



Assessment report for institutional accreditation: Estonian Academy of Music and Theatre

ASSESSMENT REPORT FOR INSTITUTIONAL ACCREDITATION

Institution: Estonian Academy of Music and Theatre

Assessment committee:

Mist Thorkesdottir – Chair; Thornton School of Music, University of Southern California, USA (Iceland)

Eirik Birkeland – Norwegian Academy of Music (Norway)

Hannu Apajalahti – Sibelius Academy / University of the Arts Helsinki (Finland)

Jari Kukkonen – Vitalonga OÜ (Estonia)

Mateusz Celmer – student member, Wrocław University of Science and Technology (Poland)

Coordinator: Tiia Bach

Dates of the assessment visit: 13–15.12.2016

Assessment committee sent the preliminary report to EKKA: 26.01.2017

Assessment committee received the comments of the institution under accreditation: 14.02.2017

Assessment committee approved the final version of component assessment with 5 votes in favour and 0 votes against.

Date: 15.02.2017

I Summary of the assessment (mark with 'X'):

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
Organisational management and performance	X			
Teaching and learning	X			
Research, Development and/or other creative activity	X			
Service to society	X			

Comments:

The Estonian Academy of Music and Theatre (EAMT) is a strong academy with a century-long history. Its contribution to the development of Estonian music and theatre culture is undisputed. The Academy is truly central to Estonian cultural life, both in the preservation and the advancement of Estonian cultural heritage as well as in the general enhancement of life in Estonia. Even though the institution is small, it is a medium sized higher education institution in music and theatre studies. EAMT has a strong sense of community amongst staff and students who are very committed.

The Self-Evaluation Report (SER) clearly shows the Academy's ability to analyze itself with critical eyes. It is very well written, easy to read in plain language, giving sufficient evidence and pictures to support. It is particularly impressive to see the list of strong and weak points at the end of every chapter. It was confirmed through interviews that a large number of academic and teaching staff as well as students contributed to the analysis and writing of the SER. It is a sign of managerial strength when management can empower people to participate in such a task. However, how well the Academy can react to its own analysis depends on the organization of the managerial structure and how well the information flows within the Academy. The committee's observation is that the organization, as it is now, can be a hindrance to continuous strategic development whereas the management and staff are very committed to moving the institution forward in tune with the changing professional environment of the performing arts globally.

Commendations:

- EAMT has a strong sense of community amongst staff and students who are very committed.
- Position of Academy is central to cultural life in Estonia.
- EAMT is well recognized abroad, considered a good partner in international projects.
- Students are present in the decision-making process. Student Union is a well-functioning body.
- Infrastructure is good. Information systems support core processes (and are user-friendly).
- Buildings are good and fit for purpose, and the new Concert Hall will fill important shortcoming both for Theatre and Music. Theatre's building has an exceptional atmosphere, which contributes to their strong identity.

Worthy of Recognition:

- The institution's strong commitment to internationalisation and ability to attract strong international partners and funding.
- The strategy and management of the library is impressive, attracting 60% of its users from outside the Academy.

Recommendations:

- EAMT may focus on building better organizational structure for strategic management, development and organisational learning environment.
- Develop a clearer identity and profile built on strengths of the Academy.
- Further development of the internal Quality Assurance system and strengthen the Quality Culture.
- Systematic risk management including explicit identification, evaluation and mitigation of risks with negative effects
- Create space (physical and mental) for informal gatherings and brainstorming.
- Interaction and collaboration between Music and Drama School. Future collaboration with regards to Black Box.

II Assessment areas and sub-areas

ORGANISATIONAL MANAGEMENT AND PERFORMANCE

General comments:

EAMT is a relatively small institution even though it is medium sized amongst the European HEI's in music and theatre. The institution is managed in an unbureaucratic and generally efficient way. The infrastructure is good, and the structure of strategic- and action plans is clear and logical, though the plans lack explicit risk management elements. Management is supported by a well functioning IT systems, that is fit for purpose, user friendly and continuously developed.

The vision of the management is clear and has brought EAMT national and international status, making it an attractive partner. However, the departments of music and theatre could collectively better capitalize on the institution's strengths, to build a strong international identity.

Financial management is good, and EAMT has been very successful in securing funding for various projects and developmental activities. The financial impact of the new concert hall is an impending risk. Financing of increased expenses after construction of the new concert hall should be planned well in advance.

EAMT does not have a systematic approach of identifying, evaluating and mitigating main risks. This has to do with all activities within EAMT.

EAMT has set its performance indicators in DP2020. In order to be influential in strategic decision making processes, there may be too many of them, especially those concerning internationally competitive education. EAMT may consider further defining and usage of indicators for it's continuous development.

The assessment committee questions the organisational structure and believes it could be developed, securing better coordination and managing the both top-down and bottom-up initiatives in decision making processes. Core values need to be defined (as the institution has noted in SER p.8), in order to develop the right indicators for leading further strategic development. The division of organisation into numerous departments is not well reasoned. The subdepartment structure increases the size of the Council, posing

challenges for effective work of the Council and how well the Council can support the allocation of responsibilities regarding the achievement of strategic goals.

The buildings of the Academy are good. The building of the Theatre department, though lacking space and not ideal for all theatre related studies, has a tangibly wonderful atmosphere and contributes to the strong identity of that department. It is imperative that EAMT gets it's own performance space. That will also create a shared space between music and theatre which is completely lacking at the moment. Until the building is completed, EAMT might consider trying to create better interaction opportunities between the departments.

Students are present in the decision-making process and the Student Union is a well-functioning body. Main stakeholders are represented in the board of governors.

The Academy should consider further development of internal Quality Assurance system ensuring that the collected data is complete, is used for continuous improvement and strengthening of the overall Quality Culture.

The Academy has a very well developed and attractive library providing good support of the academic and artistic staff as well as serving the general public

Commendations:

- Students are present in the decision-making process. Student Union is a well-functioning body.
- Infrastructure is good. Information systems support core processes (and are user-friendly).
- Buildings are good and fit for purpose, and the new Concert Hall will fill important shortcoming both for Theatre and Music.

Theatre's building has an exceptional atmosphere, which contributes to their strong identity.

- Library meets the needs of the Academy and offers services to the public.

Recommendations:

- EAMT may focus on building a better organizational structure for strategic management, development and learning

environment.

- Identity and profile should be built on the institution's strong points (which need to be clearly identified).
- EAMT should ensure that the selected indicators will drive desired organizational development and clearer goals for the key indicators should be set.
- Further develop the internal Quality Assurance system to strengthen the Quality Culture.
- Develop systematic risk management.
- Create space (physical and mental) for informal gatherings and brainstorming.
- Develop better interaction and collaboration between Music and Drama School. Future collaboration with regards to Black Box.

1.1 General management	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
<p>Requirements:</p> <p><i>A higher education institution has defined its role in the Estonian society.</i></p> <p><i>The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations.</i></p> <p><i>Key results of a higher education institution have been defined.</i></p> <p><i>The leadership of a higher education institution conducts the preparation and implementation of development and action plans and includes the members and other stakeholders in this work.</i></p> <p><i>Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes.</i></p> <p><i>Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.</i></p>								
<p><u>Comments/reflections:</u></p> <p>EAMT is a public university that operates on the basis of the Universities Act and the Statutes of the Estonian Academy of Music and Theatre. EAMT belongs to the administrative area of the Ministry of Education and Research (MER). The area of responsibility of EAMT is music and theatre. Although some performing arts studies also take place at other universities, EAMT is the only HEI in the country that offers programmes at all three levels in all the important speciality fields of music and theatre. According to the administrative contract with the MER, EAMT is responsible for providing musical and theatre education, meeting high standards and corresponding to the needs of society, and for ensuring the quality and development of this education.</p> <p>The mission of the Estonian Academy of Music and Theatre is to contribute to the development of a human-centred Estonian society, the spread of a creative mind-set and the preservation of the Estonian language and culture through education in the fields</p>								

of music and theatre, and the promotion of creative and research work.

The development plan (DP2020) is aligned with the central national strategies and regulations:

- Estonian Lifelong Learning Strategy 2014–2020;
- Estonian Research and Development and Innovation Strategy 2014–2020 “Knowledge-based Estonia”;
- General Principles of Cultural Policy until 2020;
- Decision of the Riigikogu of 5 November 1006 on the Construction of the Estonian Academy of Music, the Art Museum of Estonia, and the Estonian National Museum.
- Institutional accreditation conditions of Estonian Quality Agency for Higher and Vocational Education.

There is a tradition of setting institutional objectives and approving formal Development Plans, mostly for 5-year periods. Current development plan is until 2020. The development plan defines 5 strategic goals with concrete measurable indicators and is accompanied with a two-year action plans. A two-year action plan for the next period could be approved earlier. Performance indicators have been defined for the management of the Academy, though many indicators are lacking explicit goals and target levels. The performance indicators given in SER 1.1.3 may not be the most relevant for the monitoring of the clear and well-written development plan 2020. The committee also noted that there are important strategic goals mentioned in DP2020 which do not have indicators attached. EAMT may consider further defining and usage of indicators for its continuous development. The lacking of set goals for certain key indicators may reduce the usability of the indicators for continuous improvement and internal quality assurance. The institution is working on definition of its core values.

The strategic plan (DP2020) and related action plan together with performance indicators are reviewed and, if necessary, revised in the Council once a year. The structure of the plans is clear and logical though lacking explicit risk management elements. Main stakeholders are represented in the board of governors. Students are present in the Council and involved in the decision making process. According to various interviewed stakeholder representatives the student union is a well functioning body and it is seen by the EAMT leadership as an important partner in the preparation and implementation of development and action plans.

The Estonian Academy of Music and Theatre is an organisation made up of academic, support and administrative units whose functions, rights and obligations are regulated by the EAMT Statutes and other documents. The management practices are proportional in bureaucracy taking into account the size and organisational culture of the Academy. The organisational structure is somewhat static and there is no clear link between strategic goal responsibility allocation and organisational structure. There could be more dynamic approaches like working groups, projects and various type of arenas for stakeholders for development activities and strategy implementation. The division of organisation into numerous departments is not well reasoned. The subdepartment structure increases the size of the Council, posing challenges for effective work of the Council.

Goals for internal and external (incl. international) communication are set in article 5.2. of DP2020. The main responsibility for managing internal and external communication lies upon the International and Public Relations Department, consisting of three international relations coordinators, a foreign students' adviser and a public relations manager. The work of this department is led by the Vice Rector for Development. In addition, the study- and admission-related information for prospective students is delivered by the Admissions Secretary from the Registry and Student Affairs Department.

Commendations:

- The Academy is administered in unbureaucratic and efficient way
- Students are present in the decision-making process. Student Union is a well-functioning body.
- The structure of plans is clear and logical
- The International- and Public Relations Departments are proactive and efficient

Recommendations:

- The organisational structure could be developed securing better coordination and managing the both top-down and bottom-up initiatives in decision making processes. The number of departments and the size of the council could be reduced. The structure could more clearly support the allocation of responsibilities regarding achievement of strategic goals.
- The management of plans could underpin more dynamic approaches, like working groups and arenas for involving

stakeholder, cross-disciplinary initiatives, development projects within teaching, artistic work and research.

- The academy should consider developing a more systematic approach of identifying, evaluating and mitigating main risks.
- The academy should proceed with its intention to define core values.
- The academy should ensure that the selected indicators will drive desired development of the organisation and clearer goals for key indicators should be set.

1.2 Personnel management	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
---------------------------------	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:
The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a higher education institution, and ensure academic sustainability.
When selecting, appointing and evaluating members of the academic staff, their past activities (teaching, RDC, student feedback, etc.) are taken into account in a balanced way.
The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.
Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.
Employees participate in international mobility programmes, cooperation projects, networks, etc.
Employees base their activities on principles of academic ethics.

Comments/reflections:
 The requirements for the teaching and research staff positions at the Academy are based on the Universities Act, the Standard of Higher Education, the Organization of Research and Development Act and are specified in Regulations for Recruitment for Academic Positions at EAMT, approved by the Council on 22nd December 2010. The Requirements for Teaching and Research Staff Positions

are stated in the Annex of the same document.

Documents regulating the selecting and appointing process of the academic staff comprise requirements for speciality competence, qualification (requirement of academic degrees), creative, research and past teaching work, as well as other criteria to be taken into account in assessment.

Once a year, at the beginning of the new academic year, every head of academic department conducts a performance appraisal with the academic staff of the department. Once every five years a formal attestation of every permanent academic staff member takes place, taking into account the student feedback.

Every category of academic position (from teaching assistant to full professor) has a fixed basic salary. A performance bonus is paid according to the Performance Fee Regulation of EAMT's employees. It has been recognized that there are no agreed immaterial motivation methods at EAMT. As a consequence, one of the objectives in the Development Plan refers to creating a system of employee motivation and development.

The main formal channel for receiving information and feedback about staff satisfaction is the employee satisfaction survey which was conducted in autumn 2014. According to point 2.1. of DP2020, satisfaction surveys will be conducted every two years. The employee satisfaction survey indicates in general high level of satisfaction and commitment, which was also confirmed in the meetings with staff members.

There is a lot of evidence on employees participating international mobility programs, co-operations projects, networks etc. EAMT's academic ethics policy is based on the laws of the Republic of Estonia, the Universities Act and the Code of Ethics of Estonian Scientists. The ethics policy is clearly explained in self-evaluation document.

Commendations:

- The employees are dedicated and the level of satisfaction is high
- The institution provides flexibility for academic- and artistic staff to participate in and develop their profession

- Extensive possibilities of staff to participate in international activities and exchange programs.

Recommendation:

- The re-engineering of structure as recommended in 1.1, may improve the information flow, motivation and empowerment of employees.

1.3 Management of financial resources and infrastructure	conforms to requirements	x	partially conforms to requirements		does not conform to requirements		worthy of recognition	
---	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

The allocation of financial resources of a higher education institution as well as the administration and development of infrastructure are economically feasible, and are based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).

A higher education institution uses information systems that support its management and the coherent performance of its core processes.

The working conditions of the staff, and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of an institution of higher education and the expectations of members.

Comments/reflections:

Based on the annual reports the income and expenses are in balance. The practice of rolling 4-years forecast is an evidence of long-term financial management. There is a good track record of the institution being active and successful in applying for international funding and grants.

According to various interviewed stakeholders' representatives, the Academy has useful and user-friendly information systems that

support its management and the coherent performance of its core processes. The EAMT's central information systems are: Study Information System (SIS) for organising the study process (including continuing education) and drawing up summaries of the study results; and the Intranet (sise.ema.edu.ee) system for managing other activities of EAMT. This provides continuity, competence and efficiency of management. The infrastructure and development of IT systems is coordinated by the IT unit under the area of responsibility of the Managing Director. In last decade EAMT has made a considerable shift towards using IT solutions and developments based on Open Source Software which has considerably helped to keep the IT costs low and achieve the goals. According to various interviewees, process of implementing changes and improvements in the systems is based on a users' feedback and works efficiently.

Infrastructure development has resulted in a study and work environment that mostly conforms to modern requirements (SER, p.28). The Academy owns the biggest music and theatre library in Estonia, which functions as a public research library, and Academy members can use the necessary databases, e-journals and e-books for work and study purposes. Staff satisfaction with the study and teaching environment (auditoriums, presentation equipment etc.) is high (87%). According to the student feedback, the satisfaction of the study environment is less high, where the average grade was 3.4 - 3.7 (on a 5-point grade). Currently the level of use of classrooms and the chamber hall is too intensive. Until the opening of the extension to the main building, the performance venues and rehearsal rooms for larger groups are inadequate (SER, p.28).

There are certainly financial risks associated with the opening of the new concert hall and black box. The finances for the building have been successfully secured and EAMT has a contingency plan in the event costs increase during the building phase. Through various interviews (members from the profession, various stakeholders, alumni and concert- and production office staff) it is clear that there is a need for a venue of that size and scope in Tallinn, so the ambition is clearly to collect rent for the hall when it is not being used by EAMT. This is a good idea, however, it was also pointed out that many organizations wanting to rent the hall are non-profit organizations, and they will not necessarily have the financial resources to pay full rent. Also, the cost of running the hall will go up with the increase usage. There are no explicit plans in place yet, how to manage the life cycle costs of the the new hall. However, the institution has indicated in their financial prognosis the need to reallocate some resources to meet the potential extra cost associated with the extension of the premises. The committee commends EAMT for securing the finances for the building costs

and urges EAMT to finalize an action plan for the running costs of the concert halls.

This being said, it is clear that the future of EAMT depends on the completion of this building. The institution needs to have its own performance space. It will be a window to the community, a showcase and a place to welcome the public and thus offer even more to the local community. The building will provide extra room for teaching and practicing. It will open up the possibilities for producing collaborative projects between music and theatre and it will also function as a much needed research space for artistic research.

For these reasons, the assessment committee concludes that even though there are definite risks on the horizon, the risk of not completing this building are far greater for the future and development of Estonian music and theatre studies.

The structure of EAMT, including so many departments and many small courses might not be the most efficient use of resources. The assessment committee recommends seriously looking into the allocations of resources to teaching. The institution has identified that there is a need for “modernizing” curricula. Already the number of courses has been reduced. It might be an opportunity to further look at curriculum reform in relation to the new building and possibilities it will open up, with the idea of creating more joint courses across departments, and looking into different ways of main instrument teaching.

Commendations:

- The academy is capable and successful in getting international grants and funding
- Information systems support efficiently the management and coherent performance of the Academy's core processes.
- The Academy has a very well developed and attractive library providing good support of the academic and artistic staff as well as serving the general public

Recommendations:

- Financing of increased expenses after construction of the new concert hall should be planned well in advance. The new hall has potential for increasing income for the Academy and for engaging students in learning activities through concert and performance management.
- The Academy may consider possibilities for reallocation of resources in order to obtain resources for prioritised objectives.

TEACHING AND LEARNING

General comments:

The assessment committee has studied the Statutes of the Estonian Academy of Music and Theatre, the Development Plan (DP) for 2015-2020, and the Self-Evaluation Report (SER) together with other relevant documentation. It has seen sufficient formal documentation and corroborated by several interviews with internal and external stakeholders to be assured that EAMT conforms with requirements set out in the area of teaching and learning.

EAMT is a small and highly specialized institution with a clearly set mission and vision (SER, p.7). Together they set the educational objectives and define how EAMT places itself in Estonian society. As the only HEI in Estonia, EAMT offers study programmes at all three levels in the fields of music and theatre. In some cases, better integration and/or cooperation between study fields might be worthy of consideration both within the EAMT and in cooperation with other related institutions. EAMT may consider to have forums for new ideas in order to identify future possibilities in the rapidly changing environment of the arts and develop their current programmes accordingly to achieve the vision of EAMT and maintain the position of the leadership in advancing Estonian arts and culture into the future.

The drop-out rate of EAMT is rather low (13% in 2015) and the number of graduates who continue their education or work in their field of specialization is high (90% in 2015). Although assessment rules are clear and well published, the relationship between learning outcomes and assessment criteria was not clear to all (interview with students) and some discrepancy seems to be between departments which can lead to misunderstandings. EAMT should strive to make the criteria transparent and understood equally across the institution.

The number of the applicants for each study place (excluding theatre studies) is rather low with only 1,5 applicants for one study place in 2015. The institution is fully aware of the fact that in musical education, the higher education is totally depending upon pre-college studies, and students from abroad can never fully compensate the lack of domestic applicants, especially in the fields where skills in Estonian language is crucial. The institution should find a way to ensure that international students have sufficient

proficiency in the English language. It is commendable that EAMT has established a joint procedure of the final examination of the music schools and the entrance examination of EAMT.

EAMT has already reduced the amount of study programmes and their fragmentation. It has set objectives for further development of its education and the modernisation of teaching methods in order to ensure the competitiveness of its graduates.

The cooperation with stakeholders within Estonian educational and cultural life is self-evident for EAMT and it seems to have taken a proactive stance in order to prevent problems in the future.

EAMT receives a benefit from versatile formal and informal feedback due to close contacts with professional institutions and artists in the field, but systemizing a way of gaining formal feedback and input from stakeholders and alumni could be beneficial in development strategy. The graduates of EAMT have good competences to enter professional life. EAMT should find a way to systematically track and stay in touch with their graduates, including internationally active artists.

The management of career counselling is very good and of note is the fact that counselling and career preparation is given to foreign students as well as local.

EAMT is known as an active and competent partner in international projects and the activity level of international student mobility is substantial. Students are positive about their learning environment and the quality of teaching.

The assessment committee was pleased to see all the evidence of RDA. However, the ways it impacts the curriculum could be strengthened. The committee also would like to note that neither students nor staff are utilizing the benefits of being an Academy of Music and Theatre, which could be a strong and unique part of the Academy's identity. The committee is confident the new building will strengthen this area.

Commendations:

- Graduates have good competences to enter the professional life.
- Close contact with the professional institutions and lots of possibilities for formal and informal feedback.

- International mobility of students and especially teachers, international projects and productions work as a quality driver within the institution.
- Students are positive about their learning environment and quality of teaching.

Worthy of Recognition:

- Participation in International projects and mobility is exceptionally well managed.
- Number of opportunities that students have in various international projects.

Recommendations:

- Consider systemizing the way of gaining feedback from the stakeholders even though the lines of communication are short.
- Input of the alumni to the curriculum development should be increased.
- Consider clarifying standards regarding language proficiency in admitting international students.
- Establish clear connections between learning outcomes and assessment criteria that are transparent and well-publicised.
- Strengthen the ways RDA underpins teaching.
- Establish a working group and forum (involving staff and students) for discussing “modernizing learning and teaching”.
- Find the way to increase the student feedback response rate.
- Consider ways for students to benefit from being students of an Academy both of music and theatre.

2.1 Effectiveness of teaching and learning, and formation of the student body	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
<p><i>A higher education institution has defined its educational objectives and measures their implementat</i> <i>A higher education institution educates students so they are nationally and internationally competitive.</i> <i>The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.</i> <i>The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of a motivated student</i> <i>Students are provided with opportunities to study at a higher education institution regardless of any special needs.</i></p>								
<p><u>Comments/reflections:</u></p> <p>The educational objectives and indicators of EAMT are defined in the Developmental Plan for 2015-2020 (DP, pp. 5-7, SER, p. 30). Their role is clear as EAMT is the only HEI in Estonia in this field. There are, however, some related subjects of the theatre studies taught in other Estonian institutions. EAMT has initiated a network between the various theatre and related studies in Estonia (DP strategic goal 3.2). This is positive and EAMT, as a leader in higher music and theatre education in Estonia, should nurture this network in order to create the best environment for preparing students for a varied career in theatre. The benefit of the closer connection between music and theatre studies within EAMT might be considered as well. According to the interviews, the planned new concert hall with a black box has already been considered as new potential for creative artistic activities both in music and theatre.</p> <p>According to the DP, the main educational objective is that the students of EAMT shall receive a high-quality and internationally competitive education that meets the requirements of the field-specific labour market. The development plan includes</p>								

modernization of the educational approach, creating a network of performing arts among Estonian universities, learning from international experience, and active cooperation with educational institutions, professional organisations and associations. EAMT has set international competitiveness as one of its core objectives.

Graduate surveys are undertaken 6 months after graduation and it is also easy to track alumni informally as the country is small and lines of communication are short and open. However, there are many alumni working professionally internationally, and it could strengthen the position of EAMT to find a way to track those alumni systematically.

Admission to EAMT are regulated by detailed Admission Rules. They are transparent and consistent with the mission and purposes of the institution and support the formation of a motivated student body. Since 2013 Ministry of Education and Research has not prescribed any admission numbers but they are decided by EAMT itself. The decisions are made on the basis of the need of the job market, teaching capacity at the institution, and the number of applicants. EAMT aims to keep the size of the student body at the current level. This, however, may be challenging because of the sharp decline in the age-group of high-school graduates in Estonia and the increasing international competition for qualified students. This is only in relation to music studies, competition for places to study in the theatre department remains high. EAMT is aware of this and has taken measures to counteract this trend, both by reaching out to all prospective Estonian students and making their admission procedure as uncomplicated as possible and by actively recruiting from abroad. Of note is that EAMT has developed a joint procedure of the final examination of the Estonian music schools and the entrance examination of EAMT.

The percentage of enrolled international students is already rather high (16% in 2015) and increasing. However, according to interviews, studying in English is challenging for some international students, and there are also plenty of courses given in Estonian language only. EAMT might consider its language policy and the clarification of standards regarding language proficiency in admitting international students. EAMT might consider e.g. using TOEFL or similar tests to determine the linguistic ability of applicants. The Assessment Committee was pleased that this has already been addressed by the institution.

Students are provided with opportunities to study regardless of any special needs. Some premises, e.g. the library and the historic

building of the Drama School are not quite suitable for disabled persons, but there are enough staff members in the library to offer assistance if needed. According to interviews, the new building will be well prepared for students with special needs. The institution has recognized that staff training is needed to enhance the counselling and support services for students with special needs (SER, p. 35).

Commendations:

- Mission statement clearly defines their educational objective and how they place themselves in Estonian society.
- Good relationships with their professional environment.
- Staff is encouraged to be active professionally and part of the society.
- EAMT has set international competitiveness as one of its core objectives.
- The joint procedure of the final examination of the music schools and the entrance examination of EAMT.

Recommendations:

- Systematically track their graduates, especially those working internationally, in order to get a better idea about their international competitiveness.
- The results of tracking graduates should be more formally and systematically used in the development of study programmes, teaching and learning.
- Consider clarifying standards regarding language proficiency in admitting international students. Consider using test like TOEFL or similar test to determine the linguistic ability of applicants.

2.2 Study programme development	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
--	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

A higher education institution bases its new study programmes on its purposes and the needs of the labour market, and takes into account the strategies of the country and expectations of the society.

Development activities related to study programmes are systematic and regular, and different stakeholders are involved in the development of study programmes.

Graduate satisfaction with the quality of instruction and employer satisfaction with the quality and suitability to the requirements of the labor market of graduates are surveyed and analysed; the results are considered in the development of study programmes.

Comments/reflections

EAMT has extensively reformed its curricula since 2008. It has reduced the amount of study programmes from 34 in 2011 to 23 in 2015, mostly by merging similar study programmes in performing. The institution has been remarkably active in discussions with Estonian and international partners in developing curricula. EAMT has also benefitted from earlier external evaluations for the impact on curriculum development (SER, p. 37). Since it initiated an extensive curriculum reform in 2008, EAMT has formed a Programme Council for each study programme or programme group. According to SER, some of these councils work efficiently on regular basis, but some of them do not still have the expected impact on curriculum development (SER, p. 38).

Representatives of different stakeholders are involved in curriculum development, assessment of students, and organisations of students' practical work placement and joint artistic projects. The representatives of the employers are invited to Curriculum Councils, graduation examination juries and specially arranged auditions (SER, p. 38). In collaborative production of artistic events there is already a long-standing tradition, which presumably will benefit the operation of the new concert building.

Surveys done and interviews with graduates and employers point to high satisfaction with the education.

EAMT participated in the all-Estonian higher education graduates' research. It revealed that 76% of EAMT graduates responded that the curriculum corresponded to their expectations, and 92% of them responded that they use the knowledge and skills acquired during their studies very extensively in their work (SER p. 37).

EAMT has successfully implemented new joint curricula together with other Estonian HEIs (Cultural Management, Theatre and Film Directing, Music Teaching) and international partners (Contemporary Performance and Composition). This is in line with the

institution's aim to be proactive both in national and in international context in creating new means of enhancement of students' employability and international competitiveness.

EAMT has recognized that the input of the alumni and other stakeholders to the curriculum development should still be increased. Involvement of employers and alumni in curriculum development should be reviewed and enhanced on a regular basis. Different stakeholders may be involved in the development of study programmes informally as well, since the contacts of EAMT with professional world are very close. EAMT has already itself identified, that input from alumni in curriculum development should be enhanced (SER, p. 38).

Commendations:

- EAMT has close contacts with society and the labour market and bases their new programmes on society- and labour market needs (e.g. artistic management, international joint programme COPECO).
- EAMT is successful in developing and implementing joint curricula and study programmes, nationally and internationally.

Recommendations:

- Consider systemizing the way of gaining feedback from the stakeholders even though the lines of communication are short.
- Input of the alumni to the curriculum development should be increased.
- EAMT may consider to have forums for new ideas in order to identify future possibilities in the rapidly changing environment of the arts and develop their current programmes accordingly to achieve the vision of EAMT and maintain the position of the leadership in advancing Estonian arts and culture into the future.

2.3 Student academic progress and student assessment	conforms to requirements	x	partially conforms to requirements		does not conform to requirements		worthy of recognition	
---	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

Student academic progress is monitored and supported.

Student assessment supports learning and is in line with learning outcomes.

A higher education institution has an effective system for taking account of prior learning and work experience.

Comments/reflections:

From the discussions with the teaching staff, administration and students, as well as from the supporting documents the Committee found that EAMT monitors students' academic progress on a regular basis. Formally, it takes place in the Registry and Students Affairs Department in cooperation with academic departments. In performing studies, students have open exams in the end of every semester, which supports monitoring of their progress in subjects that last more than one semester.

The requirements for academic progress are set in the EAMT Regulation of Studies. In general, EAMT has a good IT system to monitor academic progress and support system of qualified staff are in place. The administration and monitoring takes place through EAMT Study Information System (SIS). All students have access to the system. EAMT aims to give students more responsibility for shaping and monitoring their studies. According to SER (p.39), this has not always been successful, since some students are not capable of taking this responsibility. This view was corroborated by the interviews of students and academic staff.

The drop-out rate has in recent years been from 10% to 12%. EAMT aims to reduce it to 9 % in 2020. However, the concept of drop-out rate is open to different interpretations, since one third of all BA students who abandon their studies at EAMT continue to study abroad or in other Estonian universities (SER, p.39).

Assessment procedures and rules can be found in Regulation of Studies of EAMT. They are clear and in general well followed.

Assessment methods and criteria are recorded in the subject descriptions that are made available to students. However, staff and students could in some cases be more conscious about the connection between learning outcomes and sometimes rather diverse assessment criteria due to different kind of subjects assessed (practical performance, oral discussion, written documents etc.).

Discussions with staff and students showed that there are many different ideas about what is assessed in artistic practice and how it should be done.

Students taking examination have right to receive oral or written feedback on their performance from the academic instructor or members of the panel. They also have right to file a written challenge against a received grade and apply for re-assessing the performance. However, protests from students regarding assessment are rather unusual. According to SER (p. 41), the grading standards in different departments are not always equal, which came evident in discussions as well. Therefore Development Plan 2020 refers to the need to develop methods for increasing the transparency and comparability of student assessment. EAMT may consider a forum involving all artistic teachers and students where the general idea of the assessment and feedback and its role in the learning process is discussed.

The standards and procedures for the recognition of prior learning and professional experience has been developed for years at EAMT. The conditions and procedures are set in EAMT RPL regulations. The recognition of prior learning and professional experience has already become a common practice at EAMT. The application procedures and assessment principles are clear and well communicated.

Commendation:

- Information systems to monitor academic progress and support system of qualified staff are good.

Recommendations:

- Establish clear connections between learning outcomes and assessment criteria that are transparent and well-publicised.
- Consider a forum involving all artistic teachers and students where the general idea of the assessment and feedback and its role in the learning process is discussed.

2.4 Support processes for learning	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
---	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

*The organisation of studies creates an opportunity for students to complete their studies within the standard period.
A higher education institution provides students with counselling related to their studies and career.*

A higher education institution supports student international mobility.

Modern technical and educational technology resources are used to organise educational activities.

Students are periodically asked for feedback on learning and support processes (the organisation of studies, assessment, counselling, etc.); the results of surveys are taken into account in improvement activities.

Comments/reflections:

EAMT has developed a coherent framework for the organization of studies, ensuring that students can complete their studies on time. This is done by dividing the workload equally between semesters, leaving room for electives and creating space in the last semester to focus on the main study (SER p. 42). Still, only just over half of the students graduate within the standard period of time. This came as a surprise considering how well student progress is monitored and the good organization around student advice and counselling. Every student has the right to academic and career counselling, with every student being assigned one particular and especially trained person in the administrative staff to assist the students with all study-related questions. During interviews, the assessment committee learned however, that various financial benefits awarded to students in Estonia contribute largely to this trend (i.e. students deliberately postponing their studies). Therefore, it is commendable that the position of career advisor has been in place since 2013, and with a background in cultural management can help students plan for a viable existence outside academia.

Mechanism of collecting feedback from students are in place, however the EAMT should strive to increase the participation of students giving feedback.

One of the clear strengths of EAMT is the strong commitment to internationalization and mobility. Students are well informed and encouraged about possibilities regarding mobility. Students and alumni interviewed had all some international experience within their study time.

IT support systems are good and in place. “User friendly” was often mentioned in relation to the systems. The institution has recognized that staff training in the use of technology is needed and plan regular training (SER, p.47). The IT department strives to be pro-active, and meet any suggestions in a positive and timely manner.

Commendations:

- EAMT does very well in providing career counselling and career preparation for students.

- It is especially commendable that EAMT provide career counselling and career preparation for their foreign students as well.
- Mobility numbers are high especially incoming student rate can be looked as a measure of quality.
- One of the aims of theatre studies is that every single student has an international experience.

Worthy of recognition:

- Number of opportunities that students have in various international projects.

Recommendations:

- Find the way to increase the student feedback response rate.
- Through surveys and discussions analyze why students do not graduate within the standard given time.

RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)

General comments:

The activities within research, development and artistic area (RDA) at EAMT is mainly based on objectives of the DP 2020, on academic competence as regulated in accordance with Regulation for Academic Positions, the Estonian research and Development and Innovation Strategy 2014–2020 and General Principles of Cultural Policy until 2020.

Research is carried out mainly in the Department of Musicology, the Music Education Institute, the Institute for Instrumental and Vocal Pedagogy, the Cultural Management and Humanities Centre, and the Drama School, whereas the other departments focus on artistic activity and promote the “artistic research”-type of RDA. The EAMT research group in musicology was in 2015 acknowledged as a partner in the Centre of Excellence in Estonian Studies.

24 members of the permanent academic staff were directly engaged in research activity as of the end of 2015. The lack of availability of financial resources for artistic research is a hindrance for EAMT to develop this area. Perhaps through re-examination of the current course offerings, some funding could be put aside for developing and implementing artistic research projects, not the least considering the possibilities the new black box will present (see comment on curriculum reform page 12). The lack of national

project funding for artistic research is a clear obstacle for further development within the field. Please see the Appendix, which elaborates on the funding for artistic research in more detail and recommends possible courses of action to the Ministry of Education and Research.

EAMT has an internationally leading position within the fields of composition, conducting and improvisation, creating a strong international milieu within those areas at the Academy. Here is an opportunity for growth, (creating artistic research projects in these areas) given proper financial resources. EAMT has been internationally successful in developing research in arts management from the perspective of its societal impact.

Interaction between research and artistic processes is not very visible. The institution could seek to develop arenas for sharing of knowledge and experiences between artistic and academic staff. For lack of good facilities, the artistic activity of the staff takes place for the most outside the institution. The new concert hall building will provide facilities which will give increased opportunity for artistic performance as well as well as working facilities for teachers and students.

The assessment committee has had meetings with central persons for coordination and support of the RDA activity.

Commendations:

- EAMT has well established research activities within musicology, music pedagogy, theatre history, and contemporary theatre practice.
- has well established doctoral programs, including artistic research
- is active in many networks, locally and internationally, which benefits staff and students.

Worthy of recognition:

- The EAMT research group in musicology was in 2015 acknowledged as a partner in the Centre of Excellence in Estonian Studies.
- EAMT has internationally leading artistic milieu within e.g. composition, conducting and improvisation

Recommendations:

- EAMT should consider developing a more significant interaction between research and artistic processes.
- should consider developing arenas for sharing of knowledge and experiences between artistic and academic staff
- should explore the possibility of re-allocating institutional resources with the aim of increasing activities involving artistic staff in research and developmental projects.
- EAMT is strongly encouraged to keep working for establishing a national funding program for artistic research.

3.1 RDC effectiveness	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
------------------------------	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

A higher education institution has defined its RDC objectives and measures their implementation.

A higher education institution monitors the needs of society and the labour market, and considers them in planning its RDC activities.

Comments/reflections:

EAMT was positively evaluated as a research institution in the research field of culture and society in 2010. The Academy documents good and stable R&D results, counting about 25 research publications and on the average 3 doctoral degrees per year, a number of international research conferences, the yearbook Res Musica, several series of publications and monographs.

The Academy has many small research groups and centres which are dependent on close collaboration and interaction within- and outside the institution. The EAMT has during the last years obtained substantial external funding, not least to research projects related to Estonian culture and society.

The artistic staff at EAMT, which represents the majority of the faculty, counts several highly profiled international teachers/artists.

The artistic output of the Academy counts about 200 concerts per year (students concerts for the most) and conferences e.g. on interpretation. EAMT collects and publishes data about research activity which is presented in annual reports.

Commendations:

- EAMT documents good results within research.
- EAMT has a solid number of doctoral students.
- EAMT has established clear requirements for academic staff in terms of research and artistic activity. Review of these activities takes place every year.

Worthy of recognition:

- The EAMT research group in musicology was in 2015 acknowledged as a partner in the Centre of Excellence in Estonian Studies.

Recommendations:

- EAMT should develop a more distinct strategy for further development of their RDA activities.
- It is recommended to develop a shared understanding of the different components included in the RDA.
- EAMT should strive to develop focus areas within RDA based on the Academy's strong points, also including the artistic area.

3.2 RDC resources and support processes	conforms to requirements		partially conforms to requirements	X	does not conform to requirements		worthy of recognition	
--	---------------------------------	--	---	----------	---	--	------------------------------	--

Requirements:

A higher education institution has an effective RDC support system.
A higher education institution has financial resources needed for RDC development and a strategy that supports their acquisition.
A higher education institution participates in different RDC networks.
RDC infrastructure is being updated and used effectively.

Comments/reflections:

The research funding of EAMT constituted only 2.9% of the total operating income of the Academy. MER and ERC finance only basic and applied research and a financial model for artistic research has not yet been developed in Estonia (SER page 54). Obtaining funding for artistic research (other than doctoral studies) is therefore problematic. Yet, artistic research is clearly established at EAMT through the doctoral education. The lack of national project funding for artistic research is a clear obstacle for further development within the field.

EAMT has developed a good system for coordination and support of RDA. Many research collaboration and partnerships are in place though the institution recognises that stronger cooperation between Estonian institutions could be better nurtured (SER page 57). EAMT belongs to and is an active participant in several research- and professional networks both locally and internationally.

The realization of the new concert hall represents a significant step towards increased opportunities for artistic performance, for interdisciplinary work well as for research facilities for the academic staff.

Commendations:

- EAMT has established a good system for support of the research activities
- EAMT is active in many networks and is an initiating host of international research conferences
- EAMT has been internationally successful in developing research in arts management from the perspective of its societal impact

Recommendations:

- EAMT should consider reallocating institutional resources with the aim of strengthening RDA activities, involving a larger number of staff, also including artistic staff.

3.3 Student research supervision	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
<p>Requirements:</p> <p><i>A higher education institution includes students of all academic cycles in research, creative or project activity; and systematically surveys student satisfaction with their supervision.</i></p> <p><i>Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.</i></p> <p><i>Students are guided to recognize plagiarism and to avoid it.</i></p> <p><i>Conditions have been created for admission of international doctoral students and for studies abroad for all doctoral students.</i></p> <p><i>A higher education institution includes recognised foreign scientists in the provision of doctoral studies and the supervision of doctoral theses.</i></p>								
<p><u>Comments/reflections:</u></p> <p>A separate academic unit, the Centre for Doctoral Studies, was founded in the autumn of 2015 to improve the management of doctoral studies, and all activities of the Academy pertaining to doctoral studies were brought together in the centre. Doctoral studies are regulated by the Procedure Rules for Doctoral Studies at EAMT. [SER, p. 57) The institution creates the opportunity for the doctoral students to present their work.</p> <p>EAMT clearly has enough qualified supervisors, and also use external supervisors. The Doctoral committee makes sure that all Doctoral students are provided with competent supervision, if and when necessary looking to other HEI's for specialists to serve as co- supervisors (SER p.60). Artistic Doctoral students have two supervisors as a rule, one for these work and the other for the artistic work. All Doctoral students benefit from regular visits of foreign experts, who will in some instances also give guidance on their theses and artistic work. The Academy accepts international doctoral students, currently about 20% of the doctoral students come from abroad (SER p.62).</p>								

Student surveys, conducted every two years both through feedback surveys and roundtable discussions indicate that students are satisfied with their studies and supervision. Comments highlighted the competence of the academic staff and professionalism of the supervision. This was also noted during interviews with students and alumni.

It remains challenging for Doctoral students to complete their studies in the standard period of time. This is due to many different reasons, primarily work and family situations, but also linguistic challenges, especially academic writing for international non-Estonian and/or non-English speaking students. With the international ambition of EAMT, it is necessary that the dissemination language of the research conducted be in English. Perhaps Doctoral students could as a rule be offered a course in writing in English?

Students and supervisors have opportunity to present their work internationally and are financially supported. Many are involved in international research projects. EAMT belongs to and is active in several networks that focus on research and artistic partnerships. The supervisors participate in continuous further education through conferences on student supervision i.e. ones organized internationally through AEC and ELIA. The overall ambition is that every Doctoral student will have an international period during their studies.

An important step for making the doctoral programs more sustainable is also taken by establishing the national Graduate School of Culture Studies and Arts. Clear approaches have also been taken in guidance and avoiding plagiarism. Feedback surveys among the doctoral students has provided positive response as well as constructive critique.

Research in music education should be an integrated part of music teacher education in order to be able to further develop the subject and music pedagogy in Estonia. Research is done at the Masters level, however, EAMT does not have the right to grant the Doctoral degree in education studies.

Commendations:

- Doctoral students are financially supported to participate in international conferences and spend longer period studying abroad
- More than 20% of the doctoral students come from abroad

- Foreign experts are involved in supervising and reviewing doctoral dissertations and projects

Recommendations:

- Develop increased opportunities for artistic students to qualify for performing research projects at doctoral level
- EAMT should intensify their efforts for increasing the number of doctoral students finishing studies on time
- The availability of English language support could be increased for Doctoral students

4. SERVICE TO SOCIETY**General comments:**

As stated in DP 2020, EAMT sees its wider role in society in the promotion of a creative mindset (mission statement) and in having an impact on the general living environment and people's well being (SER 4). At the core of all teaching, learning and research done at EAMT is the artistic practice of music and theatre making. Therefore, the institution by default has to be outward facing. This it does very well, is indeed central to the cultural life and development of the Estonian culture. It is highly visible and respected in society.

Staff of EAMT are encouraged to be active participants in various cultural organizations, many holding important positions of prestige and influence. Furthermore, many of the staff are active performers and respected researchers outside Estonia. The institution recognizes how this strengthens EAMT's role and is readily flexible to allow staff to participate in these "outside" activities.

Especially impressive is the openness of the library, with 60% of users coming from the outside.

Commendations:

- Society benefits from the various public performances and concerts. With the new concert hall this will even increase.

- Through active staff there is a strong tie with the cultural institutions of Estonia.
- Teachers, students and alumni contribute at the international arena.
- The Academy is successful in bringing in notable international artists and teachers which present publicly.

Worthy of Recognition:

- The strategy and management of the library is impressive, attracting 60% of its users from outside the Academy.

Recommendations:

- EAMT could consider offering compensation/recognition to staff members who are exceptionally active in the National cultural arena as they contribute to the status of EAMT
- Find ways to connect research activities to the advancement of the profession and address needs of the society

4.1 Popularization of its activities and involvement in social development	conforms to requirements	x	partially conforms to requirements		does not conform to requirements		worthy of recognition	
<p>Requirements: <i>A higher education institution has a system for popularising its core activities. Employees of an institution of higher education participate in the activities of professional associations, and as experts, in other social supervisory boards and decision-making bodies.</i></p>								
<p><u>Comments/reflections:</u> EAMT has employed a public relations manager to oversee the communication and promotion of its activities, and the Concert and Performance Centre office is pro-active and competent. The assessment committee was happy to hear about the commitment EAMT has to young people, the music- and public schools. However, the popularity of music education subjects remains low. Perhaps more emphasize could be placed on EAMT students leading creative projects in the schools, which would increase the visibility of music</p>								

education and perhaps spark interest in music education amongst young people considering a career in music.

EAMT staff is generally very active, and the list of staff members represented in the decision-making bodies of many Estonian professional associations and institutions in the fields of music and theatre, is impressive (SER table 4.1). This insures that information flows freely, and in an indirect way makes EAMT influential in impacting decisions related to Estonian cultural life.

Access and relationship with the media is very good, the institution is highly respected in society and very visible. Being able to bring the public into their own space is however imperative, should the institution be able to grow and flourish. The assessment committee was happy to hear finances have been secured and the construction plan for the new building housing the concert hall and blackbox is on schedule.

Commendation:

- Through active staff there is a strong tie with the cultural institutions of Estonia.

Recommendation:

- Consider sending more student-led creative projects into the public schools.

4.2 In-service training and other educational activities for the general public	conforms to requirements	x	partially conforms to requirements		does not conform to requirements		worthy of recognition	
--	---------------------------------	----------	---	--	---	--	------------------------------	--

Requirements:

A higher education institution has defined the objectives regarding in-service training and measures their implementation.

In-service training is planned in accordance with the needs of target groups as well as with the potentials and purposes of an institution of higher education.

Participant satisfaction with the quality of in-service training is regularly surveyed and the results are used in planning improvement activities.

Comments/reflections:

A number of opportunities within continuing education exist, and refresher training has been in place for several years. Interest in the refresher training is continuously growing. Information and opportunities are displayed on the EAMT calendar and some shorter courses are even arranged and organized in different regions of Estonia.

Stakeholders are involved in planning continuing education programs and systematic feedback from participants gives valuable information on how to further develop new training courses and updating existing ones.

Master classes remain popular and good cooperation between the academic departments and the Continuing Education Center creates possibilities to share visiting foreign lecturers and performers. This also has a positive financial benefit.

As film and media is becoming increasingly important as a medium for actors, young actors expressed the wish to have more opportunities to develop skills in film acting.

Young music teachers feel lacking in practical training, being “thrown into the deep end” when they start working professionally on their own. A mentor system is in place, where experienced music teachers that are specially trained in mentoring should provide assistance and mentoring to young music teachers around Estonia. The EAMT Music Education Institute also encourages recent graduates to seek assistance when facing difficulties. Perhaps this could be further developed to include a forum where newly graduated teachers could connect regularly to discuss, share questions and ideas.

Commendation:

- Continuing education and life-long learning (LLL) activities are well organized and an integral part of the Academy.

Recommendations:

- EAMT could consider offering film acting within the frame of life-long learning, creating more opportunities for actors.
- EAMT Music Education Institute create a forum for young music teachers, especially those not teaching locally, to be able to connect regularly and have a place to share questions and ideas.

4.3 Other public-oriented activities	conforms to requirements	X	partially conforms to requirements		does not conform to requirements		worthy of recognition	
<p>Requirements: <i>Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on those evaluations.</i> <i>A higher education institution contributes to the enhancement of community welfare by sharing its resources (library, museums, sports facilities, etc.) and/or by organising concerts, exhibitions, performances, conferences, fairs and other events.</i></p>								
<p><u>Comments/reflections:</u></p> <p>As EAMT is a performing arts academy, public concerts and theatrical performances form an integral part of the Academy’s activity. They are essential elements of the education for music and theatre students. The concert and Performance Centre produces most of the concerts, the theatre productions are mainly in cooperation with the professional theatres. The majority of concerts are by students, though staff members and visiting artists are also visible in the public performance schedule.</p> <p>There are around 200 public concerts and drama performances per year, (SER table 4.5), which shows that EAMT is a significant contributor to the concert and theatre life of Estonia. It is noteworthy that EAMT is able to produce affordable events, opening up the possibility for those members of society to attend, who might not be able to afford going to the professional venues.</p> <p>Collaboration with various concert producers, organizations and festivals is impressive.</p> <p>The library has developed into the central music collection in Estonia, with an impressive 60% of its users coming from outside EAMT (information received from the interview with the head librarian).</p> <p>EAMT does not have fit for purpose performance spaces for public music and theatre productions. It is therefore imminent that the plans for the new building annex, housing a concert hall and blackbox, continue as planned.</p>								

Commendation:

- EAMT is integral to the cultural life of Estonia through its vast network of collaboration with the performance venues, organizers and festivals.

Worthy of Recognition:

- The strategy and management of the library is impressive, attracting 60% of its users from outside the Academy.

Appendix: Funding for Artistic Research in Estonia

During our work with the institutional accreditation of the Estonian Academy for Music and Theatre, EAMT, the assessment panel has become aware of the need for a wider scope of national project funding which also could include artistic research projects. The field has rapidly been developing within higher arts education in Europe during the last decades.

Artistic research has an important role to play in strengthening the knowledge base of the arts academies. It has a potential of building bridges between artistic work and academic research e.g. within musicology and arts history, and even contributing as a catalyst between artistic teacher's practise based knowledge and experiences, and the knowledge of researchers within arts pedagogy.

The European Association of Conservatories AEC, representing more than 90% of the higher educational music institutions in Europe, has used a wide approach in their description of artistic research which might be of interest: <http://www.aec-music.eu/work--policies/artistic-research> Relevant information can also be collected from the European League of Arts institutions: <http://www.elia-artschools.org/activities/artistic-research>

EAMT has well developed doctoral programs in artistic research. These programs are important for the output of the research activities and also for the qualifications of teachers and their recruitment to higher arts education. However, project funding is of the utmost importance in order to succeed in connecting and involving the artistic staff within higher educational arts institutions in artistic research, - in shared projects with participating artists and researchers and in artistic developmental work. Such programs have been emerging and developing during the last years in several different countries. Some examples could be mentioned as, Sweden: <http://www.vr.se/inenglish/search.4.235f40c212384f2ca66800043.html?query=artistic+research&x=0&y=0> , Austria



Assessment report for institutional accreditation: Estonian Academy of Music and Theatre

(<https://www.fwf.ac.at/en/research-funding/fwf-programmes/peek/>) or Norway (<http://artistic-research.no/prosjektprogrammet/?lang=en>). These programs have proven to be of utmost importance for the field as well as for development of the participating institutions.

The panel would like to recommend that the Ministry of Education consider establishing a National program for project funding of artistic research in Estonia.

On behalf of the expert panel

Most sincerely

Mist Thorkelsdottir