

**EUROAKADEEMIA / EUROACADEMY
MTÜ EESTI EUROINFO ÜHING / NPO ESTONIAN EUROINFO SOCIETY**



**EUROAKADEEMIA / EUROACADEMY
INSTITUTIONAL ACCREDITATION
SELF-EVALUATION REPORT**

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1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

1.1. General management

1.1.1. The EuroAcademy role in the Estonian society

The predecessor of EuroAcademy (hereinafter EA), EuroUniversity, was established in 1997 as a private higher educational institution. In 1999 NPO *Eesti Euroinfo Ühing* became the manager of the EA due to the amendments in legislation. EA provides instruction in five faculties: the Faculty of International Relations, the Faculty of Translation, the Faculty of Business Management, the Faculty of Environmental Protection and the Faculty of Design. In all faculties instruction is provided on the basis of curricula of the professional higher education (hereinafter PHE), in the faculties of Business Management and Environmental Protection also on the Master's studies level.

The **mission** of EA is to facilitate the development of the knowledge-based society. EA goals and activities are guided by the objectives set by educational and research policies in Estonia, which stipulate innovative approach regarding the development of the higher education policy supporting sustainable development in Estonia. The EU is striving for synergy of competences in education and business and public sector.

The EA tends to respond to needs and feedback of the society, i.a. through implementing joint research projects, launching society-oriented initiatives, ensuring links with alumni and employees. EA participates in a number of multilateral and bilateral international projects, which involve educational institutions as well as partners from business, municipal and governmental authorities, NGO.

EA has formulated its concept as follows:

- To provide, with the help of private education, the high-quality higher education on different higher education levels which enables opportunities of different options.
- Attraction of private capital into education and research.
- Creation of multilingual learner-centred instruction system.
- Developing modern and friendly IT-environment.
- Implementation of life-long learning and individually oriented instruction system.
- Development of sustainable development-centred valuation attitudes.
- Development of international cooperation in the sphere of education.
- Setting up high-level competence centres in the directions under development.

EA sees its niche in higher education as the institution with advanced interdisciplinary curriculum and priority research areas, contributing to innovative sustainable development and competitiveness of society. Expected development of curricula integration is presented in Annex 4.

1.1.2. The Development Plan of the EA and related action plans are based on the objectives of EA and take into account national priorities and expectations of the society

The EA Development Plan is designed by the year 2019, to be an updated version of the previous plans (approved by the decision of the Senate of EA on 5 February 2014, updated 12.12.2014). The Action Plans, reflecting the near future of the faculties, were approved together with the EA Development Plan.

The EA Development Plan, its goal and respective tasks are based on the strategies determining the Estonian and the EU developments: “Knowledge-based Estonia” – Estonian research, development and innovation strategies I, II and III, “Europe 2020”, “Estonia 2020” – Estonia’s competitiveness plan, “Estonian Entrepreneurship Growth Strategy 2014-2020”, “Sustainable Estonia 21”, “Estonian Environmental Strategy 2030” and others, as well as doctrinal documents of Estonian education – “Estonian Strategy of Higher Education” (2006-2015), “Smart and Active People” (2015-2018), Standard of Higher Education.

The EA Development Plan consists of two parts. The first part comprises general principles governing the development of the Academy and its goals. The second part is devoted to the individual priorities for the faculties and functional development areas. The Development Commission of the EA Senate has been set up to supervise, monitor and revise the Development Plan on a regular basis.

The University has determined its mission, vision and values as hereunder.

The **mission** of EA is to be an institution contributing to the development of a knowledge-based society. In its activities, EA is guided by the objectives set forth by the educational and research policies in the European Union and Estonia. EA promotes science, education and culture and develops society through learning and research activities, creating prerequisites for the development of important research areas in international cooperation. EA ensures high-level education and shapes responsible and active citizens, thus providing a competitive advantage to the EA students.

EA responds flexibly to the needs of the society, developing its curricula. EA develops cooperation with the enterprises, partner universities and public sector, as well as facilitates international cooperation by participating in programmes and projects.

Vision for the year 2019

EA maintains a considerable position in the network of the European HEI among 20 smaller universities (according to the EBA the Best Universities Ranking 2014 - Best Regional Universities, Europe; Western, Eastern and Central), targeting interdisciplinary curricula and research areas, supporting the developments in the Estonian society and the competitiveness of Estonia and gains international recognition through this.

Respecting the different areas of activity of the EA, the following targets for 2019 have been set down, to which the action plans of the EA and its subunits have been oriented.

Academy and the society – Each specialty develops cooperation with various organisations, especially with professional organisations and associations and civil society associations; participation in the local, national and international decision-making bodies; participation in the networks of higher education; research outcomes of the specialty are disseminated in the press and academic publications.

Organisation – Two laboratories and two centres of competence; knowledge base covering the whole study and research activities; quality assurance system complies with contemporary requirements and standards.

Studies – Master's studies are provided for all specialties (in five faculties); integrated Master's studies that cover the core specialties; 100 students attend Master's studies; all curricula are provided in Estonian, Russian and English.

Research and development activities – Joint research projects with partners in Estonia and abroad; a laboratory of digital study aids is operating; institution-based start-ups, incl. potential bases for practical training are established.

Students – The number of students in all specialties and forms of study amount to 1500-2000, ca 100 in the Open University; student recruiting through the networks in Estonia and abroad.

International relations – Participation in 30 international conferences and 30 academic publications each year as a minimum.

Infrastructure – Two labs and two centres; the knowledge base covers the whole study and research field.

Finances – The study fee is increased by ca 5% annually. Income from auxiliary and external sources grew up. Conservative financial policy.

Values

Academy deems necessary to value knowledge and education, shaping of a scientific world outlook, improving the quality of life, sustainable development and preservation of the environment. Academy underlines and shapes values in the society that build on ethical values. Academy preserves and facilitates traditions.

In keeping with the above, the Development Plan of EA presents the directions of development and goals as hereunder.

It is emphasised, as a general direction of development, that EA is a interdisciplinary and sustainable private institution of higher education that is acting on the international level in the areas of humanitarian, social, natural sciences, as well as arts, as well as an internationally recognised study and research centre supporting innovation and engaged in the areas of importance for the EU and Estonia.

The main area in assuring study quality in EA is the development of the system of modules of secondary specialties supporting interdisciplinary specialization while proceeding from the academic and applicable knowledge potential.

The general goals include internationalization through further integration into various international networks, as well as ensuring international recognition as a study and research centre; strengthening cooperation with Estonian society and contributing to Estonia's competitiveness, responding to societal demands; promoting principles of balanced sustainable development, public health and environmental conservation; guaranteeing education quality and career prospects of its graduates;

1.1.3. The key performance indicators of the EA

Alongside with a total number of students and financial indicators, EA considers the following indicators as important:

1) Indicators of research, development and learning activities (Table 1.1).

Table 1.1. Some indicators of research, development and learning activities

Indicator	2013	2019
Research and development activities:		
Number of publications 1.1, 1.2, 2.1 and 3.1 in <i>ETIS</i> per one member of academic personnel (full workload)	0.97	1.3
Sums allocated to RDC in total budget (%)	12.2	14
Studies		
First year drop-outs (%)	9.5	8
Proportion of foreign students (%)	5	15
Number of courses of in-service training	1	8
Student mobility (%)	1.8	3

2) Number of curricula: At the moment EA has the right to provide instruction on the basis of 21 curricula (Table 1.2).

Table 1.2. Active Curricula of the EA (2015)

Curriculum	Instruction language- Estonian (reg. code)	Instruction language- Russian (reg. code)	Instruction language- English (reg. code)
Professional higher education			
Interpreter	111074	121977	
Business Management	111194	121937	137098
Fashion Design	111196	122037	
Interior Design	111197	122057	
International Relations	111199	130238	137137
Environmental Protection Specialist	111201	122017	137077
Master Studies			
Environmental Protection	111202	121997	137097
Economics and Business Management	111195	121957	137117

3) Number of graduates: The total number of students acquired higher education reached 1955 (on average 115 graduates each year). In the period 2012-2014 33 diplomas *cum laude* have been issued. The distribution of graduates per level of study has been provided in Table 1.3.

Table 1.3. Graduates of EA by higher education study levels

Period	Bachelor+Dipl. HE	Master Degree	PHE
1998-2011	1412	208	
2012 - Jan. 2015		46	289

4) The academic personnel of EA have been formed of highly qualified teaching staff internationally recognised in their area of specialization. There are three members of the Estonian Academy of Sciences, two members of the European Academy of Natural Sciences and one member of the Oxford Academic Union among the academic staff. The distribution of the qualification levels of the academic personnel has been presented in Chapter 1.2.1 of this self-analysis. Seven doctoral degrees defended during the accounting period are one of the indicators of the development of the qualification of academic personnel.

The academic personnel/student ratio was 1/7 in the autumn term of this study year, 21 students per one administrative employee and 28 students per one member of support personnel (0.15 academic persons per one student, 0.04 administrative workers and 0.05 support personnel members).

The R&D of the academic personnel has been described in Chapter 3 of the Report. The important indicator is average annual academic production of one employee in a principal job which is measured by indicator of one internationally acceptable scientific publication per employee. The total number of publications during the accounting period is 139.

Academic personnel take active part in the public life. 86 various articles and comments have been published in the accounting period, the lecturers participate in the expert bodies and activities and management of non-profit organisations (41 positions).

5) Cooperation as key indicator is divided into several parts: cooperation with partners for conducting studies, incl. practical training, international cooperation and cooperation in the area of research which has been described in Chapter 3.2.3. The number of students having annually participated in the student mobility programmes amounts to 19-27, most of the stays have been short – participation in Erasmus Intensive Project, winter/summer schools and visits supported by the DoRa programme.

1.1.4. The Development Plan and action plans of the EA are managed by the top management, engaging the membership and various stakeholder groups

For development and complementation of the development plan, the Development Commission of the EA Senate has been set up, with the task to supervise the development, to analyse the positions of the development plan and to update it periodically, doing it in cooperation with administration of the EA.

The development plan and action plans of EA are elaborated, taking account of the social and economic situation in the country and the changes thereto. Considering the trends on the national level in the activity of EA is possible while analysing the strategic documents from various areas of life such as documents regulating higher education, the Estonian higher education strategy 2006-2015, development plan of the *HTM* “Smart and Active People” (2015-2018) and strategies of the Republic of Estonia and the EU “Sustainable Estonia 21”, “Estonian Environmental Strategy 2030”, National Competitiveness Programme “Estonia 2020”, etc.

Involvement of ideas and visions for the future of various stakeholders into elaboration of the development plan takes primarily place through belonging into various stakeholder groups of our leading teaching staff: in the activities on the national and municipal level, in the activities of professional associations, as well as participation in the activities of various EU institutions.

Connection with stakeholder groups takes place also through cooperation with various partners under agreement: companies, public sector, and international partners.

Composing of development plans takes place with participation of the EA structural units, with teaching staff, alumni and employers involved. Development plans of the faculties are composed by faculty councils, as the proposal to be approved at the EA Senate. Hence the leading teaching staff of various areas is involved in the process of composing of the development plans.

The preparation of the development plan builds on the concept specifying the content and main areas of development. Development plan addresses the tasks of various periods, mostly with a five-year perspective, while action plans are adjusted upon the performance of the short-term tasks and revaluing of priorities. Related to the changes having taken place during the past years in the legal status of EA the development plan has been adjusted in the years 2011, 2013.

The version of current development plan until 2019 was approved in 2014 (Senate resolution of 05.02. 2014) and this is based on the strategic decision of 2013 of the Board of the manager of EA, NPO *Eesti Euroinfo Ühing* “EA Strategy 2020”, determining the EA concept and important targets 2020.

1.1.5. Responsibilities have been specified and described on all levels of management, supporting the achievement of the objectives of the EA and cohesive operation of core processes

Administration system of the EA is oriented to achieve the goals of the institution and coherent operation of processes. Administration system is in compliance with the laws of the Republic of Estonia and it has been set down by the EA documents.

The management system of the EA has two levels – the first level proceeds from the Private Schools Act and Non-Profit Associations Act, and the second level from the Private Schools Act, Institutions of Professional Higher Education Act and Universities Act. The management structure of EA is presented in Annex 2.

The Rector of EA is elected in the open competition by the Board of NPO *Eesti Euroinfo Ühing*. The tasks and rights of the Rector are determined in the EA Statutes (§ 12). The Rector submits proposals to the Senate for establishing the structural units of EA and appoints the heads of the approved structural units. In the period between the sessions of the Senate the issues related to the studies and finances are solved by the Government of EA, comprising the heads of structural units and representatives of administration. The Rector approves the tasks and rights of structural units and the job descriptions of the employees of structural units. The activities of the structural units, incl. faculties are governed by the respective statutes. The statutes of the functional units are also approved by the Rector.

The general organisation of the study activities, incl. the administration of the database of the data on the accounting and performance of the students is the task of the Office of Academic Affairs. The Personnel Department is responsible for the employment of teaching staff and other staff, conduct of the Employment Contracts Register.

The Accounting Department is responsible for the legality of the financial operations, acting in accordance with the Accounting Policies and Procedures. The Administrative Department

is responsible for the organisation of administrative and material support structures. The activities of the Student Council are regulated by the EA Statutes.

1.1.6. The internal and external communication of the EA

A committee led by the Rector is engaged into the issues of internal and external communication and image building of the EA. Both internal and external communication is an important function of the management process. The plan of events as well as the media plan is composed, taking into consideration both the tasks of student admission and making a positive image of the institution. The specialized media agencies are involved into the plan implementation. TV, radio, printed and internet media are the channels for disseminating information in EA activities.

The internal communications related to the study activities are in the realm of the Office of Academic Affairs, which i.a. is using Intranet, Study Information System (*ÕIS*), electronic information boards and homepage. Having in mind the size of the EA, administration and deans are usually available for individual counselling as well. The dean's hour is organized regularly at the beginning of the study year, and *ad hoc* as needed.

According to the EA Statutes, the representatives of students participate in the work of decision-making bodies (faculty councils, Senate, EA Government). The Student Council of EA is a member of the Estonian Students' Association.

For admission purposes, EA has established contract relations with Estonian-language system SAIS (admission information system) and international information system *masterstudies.com*. EA regularly participates in the educational fairs in Estonia: *Teeviit* (Tallinn), *Intellektika* (Tartu), *Orientiir* (Narva) etc. EA has participated in the educational fairs abroad (Kiev, St.-Petersburg, Riga). Each year a brochure in three languages introducing study opportunities is prepared. In addition articles and advertisements on EA have been published in foreign journals Public Service Review, Global Scientia, Adjacent Digital Politics, and in the collection distributed in the Estonian representations abroad.

The EA has a long-term tradition of celebrating commemorative and meaningful dates, which first and foremost include the Europe Day on May 9 (which includes awarding the winners secondary-school student competition), and the World Environment Day on June 5. In mid-June graduates are planting oak-trees in the EA Park.

EA has cooperation relations with several upper secondary schools (Chapter 4).

In 2012 EA arranged an exhibition in the Estonian National Library to celebrate its 15th year of activity. Art students hold annually public fashion shows and exhibitions of creative works in public spaces. The students of EA have volunteered during the liquidation efforts of oil contamination of the Gulf of Finland, they have participated in the annual tree-planting campaign and the "Let's do it" cleaning up campaigns. Means for the pet rescue centres have been also collected as charity work.

The external communication of EA also includes participation in the activities of professional associations and organisations, non-profit organisations and advisory bodies of various levels and juries in Estonia and abroad (Chapter 4).

1.2. Human resources management

1.2.1. The principles and procedures for employee recruitment and development arise from the objectives of the Development Plan of EA, and ensure academic sustainability

EA's human resources management is based on the objectives specified in the Statutes, and the mission and development plan of EA. Human resources management observes the requirements of the legislation of the Republic of Estonia (Institutions of Professional Higher Education Act, Private Schools Act, Standard of Higher Education, Employment Contracts Act, regulations of the government of the Republic) as well as internal regulations of EA (EA Statutes, Statutes of EA Senate, Statutes of the Faculty's Council, Statutes of Structural Units, Election Procedure for Filling In Vacancies of Full-Time Professors and assistant Professors, Procedure for Evaluation of Lecturers, Work Procedure Rules and others). The human resources management of EA considers the sustainability of EA and the systemic development of staff.

The personnel of EA include academic staff, managerial staff with the duty to conduct studies, managerial and administrative staff, support staff.

The procedures of recruiting the personnel are different for different groups of positions. The positions with election include professor, associate professor, rector, dean.

EA's academic staff positions are professor, assistant professor, lecturer, assistant, and teacher. When recruiting academic staff, a public or in-house recruitment competition is held.

Proposals regarding employing academic staff are made by the Council of a respective Faculty based on its needs aiming to ensure the completion of the curriculum and quality and sustainability of academic staff. The Faculty's Council previously evaluates whether a candidate meets the qualification requirements and makes a proposal to the Senate to elect the candidate. The Council of a respective Faculty makes a proposal to the Rector for signing an employment contract with the employee to be appointed as lecturer or visiting lecturer invited to conduct studies.

EA's Rector is elected by way of public competition. Pursuant to EA's Statutes, NPO *Eesti Euroinfo Ühing*, manager of EA, announces a competition for filling in the position of the Rector. Election results are approved by the Board of NPO *Eesti Euroinfo Ühing*, whose eldest member enters into an employment contract with the Rector for a specified period. The Board of NPO *Eesti Euroinfo Ühing* authorises the Rector to enter into employment contracts with EA's staff.

In relation to the change in EA's status and, consequently, in the requirements arising there from, elections of professors emeritus, professors and associate professors were conducted in the spring of 2012, which were based on the proposals received from the Faculties. One title of honorary professor was awarded. In the following years, elections of associate professors and professors were conducted according to the proposals received from the Faculties.

The conformity of the managerial staff with the duty to conduct studies to their positions has been evaluated twice. In the autumn of 2012, the conformity of full-time teaching staff to the requirements set to the positions of lecturer, assistant and teacher was evaluated.

Upon recruiting non-academic staff, a suitable person is invited to apply. The final decision about the suitability of the candidate is made by the Head of a respective structural unit. The Human Resources Department plays an advisory and supporting role in staff selection.

As at 31.12.2014, the total number of EA's regular employees was 51, who filled in 35.85 full-time positions.

Table 1.4. Number and average age of permanent employees by qualifications and profile

	DSc	PhD	MA	=MA	BA	PHE	TEH	Number of employees in full-time units	Average age by profiles
Professor emeritus	1	1							
Academic staff	5	11	5	13	0	0	0	22,7	61,2
Incl. managerial staff with the duty to conduct studies	2	5	1	5	0	0	0		58
Managerial and administrative staff	0	0	2	3	0	2	1	7.4	50
Support staff	0	0	1	4	0	0	2	5.75	63
Average age by qualification	75	63	45	60	0	34	69	35.85	58

Note: *DSc* – Doctor of Science; *PhD* – Doctor of Philosophy / Candidate of Science; *MA* – Master's Degree; *=MA* – Corresponds to the Master's Degree; *BA* – Bachelor Degree; *PHE* – Professional higher education; *TEH* – Qualification between secondary and higher education

EA's academic staff includes permanent lecturers, managerial staff with the duty to conduct studies, and visiting lecturers. On the average, 30-35 visiting lectures participate in conducting studies during one term. The number of foreign lecturers who deliver their course in full volume is 3 to 6 per year. The total number of academic staff in recent years has been given in Table 1.5.

The curricula with Russian as the language of instruction opened in the academic year of 2013/14 brought an increase in the number of lecturers. After opening the curricula with English as the language of instruction the number of academic staff will obviously grow due to an increased number of students.

Table 1.5. Number of academic staff and their average age

Year	2010	2011	2012	2013	2014
Number of academic staff	151	142	111	105	112
Average age of academic staff	54	55	53	54	53

9 lecturers hold *DSc*, among them there are 3 Members of the Estonian Academy of Sciences: J. Martin, A. Kõörna, and A. Raukas. 7 lecturers holding a *PhD* degree defended Doctoral thesis during the last five years: 2010 – Arvi Hamburg, Anna Rannaste; 2012 – Maritana Sedõševa, Juhan Värk, Indrek Sell; 2013 – Maret Branten; 2014 – Jana Põldnurk.

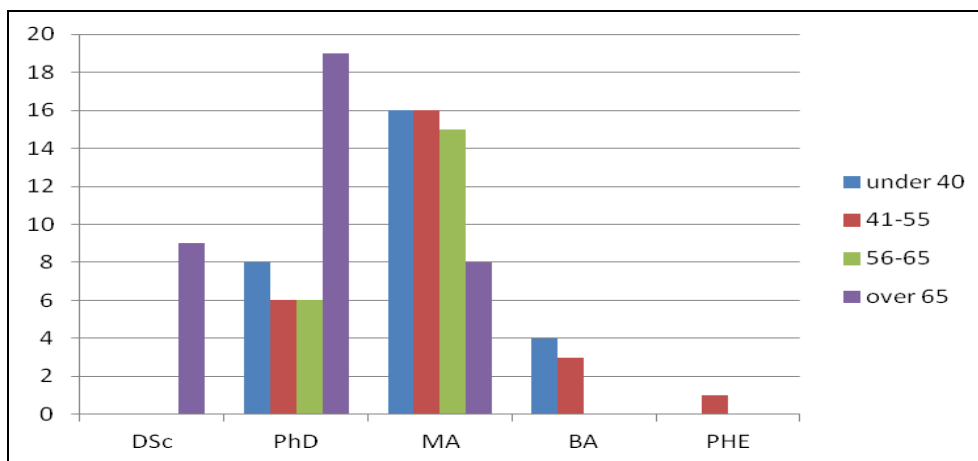


Figure 1.1. Number of academic staff by qualifications and age groups in 2014

During the last three years, the number of lecturers holding a *PhD* degree has increased in age group under 40, while the number of lecturers holding Master's degree or with the qualifications equalled to a Master's degree has been quite stable (Figure 1.2).

An important part of the human resources management policy of EA is to prepare its best Master students to become members of the academic staff of EA.

The Faculties engage their alumni to conduct studies, which helps ensure the rejuvenation and sustainability of academic staff. A significant role is attributed to experienced lecturers, supervising younger assistant lecturers, often among the alumni (Table 1.6).

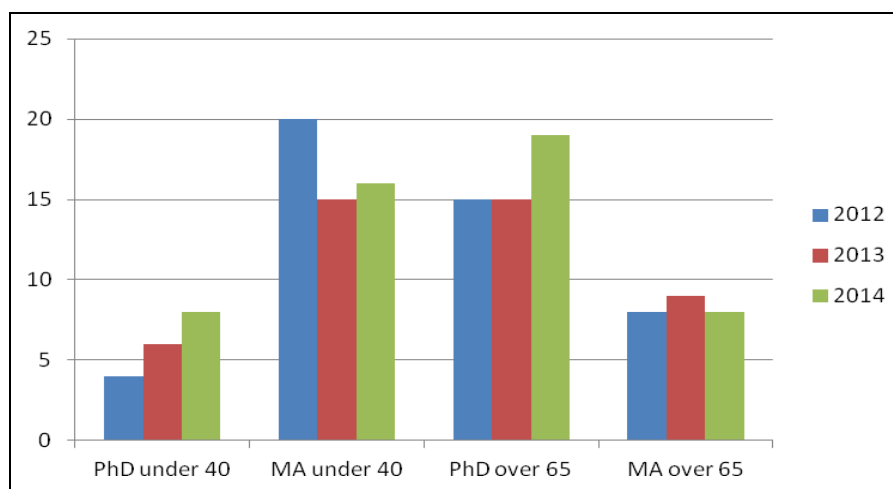


Figure 1.2. Number of lecturers with *PhD* and *MA* degree in different age groups

Table 1.6. Participation of EA's alumni in conducting studies by Faculties

Faculty	2010	2011	2012	2013	2014
BM	3	4	1	5	6
Translation	2	3	3	3	2
Environmental Protection	5	5	3	2	3
International Relations	1	1	2	1	2
Design	4	4	3	2	2

EA has systemic activities to develop its personnel:

- Support for doctoral studies. EA has supported the doctoral studies of its personnel by offering publishing opportunities, organisation of editing of publications, supporting with knowledge and enabling time for doctoral studies.
- Offering of the publishing opportunities to the teaching staff of EA. EA publishes scientific journal *The Baltic Horizons*.
- EA offers to its teaching staff the experience of participation in international projects, e.g. the projects “Poverty as the Challenge for Management Education”, “Hazard project under EU Strategy for the Baltic Sea Region”. The development of academic staff through participation in the projects of faculties.
- Regular internal seminars for the teaching staff of EA (teaching methods, new professional knowledge).
- Participation of staff in the network of EDEN and programmes of mobility Erasmus and DoRa.

Both the academic staff and managerial and administrative employees can, upon coordination with their immediate superior, participate in conferences, seminars, refresher courses, and training with the aim of individual development. As examples of in-service training conducted for EA's employees seminars on copyright, e-learning options and e-courses on design as well as on the implementation of the study information system *ÕIS*, seminars for accountants, human resources management courses, digital archiving, first-aid provider courses, etc. can be mentioned. The employees improve their qualification in formal education: in 2011 secretary of the Office of Academic Affairs defended her Master's thesis, in 2014 – IT specialist; the accountant currently pursues her Master's studies at the Tallinn University of Technology.

Qualifications of academic staff by age groups and gender in 2010-2014 have been presented in Annex 5.

1.2.2. Selection and evaluation of academic personnel

Selection and evaluation according to the established qualification requirements (Institutions of Professional Higher Education Act and regulations of the EA Senate) and election rules for full time leading lecturers, professors and associate professors, was proceeded three times during the 2012 and 2013 – 7 professors and 9 associate professors. In 2012 evaluation of 14 academic staff members conducting teaching proposed by Faculty councils was accepted by Senate. In 2012 EA Senate elected 2 *Professor emeritus*, long time staff members. Rector of the EA was elected on the base of open competition and appointed by the Board of NPO *Eesti Euroinfo Ühing* in 2012. Dean of the Business Management Faculty was elected by Senate and appointed by Rector in 2013.

1.2.3. The principles of remuneration and motivation of employees

The amount of remuneration is agreed upon between the employer (or its representative) and a particular employee. The conditions of remunerating the employees are stipulated in the Work Procedure Rules and specifically in the employment contract with each employee.

With regard to academic staff, the minimum hourly fee rates depending on the qualifications have been set. No maximum rates have been fixed. The fees for supervising graduation and

Master's theses are established by the Rector's directive, which serves as the basis for remunerating the work performed by supervisors and reviewers. Special agreements are made with employees regarding supervising and reviewing.

Paying remuneration to non-academic staff is based on the minimum wage established by the Regulation of the Government of the Republic. No maximum rates have been fixed. The amount of remuneration is agreed upon between a particular employee and the employer upon entry into an employment contract.

With the aim of motivating the employees, additional pay is paid for the performance of any extra tasks as well as bonuses. From the 50th birthday, an employee is paid a single so-called jubilee bonus every 5 years. On Christmas, either a Christmas bonus is paid or a Christmas gift is made to the employees.

In case of the death of a close relative (father, mother, spouse) an employee is paid a single allowance.

Employees are motivated in a non-monetary form as well, which is appreciation extended to an employee by the Rector's directive or Rector's letter of commendation.

1.2.4. Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed

Employee satisfaction is researched on a regular basis. In 2012 the company *Riskianalüüs OÜ* conducted a comprehensive risk analysis at EA. Based on the feedback received certain changes were introduced aiming to improve the work and study environment as well as living conditions. In Table 1.7 employee satisfaction with the management and work conditions is presented.

The Figure 1.3 reflects the dedication and loyalty of the staff currently employed by EA.

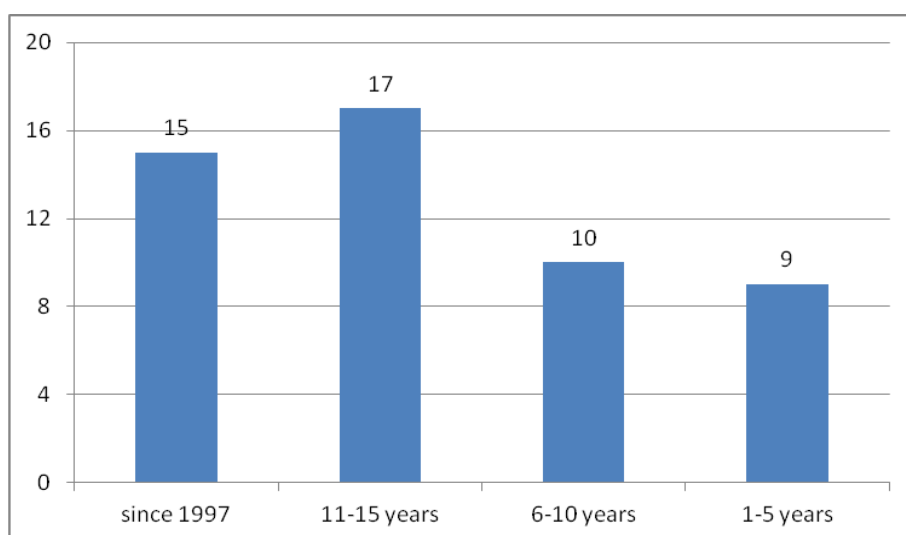


Figure 1.3. Employees have been worked in EA

Table 1.7. Employee satisfaction with the management and work conditions

	Employee satisfaction, percentage
Employer provides rest periods	100
Possibility to pass decisions independently	100
Work is varied	100
Remuneration is commensurate with the work performed	60
Work requires responsibility	100
Opportunities for in-service training are adequate	100
Recognition given for work is motivating	87
Work enables to build a career	80
Communication climate is good	87

1.2.5. Employees participation in the international mobility

The most important programmes, projects, cooperation agreements and events supporting the international mobility of the academic staff of EA have been presented in Table 1.8 and Table 1.9.

Table 1.8. Employee participation in international training projects and networking

2005	EA started to participate in the Erasmus programme
2008	EA joined the DoRa programme
March 2009	EA became the member of EDEN Association
2010	EA started to participate in the IMTA Association
2010-	CEEMAN/PRME project “Poverty as a challenge to management education”
2011-2012	Erasmus programme seminars, Bialystok
2011-	EDEN conferences and seminars
2011	Conference “Good Governance: Challenge of Modernity”, Baku European Environmental Forum: EURO-ECO, Hannover BUP meetings in Uppsala IMTA programme, Slovenia
2012	The 7 th International Association for Lichenology Symposium, Bangkok Erasmus International Summer School, Valmiera, Latvia V Astana Economic Forum, Astana, Kazakhstan Agreement with Academy of Public Administration under the President of the Republic of Kazakhstan The Entrepreneurial Universities 2012 Conference, Münster, Germany
2012-2013	Erasmus teaching mobility, Baltic International Academy, Riga, Latvia
2013	Co-operation meeting, Russian Ac.Sci. Urals Dept. Institute of plant and animal ecology, Yekaterinburg 15 th Baltic Development Forum Summit, Riga, Latvia International Conference “Russia and East Central Europe: A Fresh Start”, Berlin. Winter School 2013: Russia-NATO-EU, Novgorod, Russia The Hazard project under EU Strategy for the Baltic Sea Region
2013-2014	Erasmus teaching mobility, Università degli studi G. D’Annunzio, Italy Erasmus staff training, Universidade da Beira Interior, Portugal
2014	INTERREG, co-operation project “Hazard” meeting, University of Turku Oxford Summit of Leaders, Oxford Academic Union, Oxford, GB

Table 1.9. Targeted investment of staff members for participation in mobility activities

Year	2011	2012	2013	2014
Investment, €	16455	10002	7351	9617

During the last years, short-term mobility of foreign lecturers under Erasmus programme has increased, in which case the topic of a lecture/lectures complements the course delivered under a curriculum.

1.2.6. Employees base their activities on principles of academic ethics

The Code of Ethics of EA's members stipulates standards of conduct of the lecturers, students and non-academic staff in work as well as in mutual communication. Academic practices are separately specified in Section 11.3 of the Study Regulations.

In case of any violation of ethical standards or rights of EA's members the decision-making bodies of EA can make proposals for discussing such issues or a special committee is formed.

There have not been any cases of violation of academic ethics.

1.3. Management of financial resources and infrastructure

1.3.1. The allocation of financial resources is based on the objectives of the EA development

Financial activities of EA are regulated by the legislation of Estonia, the Statutes of the EA and respective accounting policies and procedures. The mid-term budget plans are approved by the Management Board of the NPO *Eesti Euroinfo Ühing* for the period of five years and the figures are adjusted on a yearly basis. The annual report, audited by the auditor, is approved by the general meeting of the NPO *Eesti Euroinfo Ühing*.

Revenue of EA primarily comes from tuition fees (Figure 1.4). Revenue planning is based on the expected number of students and the average tuition fee per student. As during any study year some students move from full-time studies to part-time studies, use the opportunity of an academic leave or discontinue studies, the average intake for one student comprises 76% of the average annual tuition fee in full-time studies (as for 2014). Alongside with the number of students the revenue is influenced by the completion of the curriculum within the nominal study period.

Table 1.10. EA's revenue basis per student, €

Year	2012	2013	2014
Average tuition fee	1813	1813	1913
Average annual receipt of tuition fee per student	1269	1373	1574
Number of students (average per year)	631	600	590

The change of the status of EA from a university to an institution of PHE in 2012 was accompanied by meaningful drop in revenue. In 2013 and 2014 revenue started to increase again. Compared to 2012, the revenue of the EA increased by 16% in 2014.

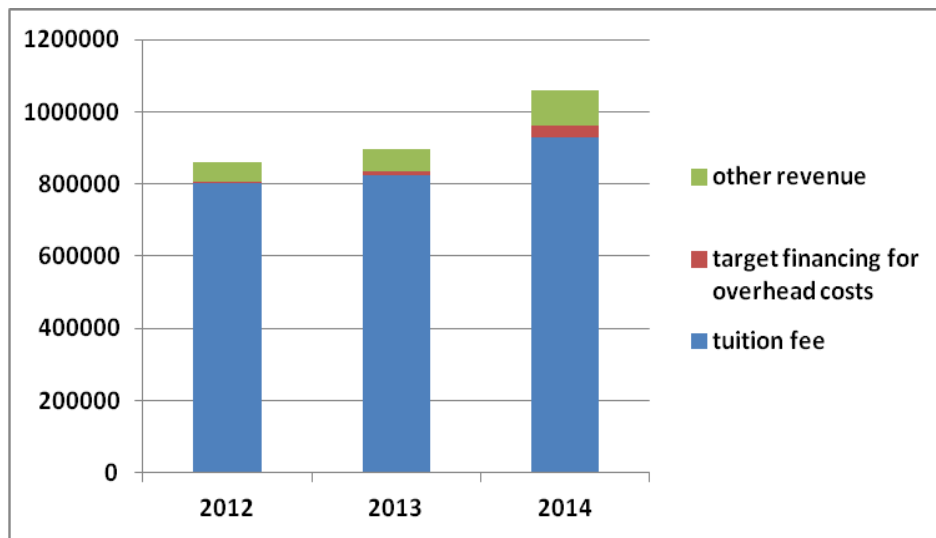


Figure 1.4. Revenue of EA, €

The structure of costs is mostly made up of wages and salaries with taxes, and rental costs (Figure 1.5). Labour costs make up 55% of the total costs. The EA is pursuing a plan of gradual optimizing costs, first and foremost at the expense of fixed costs in administration.

The gap in between revenues and costs has been covered by the reserves accumulated in previous years. Though EA have been forced to spend a part of the reserves during the last three years, still the assets available exceed the minimal level of the fund established by the law at 3.5 times. In 2015-2016 EA expects positive inflow into the owners' equity (accumulated funds).

The Figure 1.6 demonstrates the ratio of the available equity capital to its minimal levels established by the law.

Substantial volume of available liquid assets affords the EA to repay obligations timely. The values of debt and liquidity ratios are presented in the Table 1.12.

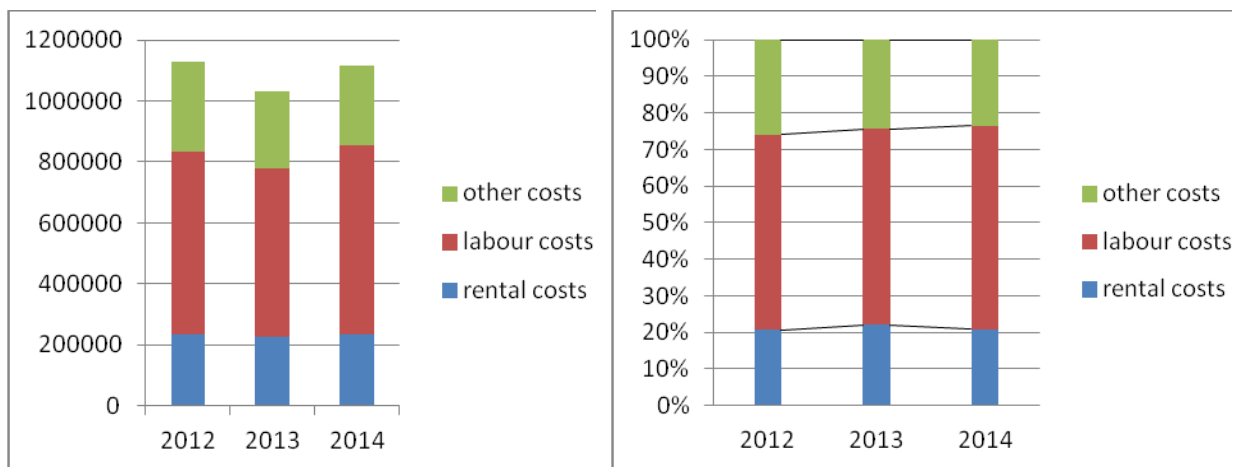
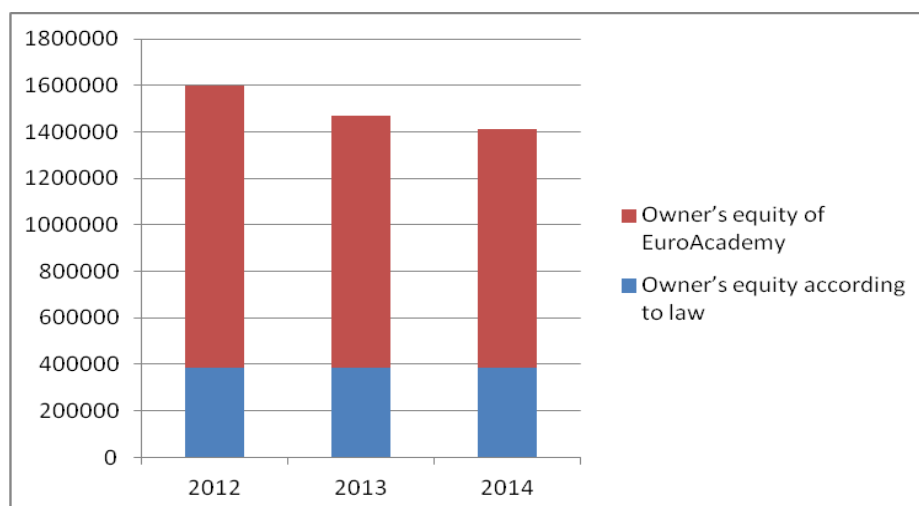


Figure 1.5. Costs of EA, €

Table 1.11. The owner's equity (accumulated funds) of EA, €

Year	2012	2013	2014
Annual spendings of owners' equity	263101	130170	62284
Total owners' equity	1600216	1470046	1407762

**Figure 1.6. Owners equity of EA and legal requirement, €****Table 1.12. Debt and liquidity ratio**

Year	2012	2013	2014
Current debt ratio	0.18	0.2	0.18
Liquidity ratio	5.45	4.75	5.21

The registration of curricula in English (2015) has widened prospects for attracting international students. The opportunity to increase dormitory facility in 2015 is considered, to make the English-language programs even more favoured. Investment appropriations are expected at EUR 210,000, additionally to the existing 32 apartments for 64 beds. In the period 2007-2009 the price of apartments was decreasing as a consequence of real estate market crisis. Starting from 2010 the cost of apartments has been increasing and as of 01.01.2015 the total cost of apartments was EUR 739,000. The apartments are assessed by the experts of *Pindi Kinnisvara AS* each year on a regular basis.

According to the annual financial reports, the value of accumulated investments in the last three years has been presented in Table 1.13.

Table 1.13. Investments, €

Year	2012	2013	2014
Fixed assets	244237	221352	219377
incl. library stock	72469	83170	84650
Investment properties	636920	666800	739000

1.3.2. Information systems of the EA

EA tends to allocate modern and regularly updated information systems in management, which correspond to the scope of the institution and respective tasks. The following systems can be mentioned:

- Study Information System (*ÕIS*), which incorporates various data on students, curricula, subjects, assessment results etc.
- Web-based study information system Intranet is available for organising studies, providing access to study materials, study outcomes, timetable, notifications, tests and a social forum.
- Database STUD is supplementing Intranet, is used for managing the study process.
- Personnel management database *REGINA* containing data on the staff of the EA and their employment relations.
- Accounting platform C1 V7, 7.
- Whole-Estonian library catalogue system *RIKS*, allowing library stocks' exchange among all main public and university libraries.

The information systems are administered by *IT-Audio Ltd.* In more detail the information on the IT means can be found in Chapter 2.4.4.

1.3.3. The working conditions of the staff, study environment and RDC conditions

EA is renting premises from *AS Talleks* at Mustamäe tee 4 and Pirni 5 (total area 2485 m²). Usable floor space per student is 3.15 m². The buildings have 24 classrooms, incl. 3 computer classrooms (total 49 user seats), multimedia classroom, arts and design studio, sewing classrooms, 3 research laboratories, herbarium, library/digital library. There is a hall for organising events accommodating 100 people.

Permanent staff has workrooms equipped with networked computers and printers. Part-time staff can use teachers' rooms. At disposal of the staff and students are system-integrated Xerox Work Centre Pro 165 and Canon iRA- 4025i copier machines. All computers are connected to the Internet through the local area network. Information exchange, web services and file management are ensured by three servers. Internet connection is provided by AS Elion at the broadband speed rate of 50/50 Mbps. All rooms of EA have Wi-Fi. EA replaces computers and software on a regular basis.

There is a budget canteen in the building of Talleks, as well as a number of cafés are located in vicinity. Vending machines are available in both buildings of the EA. Additionally, EA has two furnished kitchens for students and teachers respectively.

EA pays special attention to investments into library. It possesses about 19600 units, which covers all study needs of the faculties, as well as priority areas of research. Besides, library supports access to electronic databases EBSCO (Academic Search Premier, Business Source Premier, Regional Business News, MEDLINE, ERIC, MasterFILE Premier, Health Source - Consumer Edition, Health Source: Nursing/Academic Edition, Newspaper Source), ESTLEX (legal acts of Estonia). The students of EA make use of the opportunities offered by the libraries of other universities, as well as universal Tallinn City and National Libraries. Starting from 2007 the e-learning environment Blackboard Learning System (BLS) and Estonian e-university were launched.

The recent developments of infrastructure included new environmental laboratory, upgrading of the computer classroom. The Faculty of Environmental Protection has three laboratory rooms and a herbarium. The herbarium of the Faculty of Environmental Protection is registered with the international register Index Herbariorum kept at the New York Botanical Gardens (NYBG) and contains collections of lichen, mosses and other natural objects (ca. 40,000 specimen) from various regions of the world. Herbarium collections form the basis for the practical training in biological diversity and bioindication and for compiling Graduation and Master theses.

The students and lecturers have access to a parking lot free of charge. The renovated dormitory in EA property is available for 64 students for a reasonable price.

The EA faculty and students indicates satisfaction with the working conditions and environment. Regular student and employee surveys are carried out, and feedback received is subject to analysis and practical measures undertaken to further improve study environment. The following table 1.14 shows the degree of satisfaction with work conditions.

Table 1.14. Employee satisfaction with work conditions

	Employee satisfaction, percentage
Equipment of the workplace, sufficiency of space	93-100
Lighting of the workplace	80
Temperature of the working environment	80
Quality of the air	67

Strengths

1. EA has found its niche in the Estonian system of higher education as a private institution of PHE.
2. The development concept and strategy of university comply with the development areas and expectations prevailing in Estonian society and tend to implement interdisciplinary approach in curricula development.
3. EA is a recognised regional establishment of higher education in CEE and beyond.
4. EA possesses functional relations with the professional associations and civil society organisations.
5. Stable, well-developed team; sustainable loyal staff.
6. Possibility to attract practitioners of the high level to teaching.
7. Shaping academic posterity and ensuring sustainability by way of encouraging EA's alumni to conduct studies and research.
8. Conservative financial management.
9. Stability of assets, sufficient financial liquidity.

Areas for improvement

1. In relation to the growing internationalisation it is reasonable to establish a special unit responsible for guest students and lecturers.
2. Stimulate and increase international mobility of academic staff and international publication activity.
3. Increase of the share of lecturers of younger age group.
4. Digital feedback system as well as the system of interacting with graduates and employees needs enhancement.
5. Attraction of external financing for developing research, development and creativity activities.
6. Increasing number of international students necessitates further development of hostel services available.
7. Increase investments for development of infrastructure and study environment.
8. To improve planning of human resources development: individual development, in-service training.

2. PROVISION OF EDUCATION

2.1. Effectiveness of provision of education and formation of student body

2.1.1. EA has defined objectives related to the provision of education and measures for their achievement

Joint objectives related to provision of education are determined in the EA Development Plan, development plans of single Faculties, activity plans of support structures. The EA Development plan is based on the provisions of Estonian legislation governing the area of higher education (Institutions of Professional Higher Education Act, Standard of Higher Education, Estonian Strategy of Higher Education for 2006–2015, General Features of Estonian Education Strategy (2020), “Sustainable Estonia 21”, The Concept of Environmental Education of the Republic of Estonia, etc.). Besides, the learning objectives and learning outcomes, likewise the graduates' opportunities in the labour market are determined by each curriculum.

The objectives related to the provision of education are divided into those aimed at the development of curricula, considering the requirements of the labour market and society on the whole, and those aimed at the improvement of the learning process and development of students, in particular, an increase of the number of students and reduction of drop-out rates.

These objectives are in conformity with the possibilities and available resources of EA and social needs.

The diagram of ensuring the quality of the learning process is provided in Figure 2.1.

The provision of education is organised on the basis of the Study Regulations, Conditions and Procedure of Admission of Students, Procedure for Opening, Preparing and Changing a Curriculum (28.08.2013) and General Rules of Organisation of Practical Training (26.06.2014), academic calendar, and other documents approved by the Senate of EA.

The achievement of objectives is verified at the end of each academic year by the management of a Faculty jointly with the Office of Academic Affairs, discussed at a meeting of the EA Senate on the date provided for in the academic calendar with the aim of development of the action plan for the following academic year.

The following indicators demonstrate the achievement of the objectives in successful provision of education:

- The number of students who graduate within the standard period of study under a curriculum has remained at 35% over the past years (Chapter 2.4.1).
- The number of students ex-matriculated within the first year of study does not exceed 10% (with the exception of 2012 due to the transfer to the PHE curricula) (Chapter 2.3.1).
- The number of students on academic leave, likewise of those discontinuing studies within the standard period of study, has been showing a decreasing trend over the last three years (Chapter 2.3.1).
- The number of foreign students shows a rising trend; their proportion over the last two years has increased from 5 to 9% in relation to the total number of students.

- The number of curricula is increasing; due to the commencement of instruction in Russian four curricula were introduced in 2013-2014.
- In February 2015, five curricula with English as the language of instruction were registered with the *HTM*; two more curricular are in the process of registration. Admission of students under these curricula will start in academic year 2015/2016.
- For the students who continue their studies previously discontinued at EA or at any other institution of higher education, a system of advising and support in the development of individual study plans is provided; such plans allow them to study with full study load, while recognising prior learning experience.

Based on regular student surveys, the number of persons who are willing to recommend to their acquaintances to enrol in EA ranges from 75 to 99% depending on a Faculty (Feedback analysis 2012-2014).

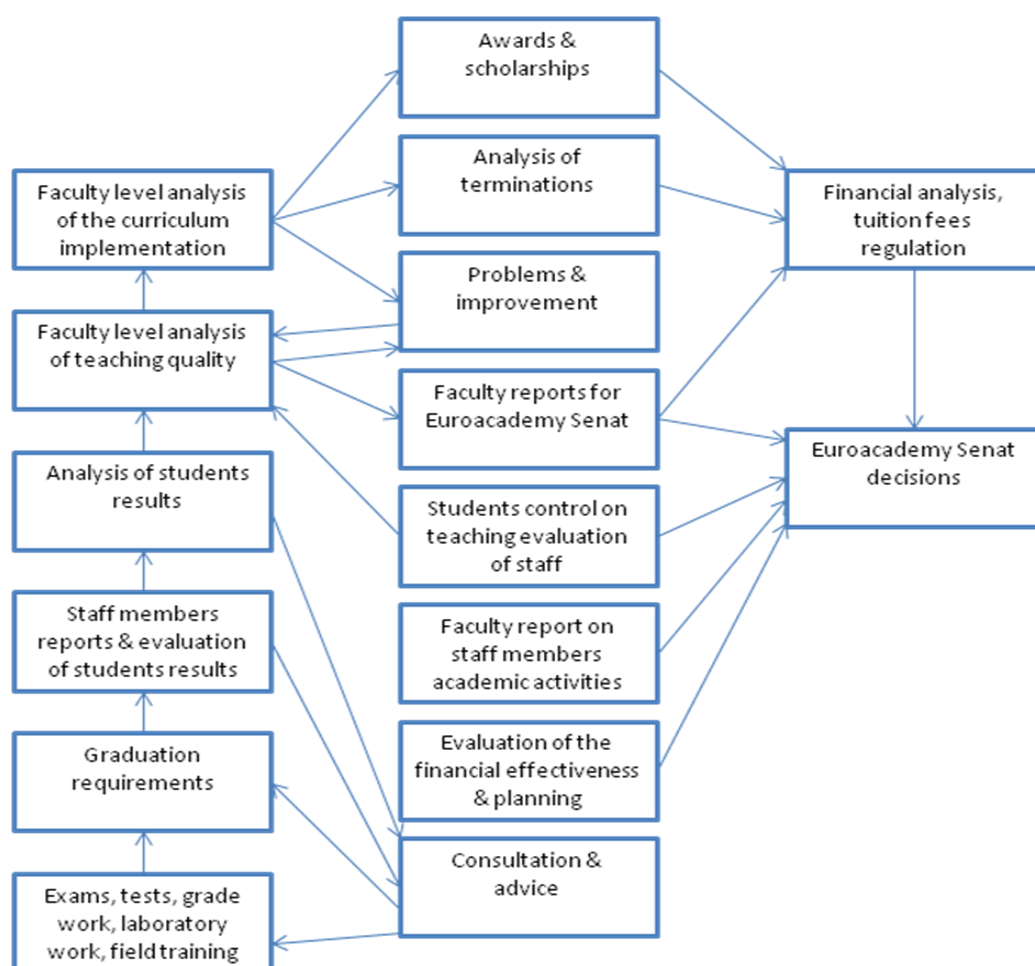


Figure 2.1. Ensuring the quality of the learning process

2.1.2. EA creates pre-requisites for ensuring competitiveness of its graduates nationally as well as internationally

A competitive employee is not only a competent and highly professional employee, but first and foremost a personality with high moral qualities, non-standard and flexible thinking skills, who is ready for continuous professional growth and capable of self-organisation and self-improvement. Such specialist knows how to set and solve tasks and feels confident in a rapidly changing world.

The competitiveness of EA graduates is primarily ensured by way of creating and developing the curricula, taking into consideration existing standards of speciality and labour market needs. EA regularly analyses the content and structure of the curricula of other institutions of higher education, including foreign curricula, with the aim of acquiring international experience when developing EA's curricula. When developing and improving curricula, changes in the legal and economic conditions, employers' opinions, including those who are members of the Faculties' Councils, are taken into account. Many lecturers are also members of professional associations, and their opinion is considered. A close link of theoretical teaching with the realities of work life is achieved due to practical experience of the lecturers in the relevant areas of Estonian society as well as the skills acquired by students in everyday work.

The cornerstone of competitiveness of education is the adequate content of study courses and study materials used, which are internationally recognised.

In order to increase international competitiveness, learning of foreign languages and special terminology is prescribed in all curricula. The basic foreign language is English; other European languages – German, French, Spanish and Italian – are studied at a basic level. Students taught under the Russian-language curricula are required to study Estonian.

A number of lecture courses are conducted in English; besides, all students can attend lectures of foreign lecturers delivered in English within the framework of Erasmus programme.

Students have the opportunity to study and undergo practical training abroad within the framework of Erasmus+ programme. Students regularly participate in international winter and summer schools under various programmes, where classes are also held in English.

A number of curricula includes compulsory introduction into traineeship, where students get acquainted with the realities of the activity of various organisations, incl. foreign ones.

From year to year, the number of lecturers who are active specialists increases, and they are able to teach to future specialists the most contemporary knowledge within the framework of their subjects, and also to communicate to their students problems that occur in everyday activity as well as ways of solving them.

With the aim of improving the quality of provision of education and competitiveness of its graduates, EA develops its material and technical resources. For example, in 2013 a specialised computer classroom was equipped for computerised translation; special software for data processing (PC-ORD) and acquiring the basics of geographic information system (ArcGis packages) as well as special programmes for interior design, clothing and decoration are being updated. When assembling the library stock, the main principle that is followed is the purchase of internationally renowned study guides.

An important role in the training of a specialist is played by practical training at companies, which is governed by General Rules of Organisation of Practical Training. As feedback, EA receives references from the supervisor of practical training about the competencies of its graduate students, which, in a way, can be considered evaluation by the employer of the quality of the graduate. No negative feedback from companies has been received. References and recommendations of practical training supervisors are discussed by the Councils of Faculties, and relevant changes are introduced in a curriculum based, inter alia, on such references and recommendations.

Besides, as a rule, a student's graduation thesis is reviewed by a specialist practising in his or her field. The review contains the reviewer's opinion whether the findings of the student's graduation thesis can be applied in a particular company, and an opinion about the student's competencies.

In addition to the aforementioned, the opportunity to combine study and work make a major impact on the maturity of graduates. About 80% of students are working during study (Alumni Survey 2014), and EA creates conditions for them to this end. A concise and stable timetable, availability of study materials, e-learning that is increasing every year – all this enables students to distribute their time between work and studies in an optimum way and acquire the skills of self-organisation, responsibility and self-development required for their future professional activity.

To analyse the success of our graduates in the labour market, regular alumni surveys are carried out in the verbal form as well as by written questionnaire. Surveys are continuously conducted over EA's website.

Based on surveys results, 49% of the graduates are practising their speciality, 15% have their own companies, and 10% are working abroad (Alumni Survey 2014).

Many graduates choose to continue their studies pursuing a Master's degree, and some pursue Doctoral studies in Estonian and foreign institutions of higher education. Currently, based on the available data, 3 graduates are preparing to defend their *PhD* thesis, and 4 have already been awarded a *PhD* degree.

2.1.3. Student places are planned according to public demand, opportunities and objectives of the EA

Student places are planned annually by a resolution of the Senate of EA based on the demand for the specialities taught and objectives of EA. EA has no government-funded student places, the number of potentially enrolling students is taken into account when preparing the budget for the next year.

The planning is primarily based on public demand, while also employers' opinions and recommendations of the management of the Faculties are considered, e.g. when opening curricula with Russian or English as the language of instruction. In particular, based on the proposal of a Faculty, the admission of students to the translator's curriculum based on the German language was closed in 2009 as there was no demand, while four curricula with Russian as the language of instruction were opened in 2013-2014 based on the labour market demand.

Regardless of demographic problems, EA does not reduce the plans of admission significantly as there remains sufficient demand for specialists and EA's resources (premises, availability of lecturers, the library, etc.) allow maintaining admission at the same rate – about 200

enrolling students is the optimum number. It has to be noted that admission has remained quite stable over the last years.

Currently, EA is not providing distance education, but such possibility does exist based on the availability of e-study resources, and it can be contemplated as a future plan. At present, some curricular are conducted during the daytime and some in the evening; Master's studies are conducted as evening courses to enable students to combine work and studies.

According to EA's Development Plan, the concept of lifelong learning is supported. This is illustrated by the following data: number of students over 26 years old among enrolling students: 2012 – 21%, 2013 – 32%, 2014 – 29 %.

The share of students enrolling to EA among all students admitted to private institutions of higher education remains stable and even shows a growing trend as follows from Table 2.1.

Table 2.1. Admission Statistics (*HTM* website)

	2009/10	2010/11	2011/12	2012/13	2013/14
EA	284	232	183	142	179
Private schools total	2259	1727	1523	1277	1178
% of admission of private schools	12.5%	13.4%	12.0%	11.1%	15.2%

2.1.4. Admission rules are in conformity with the mission and objectives of the EA and support the formation of a motivated student body

Students are admitted pursuant to the Conditions and Procedure of Admission approved by EA's Senate, which include clearly-defined criteria and ensure equal rights for enrolling students. EA practises open admission rules, and any person willing to enrol can submit an application for admission if his or her education conforms to the conditions set to enrolling in a curriculum.

The application is submitted as follows:

- through the state information system SAIS;
- through the international on-line system *masterstudies.com*;
- by filling in a special form on EA's homepage;
- in person to the Admissions Board.

The Admissions Board agrees with each applicant on the time of conducting a motivation interview. The conditions of admission to each curriculum are prescribed by the curriculum. Based on the speciality selected, an applicant has to undergo certain tests, for example, an English language test when applying for enrolling in the curriculum of the Faculty of Translation. When enrolling in the curriculum of the Faculty of Design, a portfolio of creative works and creative motivation of the prospective student are discussed. The interview can be conducted over Skype if students from abroad.

Prospective students who have previously studied at another institution of higher education may submit their academic record for preliminary review already at admission, so as to agree upon the conditions of study at EA (period of study, volume of the curriculum). The final decision is made by a relevant Board.

During the interview, the prospective student is given comprehensive information about the specifics of the speciality selected to verify the correctness of his or her choice. Besides, students who are working or have family are advised on the options of combining their studies with work or personal issues.

If prospective students interested in studying at EA have any questions, they can contact members of the Admissions Board, including the management of a relevant Faculty by phone, e-mail or in person. Information about the conditions of study and admission is available on EA's web site.

2.1.5. Possibilities are created for students to study at the EA regardless of their special needs

EA guarantees its students equal possibilities of study, taking into account their individual peculiarities. For example, students under all curricula, who due to certain reasons cannot study with full-study load, can choose subjects from a part-time study curriculum, the learning of which is acceptable to them at any period of time depending on the timetable. Moreover, an option of studying according to an individual plan is provided in case of, for example, continuing the studies that have been previously discontinued. A substantial scope of digital study materials, e-learning options help those students who have miss classes for a long time because of work or due to personal issues.

Foreign students are individually advised about the optimal study options. Since instruction under all EA curricula is currently also provided in Russian, for students who are not proficient in Estonian basic documents governing the studies have been translated into Russian, besides, they have the opportunity to learn the basics of the Estonian language.

In the past years, a rising trend in admitting foreign students has been noted; the relevant data is provided in Figure 2.2 (based on the data of the Office of Academic Affairs of EA).

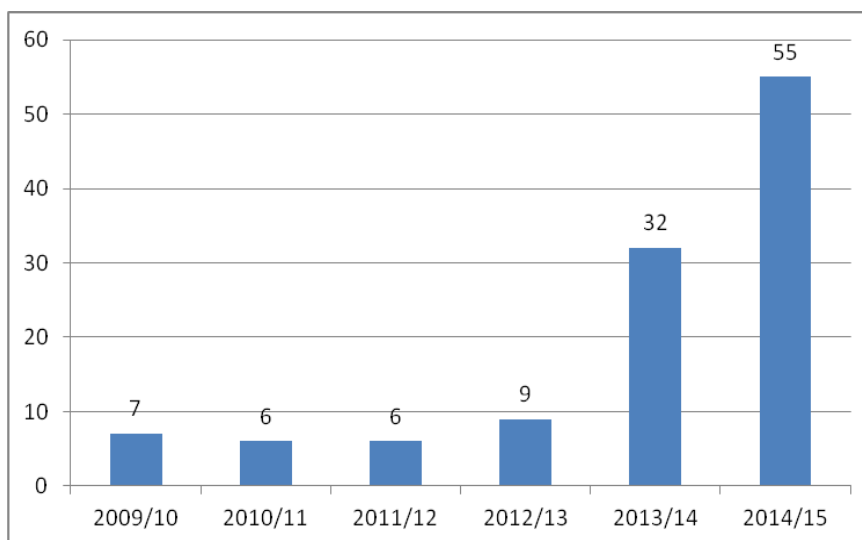


Figure 2.2. Number of foreign students in EA

Since information about a person's health is confidential, special needs of prospective students are identified only in the course of interview or later based on the student's personal application. Until now, EA has had no experience in teaching students with musculoskeletal

disorders, but the facilities of the main building of EA allow to admit such students if necessary. EA has experience in working with students who had serious vision problems; two such students successfully graduated in 2004 and 2012. Study and test materials were specifically processed for them, and lecturers consulted them on an individual basis.

2.2. Development of curriculum

2.2.1. When opening curricula, EA proceeds from its objectives and labour market demand, and takes into account national strategies and expectations of the society

Currently applied curricula of PHE and Master's study were registered for the first time in January 2012 and passed the stage of transitional assessment.

The opening of curricula at EA is governed by the relevant Procedure for Opening, Preparing and Changing a Curriculum, and it provides for the evaluation of a potential niche for its implementation upon opening. When assessing the expediency of a curriculum, the needs of the market, society, objectives of EA and its competencies serve as the basis. Expert opinions of employers, lecturers, students and alumni are taken into account.

Public demand results from the strategic development documents of the country and the European Union such as “Europe 2020”, “Estonia 2020”, “Estonian Entrepreneurship Growth Strategy 2014-2020”, “Knowledge-Based Estonia” (I, II, III) i.e. strategies of Estonian research and development activity and innovation, as well as “Estonian Higher Education Strategy” for 2006-2015, “Smart and Active People”, 2015-2018. The stability of the curriculum implementation is presented in Annex 3.

When developing curricula, professional standards complying with the objectives of PHE are observed.

Estonian Higher Education Strategy provides for an increase of options in provision of education and individual options of a student, which are taken into account upon opening new curricula: in addition to including elective courses and specialising opportunities in curricula EA currently focuses on the provision of education in a minor field of study.

When developing all EA curricula “Estonian Foreign Language Strategy” (2009-2015) was used at the basis. The strategy sets the objective of increasing the motivation of Estonian residents to learn different languages, so that the majority of the population would master at least two foreign languages.

All curricula provide for the learning of at least two foreign languages.

Based on the objective of EA's Development Plan regarding an increase in the number of students admitted to EA from outside Estonia, in 2013-2014 curricula with Russian as the language of instruction were opened in all specialities, which structurally and according to learning outcomes are equal to the curricula with Estonian as the language of instruction. Currently, 2 curricula with English as the language of instruction are being applied for registration, the number of already registered curricula is 5.

2.2.2. Curricula are developed systematically and regularly and different stakeholders are involved into the process

The process of curricula development in EA is set out in the document Procedure for Opening, Preparing and Changing a Curriculum (28.08.2013). Curricula are developed by the Council of a relevant EA Faculty pursuant to its Statutes. Members of a Faculty's Council are lecturers, students, employers' representatives, and alumni. Proposals as to amending a curriculum can be directly submitted to the Faculty's management. Submitted proposals are discussed at a Council's meeting during a spring term, as a rule. Any changes in a curriculum are presented to EA's Senate for review and Management Board of NPO for approval. As a rule, proposed changes are submitted to the *HTM* for registration once a year.

Major changes in the curricula have been associated with the transfer from Bachelor's curricula to those of PHE (in December 2011) and their annual update.

The trends and principles of curricula development comply with the Estonian Higher Education Strategy (2006-2015), Standard of Higher Education, needs of Estonian society and general strategy of EA. The curricula are developed based on the following principles.

The curricula are developed systematically. The Faculties' Councils regularly discuss new trends in their fields and the options of including them in the curricula.

When developing the curricula, changes in Estonian society and European Union as well as in the labour market are considered. Such information is based on:

- i) different strategy documents, for example, "Europe 2020", "Estonia 2020", "Estonian Entrepreneurship Growth Strategy 2014-2020", "Knowledge-Based Estonia" (I, II, III) i.e. strategies of Estonian research and development activity and innovation;
- ii) publicised research results and statistics on society's needs regarding labour force and its development trends.

In the curricula, development trends in Estonian education and global education in relevant fields (business, languages, physical and social environment, international relations, design) are considered. The curricula are analysed and compared on a regular basis, while focusing on the developments in the leading centres of the world. For this purpose, statistical methods, cluster analysis, etc. are applied.

In curricula development, the possibilities offered by embracing new teaching methods are taken into account. Currently, high priority is given to the development of the e-learning platform Moodle.

Employers' opinions and assessments are considered important for developing the curricula. Therefore, representatives of organisations offering diverse expertise related to various fields are involved who serve as members of the Faculties' Councils: in BM – Marko Kokla, manager of an international production company, Arvi Hamburg, President of Estonian Association of Engineers, and Tiiu Reinbusch, financial advisor in the European Union budget issues; members of the Council of the Faculty of Design include Anu Hiiop from the company Elke Mööbel, and information received from her allows including new trends in the curricula as well as improving the organisation of practical training and obtaining the latest information about the trends in professional associations and Estonian Qualifications Authority. For example, based on the recommendations of employers cooperating with the Faculty of Translation, the scope of theoretical subjects in linguistics has been reduced in the curriculum. Considering the recommendation of the Estonian Association of Translators and

Interpreters, the subject “Editing and Proofreading of Translation” has been introduced in the curriculum. It is planned to include new subjects in the curriculum of the Faculty of Environmental Protection, such as ecotoxicology and radiation protection.

An important source in curricula development is feedback obtained from our alumni with whom EA maintains regular contacts. We receive their feedback by way of e-surveys and questionnaires through the web. Also, social networks (Facebook), where Faculty members communicate with alumni, are providing valuable information. EA's alumni are able to assess which knowledge they need in real work life, in other words, on which aspects to focus when developing the curricula. For example, alumni who graduated from the Master's study in BM highly appreciate the subjects that help develop presentations skills (practical training, presentation of group papers in various subjects, etc.). Alumni of the Faculty of Translation have recommended expanding knowledge and improving skills regarding translation software, which has been included in the curriculum. Alumni of the Faculty of Environmental Protection have founded an alumni society Möbius, the members of which include alumni and representatives of alumni who are employers.

Student feedback is taken into account in curricula development. As a rule, one to two students are members of each Faculty's Council. Feedback from students is requested as follows:

- i) by way of written survey (questionnaire) conducted by the Office of Academic Affairs;
- ii) by way of presenting written opinions regarding a completed course (survey initiated by a lecturer);
- iii) by way of conversing with students (a Faculty's co-ordinator and lecturer);
- iv) by way of an informal meeting with the senior-year students where suggestions for improving the curriculum are discussed.

As a result of regular surveys, new subjects have been included in the curricula or the volume of some subjects has been changed. For example, one of the suggestions, which students of the Faculty of Translation considered the most important, was the increase of the volume of the subject “Computer-Aided Translation”, which has now been implemented. Based on student feedback, the BM curriculum has been lately supplemented with such electives as sociology and psychology, the scope of mathematics and foreign languages has been adjusted, etc. Over the past years, students of different Faculties have proposed to introduce new elective and compulsory courses, for example, “Records Management” in English, “Fundamentals of Management and Marketing”, “Project Management”, “Labour Law”, “Public Relations and Mass Media”, “Sociology”, “International Organisations”, etc.

Lecturers' proposals are taken into account when determining the volume of the courses and including new subjects in a curriculum. For example, upon the initiative of Prof. Ü. Kess the curriculum Economics and Business Management has been supplemented with an elective module European Entrepreneurship (4 new subjects) and a compulsory subject “Knowledge-Based Economy” as well as an elective subject “Investments and Securities”. Upon the initiative of lecturer I. Mazing electives “Analysis of Company's Competitiveness” and “Consumer Behaviour and Consumer Protection” have been included in the BM curriculum. Environmental Protection Master's study curriculum has been supplemented, upon J. Martin's initiative, with a minor field of study Environmental Policy. In 2013, a specialisation module Management in Tourism was introduced in the BM curriculum in PHE. Due to recent changes the share of practical training in the speciality of interior architecture (e.g., measurement) has been increased. The following new subjects have been introduced: “Computer-Aided Graphic Design”, “Strength Study” in Interior Architecture curriculum, “Drapery” in the Fashion

Design curriculum, and the volume of “Professional Composition” in the speciality of fashion design has been increased.

To ensure the quality of the curricula, it is provided that each lecturer systematically updates his or her curriculum aiming to ensure that it is up to date and complies with the latest scientific trends.

A major resource in ensuring the quality of the curricula planned is the creation of a database containing the profiles of EA's lecturers in the e-learning environment and a digital knowledge base.

The results of external assessment of the curricula and provision of education are analysed at the meetings of the Faculties' Councils as well as at working meetings with lecturers. Based on the proposals provided by external assessment improvement action plans have been developed and the external assessment results have been taken into account. The current curricula underwent assessment in 2011 and re-assessment in 2014.

At present, the following trends in the development of EA's curricula have the highest priority. In business management, European Entrepreneurship, Digital Business Management, Environmentally Sustainable Entrepreneurship, which is a joint project with the Faculty of Environmental Protection of EA. In environmental protection, development of minor fields of study, such as Environmental Law, Environmental Economics modules in the Master's study curriculum. The preferred specialisation trends of the Faculty of Design are E-Art, Advertising Design, and Theatrical Costume Designer; jointly with the Faculty of Environmental Protection it is planned to launch a specialisation field Ecological Design. The Faculty of Translation is presently researching the labour market demand for written translation from Estonian into Russian aiming to introduce a minor field of study within the framework of the current curricula.

2.2.3. Graduates' satisfaction with the quality of instruction and employer satisfaction are surveyed and analysed

EA regularly researches and analyses student and alumni satisfaction with the quality of instruction during the studies as well as after graduation. Alumni can submit their feedback by filling in the questionnaire uploaded to EA's web site. Feedback is also obtained by way of informal communication, incl. over social networks (Facebook). There are associations of alumni at the Faculties.

A major alumni survey was conducted in 2014 in the web <https://surveer.com>. The survey was thorough and the number of respondents was *ca.* 230 (over a quarter of the graduates for 5 years). In addition to multiple choice questions respondents had the option to present recommendations and proposals, which would provide good input in the improvement of particular curricula.

Based on the alumni survey in 2014, 75% of the respondents work in Estonia, 11% abroad, 12% continue their studies in Estonia, 3% abroad, 5% are either on paternal leave or in conscript service, and 5% are unemployed. 49% of the working respondents practise their speciality, 16% work in the field related to their speciality acquired, and 35% work in other fields.

EA's alumni are mostly satisfied with the quality of instruction. They note that EA has provided them with the necessary knowledge and skills. For example, 49% of the respondents evaluated their professional training as very good or good, 43% as satisfactory.

75% of the students who participated in EA survey evaluated student advising as very good or good, 23% as satisfactory. Those who evaluated it as insufficient or were not satisfied with instruction constituted 2%.

90% of the respondents were satisfied with research supervisors; 10% were not satisfied.

In order to improve the level of professional training, the alumni suggested, for example, that the share of practical training be increased, the choice of subjects in a speciality be diversified, and language learning be improved. These opinions require to be further analysed and implemented in curriculum development.

Employers' satisfaction with the alumni's education level is researched through interviews (they are contacted by a Faculty's Dean or co-ordinator); we also take into account employers' opinions and assessments regarding practical training completed by the undergraduates. Since the lecturers in a number of specialities are active experts in their field, we receive information about the labour market current needs and needs for development through them as well. Active specialists, who work in different organisations and have diverse expertise in various fields, are involved as members of the Faculties' Councils. Introduction of employers' opinions in the curriculum development is described in Chapter 2.2.2.

Employers are mostly satisfied with the education level of alumni. As a drawback, some employers associated with the Faculty of Translation have, for example, pointed out inadequate translation software skills of the alumni. This problem has been solved by adjusting the content of the subject "Computer-Aided Translation".

One of the positive results to be pointed out is that, based on the research conducted by the Estonian Association of Interior Architects among the graduates in the speciality of Interior Architecture in 2012, a preponderant number of EA's alumni are self-employed or have their own company compared to graduates from other educational institutions: 33% are self-employed or own a their own company; 21% are company owners + employees in a company related to the speciality; 20% are salaried employees in a smaller company whose main activity is associated with their speciality. Thus, interior architects graduated from EA are highly valued by the society as they are capable of operating as entrepreneurs.

2.3. Academic achievement and evaluation of students

2.3.1. Academic achievement of students is monitored and supported

Monitoring of academic achievement is provided for in the Study Regulations. All academic achievement data is entered in the information system immediately after the results are received from the lecturers. Monitoring of academic achievement provides objective information about the completion of the courses immediately after the end of an academic cycle or examination session. Based on the data of the Office of Academic Affairs, each Faculty analyses the academic achievement of every student twice a year. In case any problems are identified for some students, they are advised about the possibilities to improve the examination results. After each examination session, a planned re-examination period is provided, and a separate schedule is prepared for such re-examination. Students can take re-examinations during this period without any extra charge. A student can re-take an examination aiming to improve an unsatisfactory grade upon agreement with the Office of Academic Affairs; for this purpose, regular re-examination sessions are planned and communicated to students over the information system.

Those students who, based on the results of an academic year, fail to complete the prescribed study load, are transferred to part-time study by the Rector's directive. If they manage to improve their situation, they may apply for the transfer to full-time study again, as a rule, at the end of an academic year.

Academic achievement of a student group in separate courses is also evaluated. If it is below 50%, the Faculty develops a set of measures, in particular, extra teaching (tutorials) and an additional examination.

Students who have missed a course due to any good reason, may apply for retaking the course with another group without any additional charge.

For students who are studying under an individual plan tutorials are organised and a schedule of classes and examinations is prepared. This primarily concerns students who continue their previously discontinued education in EA or in other institutions of higher education. Ex-matriculated students may continue their studies at EA, taking into account their previous results; an application for reinstatement can be filed at any time, and students are admitted in EA by the Rector's directive during an academic year. Besides, individual advising is provided to students in part-time study when they select courses under a curriculum and prepare a declaration, considering the circumstances and availability of the student's resources. Part-time study is offered in all EA curricula. Moreover, a student may take an additional year to complete studies.

Figure 2.3 provides information about the distribution of EA students (in all specialities) based on the study format as at 1 November of a respective year. The number of students on academic leave according to the data of the Office of Academic Affairs is also provided in the Figure.

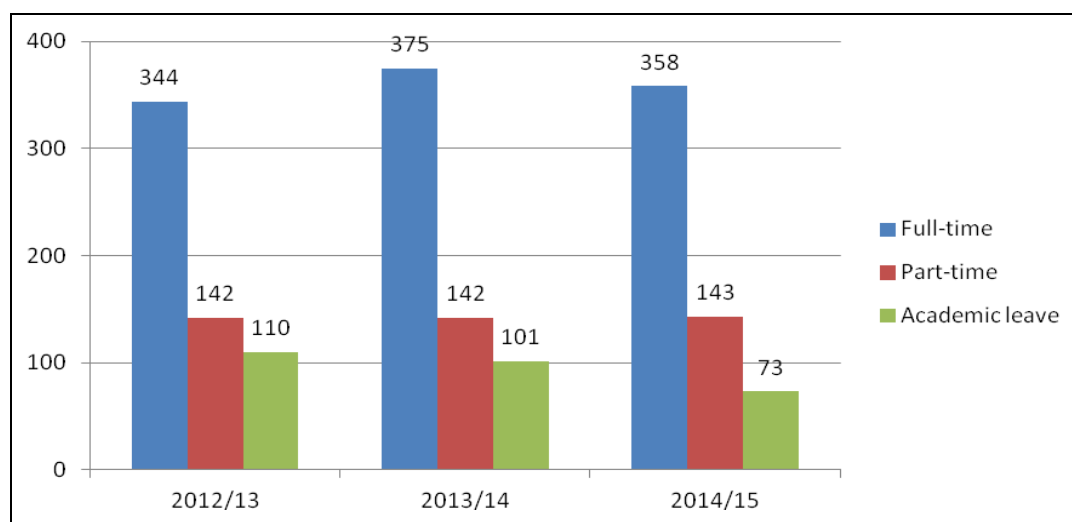


Figure 2.3. The number of full-and part-time students by academic years

An introductory lecture is delivered to the students admitted in the first year of study. During the lecture the basic rules of study, names of the advisors, use of the information system, EA's library are communicated to students and other issues are discussed. Special attention is paid to the necessity of completing the study load and a whole curriculum on time as well as to the options of improving academic achievement.

Measures taken on the basis of academic achievement monitoring are aimed at reducing the drop-out rate and completing the curriculum within the standard period of study. Table 2.2 below provides data concerning the drop-out rate for an academic year. For comparison, joint data of the *HTM* on private and state institutions of PHE is provided.

Table 2.2. Overall drop-out rates during academic year (HTM website)

	2010/11		2011/12		2012/13		2013/14	
	EA	PHE	EA	PHE	EA	PHE	EA	PHE
Number of students	1009	16392	785	15267	591	13967	620	12544
Number of dropouts	97	2621	129	2423	89	2783	65	n/a
Drop-out percentage	9.6%	15.9%	16.4%	15.9%	15.0%	19.9%	10.5%	n/a

As appears from the data in Table 2.2, the drop-out rate in EA is lower compared to the average drop-out rate in PHE institutions in Estonia. Even in 2011/2012, when EA transferred to PHE, the drop-out rate was comparable to the average one.

Data on the drop-out rate during the first year of study at EA is provided in Table 2.3 below.

Table 2.3. First year drop-out rates (data of the EA Office of Academic Affairs)

Ac. year	2010/11	2011/12	2012/13	2013/14
Admission	230	183	142	179
Drop-out at admission	23	57	15	17
Percentage	10%	31%	10%	9.5%

As appears from the Table 2.3, the drop-out rate during the first year of study is not high, except for the academic year of 2011/2012; the reason for that was specified above.

With the aim of motivating students, EA has been allocating a scholarship fund from its resources for a number of years. Best students may apply for a scholarship, and the scholarship is granted in a competition based on academic achievement for the past year. The number of students who have been granted the scholarship by years is provided in Table 2.4.

Table 2.4. Number of EA scholarships

Ac. year	2011/12	2012/13	2013/14
Number of students (HTM website)	785	591	620
Number of EA scholarships	107	75	59
Percentage	13.6%	12.6%	9.5%

EA also rewards its best students by letters of commendation and presents. The number of alumni, including those who graduated cum laude, is provided in Table 2.5.

Table 2.5. EA Graduates

	2012	2013	2014
Graduates total	124	92	113
Graduates PHE	101	81	102
Graduates Master Studies	23	11	11
<i>Cum laude</i>	8	10	15
<i>Cum laude</i> percentage	6.4%	10.8%	13.3%

2.3.2. Evaluation system supports the study and conforms to learning outcomes

The system of evaluation is prescribed in the Study Regulations and is based on the level of learning outcomes in accordance with the government regulation¹.

Differentiated and non-differentiated evaluation of learning outcomes in different subjects is applied; the format of evaluation is provided in the relevant curricula and syllabi. The syllabi are available to students in the information system; a lecturer introduces the syllabus and evaluation format to students during the first class. To evaluate practical training and term papers, non-differentiated evaluation is applied; they are defended to a relevant board within the examination schedule.

The evaluation results are entered in the pass-fail examination (graded examination) record and thereafter they become available to the students in the information system. The results of defending graduation theses are announced immediately after defence. The results of evaluating current papers are communicated to a student personally by his or her lecturer; the tests completed in the Intranet or Moodle are graded in the same environment. Also, students receive feedback from their lecturers, verbally as well as in writing, including by e-mail.

The Study Regulations provide for three attempts to pass a graded or pass-fail examination. In case of negative results after all three attempts, a student may be offered to retake the course.

A student may apply for taking the examination he or she failed to take according to the schedule due to good reason (illness, work) at the time outside the examination schedule upon approval by the Office of Academic Affairs without any extra charge. Based on the permission of the Dean of a respective Faculty, a student may, during the same examination session, improve his or her positive grade. A student may contest the grade awarded at defending the graduation thesis by filing an application in the name of the Rector; new defence is decided by the Rector.

The procedure of writing and formalising graduation theses is governed by the Guide on Preparing and Formalising Graduation Theses (28.08.2013), requirements to practical training by General Rules of Organisation of Practical Training (26.06.2014) and individual guides of each Faculty that include learning outcomes of practical training as well as requirements to the supervisor of practical training and procedure for its evaluation. The specified guides are available in the information system.

¹ Regulation of the HTM No. 71 A Single Evaluation System of Higher Education, With Conditions of Granting a Diploma with Honours (cum laude).

Students regularly participate in the survey on the quality of providing education at EA, including each course and lecturer (Chapter 2.4.5).

2.3.3. System of recognition of prior learning and work experience

A system of recognising prior learning experience is set out in the Procedure for Recognition of Prior Learning and Work Experience (*VŮTA*) (26.06.2014), which is available to students in the information system and on EA's web site.

According to this document, a student may submit an application for recognising prior learning and work experience within the time limits set for each term – until 15 October and 15 February. It is also possible to submit an application in free format for a preliminary analysis at the time of admission, and in this case the potential possibilities of recognising prior experience and, consequently, the scope of the student's resources required for completing the curriculum are discussed during the interview.

A student can apply for recognising the results of formal education, informal learning (learning outcomes of different courses) as well as of open education or work experience. The application is submitted in the prescribed format by attaching the required documents (academic record, certificate, self-assessment report, portfolio, certificates or extracts from a company's documents, etc.).

Upon submitting the application, a student is advised, if necessary, by an employee of the Office of Academic Affairs or Head of the Faculty.

The application is submitted to the Office of Academic Affairs. After registration, it is delivered to the Faculty's management for review and analysis of conformity of the learning outcomes to the objectives and learning outcomes of the subjects under EA's curriculum. Thereafter, the application is presented to the Board for making a final decision. The Faculty makes a decision about the conformity of each subject applied for individually. If needed, the student may be requested to submit additional documents, a meeting may be held with the student, etc.

The Board holds its meetings and makes decisions within the period from 1 to 10 November and 1 to 10 March. The Chairman of the Board is EA's Vice Rector, and representatives of all Faculties and Office of Academic Affairs are members of the Board. Minutes are taken of the meetings of the Board, and based thereupon a directive by the Rector is issued regarding recognition of the student's learning outcomes in any volume. Based on the directive, the tuition fee is recalculated and the student is notified of that by e-mail. The student is issued a document containing the Board's decision, which also includes reasons for refusal if the application has been rejected. If the student disagrees with the Board's decision, he or she may file an appeal to the Rector.

Recognition of prior learning experience has a number of restrictions, e.g.: the learning outcome previously recognised under *VŮTA* procedure at another educational institution is not subject to recognition; a graduation thesis defended at another institution of higher education and practical training undergone at another institution of higher education are not subject to recognition if their objectives fail to conform to the objectives of a curriculum. Generally, the period between obtaining learning outcomes and filing the application may not exceed two standard periods of study under a curriculum, but there may be exceptions if the learning outcomes obtained conform to the present learning objectives under the current curriculum.

A student may apply for recognition of any components of a curriculum as prior learning experience, except for elective courses and courses at liberty.

The statistics on the satisfied applications is provided in Table 2.6 below.

Table 2.6. Recognition of prior learning and work experience statistics

	2011/12	2012/13	2013/14	2014/15*
Applications total	27	24	102	28
Recognition of prior learning experience	23	22	88	24
Recognition of informal learning experience	1	0	2	4
Recognition of informal learning experience (including work experience)	3	2	12	0

* Fall semester

2.4. Support processes of learning

2.4.1. Organisation of studies enables students to complete education within the standard period of study

Provision of education is organised on the basis of the Study Regulations. The periods of study terms and examination sessions are prescribed by the academic calendar. Instruction is provided within the framework of annual study load distributed over 2 terms; the annual study load constitutes about 60 ECTS, including electives and courses at liberty. Students in full-time study do not have to declare compulsory courses each term. Students in part-time study declare all selected courses within the first 10 days of a term. The timetable is compiled for each group and is available to students in the information system.

The order of completing the subjects is determined by a curriculum; for each group, a schedule of completing the curriculum by terms is prepared with the aim of ensuring that the curriculum will be completed in full during the designated period. Management of a respective Faculty monitors compliance with the schedule.

For students, who due to some reason do not study according to the standard schedule of completing a curriculum, an individual schedule is prepared. Primarily, these are students who have previously studied at other institutions of higher education, returned from academic leave, were reinstated after discontinuing their study at EA, participants in the exchange programme Erasmus.

For each term, a list of electives and courses at liberty recommended for completion in a given term is prepared. Students in full-time study have the right to complete, without any extra charge, the volume of electives or courses at liberty exceeding the minimum prescribed by a curriculum.

EA does not provide distance education, all existing curricula are conducted in the form of classroom learning. If needed, instruction is provided in cycles, also via e-learning.

The timetable is prepared for a term and is made available in the information system not later than 10 days before the start of a new term. During a term, classes are held for 16 weeks; of

these, one week – the tenth from the start of the term – is designated for individual study and no classes are held during that period. In both daytime and evening classes there is one working day during a week intended for independent learning when no classes are held. Students of senior years have, as a rule, two days, when no classes are held. No long intervals between classes during one day are allowed in the timetable.

The timetable of graded and pass-fail examinations is provided in the information system, as a rule, one month before they start. Examination results are available in the information system not later than within 7 days after examination.

Students may regularly provide their opinion about the organisation of studies when a feedback survey is conducted (for more details please see Chapter 2.4.5).

The number of students graduating within the standard period of study has been stable over the past years. Table 2.7 provides data on the number of students who have graduated within the standard period of completing a curriculum.

Table 2.7. Students graduating within the standard period of studies by the year of admission

Year of admission	2009	1010	1011*
Number of student admitted	284	230	127
Graduated within the standard period of studies	145	83	43
Percentage	51%	36%	34%

* excl. students who studied under 4-year curriculum

2.4.2. Study and career counselling

Students already studying at EA as well as prospective students are provided advising in a broad scope of issues. The total number and positions of the employees whose duties include advising are provided in Table 2.8.

Table 2.8. EA student advisors

Total employees, incl.	18
Advising in study issues (employees of the Office of Academic Affairs)	4
Career counselling (Faculty members)	9
Advising in <i>VŮTA</i> issues	7
Advising of prospective students	8
Advising in the issues of student mobility	1
Advising in financial issues	2
Advising of foreign students	2
IT advising	1
Advising in the issues concerning the hostel	1
Work with the Student Council	2

Employees of the Office of Academic Affairs provide advising based on the Statutes of the Office of Academic Affairs. Students are advised in such issues of the organisation of the study process as instruction formats, completion of curricula, and distribution of study load, preparation of an individual study plan, academic leave, and study allowances.

Introductory lectures covering a wide range of topics are delivered to the first-year students jointly by the Faculty members and employees of the Office of Academic Affairs; new students also are handed information material.

Career counselling (career guidance) is provided by the management of the Faculties.

Foreign students are also guaranteed advising regarding the procedure for formalising documents, they are assisted in applying for the recognition of foreign documents on education, relevant certificates are issued to them.

Students are advised within the framework of *VÖTA* process regarding the entire *VÖTA* procedure, preparing the applications, conducting and formalising self-assessment.

A student mobility advisor, in addition to day-to-day activity, conducts regular (at least twice a year) seminars for all students willing to apply, frequently inviting specialists and representatives of partner organisations.

In the student hostel, in January 2015 62 students are residing; they all are provided assistance in the issues of organising their living.

The employees providing advising take part in regular seminars and training sessions conducted, e.g., by the *Enic/Naric* Foundation, *HTM*, Archimedes Foundation, etc.

All lecturers provide tutorials within the framework of their courses.

2.4.3. International mobility of students

Of international mobility programmes, EA has joined Erasmus (since 2005) and DoRa (since 2008). In 2001-2002 students participated in foreign traineeship within the framework of the traineeship programme Leonardo da Vinci. In 2013 EA was awarded Extended Erasmus Charter, i.e. we can also offer support to students interested in traineeship abroad.

Through Erasmus and DoRa programmes, EA students have the opportunity to participate in student mobility as well as in short-term mobility activities. On its part, EA supports students' participation in various short-term studies, traineeship and research related events; EA also supports students studying abroad under Erasmus programme from whose tuition fee the value of the credit points transferred from a foreign institution of higher education is deducted.

In February and October, information days are held, when the Erasmus Coordinator introduces to students the opportunities of study mobility, participation conditions and application procedures. At the autumn information seminar, the floor is always given to a student who has taken part in mobility to share his/her experience and who gives advice and tips to those interested, thus encouraging them to participate too.

In December 2014, within the framework of Erasmus+ programme, EA had 24 partner higher education institutions in 8 EU states and countries that had joined the programme. Besides, EA has cooperation agreements with institutions of higher education in Russia, Ukraine, Armenia, and Kazakhstan. In 2015, when global student mobility under Erasmus+ starts, EA

will apply for funding in order to continue cooperation with at least one HEI of the Russian Federation already under Erasmus+ programme.

Student mobility has been gradually growing in the period of 2010-2014 (Table 2.9). A relatively modest participation in student mobility is due to the circumstance that the majority of EA students are working while studying and it is complicated for them to leave Estonia for a long period of time. In the academic year 2013/14, 1.8% of EA students participated in the Erasmus programme. A long-term objective is to increase the share of students with the experience of learning and traineeship abroad to 3%.

Table 2.9. EA student mobility in the years of 2010-2014

	2010/11	2011/12	2012/13	2013/14
Outgoing Mobility	19	21	26	27
Erasmus SMS	4	1	3	7
Erasmus SMT	–	–	–	2
DoRa - studies	0	0	1	0
Short-time mobility ²	15	20	22	18
Incoming Mobility Erasmus SMS	2	1	3	2

Note: SMS – student mobility for studies, SMT – student mobility for traineeships

2.4.4. Technical and educational technology resources

EA pays much attention to the use of technical and educational tools to expand the options of teaching students. The following equipment is used in providing instruction: 24 classrooms, incl. 3 computer classrooms (total 49 user seats), multimedia classroom, arts and design studio, sewing classrooms, 3 research laboratories, herbarium, library + digital library and study halls.

For providing instruction, there are computers and data projectors in the classrooms and equipment conducting and recording video conferences in the multimedia classroom. In addition, a free Wi-Fi network is available everywhere on the EA premises.

E-learning is developed under the guidance of educational technologist who has conducted training session(s) for lecturers for the development of e-learning and provides consulting when necessary.

Moodle and EA's e-repository constitute technological resources for e-learning. EA uses HITSA Innovation Centre Moodle version. The Moodle environment contains e-modules of 15 subjects; currently e-modules of 7 subjects are in operation. The structure of e-modules includes e-textbooks, assignments and relevant learning materials.

Quality e-learning modules are saved in the e-repository. The E-repository has been implemented on the basis of Office software, which creates a foundation for the transfer to cloud management. The e-repository structure contains digital learning modules and an optimally selected digital knowledge base linked to the modules. The e-repository integrates EA knowledge of lecturers and external transfer knowledge into a single EA's knowledge base. E-repository includes modules of seven subjects in three languages at different levels of

² DoRa, Erasmus IP, Summer/Winter Schools, etc.

Master's and PHE. E-repository has facilitated the transfer of the learning process using quality e-modules from their authors to new lecturers.

E-repository supports scientific research of EA's lecturers and students. The repository contains e-learning modules and their knowledge bases, EA's works, conference materials, e-learning instruments, valuable graduation theses, etc.

Currently, EA is using the study information system Intranet, which provides to students access to various notifications, timetable and examination schedule, study materials, enables to complete tests, likewise to monitor their academic achievement and communicate in the forum with each other as well as with the management and lecturers. Lecturers can view their timetable, they place study materials and tests in Intranet, and tests evaluated directly in the system. Moreover, students and lecturers have direct access to the digital catalogue *RIKSWEB* through Intranet.

In February 2015, EA plans to transfer to the information system *ÖIS*, which has more options for feedback, for example.

The timetable is provided digitally on the information board.

All students and employees have an e-mail address in EA's server. *Active Directory* system allows saving documents in EA's server through a personal account while they can be printed using the *uniFLOW* system.

A significant resource in ensuring the quality of the curricula is the planned creation of the profiles of EA's lecturers in the e-learning environment.

For conducting instruction, the following software is available:

- **Multimedia classroom:** 3M SCP71 SMART Board interactive whiteboard, amplifier, DVD player, speakers and LCD TV for presenting audio and video materials. Polycom QDX6000 videoconference server and PolyCom PVX software to connect to the videoconference server;
- **Faculty of Design:** 3M SCP71 SMART Board interactive whiteboard and graphic software in the computer classroom: Corel Draw Graphics Suite X3, Adobe Photoshop Extended CS4 11.0, Adobe design Standard 4.0, Graphisoft ArchiCAD; fashion design software Kaledo style V2R2SP1 and Modaris V6R1SP5;
- **Faculty of Translation:** software in the computer class (17 computers): SDL Trados Studio 2011 Professional, SDL Passolo 2011 Essential. 2 ABBYY FineReader 10 OCR software licences for digitising hard copies.
- **Faculty of Environmental Protection:** ArcView LAB KIT PAK; ArcPad Master; ArcGis SpatialAnalyst Master; ArcGis 3D Analyst Master, ArcGis Geostatistical Analyst; ArcGis Tracking Analyst Master; Esri ArcPad; ArcPad 8.0 Update, PC-ORD (for 12 users); PC-ORD 5; Surfer 8; Surfer 9; Grapher 6; Scientific Graphing Software; Filemaker PRO 9.0 ADV EDU software; Didger 5, Coordinate Conversion, Digitizing and Georeferencing Software. GIS software is updated every year.

The library plays an important role in meeting the information needs of the fellowship of the EA, aiming to secure a continuous influx of novel study materials and availability of scientific information for the students and lecturers, for example, through the use of EBSCO and other databases.

2.4.5. Students are regularly requested to provide feedback, results are taken into account

A system analysis of student feedback is conducted and analysed on a regular basis. As a rule, each term students are offered to fill in an anonymous questionnaire. Usually, 30 to 40 per cent of the students take part in the survey. The questionnaires are developed for each speciality separately and consist of two parts.

Part 1 includes questions regarding the choice of the speciality, satisfaction with study conditions, contact with the administration, quality of advising and counselling system. Certain questions in the questionnaire concern the development and improvement of the curricula, students are requested to indicate the best lecturers, also courses, which in their opinion cause problems to them and why. A number of questions are dedicated to the functioning of support structures, e.g., library, computer classroom, activity of the Student Government. Senior year students are also requested to evaluate the level of supervising research papers. In conclusion, students are asked to evaluate the quality of instruction on the whole and to identify the problems that need to be solved.

Part 2 of the questionnaire contains the evaluation of the work of lecturers, and students are requested to assess various aspects of teaching by applying a five-grade scale.

Lecturers are evaluated according to the following aspects:

- Lecturer is enthusiastic in teaching the subject.
- Lecturer actively assists students whom they have problems.
- Lecturer presents his or her subject clearly.
- Lecturer is well prepared for classes.
- Lecturer exactly explains the aims and goals of the subject.
- Lecturer respects different opinions.
- Lecturer motivates me to actively study the subject.
- Lecturer encourages me to work independently.
- Lecturer allows to dispute various points of view during classes.
- Lecturer persistently adheres to the aims and goals of the subject declared.
- Lecturer is competent in the topics of this subject.
- Lecturer communicates complicated topics in an understandable manner.
- Lecturer effectively holds extramural tutorials.
- Lecturer stimulates interest towards this subject.

The evaluation results are discussed by the Faculty's Council and communicated to the lecturers in the form of a conversation.

The survey results are processed and discussed at the meeting of the Faculties' Councils and EA management for decision making regarding improvement. For example, in developing the curricula the wishes of students obtained during the survey are taken into account.

Table 2.10 provides some averaged survey results.

When developing the infrastructure and support structure, for example, students' wish that Wi-Fi would cover all EA premises was taken into account; each row of desks has been connected to electric power; in 2013 the computer classroom was upgraded; the work schedule of the administration has been changed so that now it covers evening hours; an agreement has been signed with a sports club for providing a discount to EA's students.

Table 2.10. Feedback from students 2011-2014, in percent

	2011/12	2012/13	2013/14	2014/15
I am working during my studies	75	65	70	60
I am satisfied with the amount of tuition fee	40	50	75	60
The timetable is acceptable	65	75	75	70
I am satisfied with the organisation of studies	65	75	75	75
There is enough information about the study process	75	75	75	70
The study environment is adequate	80	85	85	90
There are enough learning materials	75	75	70	70
Good contact with the administration	85	85	85	85
I am satisfied with advising and counselling	80	80	80	85
I will recommend EA to my acquaintances		85	75	75

Strengths

1. The possibility to use the synergy of different EA faculties' qualification, expertise and develop interdisciplinary curricula.
2. Development of curricula utilising the best educational practices and requirements of professional standards.
3. The curricula development and organisation of studies are student-centred and flexible, the capability to promptly respond to changes in society.
4. Various stakeholders are involved into development of curricula.
5. Enabling life-long learning, well-developed system of *VÖTA*, individual student counselling.
6. The number of enrolling students shows a rising trend, the number of foreign students is increasing.
7. The curricula provide for learning foreign languages.

Areas that need to be improved and developed

1. Development of open university and e-learning system.
2. Improvement and digitising of the feedback system (staff, students, alumni etc.).
3. Development of joint curricula with other institutions of higher education.
4. Development of the system of modules minor field of studies in the curricula.
5. Reduction of the drop-out rate, increase of the number of students graduating within the standard period of study.
6. Increase of student mobility.

3. RESEARCH, DEVELOPMENT AND OTHER CREATIVE ACTIVITY (RDC)

3.1. RDC effectiveness

3.1.1. The EA has defined its RDC objectives and measures for their implementation

EA's RDC directions and aims have been designed and they are updated taking into account the developments in Estonia and in the European Union and the following policy documents containing strategies for research and development activities: "Knowledge-based Estonia", i.e. the R&D&I strategies in Estonia I, II and III, "Europe 2020", National Reform Programme "Estonia 2020", "Estonian Entrepreneurship Growth Strategy 2014-2020".

According to the development plan of EA research activities should become the grounds of the primary activity of the EA, supporting studies of all levels. To this end cooperation is developed with enterprises and research and development institutions, publishing activities are facilitated and the engagement of the students in RDC is increased. In compliance with the R&D&I strategies in Estonia I, II and III EA's aims in this area are the following:

- Contributing to the development of knowledge-based society in Estonia;
- Contributing for increasing the competitive edge of Estonia.

The lines of research to be developed (Table 3.1) and specific aims have been recorded in the development plans of faculties. Research reports are discussed on the regular basis, new tasks are approved by the council of the faculty responsible for the particular area.

Table 3.1. Research areas of EA

1.	Knowledge economy and systems Design and development of knowledge systems both for the development of EA's knowledge base as well as externally, for meeting the needs of society.
2.	Business and environmental economy To solve problems on the micro- and macroeconomic levels. The first group includes research addressing the problems of specific enterprises; the other group includes analysis of the current situation in the Estonian economy.
3.	Methods of bioindication and biological monitoring To use methods of bioindication in order to assess the impact of human activity on the natural biotic communities and to demonstrate the conservational value of the communities. To develop methods of bioindication as a component of the assessment of environmental impact.
4.	Ecological security in the Baltic Sea region To analyse the political and legal status of the Baltic Sea region regarding the environmental aspect. To conduct research in the following areas: environmental policy, environmental impact assessment, environmental management and environmental education.
5.	Regional studies in the post-Soviet space and Central and Eastern Europe Research of domestic development and foreign policy of the former Soviet republics, conceptualizing their similarities and differences.
6.	Political process in the Baltic States Monitoring evolution of foreign and domestic policies of the Baltic States, their cooperation and relationships with external actors.
7.	Translation pragmatics To solve translation-related issues in the spheres of legal and economic terminology, collocations and culture-specific vocabulary. Analysis of the translator's electronic tools and application in the study process. The specifics of teaching mother tongue in the translator's preparation process.

The annual RDC reports of the academic staff serve as the input for measurement of outcomes. Publications, conference presentations, study-related methodological activities, applications, number of contractual works, creative activity in case of creative specialties, student engagement in RDC, publishing activities are the indicators subject to assessment.

Table 3.2 comprises the number of publications in the period 2010-2014, research articles per a member of academic staff and per staff member having academic obligations, both in full-time equivalent.

Table 3.2. Number of publications, 2010-2014

	2010	2011	2012	2013	2014
Total research publications, incl.	22	30	10	15	12
1.1, 1.2, 2.1, 3.1	1	5	7	3	2
Monographs	1	1		2	
Conference presentations	9	4	2	2	2
Other publications (e.g. study materials)	11	12	5	7	12
Teaching tools for various media	4				
All publications	37	42	15	22	24
Research-related publications per academic staff	0.97	1.35	0.52	0.92	0.78
1.1, 1.2, 2.1, 3.1 per research staff	0.30	1.04	1.84	0.97	0.67

Students are engaged in RDC activities via course and graduation papers (Table 3.3). Academic training has been introduced in the curriculum of the BM, while one of the options for completing the training is publication in a professional journal. EA academic journal *The Baltic Horizons* has published articles written by 19 students.

EA e-learning system has been launched, EA digital databank and the knowledge base of European economy have been founded within the framework of research area 1.

In the period 2010-2014 EA publishing house EuroAcademy Press has published one monograph (Martin, J. 2010. Epilithic Lichen Community Structure and its Application), one study book for establishments of higher education (Karabeshkin, L. 2012. Comparative Post-Soviet Politics) and 10 issues of EA academic journal *The Baltic Horizons*. Besides research works of EA the journal has published numerous articles by external authors. 54 of the published 101 authors come outside EA, 47 of them from foreign countries.

During the period under examination six contractual works have been conducted on the basis of external funding: Possibilities to cover needs of enterprise producing surface-active compounds using local raw materials (OÜ Mayeri, 2010); Political State of Affairs in the Baltic Sea Region (Konrad Adenauer Stiftung, Baltic Development Forum, Baltic Think Tank, 2010-2013); Russia, East Central Europe and Germany: Common Responsibility for the Future (Friedrich Ebert Stiftung, 2011-2013); The WikiLeaks Cables and Their Impact on the Visegrad Countries and the Baltic States (Visegrad Fund, 2012-2013); LNG risk analysis (Pakri-Ink, OÜ Balti Gaas, 2013); Quality assessment of the water bodies of human origin within the Harju county (Environmental Investments Centre, 2013-2014).

Table 3.3. Publications and graduation papers of students by research subjects

Subject	Output - publications, students' works				
	2010	2011	2012	2013	2014
Theoretical problems of knowledge economy and methods of knowledge modelling	3.4.	1.3, 3MA	1.2.		3.4, 3.4.
Impact of financial accounting on profit development		1.2, 1.2, 1.3, 3.4	3.5.	2.3, 3.4, 3.5.	3.1.
Problems in Estonian economics	1MA, 2BA	1.3, 1MA, 3BA	3MA, 1DIP	1MA, 1DIP	1.3, 1.3, 1MA
Methods of bioindication and biological monitoring	2.2, 1BA	1.2, 1.3, 2.2, 2MA	1.2, 3.4.	1.2, 1.3.	1.1, 1MA
Ecological security in the Baltic Sea region	3.4, 6.7, 2BA	1.2, 1.3, 1.3, 1.3, 3.2, 1MA, 5BA	1.1, 1.1.	1.2, 2MA	1MA
Assessment of natural resources of an area	3BA	1.3, 1.3, 2MA, 1BA	3.2, 1DIP	1.3.	1.3.
PRME working group: Challenges that poverty presents to education		1.3.	2MA		1.3.
Regional studies in the post-Soviet space and Central and Eastern Europe	3.2, 3.4, 3.4, 1MA, 3BA	1.3, 1.3, 1MA, 4BA	1.2, 1.2, 3.1, 1MA, 1DIP	1.2, 2.2, 3.2, 1DIP	3DIP
Political process in the Baltic States	4BA	3.4, 3BA	1DIP	1.3, 1MA	
Recent history and development trends of Estonian design and interior design and development trends	1.3, 3MA	1.3, 1.3.		6.8.	
Harmonisation of legal and economic vocabularies in A and B languages		1.3, 2BA	1DIP		1.3, 2DIP

Note: BA – Bachelor Thesis; MA – Master Thesis; DIP – Diploma Thesis

3.1.2. EA monitors the needs of society and the labour market, and considers them in planning RDC

The policy documents serving as the basis for RDC planning are specified in Chapter 3.1.1. The councils of faculties, including alumni members and representatives of employers, professional associations, bases of practical training and various organisations beside the representatives of EA have a crucial role in curricula developing and RDC planning. The lecturers working on contractual basis and external supervisors working simultaneously in a

research institution, other establishment of higher education or an enterprise engaged in the specific area provide valuable inputs in the respective areas.

As the majority of the students are working, their research topics are often related to the specific enterprises/institutions, and thus these works possess practical value outside the EA as well (See Figure 3.1 and Table 3.7). The share of graduation papers of practical value has been significantly higher in the Faculty of BM – in 2013-2014 80.8% and 70% respectively.

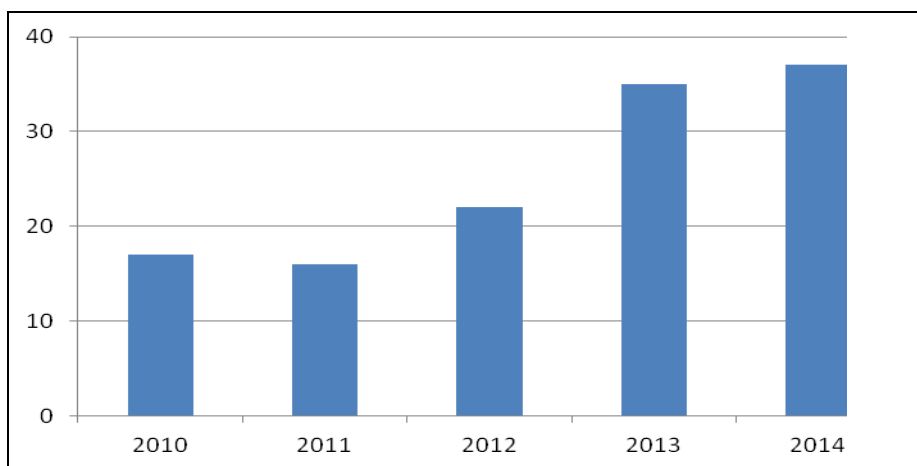


Figure 3.1. The proportion of graduation papers having practical value/ related to the needs of external stakeholder groups (%)

Proceeding from the interests of the society the minor field of study Environmental Policy has been introduced into the Master's studies programme in environmental protection, it is scheduled to introduce Digital Business Management as a minor field of study into the Business Management PHE curriculum; European Entrepreneurship and Environmentally Sustainable Entrepreneurship are available to students in the Master's studies programme.

The development of the curriculum of the Faculty of Design takes into account the results of the survey³ conducted in 2012, ordered by The Estonian Association of Interior Architects. The preparation of students regarding their practical skills has improved. The following courses have been introduced into the curricula: “Strength of Materials” and “Ergonomics of Furniture” in the specialty of Interior Architecture, “Draping” in the specialty of Fashion Design

The research issues covered in the Faculty of Translation reflect the practical needs related to the preparation of modern translators (e.g. The specifics of teaching mother tongue in the translator's preparation process), as well as the topics addressed in the related articles of the lecturers (Teaching Translation: CAT Tools by V. Aleksandridis, Typical Mistakes in Students' Translations by V. Ivashina etc.).

³ The survey conducted by OÜ Faktum & Ariko aiming to establish the further progress of the graduates of the specialty of Interior Design and to obtain opinions regarding the needs for the development of the specialty. 58% of the respondents were EA graduates.

3.2. RDC resources and support processes

3.2.1. RDC support system

Faculty councils are responsible for the RDC area. It is their task to prepare RDC plans, regular update these plans, approve respective plans of action and apply for funding for the scheduled RDC from EA. Development of RDC is supported by the Assistant to the Rector, Educational Technologist, in the area of art, the councils of interior architecture and fashion design, methodology centre and the workshop.

The field of responsibilities of the assistant to the Rector include the mobility of the lecturers and employees within the framework of Erasmus programme, notifying M.A. students and junior lecturers of the options open through the DoRa programme, conduction of respective competitions and counselling candidates and participants. The tasks of an educational technologist include development and familiarisation of the methodological area. Seminars for the lecturers regarding diversification of study forms and methods of instruction take place on the regular basis: a series of seminars on the options of e-learning and designing e-courses, disseminating information regarding the activities in HITSA and EDEN associations etc.

EA supports participation of lecturers in the doctoral studies, offering publishing opportunities, arranging language editing and providing knowledge. Starting from 2010 the following of EA lecturers have defended doctoral degrees: A. Hamburg (2010), A. Rannaste (2010), M. Sedysheva (2012), J. Värk (2012), M. Branten (2013) and J. Pöldnurk (2014). In 2010 seminars on plagiarism and protection of intellectual property for the academic personnel conducted by P. Johansson took place for supporting RDC.

The EA's academic journal *The Baltic Horizons* (ISSN 1736-1834), providing excellent opportunities for publishing to the academic personnel and students, should also be considered as part of the support system. The journal is published in English, as thematic area-based issues since 2004.

3.2.2. EA financial resources for RDC

EA supports the self-development of academic staff, ensuring financial support for publishing and participation in conferences and training sessions. EA research fund has been established for financing RDC. The support of the European Commission and the Republic of Estonia have been engaged through DoRa and Erasmus programme.

Table 3.4. EA personnel, RDC costs and infrastructure investments

	2010	2011	2012	2013	2014
Number of employees in full time units	43.8	44.6	42.8	37.3	35.8
Teaching staff in full time units	19.4	17.5	15.4	13.2	12.5
Research staff in full time units	3.3	4.8	3.8	3.1	3.0
R&D costs, €	72839	37989	74079	109835	102754
for salary	51760	6057	64679	71006	82217
for conferences	10741	24363	8126	10100	5805
for publications	10338	7569	1274	28729	14732
Investments in infrastructure, €	29753	15686	8728	19134	27436
Share of RD costs in total budget (%)	5.0	2.8	8.6	12.2	9.7

3.2.3. EA participation in RDC networks

EA participation in RDC networks by working groups has been presented in Table 3.5.

Table 3.5. Participation in RDC networks

Knowledge economy working group	EDEN, NAP, IMTA Association
Business and environmental economy working group	EDEN, NAP, IMTA Association, Participating in CEEMAN/PRME project "Poverty as a challenge to management education"
Bioindication and biological monitoring working group	International Association of Lichenology, Estonian Naturalists' Society, European Academy of Natural Sciences, KeyTo Nature (2007-2010), Oxford Academic Union, Tallinn Botanic Garden, Institute of Plant and Animal Ecology of Ural Department of Russian Academy of Sciences
Ecological security working group	Estonian Geographical Society, Estonian Academy of Sciences, Estonian University of Life Sciences, BUP, NAP , Estonian Marine Institute (2012), Estonian Environmental Research Centre (2014), Cooperation with Turku School of Economics and Hamburg University in the EU INTERREG programme Hazard-project seed money financed by the European Commission (2013-2014)
Local policy research working group	Association of the Eurasian Schools of Public Governance, BUP, EDEN
Pragmatic of translation working group	Estonian Association of Translators and Interpreters
Design education working group	Estonian Artists' Association, Estonian Association of Fashion Artists, Estonian Society of Interior Architects, Baltic Educational Symposia "Design in the Area of Digital Technology", participation annually in International Research and Practice Conference "Current Trends and Technologies in Development of Education in Design within the Frameworks of the Bologna process"

3.2.4. RDC infrastructure

Multimedia room, art and fashion studio, 3 research labs, herbarium, library, incl. digi-library and reading rooms provide support to EA RDC activities.

Herbarium is registered with the international register Index Herbariorum of New York Botanical Gardens, it contains collections of lichen, mosses and other natural objects (ca 40,000 specimen) from various regions of the world. The herbarium collections constitute the basis for co-operation with the Institute of Ecology and Earth Sciences of Tartu University.

In June 2014 a new research laboratory was equipped on the 3rd floor at 4 Mustamäe tee and the computer class in the main building was remodelled (22 computers, monitors, computer desks).

RDC is supported by EBSCO databases: Academic Search Premier, Business Source Premier, Regional Business News, MEDLINE, ERIC, Master FILE Premier, Health Source – Consumer Edition, Health Source: Nursing/Academic Edition, Newspaper Source, and also database of legal acts ESTLEX, and EA digital databank, developed by the Faculty of BM. The stock of books is replenished on a regular basis.

Technical devices and software used by RDC have been specified in Chapter 2.4.4. Table 3.4 reveals investment in infrastructure of the recent years.

3.3. Student research supervision

3.3.1. Students involvement into research, creative or project activities

EA students are included in the research, creative or project works through their course and graduation papers and creative students also through practical training. The most prominent works are presented at the student conference of EA that takes place every spring and the best get published in the academic journal of EA, *The Baltic Horizons*. As an institution of PHE we encourage our students to choose topics of practical value for their graduation papers that would be based on the needs of various external stakeholder groups.

Earlier the satisfaction of the students with the supervision became evident during the graduation thesis seminars or through individual interviews or contacts. In order to obtain a more objective picture satisfaction with supervision was added to the academy-wide student feedback questionnaire starting from this study year. Figure 3.2 depicts the assessments of EA graduates regarding the role of supervisor in writing of graduation papers.

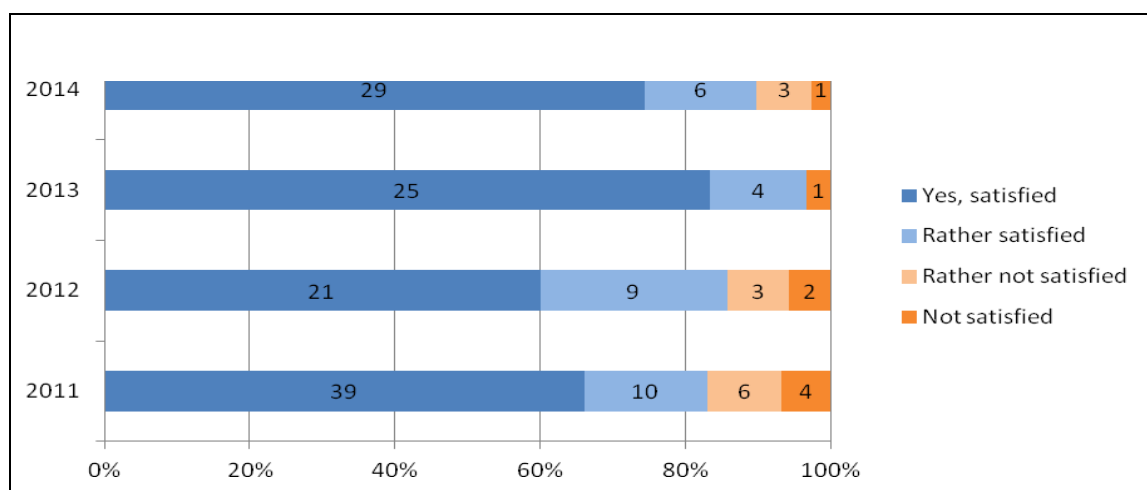


Figure 3.2. Satisfaction with supervisor among graduates (number of respondents).
Were you satisfied with the role of the supervisor while writing your graduation paper?

Table 3.3 shows the participation of students in the research topics of EA via their graduation papers. Besides, the M.A. students of BM participate in the creation of the knowledge base of the EU economy formed within the framework of the research area Knowledge Economy and Knowledge Systems while completing the subject “The European Union Economy” (supervisors Ü. Kess and M. Sedysheva) and development of EA digital databank within the framework of completing the subject “Knowledge Economy” (supervisors Ü. Kess and O. Teor).

International relations students are offered to participate in international summer and winter schools, as well as various discussion panels and organization models (e.g. UN, NATO, EU etc.). They are involved into organization of the projects made by EA, e.g. student assistant on a part-time basis was responsible for co-organizing summer school in 2014. In 2015 is planned in cooperation with Polish partners to make a survey on Poland's image in Estonia. The project would involve 6 students and will include week-long study in Poland.

The best of the creative works of the students of the Faculty of Design have been displayed on the following exhibitions: annually (starting from 2007) in the exhibition Summer Motifs in the café of TLU Academic Library; in the Teachers' House in 2009; in the hall of the City Government of Kohtla-Järve in 2010; in the Hall of the Estonian National Library in 2013; in the café *Hõbepeeker* in 2013 and 2014. Calendars featuring the creative works of students have been published (2014, 2015). The students of fashion design have demonstrated their creative works at international competitions in Riga and Anapa at the Black Sea.

3.3.2. Professionalism, effectiveness and the workload of supervisors

The selection of the subject of the graduation paper and the supervisor takes place in the cooperation of the faculty, the student and the supervisor, allowing to adjust the supervisors' workload. As the number of permanent lecturers at EA is not big, engaging external supervisors in the process of supervising graduation papers has become a long-standing practice. Typically the external supervisor is a visiting lecturer, EA graduate or specialist in the respective area. The students are also allowed to suggest to employ an external supervisor. The academic qualification and experience are the key aspects while approving a supervisor. Besides the supervisor's contribution the quality of the graduation paper is determined by diploma/Master's thesis seminars and counselling of the committee during the preliminary defence.

Faculty councils base their conclusions regarding the competence of the supervisors on the level of the graduation papers defended, resulting later in the suggestions to students regarding supervisors and topics. The criteria of the quality of professional supervision are the quality of the graduation paper and the author's satisfaction with the consultations and assistance received from the supervisor.

The workload of supervisors is to a large extent the function of the number of graduates and varies a lot across the faculties. In the period 2010-2014 the average workload was in the range of 2.4-4.9 graduation papers per supervisor (Table 3.6). The workload is lower for the supervisors of graduation papers in the faculties of Environmental Protection and Translation (period averages 1.5 and 2.8 respectively) and the highest in the Faculty of Design (5.8.). External supervisors are usually engaged as a result of the specifics of the graduation paper. Throughout the period the proportion of external supervisors is the highest in the Faculty of Environmental Protection and the lowest in the Faculty of Design (averages 49.7 and 16.2% respectively).

Table 3.6. Final papers, supervisors from outside of EA and the workload of supervisors

	2010	2011	2012	2013	2014
Total number of final papers	234	333	124	92	113
Average number of papers per supervisor	4.5	4.9	2.9	2.4	2.7
Supervised by supervisors from outside of EA (%)	32.9	28.5	31.9	25.5	41.2

The year 2011 proved exceptional for EA. Due to the change of the status of EA⁴ the number of graduates was the highest of the recent years, thanks to the extraordinary early defences in December 2011. The proportion of external supervisors was the lowest and the workload of supervisor the highest on the other hand. Starting from 2012, when EA became an institution of PHE, the number of graduates has decreased but due to the change of orientation the proportion of external supervisors has increased.

Table 3.7. Examples of prominent research and creative works of practical value

Author	Year	Research or Creative Work	Supervisor
Tatjana Orav	2009	Interior design of a private house for Tampere Construction Fair	K. Laanoja
Ene Andruschkevitschus	2010	An interior design of a community building Avinurme Puiduait	K. Laanoja
Roman Kozlov	2011	Balancing in Foreign Policy of Ukraine	L. Karabeshkin
Darja Gavrish	2011	Commented Translation of Articles on “Human Resources” (Master thesis)	T. Mette
Tatiana Svinar	2012	Fashion collection “Bossa Nostra” in the international competition of young fashion designers' in Riga “Habitus Baltija”; jury special award	I. Shebarova
Margit Saksus	2012	Commented Translation of a Fragment from "Operating Manual for the Rollpacker Gigant GT 1750."	A. Pihlak
Vladimir Dubakin	2012	Commented Translation of the Document “Domestic Water Quantity, Service Level and Health“	L. Tsehanovskaja
Eva-Liisa Eirand	2013	Mould in living premises and their impact on human health	U. Kallavus
Siim Kelner	2013	Commented Translation of Selected Chapters from Ed Housewright’s <i>The Gold’s Gym Official Guide to Getting Started in Bodybuilding</i>	A. Pihlak
Raili Rusetski	2013	Soft Power of Estonia (Master thesis)	T. Alatalu
Vitali Kuznetsov	2013	Methods and marketing strategy available for a company for entering export markets, case of AS Alekon Holding (Master thesis)	Ü. Kess
Kädi Vainumaa	2014	Establishing Tallinn City National Park: assumptions and opportunities (Master thesis)	H. Pärn, J. Martin
Priit Martin	2014	Spread of Islam in the Nordic countries and resulting security threat to Estonia	L. Võime
Janne Jakobson	2014	Interior design for United Backpackers Hostel	U. Alling
Perit Muuga	2014	Fashion collection in the Tallinn Fashion Week	L. Põvat-Straus, M. Rajangu
Natalja Serebrennikova	2014	Commented Translation of Internet Articles on How to Start Your Own International Trading Business	V. Ivashina
Urmas Lind	2014	Quality assurance in an enterprise and options for improving, the case of AS Viru Õlu	A. Rannaste

⁴ Up to 2011 EA was an university in private law, starting from 2012 it is an institution of PHE.

3.3.3. Students are guided to recognize plagiarism and avoid it

The issues of plagiarism are addressed in the Code of Ethics of EA and Chapter *Rights and Obligations of Students* in the Study Regulations. The issue is more thoroughly addressed within the subjects “Basics of Research” and “Protection of Intellectual Property”, as well as in the seminars addressing the issues related to graduation paper.

The graduation papers are subject to inspection for plagiarism using up-to date means of identification, in case of papers in Russian, the software antiplagiat.ru is applied. In case plagiarism is detected, the student is not allowed to the defence.

There were no cases of plagiarism among the graduation papers in the period 2010-2014.

Strengths

1. The EA digital database on the European economy has been created.
2. The circle of authors contributing to the university academic journal *The Baltic Horizons* has become broader, the proportion of external authors is big, the external members have been included into the editorial board.
3. The share of graduation papers of applied and practical character has increased.

The areas for improvement

1. Applied research in cooperation with enterprises.
2. Publications of research outcomes in the indexed journals.
3. External funding of research activities, the proportion of external funding could be significantly larger.
4. The rating of the academic journal *The Baltic Horizons*. The aim is to push it to the level 1.2 of the classification by *ETIS*.
5. Publishing of study literature/textbooks in interactive digital platforms.

4. SERVICE TO SOCIETY

4.1. Popularization of core activities of the EA and its involvement in social development

4.1.1. System for popularizing of core activities of EA

EA's core activity is offering of higher education. To popularise this, EA engages in the regular marketing activities through advertisements, information days, various public activities, but also individual presentations of the students and employees of EA outside the Academy.

A marketing plan is prepared for each study year, specifying the extent of advertisements and volumes in print media, Internet and radio. An Academy-wide information day takes place 2-3 times annually – in March and May as a rule, but sometimes in January. The lecturers and graduates of EA have introduced EA and given lectures in various upper secondary schools in Tallinn. Also open days have been organised for students of upper secondary schools where study options and conditions in EA are introduced and students are given an opportunity to visit some of the lectures (Table 4.1). EA cooperates with the Haabersti Russian Upper Secondary School, Ehte Humanitarian Upper Secondary School, Tallinn Linnamäe Russian Lyceum, Tallinn Pae Upper Secondary School, Sakala Private Secondary School and Arte Upper Secondary School.

Table 4.1. Participation of 10th to 12th grade students in the events organized in EA and in schools

	2013	2014
Students from schools in EA	20	97
Participation of students in the lectures offered by EA in schools	122	87
Total	142	184
Events for 10 th to 12 th grade students	5	9

The lecturers of EA have supervised creative and research activities of upper secondary school students in Mustjõe Upper Secondary School, Haabersti Russian Upper Secondary School, Eurogymnasium and Laagna Upper Secondary School.

In the period 2008-2011 EA participated as a partner in the environmental programme forum of Jüri Upper Secondary School “I am a part of Nature”. The aim of the programme was raising awareness of students in connection with environmental matters, broadening the perspective and triggering interest in nature and natural sciences, introducing and valuing green attitudes and behavioural patterns. Lectures on waste handling, re-utilisation of waste, environmental issues, biological diversity, bioindication, nature conservation and sustainable development were targeted to the pupils in forms 5-9 (Figure 4.1).

Within the framework of celebrations related to the Europe Day various competitions were arranged for the pupils of upper secondary school in the period 2003-2013, the outputs being, depending on the area: essay, photo, translation exercise, project or presentation on a predetermined subject. The topics addressed were, among others “Tourist route project” (2003-2005), “An outstanding enterprise in my region” (2006, 2009), “Estonian Nokia” (2007), “Water” (2012), “We are Europeans” (2013). Participants have included students

from schools of Estonian and Russian language of instruction over Estonia. The competition peaked with the awarding procedure of the winners and their supervisors in the festive gathering dedicated to the Europe Day in EA, where several politicians and employees of foreign embassies have made their speeches besides representatives of EA over the years.

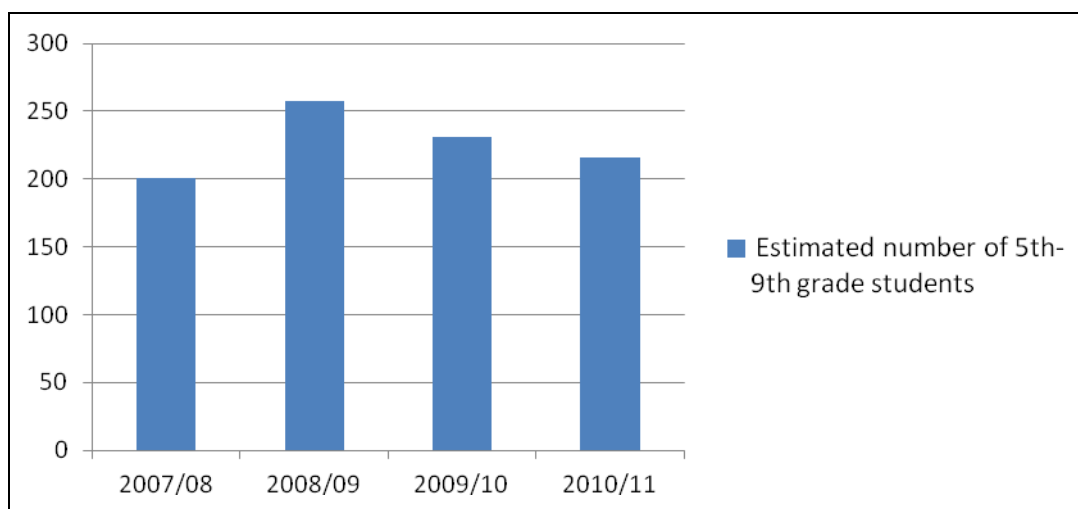


Figure 4.1. The participants in the lectures delivered by EA academic staff in Jüri Upper Secondary School

Twice a year the Faculty of Design arranges an open fashion show of EA students. In the fair *Beauty Word* that took place in October 2014 EA Design Lab operated in the *Fashion Café* where the students of fashion design introduced their specialty. Fashion drawings were made in the Design Lab where also suggestions regarding the following seasonal trends were provided and the daily tasks of the fashion designer starting from construction of patterns to the birth of a ready piece of clothing were demonstrated.

Participation in the education and youth information fairs *Teeviit* in Tallinn, *Orientiir* in Narva, information fairs in Pärnu and Tartu as well as educational forums in St.Petersburg and Kiev. Both lecturers and students participate in the introduction of the EA. Besides the lecturers of EA are regularly publishing articles and giving comments/interviews based on their area of competence in public media (Table 4.2).

Table 4.2. Articles, interviews and comments by EA's academic staff in the public media

	2010	2011	2012	2013	2014
Opinion articles/ Popular science articles	5	2	7	6	5
Interviews/ Comments published in print media		4	4	12	6
Interviews/ Comments in audiovisual media	2	4	3	5	15
Total	7	10	14	23	26

4.1.2. EA employees participate in the activities of professional associations and, as experts, in various supervisory boards and decision-making bodies

The lecturers of EA facilitate the development of the society, participating in the work of various organisations proceeding from their specialty but also from the wider circle of interests and feeling of responsibility towards the society.

More than a half (54.3 %) of the permanent lecturers of EA are members of at least one professional association and several of them participate in the work of various social organisations and are active in the boards of organisations (Table 4.3).

Table 4.3. Participation of EA lecturers in the work of professional associations, social organisations and councils and decision-making bodies in the period 2010-2014

	Participation at least in one organization	Participation in several organizations	Board member in one or several organizations	Expert in one or several decision-making bodies
Number of persons	19	8	8	6

The lecturers of EA have participated as experts in the decision-making bodies of local and national relevance and various international round tables. Examples of participation in the local level decision making processes are Rein Ratas, acting as the chairman of the Environmental Committee of the Tallinn City Council and Jüri Martin as a member of the same committee. Jüri Martin acts as the chairman of the Research Council of Tallinn Botanical Gardens, he is also a member of the Polar Research Committee of the Estonian Academy of Sciences, member of the Environmental Committee of the Viimsi Rural Municipality Council and member of the odour work group of the Muuga area of the Environmental Board of the Ministry of the Environment of the Republic of Estonia. The chairman of the Council of the Faculty of Translation, Sergei Mityurjov, has participated in the work of the development group of the exam of Russian as mother tongue of the *HTM*, and besides that, also in the preparation of the national curriculum as the chairman of the work group *Literature in the schools with Russian as the language of instruction* and in the activities of the National Examinations and Qualifications Centre as a member of the examination committee as well as a member of the working group of the textbook *Russian Language and Literature*, targeted to the upper secondary school teachers. Leonid Karabeshkin has participated in the activities of the round table “Eurasian perspectives of the Baltic Business” (2014).

The following lecturers have contributed to social bodies outside Estonia proceeding from their area of competence:

- Jüri Martin as the jury member of the competition of the European Commission *European Green Capital* (2009-2011) and member of the Board of Oxford Academic Union (2014); he also participated in the education section of economic forum in Astana (2012);
- The chairman of the Board of the Faculty of International Relations, Eduard Tinn, participating as a representative of Estonia at the Eurasian Convention in Antalya (2010), as an expert at the round tables in Kaliningrad (Russian Factor in the Estonian Policy, 2011) and Tbilisi (Baltic Experience in the Euro-Atlantic Integration: Can it be Repeated in Georgia?, 2012);

- Leonid Karabeshkin as an expert in the round table “Lithuania as the EU Presidency: Expectations and Potential Conclusions” in Kaliningrad (2013) and has been a regular contributor to the Political Report of the Baltic Development Forum;
- Jevgeni Hristoforov as a member of the organising committee of the international conference “Current Trends and Technologies in Development of Education in Design within the Frameworks of the Bologna process” and participating in Riga in the qualification commission of the Baltic International Academy (2012-2014).

4.2. In-service training and other educational activities for the general public

4.2.1. EA has defined its objectives regarding in-service training, and measures for their implementation

EA offers in-service training to all interested parties within the framework of their curricula, vacancies at the course allowing, and the person in external studies/ the free-mover observes the requirements set forth in the Study Regulations. Table 4.4 depicts the number of people having participated in the study activities of EA outside of the student status and as free-movers and service fees collected.

Table 4.4. The number of people having participated in the courses in EA as external students and free-movers; the fee collected for the services provided

	2010/11	2011/12	2012/13	2013/14	2014/15⁵
Number of external students	14	17	16	5	5
Number of free-movers	3	1	6	6	8
Service fee collected (€)	3103	3519	3621	1932	3198

Provision of in-service training has been specified in the development plans of three faculties – Faculties of Design, BM and Translation. In-service training in the form of separate courses was implemented in EA in 2014. By now, training courses have been offered by the lecturers of Faculties of BM, International Relations and Translation.

4.2.2. In-service training is planned in accordance with the needs of target groups

The faculties plan and organise in-service training pursuant to the rules of in-service training of EA within the framework of their area and in mutual co-operation. The area of activities is managed by the supervisor appointed by the Rector and coordinated by the Office of Academic Affairs. The quality of the content and organisation is the responsibility of the faculty organising the in-service training.

Until now the courses of basic Estonian from spring 2014 (64 h in total), teacher training courses "European Integration in the World Politics" in October 2014 (72 h), a series of seminars in the field of law December 2014 – January 2015 and courses in the field of taxation for accountants and managers (4 h) in January 2015 have taken place. In addition a training in translation software to the lecturers and graduates of the Faculty of Translation was arranged in May and June 2012 (16 h).

⁵ as of 31.12.2014

Participants of events are offered to fill up the feedback questionnaire, which asks to assess the quality of course' content and organization, propose the topics of interest and ideas for course development. The supervisor of the in-service training is responsible for survey analysis and its delivery to teachers involved, the Office of Academic Affairs and a faculty, which initiated a course.

4.3. Other public-oriented activities

4.3.1. Public-oriented activities are purposeful, the results of the activities are evaluated

The aim of the public-oriented activities is, on one hand, dissemination of the existing competence to the broader public and on the other hand, creating a positive image of EA outside the Academy. The lecturers and students contribute to this and to a lesser extent also members of the alumni.

Academic staff is encouraged to participate in public discussions and societal expertise. So, Leonid Karabeshkin, Eduard Tinn, Alexander Zdankevich, Jüri Kadak, Tatjana Kalin are regularly commenting on topical issues for ERR (Estonian State Broadcasting Corporation Channel), PBK TV, Postimees, "Delovye vedomosti" business weekly, "MK-Estonia" weekly, as well as for some international media. Besides, lecturers of EA have given lectures in the Tallinn Public University (E. Tinn, V. Bragin), The University of the Elderly in Downtown (J. Martin) and they are providing counselling and assistance in their area of expertise through the non-commercial web environment (v-bragin.ru, en-transl.ru). EA has supported the publishers of popular scientific publications (*VEÜ* Publishing House, Tammerraamat).

Starting from 2013 the representatives of EA have co-operated with NPOs and entrepreneurs in Haapsalu, participating in the discussions on the development perspectives and options of Haapsalu and supported the project applications of the NPOs of Haapsalu.

In spring 2013 an exhibition *EuroAcademy 15+* was displayed in the hall of National Library of Estonia providing an overview of the activities of EA to date. The exhibits included a selection of the best diploma, Bachelor's and Master's theses, the monographs, dictionaries and journals published by EA, samples collected during the expeditions, but also atmospheric photo collages and creative works of the students of interior architecture and fashion design were on display.

In July 2014, EA with cooperation of CIFE (Centre International de Formation Européenne) organised Summer School for interested students and public activists.

The exhibitions of the students of the Faculty of Design in public space: the annual exhibition Summer Motifs in the café of TLU Academic Library since 2007 and also exhibitions in the Teachers' House in 2009; in the hall of the City Government of Kohtla-Järve in 2010; in the café *Hõbepeeker* in 2013 and 2014. Outside Estonian the students of fashion design of EA have presented their creations in the international competition of young fashion designers' in Riga Habitus Baltija. In spring 2012 the collection of Tatjana Svinar "Bossa Nostra" was got the jury's special award.

4.3.2. The contribution of the EA to society welfare

EA has made its rooms available for several NPOs, such as Estonian Association for Quality, Association of Estonians Abroad, The Association of Scientists in Tallinn, Estonian Green Cross, for organising meetings and other events on a regular basis. Cooperation with the driving school Drive allows the students of EA get a discount for the fee charged by the driving school.

Up to now the largest open event has been the international conference “Eastern Partnership and Central Asia” that took place in spring 2011. Also lectures, seminars, meetings with politicians, ambassadors and other public figures have been arranged (Table 4.5 and Figure 4.2).

EA has provided space for display of several photo and art exhibitions.

Table 4.5. Public events organized by EA

Time	Public Event
14.04.2011	Lecture- seminar “The EUs Environmental Policy in the Baltic Sea Region” by Tom Schumacher
28.04.2011	International Conference “Eastern Partnership and Central Asia”
23.05.2011	Seminar “The Situation on the Front of Graphs”
27.03.2012	Lecture “On the foreign policy of Russia after the Re-election of Vladimir Putin as the President”, former Estonian Ambassador in Russia Mr. Mart Helme
5.10.2012	Meeting with the member of European Parliament Kristiina Ojuland
16.10.2013	In co-operation with the Association of Estonians Abroad, an academic meeting “Mineral Resources and the Related Conflicts in the World”, Prof. Alvar Soesoo
22.11.2013	Lecture “Moldova and the European Union. A Week before the Vilnius Summit”, the Ambassador of Moldova in Estonia Victor Guzun
10.04.2014	Lecture “The guidelines of the contemporary Belorussian foreign policy” by Sergei Palagin, Director of the Center of Foreign Policy and Security Research (Minsk)
21.02.2014	In cooperation with the SA Innokas a lecture “Ecological Security and Innovation” by Jüri Martin
26.11.2014	Lecture “The Baltic Sea Region in Context of Ukrainian Crisis” by professors of St.-Petersburg State University Alexander Sergunin and Valery Konyshev
3.12.2014	Meeting with the Ambassador of the Republic of Belarus in Estonia Anatoly Stepus

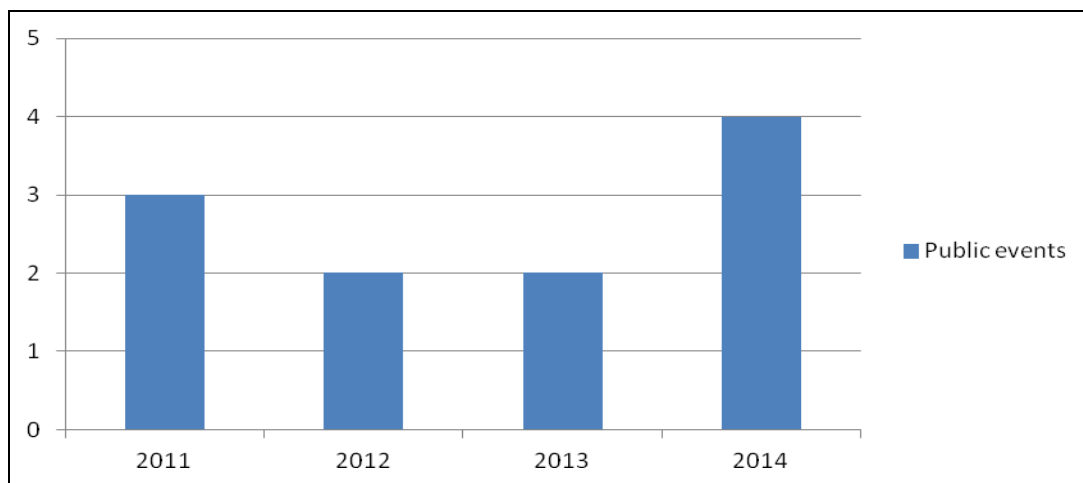


Figure 4.2. Public events organized by EA

Strengths

1. Popularisation of the EA activities among the students of upper secondary schools.
2. Popularisation activities are diverse including international media.
3. Participation of staff members in the professional associations and organisations.
4. Supporting university staff members in publishing popular-scientific materials.

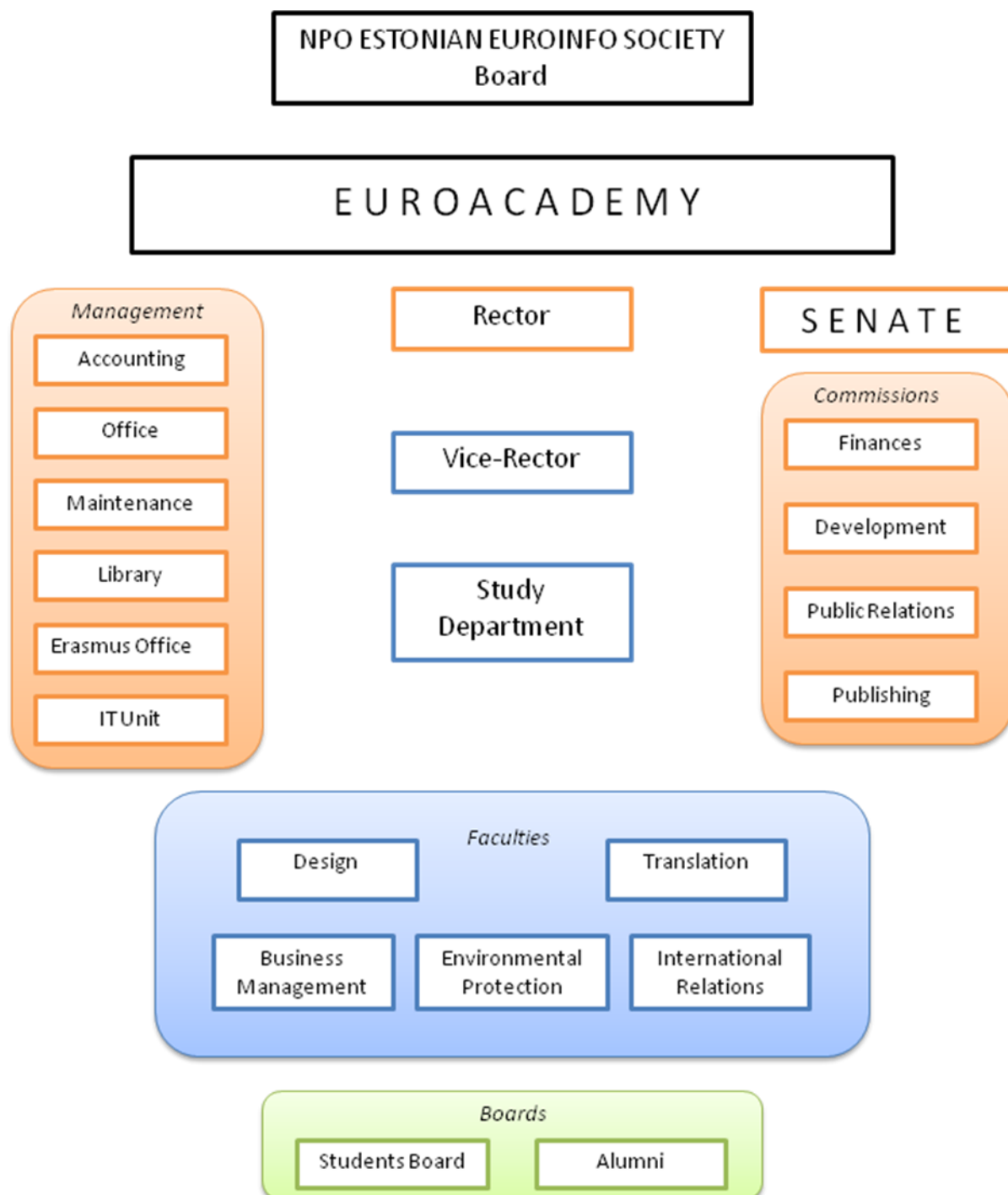
The areas for improvement

1. Popularisation of the activity of university among the students of vocational schools.
2. Facilitating and supervising research activities of upper secondary school students.
3. Engaging alumni into the popularisation activities.
4. Publishing articles popularising the specialties taught and areas of research of university.
5. Diversification of options for in-service training.
6. Stimulate staff members, students and alumni to participate in activities of non profit organisations connected to university.

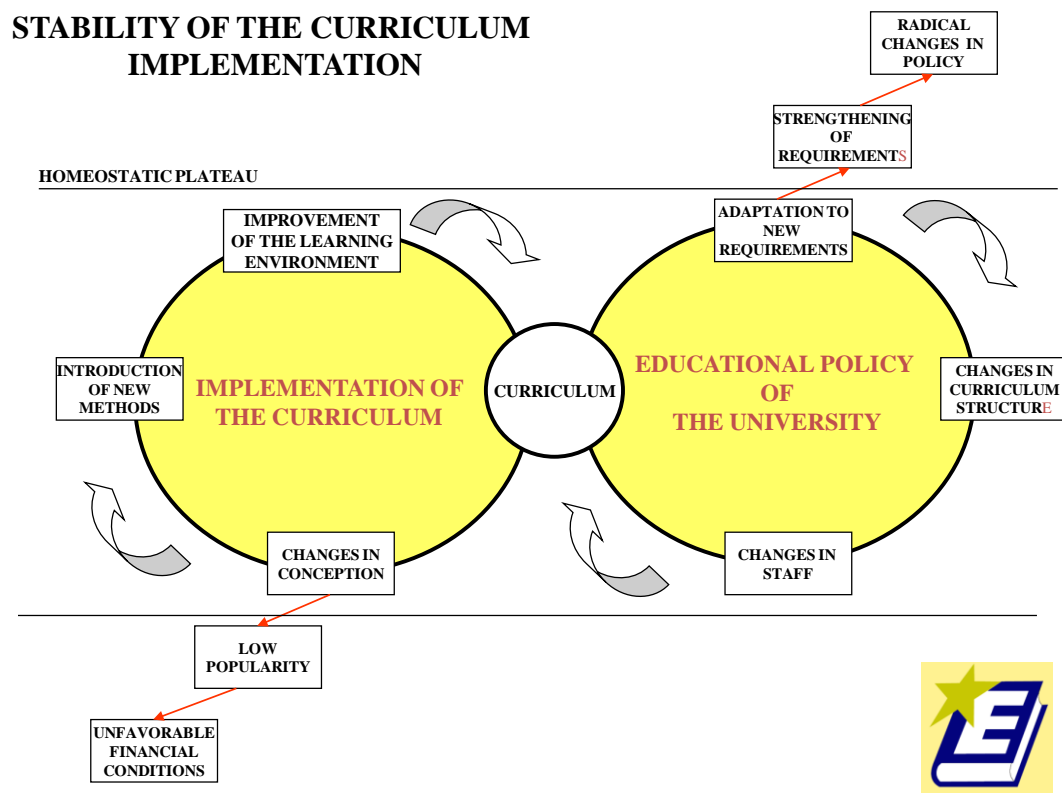
ANNEX 1. LIST OF ABBREVIATIONS

BUP	Baltic University Programme
BM	Business Management
CEEMAN	Central and Eastern European Management Development Association
DoRa	The ESF DoRa Doctoral Studies and Internationalization Program
EA	Euroacademy
EDEN	European Distance and E-learning Network
ERIC	Education Resource Information Center
ESTLEX	The database of Estonian legal acts
<i>ETIS</i>	Estonian Research Information System
HEI	Higher Education Institution
HITSA	Information Technology Foundation for Education
<i>HTM</i>	Ministry of Education and Research
IMTA	International Management Teachers Academy
MEDLINE	Medical Literature Analysis and Retrieval System Online
NAP	Network of Academics and Professionals
PBK TV	Russian-Language TV Channel
PHE	Professional Higher Education
RDC	Research, development and other creative activity
TLU	Tallinn University
<i>VEÜ</i>	Association of Estonians Abroad
<i>VÕTA</i>	Recognition of prior learning and work experience
<i>ÕIS</i>	Study Information System

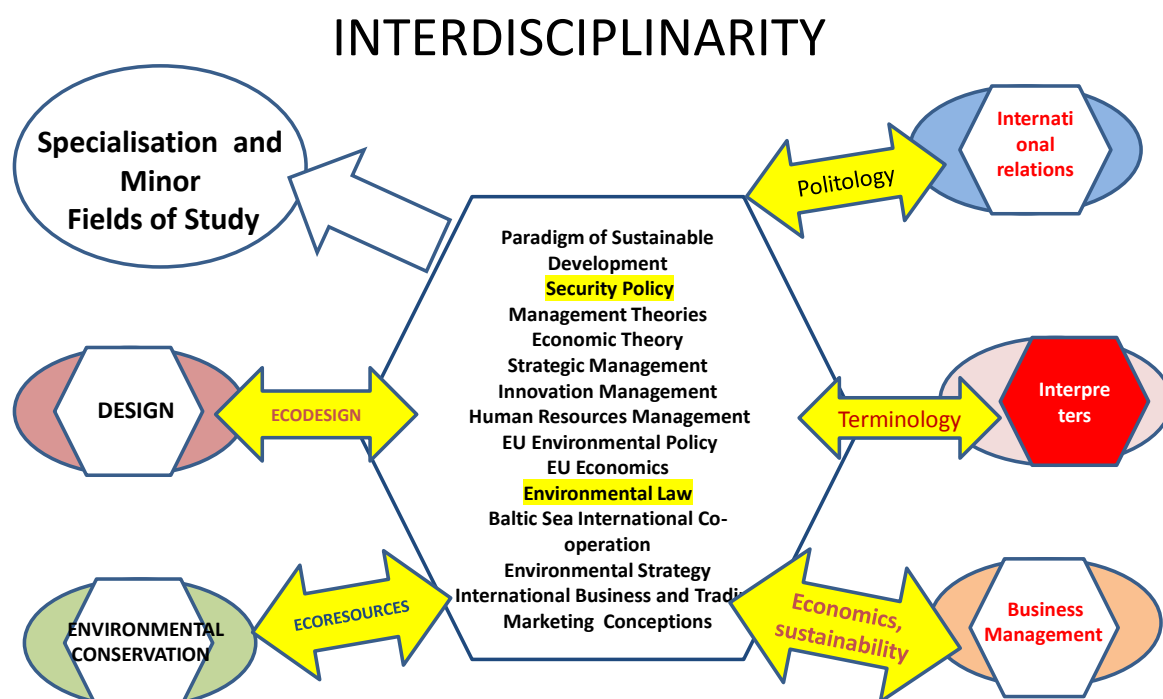
ANNEX 2. THE STRUCTURE OF EUROACADEMY



ANNEX 3. STABILITY OF THE CURRICULUM IMPLEMENTATION



ANNEX 4. EXPECTED DEVELOPMENT OF CURRICULA INTEGRATION



ANNEX 5. QUALIFICATIONS OF ACADEMIC STAFF BY AGE GROUPS IN 2010-2014

2010	DSc		PhD		MA		=MA		BA		PHE	
Age	M	F	M	F	M	F	M	F	M	F	M	F
under 40	0	0	3	5	6	13		3	4	3	0	1
41-55	0	0	3	2	4	2	4	12	0	1	0	0
56-65	1	0	9	5	1	2	6	18	0	0	0	0
over 65	11	0	18	1	1	1	5	6	0	0	0	0
2011	DSc		PhD		MA		=MA		BA		PHE	
Age	M	F	M	F	M	F	M	F	M	F	M	F
under 40	0	0	2	2	3	16	0	1	3	2	0	1
41-55	1	0	4	2	1	3	3	13	0	2	0	0
56-65	1	0	9	3	2	2	7	17	0	0	0	0
over 65	10	0	16	3	0	1	5	7	0	0	0	0
2012	DSc		PhD		MA		=MA		BA		PHE	
Age	M	F	M	F	M	F	M	F	M	F	M	F
under 40	0	0	1	3	6	13	1	0	2	1	0	0
41-55	1	0	2	1	1	2	3	8	1	3	0	0
56-65	1	0	8	1	1	2	3	15	0	0	0	0
over 65	8	0	12	3	0	0	3	5	0	0	0	0
2013	DSc		PhD		MA		=MA		BA		PHE	
Age	M	F	M	F	M	F	M	F	M	F	M	F
under 40	0	0	2	4	5	8	0	2	1	2	0	0
41-55	0	0	2	1	1	2	2	10	2	1	0	1
56-65	1	0	3	2	1	0	4	15	0	0	0	0
Over 65	9	0	12	3	0	1	4	4	0	0	0	0

2014	DSc		PhD		MA		=MA		BA		PHE	
Age	M	F	M	F	M	F	M	F	M	F	M	F
under 40	0	0	4	4	6	9	0	1	1	3	0	0
41-55	0	0	2	4	2	3	2	9	2	1	0	1
56-65	0	0	4	2	0	0	5	10	0	0	0	0
over 65	9	0	15	4	0	2	2	4	0	0	0	0

