according to external requirements (e.g. by HAKA).
Feedback	Opinions, comments and expressions of interest and satisfaction from students, graduates, alumni, staff, employers and other stakeholders; suggestions for improvement.
Feedback plan	Agreed timetable for implementing the feedback system.
Feedback system	Agreed activities for the systematic collection, analysis and planning of improvement activities.
HAKA	The Estonian Education Quality Agency
Input	Stakeholder expectations, quality requirements and definitions.
Interested parties (stakeholders and target groups)	Persons or organisations that can affect or be affected by EAMT activities. Interested parties include staff, students, alumni, employers, current and future partners (see also Table 1. Stakeholders and target groups of EAMT).
Internal assessment	Quality assessment carried out within EAMT, including: 1. regular collection and analysis of stakeholder feedback; 2. monitoring of development and Action Plan performance indicators; 3. internal assessment of curricula; 4. self-analysis of the Academy before external assessment; 5. internal audit.
Members of EAMT	Rector, staff, students, emeritus, honorary doctors and honorary members.
Monitoring	Determining the status of a system, process and/or activity.
Output	Stakeholder feedback, performance indicators.
Performance indicators	Measurable results. The target values of the activities specified in the development plan (both quantitative and qualitative).
Process	Set of interrelated or interacting activities that use inputs to deliver the intended outputs. The process describes the important substantive activities in different fields, presenting the content of the activity, the course of the activity, the nature of its implementation and areas of responsibility.
Process manager	The person responsible for the operation of the process measures and for improving the effectiveness of the process.
Quality	EAMT's ability to respond to the expectations and needs of the Academy, society, employers, staff, students and other stakeholders.
Quality assessment	The part of quality assurance which helps to identify both strengths and areas for improvement; more precisely, it measures the extent to which the needs and expectations of stakeholders are met after the implementation of activities.

Quality assurance	Determining the organisational means to ensure that quality requirements, quality assurance guidelines and objectives are met.
Quality assurance system	The quality assurance system ensures that the processes necessary for the operation of the Academy are created, implemented and maintained in effective working order; that the Academy's activities are in accordance with legislation; that internal and external assessments are carried out regularly; that the results meet the requirements of the interested parties; and that activities are designed with continuous improvement in mind. The quality assurance system is a tool based on the Plan-Do-Check-Act cycle to support the quality culture and development of the Academy.
Quality culture	A quality culture is a unified understanding of quality, both at the level of management and other staff members.
Quality management	Management with regard to quality. A process that supports the development of EAMT's quality culture and monitors the achievement of quality objectives in: 1. strategic areas (educational activities, research, development and artistic activities, service to society); 2. management; 3. support activities.
Quality manual	Specification for the quality assurance system of EAMT
Quality model	The framework used in EAMT for the systematic monitoring of activities, based on the 4-step cycle developed by A. Deming: 1. planning; 2. implementation; 3. assessment; 4. improvement.
Quality principles	General quality-related requests and directions submitted by the Enlarged Rector's Office of EAMT, which are the basis for setting quality objectives and aimed at sustainable development.
Quality-related objectives	Quality-related efforts to achieve and maintain the target level of the performance indicators defined in the development plan.
Quality system documentation	Organisation structure, legal acts, development plan, action plans, internal procedures, manuals, process descriptions, assessment documents and certifying activities.
PDCA	Plan, Do, Check, Act
Risk	Effect of uncertainty. Potential damage arising from uncertainty or ignorance.
Risk management	A process for identifying and assessing risks, and for planning and implementing mitigation measures.
VÕTA	Recognition of Prior Learning
Work and study environment	Set of conditions under which work and study activities are performed.

1. Introduction

1.1. Scope and area of use of the quality system

The quality assurance system (hereinafter the quality system) of the Estonian Academy of Music and Theatre (hereinafter referred to as EAMT or the Academy) covers all activities of the Academy and has been developed and documented based on the Higher Education Act of the Republic of Estonia, the requirements of HAKA, and the quality assurance standards and guidelines of the EHEA. In addition, the quality system is based on the EAMT Act, the Statutes of EAMT and other legal regulations, which are available on the EAMT website.

The Academy is an integrated educational, research, development, artistic and cultural institution, the aim of which is to contribute to the sustainable development of society and the growth of the nation's well-being through international high-level educational, research, development and artistic work. The documentation describing and reflecting the quality system consists of this manual and the internal quality system documents of the Academy.

1.2. Quality manual

The quality manual has been compiled with the aim of describing EAMT's quality system, which is the basis for the implementation of quality assurance, supporting the Academy's ability to provide activities that meet the requirements of stakeholders. The manual provides an overview of the Academy's guiding principles, management structure, objectives, processes, monitoring and improvement systems.

The quality manual and related documents are approved by the Senate. The quality manual is reviewed once a year; if any changes are deemed necessary, a revised version is submitted to the Senate of EAMT for approval. The Quality Manager is responsible for managing and updating the manual. The quality manual, process descriptions and other quality system documents are stored electronically on EAMT's intranet and/or in the document management system. After approval, the quality manual is made available to EAMT external stakeholders on the EAMT website.

1.3. Introduction to EAMT

EAMT is an independent public university offering higher education in all major fields of music and theatre through bachelor, master and doctoral programmes. Detailed information about the study programmes is published on the EAMT website. In total, nearly 600 students study at the Academy, more than a quarter of whom are foreign students. Teaching takes place in both Estonian and English. EAMT is the smallest university in Estonia, but its influence on Estonian culture as a developer of music and theatre culture and as a maintainer of continuity is invaluable. An overview of partnership relations and foreign cooperation is published on the EAMT website.

The Academy was established by the Estonia Society on 28th September 1919. Initially known as the Tallinn Higher Music School, in 1923 it was renamed the Tallinn Conservatoire, which is the precursor to the present-day Estonian Academy of Music and Theatre. Theatre education began in 1938 and has operated continuously since 1957, when the theatre department of the Tallinn Conservatoire was founded, today's EAMT department of drama. The current name of the Estonian Academy of Music and Theatre was adopted in 2005.

In 2000 EAMT became the first institutionally accredited university in Estonia. In 2016 the Higher Education Assessment Board of HAKA awarded EAMT the HAKA quality mark, which is valid until the next accreditation in 2023. EAMT is listed among the top 100 universities in the world in the QS World University Rankings in the Performing Arts category and is ranked as the 30th best in Europe.

1.4. Vision, mission, core values, quality principles, environmental principles

Vision. The Estonian Academy of Music and Theatre is a prestigious and attractive educational, academic and cultural institution with a high level of professionalism, dedicated to preserving national cultural traditions and actively developing international cooperation, while being open to artistic ideas, diverse academic research and innovative interdisciplinary projects.

Mission. The mission of the Estonian Academy of Music and Theatre is to sustain, develop and promote Estonian culture at the highest level, through music and theatre studies as well as through artistic activities and research.

Core values of EAMT

> **Artistic creativity:** we provide opportunities for meaningful expressions of artistic creativity at a high level.

> **Playfulness:** we understand that playfulness is the basis of any artistic or creative activity, enabling new approaches to be discovered and to flourish.

> **Proficiency:** we strive for competence, the sharing of ideas and knowledge, as well as consistent learning and growing, thereby setting an example for current and future artists in the field of music and theatre.

> **Commitment:** we recognise dedication to a calling as a requisite for achieving a high level of creativity. We offer an environment conducive to commitment, enabling the discovery of prevailing truths as well as the creation of fresh interpretations.

> **Preserving our national culture:** we understand our unique responsibility to sustain and nurture present and future generations of artists in music and the dramatic arts who will ensure the role of Estonian music and theatre in our national identity in the future. We are aware of the significant impact of our work in upholding and developing Estonian culture.

> **Openness:** we are open to different approaches in art, education and research, and to the the versatility of styles and methods in music and theatre. We share ideas and knowledge, and acknowledge our mistakes. We are united and straightforward in our search for the best solutions.

> **Equal and respectful treatment:** we treat all students, colleagues and partners equally and with respect, and give credit to their success and achievements.

Quality principles of EAMT

EAMT's quality principles are general quality-related guidelines which provide a framework for setting quality objectives and are aimed at sustainable development. In order to increase the efficiency and effectiveness of the Academy's activities, it is necessary for all structural units to act in a targeted and systematic manner in accordance with the following quality principles:

> **Orientation to stakeholders' needs and results:** the Academy depends on its stakeholders and therefore regularly collects feedback from them and cooperates with them in order to understand their expectations and needs. The Academy is oriented towards achieving the objectives of the main activities. Through the professional skills of the Academy's staff the needs and expectations of the interested parties can be met in terms of carrying out the main activities of EAMT and ensuring their required level in the future.

- ➢ **Leadership:** quality is a mindset carried by every manager and staff member. The leaders of the quality culture are the Rector and the Rector's Office. The managers of the structural units convey the quality principles to their staff. When leading, managers apply principles based on EAMT's core values, mission and vision and encourage staff to work towards the Academy's objectives.

- ➢ **Engagement and development:** The Academy's members are the core of the organisation, and their comprehensive participation contributes to the Academy's development and to the achievement of its objectives. Feedback is collected from both staff and students to involve them in process improvement and organisational development. We also consider important the satisfaction of the staff with their opportunities for professional development and self-improvement. Since 2020 training and discussion groups involving all staff have been taking place within the framework of the "Developing Academy".

- ➢ **Process and risk based management:** process-oriented work organisation and risk-based management, the implementation of which is supported by the continuous development of the quality system, contribute to the Academy's efficiency and to the achievement of its objectives. Effective decisions in the Academy are based on data analysis. Developments and changes are planned on the basis of the results of the analysis and risk assessments.

- ➢ **Continuous improvement:** we ensure the sustainability and development of EAMT through long-term and effective cooperation with stakeholders. We are oriented towards the continuous development of the Academy and to the improvement of the quality system. We implement purposeful use of resources. We evaluate the performance of the activities through performance indicators and stakeholder assessments.

- ➢ **Transparency and clarity:** the Academy seeks clarity and transparency in responsibilities, expectations, management structure and objectives. Open and clear exchange of information and a recognition of the value of cooperation are important. We implement effective information exchange both inside and outside the Academy.

- ➢ **Social responsibility:** society's expectations and needs are fulfilled through the education offered at the Academy, including concerts and performances aimed at public consumption.

Environmental principles of EAMT

Environmental guiding principles have been created in EAMT to raise environmental awareness and to implement an environmentally-friendly mindset. Since 2021 environmental cooperation has been carried out with other universities.

- ➢ We pursue policies to fulfil requirements relating to the environment.
- ➢ We encourage an environmentally-friendly mindset in teaching and artistic work through the personal example of teaching staff, and through discussions and engagement in sound and stage works devoted to this topic.
- ➢ We promote raising staff awareness of health and environmental issues.
- ➢ We sort waste for recycling purposes.
- ➢ We seek to reduce our ecological footprint.

2. Governance of the Academy

2.1. Organisational structure

EAMT is managed by the EAMT Council, the EAMT Senate and the Rector. The Council is the management body of the Academy, which is responsible for the long-term and sustainable development of the Academy as well as for making major economic, financial and asset-related decisions to ensure the achievement of the objectives of the Academy. The Senate is the academic decision-making body of the Academy, which is responsible for the research, development, artistic and educational activities of the Academy and for ensuring the high quality thereof.

The Rector's Office administers the educational, artistic and research work and artistic activities of EAMT. The Rector's Office includes the Rector and two Vice Rectors as well as the Administrative and Financial Director, who is responsible for the administrative activities of EAMT. Important issues for the Academy are discussed once a quarter in the format of the Enlarged Rector's Office. If there are questions under discussion that concern several different areas, the Rector's Office involves the Heads of the Structural Units, members of the Rector's Administrative Office and managers from the relevant Support Units, as appropriate.

The student representative body is the Student Council of EAMT, which operates in accordance with the Statutes of the Student Body. The role of the Student Council is to protect the interests and rights of the student body, to represent the student body both in the Academy and outside the Academy, to inform the student body about its activities and other tasks in line with the goals of the student body. The Student Council meets with the Rector's Office once each semester.

The EAMT organisational structure is divided into an academic structure and an administrative and support structure (see Figure 1).
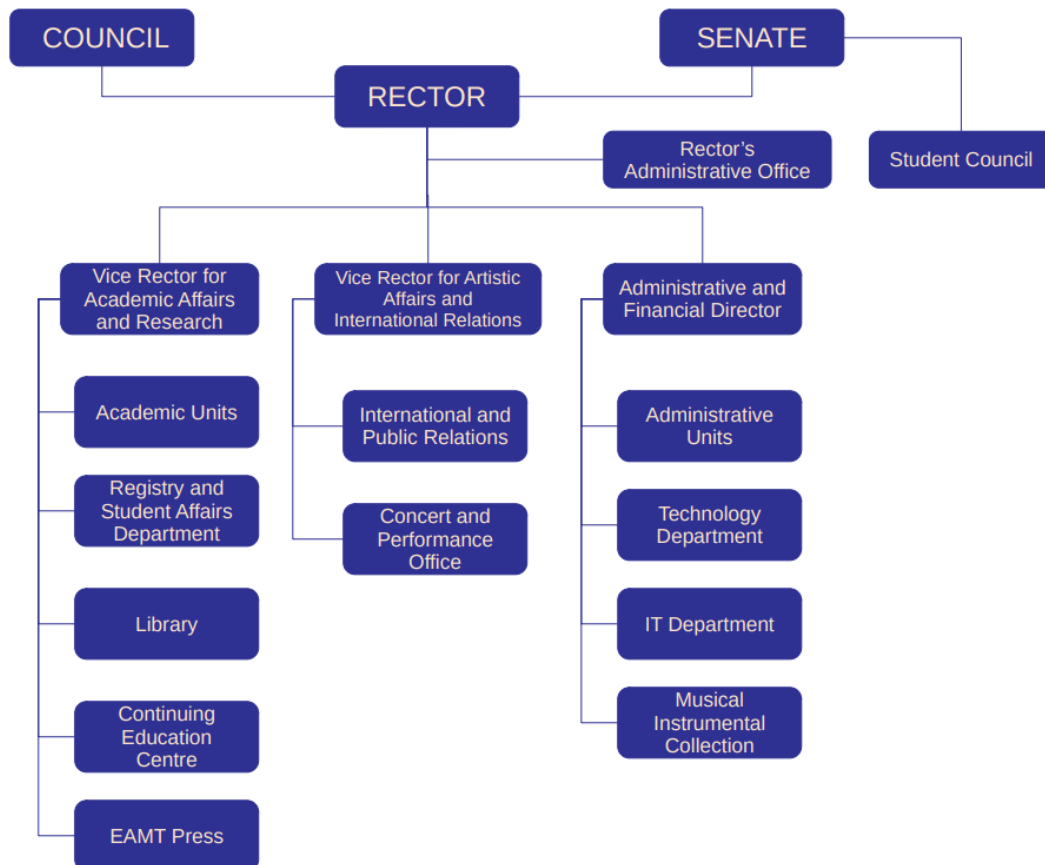

Figure 1. Organisation structure of EAMT (30.11.2022)

Teaching is carried out in five academic departments: Classical Music Performance, Composition and Improvisational Music, Musicology, Music Pedagogy and Cultural Management, Theatre and Doctoral Studies.

Academic units carry out studies and artistic research and development work. Academic units have a decision-making body and a leader, who is elected or appointed for a fixed term in accordance with the procedure established by the Senate. Academic units are managed in accordance with the departmental statutes. Administrative and support units ensure the functioning of the Academy and provide the support services necessary for teaching, artistic, research and development work. The academic structure is approved by the Senate; the structure of the administrative and support units is approved by the Rector.

2.2. Strategic objectives

In addition to the legislative framework, the Academy's operation is based on the Academy's general Development Plan.

The Development Plan of EAMT 2021-2025 has five main strategic objectives
1. All majors of EAMT shall have a motivated student body, top-level teachers and an inspiring learning environment. EAMT graduates shall be able to fulfil their potential professionally both in Estonia and internationally.

2. EAMT curricula shall be coherent and support services well-organised; functioning feedback systems shall make it possible to identify bottlenecks in teaching and learning organisation and to plan improvement activities.

3. EAMT's research work and the artistic activities of teaching staff and students shall be at a high international level and make an important contribution to Estonian culture.

4. EAMT shall contribute to the development of Estonian culture and society through public concerts, performances, participation in social discussion and other activities. Society shall value the Academy as a custodian and developer of Estonian culture.

5. EAMT shall be a purposefully developing organisation whose members share common core values and support the principles of the agreed quality culture.

The Rector's Office is responsible for the execution of the Development Plan and reports once a year to the EAMT Council and to the Senate. The Council has the right to introduce changes in the Development Plan.

To achieve its objectives, the Academy:

➢ offers higher education opportunities based on study, research, development and creative and artistic activities at all levels in music and theatre arts and related fields;

➢ promotes music and theatre arts and related fields, ensures the future development of these fields, ensuring opportunities for lifelong learning, and provides public services based on educational, artistic, research and development activities;

➢ cooperates with other educational and other institutions in promoting music and theatre education, contributing to the spread of creative artistic thinking and supporting the continuation of the Estonian language and culture.

2.3. Stakeholders and partners

The Academy has prepared a communication strategy outlining the interests of the Academy, including both affiliated and target groups (see Table 1). The expectations and needs of target and stakeholder groups are

the foundation of quality management. Stakeholders are closely related to EAMT as a result of their activities and the Academy depends on them for the implementation and effectiveness of key processes. The target groups depend on EAMT, but it is essential that the communications of the Academy reach and are received by the relevant target groups.

It is important for the Academy to communicate with various partners and to understand the expectations and needs of stakeholders and target groups. For this purpose, work processes are constantly being developed on the basis of the assessments, opinions and suggestions of stakeholders.

Table 1. Stakeholders and target groups of EAMT

STAKEHOLDERS OF EAMT	TARGET GROUPS OF EAMT
• Employees • Students and alumni • Estonian Ministry of Education and Research • Estonian Ministry of Culture and Cultural Endowment of Estonia • Government Office of Estonia, The Culture Committee of Riigikogu, political parties • The Estonian Education Quality Agency • Pre-higher education institutions, general education schools • Co-curriculum partners • Donors to the EAMT Foundation • Council of Rectors and other universities • Important employers in the field: Estonian National Symphony Orchestra, Estonian National Opera, Vanemuine Theatre, Estonian Philharmonic Chamber Choir, theatres operating in Estonia, other professional and amateur collectives.	• Potential students • Potential academic staff • Estonian concert and theatre audience • Estonian cultural public • Employers in the field, including (music) schools • Tallinn City Government • Media, including cultural media

3. Quality system

Quality is the foundation of the Academy's management culture. The high quality of EAMT management is ensured through continuous improvement of the quality system, processes and activities.

EAMT's quality system is formed on the basis of various external and internal requirements guided by the objectives of the Academy's Development Plan, EAMT's mission, vision, core values, guiding principles, the relevant legislation, and the quality assurance standards of the European Higher Education Area. It is improved by means of regular internal and external assessments.

EAMT's members, alumni and relevant target groups participate in the quality assurance process and shape EAMT's quality. The Rector's Office is responsible for leading quality assurance. The Quality Manager is responsible for the overall development of the quality culture and quality system. Heads of structural units are responsible for quality assurance in structural units.

At least once a year the Enlarged Rector's Office reviews the quality system and evaluates its performance. During the inspection it will be decided whether the guiding principles, objectives or other elements of the management system of the Academy's quality assurance need to be changed. Inspection protocols are documented and their records preserved.

The basis of the quality system is the quality model (see Figure 2), which is based on the Plan-Do-Check-Act principles of the general management cycle. It is possible to apply the model to both the core and support processes (see also Figure 3).
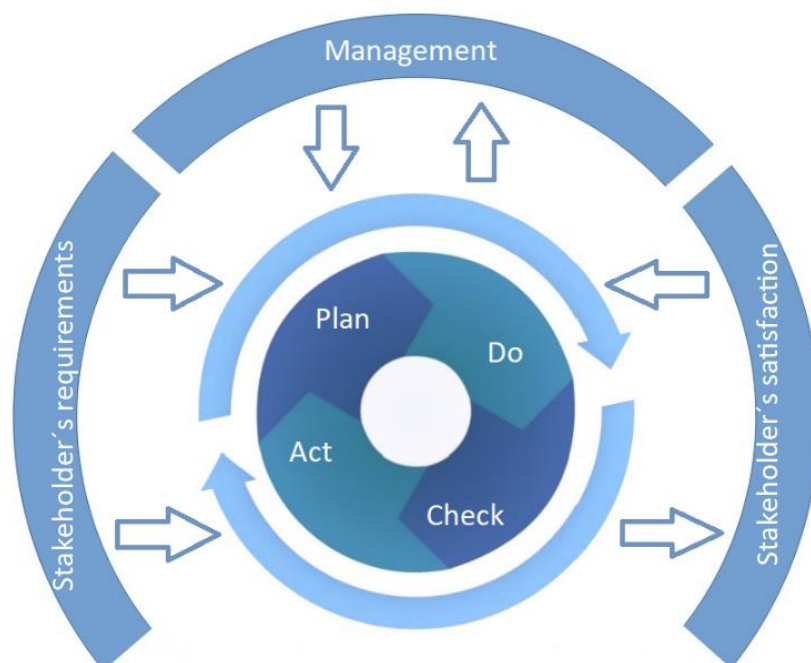

Figure 2. Quality assurance model of EAMT

Based on the quality model, at each stage inputs are required in order to carry out activities and outputs are created.

1. PLAN. In the **planning phase,** the objectives are defined and an Action Plan is drawn up to achieve the desired results. The input consists of analyses, risk assessments and the results of previous periods, including implemented improvement activities. The outputs are a 5-year Development Plan, the Annual Action Plan based on the Development Plan, and the goals of the agreement with the Estonian Ministry of Education and Research. Quality objectives are planned separately (see section 3.1.). The Annual Action Plan also includes the sectoral objectives of the structural units.

2. DO. In the **implementation phase,** the activities necessary to achieve the objectives are carried out using a process-based approach (see section 3.2.). The input consists of the Annual Action Plan, instructions and resources; the outputs are measured by indicators. If necessary, changes will be made to the Annual Action Plan. In the implementation phase, it is important to ensure the clarity of the processes and to act according to the agreed instructions.

3. CHECK. In the **assessment phase,** the results are measured for their compliance with the objectives and expected target levels. The input consists of data, including stakeholder feedback and performance indicators. Suggestions for improvement can be submitted by staff, students, graduates, alumni and employers, and the results are analysed through the feedback system. At this stage, discussions take place, approaches are developed and clarified, understandings of new solutions and their needs are harmonized. The output is improvement proposals and decisions for the implementation of improvement activities. Quality system monitoring mechanisms are described in section 3.3.

4. ACT. In the **improvement stage**, the input consists of decisions concerning improvement activities or changes; the main emphasis is on improvement and the implementation of changes. The output is changed processes, instructions, regulations, risk assessments, etc., which are taken into account in the planning stage. It is important to inform related stakeholders about changes and improvement activities. The effectiveness

of the improvement activities is evaluated through the performance indicators of the Development Plan, through feedback and satisfaction surveys, as well as through external assessments.

The following sections describe the four phases of the quality system based on the quality model – planning (section 3.1. Quality objectives), implementation (section 3.2. Processes), assessment (section 3.3. Monitoring system) and improvement (section 3.4. Continuous improvement).

3.1. Quality objectives

Quality objectives are EAMT's quality-related efforts to achieve or maintain the target level of performance indicators defined in the Development Plan, to continuously improve quality, and to meet the expectations of stakeholders. The implementation of the guiding principles of quality assurance can be evaluated through these quality objectives.

Table 2. Quality-related objectives of EAMT

STRATEGIC OBJECTIVE 1:

All specialist fields at EAMT have a motivated student body, top-level teaching staff and an inspiring learning environment. EAMT graduates can practice their profession both in Estonia and internationally.

Quality objective	Indicator	Target level 2025
Number of students	Number of all students matriculated in level studies as of November 10	610
International mobility of EAMT students (%).	The proportion of EAMT students who study abroad for at least 2 months during the academic year out of the total number of students (long term mobility)	9%
The number of awards won by students in international and national competitions and festivals	Recognised international competitions and festivals, as well as Estonian national competitions, are taken into account. Competitions organised by EAMT itself are not taken into account (except national competitions co-organised by EAMT).	20
Employment rate after graduation (%)	Bachelor's and Master's graduates who are working in professional work or continue professional studies	90%

STRATEGIC OBJECTIVE 2:

EAMT curricula are coherent, and support services are well organised; well-functioning feedback systems make it possible to identify impediments in the organisation of teaching and learning and to plan improvement activities.

Quality objective	Indicator	Target level 2025
Average proportion of graduates with nominal time (%)	Bachelor's and Master's studies	78%
Drop-out rate (%)	Data of the Registry and Student Affairs Department, the percentage of students who drop out as a percentage of the total number of students.	9%
Percentage of students who provide feedback (%)	The percentage of students who participated in a formal feedback survey at least once during the year out of the total number of students.	60%

STRATEGIC OBJECTIVE 3:

Research at EAMT and the creative activities of the faculty and students are at a high international level and make an important contribution to Estonian culture.

Quality objective	Indicator	Target level 2025
Number of academic publications	EAMT-related publications from categories 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.4, 3.5 are listed in ERIS	30
Value of research project financing and research and development contracts (EUR)	Estonian and international research grants, other targeted funding relating to research and development, and contractual income from research and development are taken into account.	200 000
Number of interdisciplinary artistic projects	Projects within the Academy include music and theatre projects and projects involving different musical fields (e.g. classical music, jazz etc.) in which students are involved.	5
Number of inter-university artistic projects	Artistic projects lasting at least a week in which at least 5 EAMT students participate will be considered.	5
Number of doctoral defences	The number of doctoral degree awarded at EAMT during the calendar year.	3

STRATEGIC OBJECTIVE 4:

EAMT contributes to the development of Estonian culture and society through public concerts, performances, participation in public discussions and other activities. Society values the Academy as a custodian and developer of Estonian culture.

Quality objective	Indicator	Target level 2025
The number of public concerts and performances organised and co-organised by EAMT	Public concerts and performances organised or co-organised by EAMT (in the case of productions, all performances are counted; collaborative productions with professional theatres are also taken into account).	250
Number of participants in continuing education and preparatory courses	All registered learners are taken into account, except for EAMT lecturers and students who participate in the Academy's internal training programmes.	400

STRATEGIC OBJECTIVE 5:

EAMT is a purposefully developing organisation whose members share common core values and support the agreed principles of quality culture.

Quality objective	Indicator	Target level 2025
The average salary of EAMT staff compared to the Estonian average	The average salary of EAMT staff compared to the Estonian average.	1,3

3.2. Processes

A process-based approach is used to implement quality principles. The relationship between the processes and the quality model is presented in the process model (see Figure 3).

All processes are interconnected and constantly changing according to internal and external requirements.
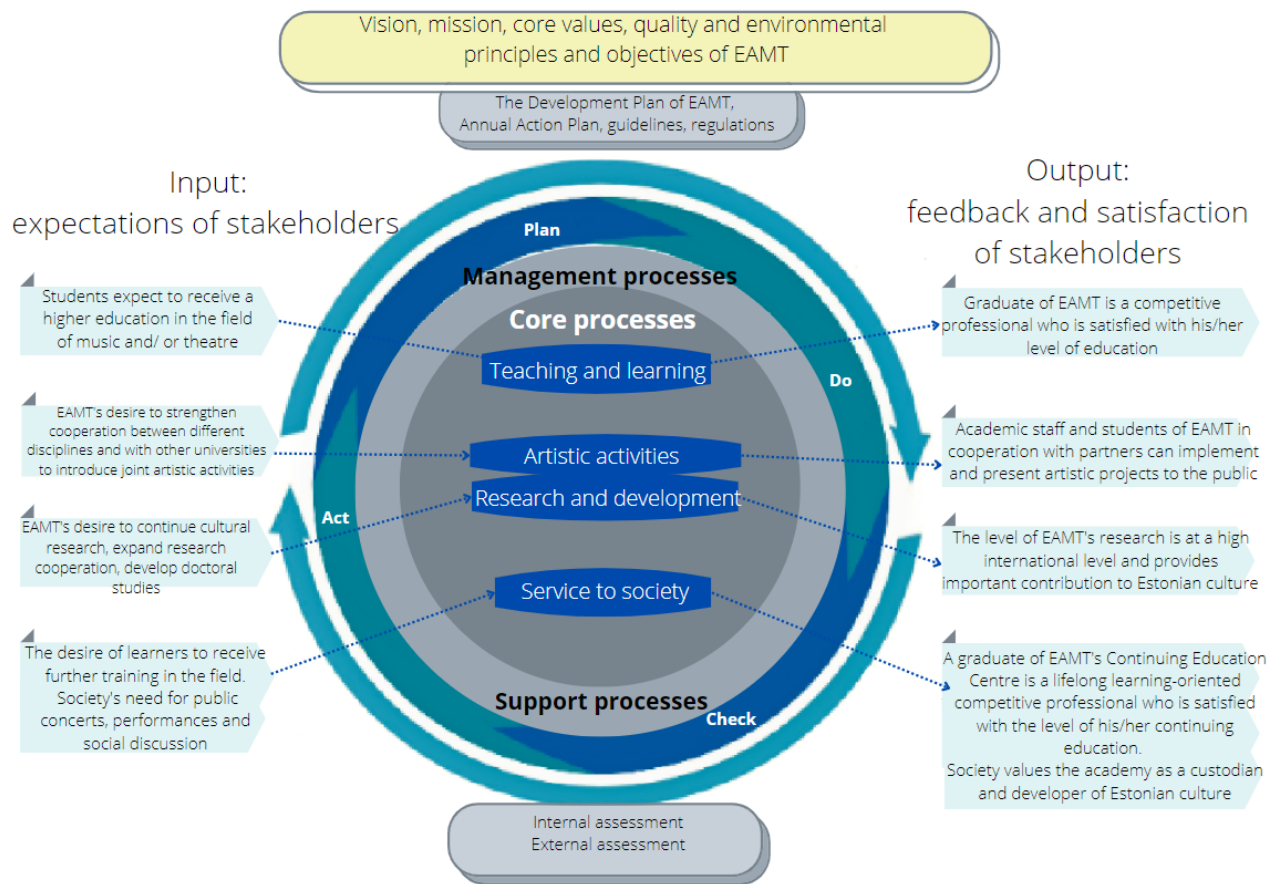

Figure 3. Process model of EAMT

There is at least one process manager for each process. The process manager is responsible for ensuring that the process for which he/she is responsible works effectively and efficiently throughout the Academy, i.e. the goals of the process have been achieved in accordance with the agreed metrics and the Academy's operational objectives. Each staff member and student of the Academy must meet the requirements of approved and disclosed procedures and other normative documents.

More specifically, the descriptions of the EAMT processes, the responsible parties and the risks related to the processes are mapped in a separate document intended for use within the Academy.

The following is a brief description of the core and support processes.

3.2.1. Core processes

In EAMT, there are a total of three core processes, the objective of which is the direct implementation of the main activities of the Academy. The stakeholders of the core processes are mentioned in Table 1. The Senate is the Academy's academic decision-making body, which is responsible for the Academy's teaching, research, development and artistic activities, and which ensures the high quality thereof.

1. Teaching and learning

Academic work and academic relations are regulated by the Regulations of Studies at EAMT and other rules approved by the Senate, which are published on the EAMT website. The Vice Rector for Academic Affairs and Research is generally responsible for the operation and development of the study activities and for changes to them, while the head of the Registry and Student Affairs Department is responsible for the support processes of the study activity. Five academic departments operate according to the departmental statutes. The managers of the structural units are responsible for ensuring the functioning of the processes and continuous improvement of the quality assurance system by setting objectives, ensuring the development of plans, budgets and the availability of resources, coordinating activities, engaging in risk management and monitoring.

The study process consists of:

- Students (enrolment, study, international mobility and movement between academic units, graduation)
- Teaching staff (qualification of teaching staff, teaching methods)
- Curricula (curriculum preparation, implementation, development)
- Study organisation (reception, learning, VÕTA, mobility, teaching, assessment)
- Learning environment (infrastructure, learning tools, e-learning, library)

The objectives of the teaching and learning activities are achieved through the following results:

- well-prepared candidates for admission to the Academy
- motivated and successful students study at the Academy
- Academy graduates are successful on the labour market
- the Academy supports the international mobility of students
- all study levels are taught by the best lecturers in their field with high qualifications curricula are internationally comparable
- curricula meet modern requirements
- teaching and learning methods support the achievement of the learning outcomes requested by the curriculum/subject plan
- curricula are oriented to the needs of society
- study plans promote mobility within Estonia and abroad
- clear and flexible admission policies and procedures
- clear and student-friendly study organisation
- legality of educational activities
- a learning environment that supports learning activities

2. Research, development and artistic activities

EAMT is a recognised research and development institution that develops research mainly in the fields of musicology, theatre science, music and interpretation pedagogy, and cultural organisation, as well as artistic research closely related to the artistic practice of teachers and students. Studies of Estonian culture are central. Important issues related to research activities are decided by the Senate and are discussed in the Senate's Academic Committee. The Vice Rector for Academic Affairs and Research is generally responsible for the operation of and changes to the research activity process. The research work carried out in doctoral studies is supervised by the head of the Doctoral Studies, while the organisation of doctoral studies and the defence of doctoral theses is regulated by the Organization of doctoral studies.

Artistic activity includes concert activities, sound works, productions, conducting and other performances, as well as the publication of creations through recordings, works published in printed form, and presentations both in Estonia and abroad. Both teaching staff and students are involved in artistic activities. The Vice Rector for Artistic Affairs and International Relations is generally responsible for the operation of the artistic activity process and its changes. A selection of artistic activities is published in EAMT yearbooks.

3. Service to society

Serving society includes various services aimed at the public: courses at the Continuing Education Centre, the library service, concerts and performances. The Rector's Office is responsible for service to society.

3.2.2. Support processes

EAMT's processes are divided into two groups (see Figure 4). The Academy's general management processes and resources are managed through **management processes**. Management processes include, for example, strategic management, personnel management, administrative and financial management of infrastructure, management of international cooperation.

Support processes support the implementation of the core and management processes of the Academy. The providers of support activities are, depending on the process, either the academic unit and/or the support unit and their staff. Support processes include, for example, the student advice services (including counselling, gathering feedback, paying scholarships, supporting students with special needs), document management (including data protection), internal and external communication (including marketing), IT administration, occupational health and safety.
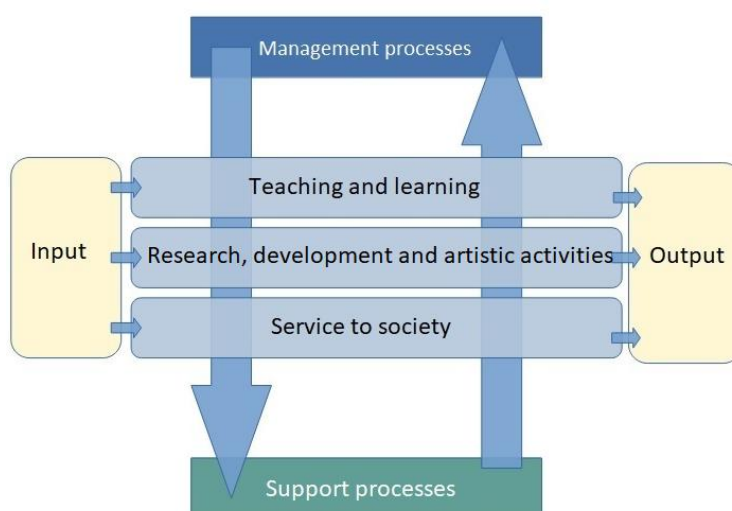

Figure 4. Process map of EAMT

3.3. Monitoring system

The monitoring system consists of internal and external evaluations, the results of which are regularly analysed so that improvement activities can be implemented.

3.3.1. Internal assessment

In the Academy, regular internal evaluation takes place at three different levels – at the Academy level, structural unit levels and curriculum levels – and is divided into five parts:

1. regular collection and analysis of stakeholder feedback;
2. monitoring of the Development Plan and the Annual Action Plan performance indicators;
3. internal assessment of curricula;
4. self-analysis of the Academy before external assessment;
5. internal audit.

3.3.1.1. Regular collection and analysis of stakeholder feedback

During satisfaction surveys, aspects related to satisfaction are identified and used to improve the Academy's activities.

➢ Procedure for collecting and using feedback from alumni and students (includes feedback from new students, graduates, doctoral students and alumni at least once a year, as well as subject-specific feedback once a semester). Other surveys can be conducted among students and alumni, for example, foreign students are also asked for separate feedback from time to time.

➢ Feedback of continuing education according to the EAMT Continuing Education Procedure.

➢ Staff feedback – a written feedback survey is conducted once a year.

The collection of feedback is based on a feedback plan managed by the Quality Manager. Feedback results are documented and made available to the relevant stakeholders.

Procedure of evaluation of teaching and research staff enables regular monitoring of staff competence.

3.3.1.2. Monitoring performance indicators of the Development Plan and the Anual Action Plan

Performance indicators are collected annually in four areas (see also Table 2):

1. Management – operation of the quality system, personnel management, management of financial resources and infrastructure.

2. Learning and teaching activity – organisation of learning, learning and teaching, numbers of students enrolling and graduating.

3. Research, development and artistic activities – effectiveness of activities, number of development projects, supervision of student works.

4. Service to society – public concerts, performances, participants in continuing education courses.

Development and performance indicators are collected and monitored by the Quality Manager. The data is processed and analysed, and the results are presented to the Rector's Office and made available to related stakeholders on the intranet, and, in part, also in the EAMT yearbooks.

3.3.1.3. Internal evaluation of curricula

The internal evaluation of curricula takes place every three years in accordance with the EAMT guidelines for internal evaluation of curricula. The internal evaluation of the curricula is organised by the curriculum coordinators, who involve the curriculum council and, if necessary, other members of the Academy and external interest groups in the internal evaluation process.

3.3.1.4. Self-analysis of the Academy

The Academy's self-analysis is carried out once every seven years in connection with institutional accreditation. Compiling the self-analysis is based on HAKA requirements.

3.3.1.5. Internal audit

The performance of the internal audit function in EAMT is organised by the Council and the Audit Committee, based on the Audit Committee's work procedures. The internal audit department of the Ministry of Education and Research may also supervise the activities of the Academy. The selection of the auditor of the Annual Report is done by tender.

3.3.2. External assessment

EAMT periodically participates in external quality assurance, which is in line with the quality assurance standards and guidelines of the European Higher Education Area. Institutional accreditation takes place every seven years. Other external evaluations take place according to the plan of the HAKA, see also Accreditations.

3.4. Continuous improvement

Improvement activities and changes are coordinated with the managers of the relevant field and recorded in the minutes of the decision-making bodies. In the case of topics that cross several fields, activities are planned in the Academy's Annual Action Plan. Decision making is based on data analysis – data is collected during processes and also when reviewing the results of improvement proposals, risk assessments, internal assessments and feedback. The data analysis is carried out according to the organisation of the Rector's Office on a field-by-field basis; the analysis is also the basis for improvement activities in the management system and processes. Smaller improvement activities implemented during the work processes are carried out on an ongoing basis within the field and do not require intervention at management level.

Improvement activities are implemented at the level of structural units according to the decisions made and to the Action Plan. The improvement activities are reviewed by the managers before the next internal evaluation process; stakeholders are informed about the results of the implementation of the previous improvement activities.

The results and impact of improvement activities are reviewed at regular meetings of the EAMT Council and the EAMT Senate. Summaries of the year's most important developments are also published in the EAMT yearbooks.