



ESTONIAN  
ENTREPRENEURSHIP UNIVERSITY  
OF APPLIED SCIENCES

**THE ESTONIAN ENTREPRENEURSHIP UNIVERSITY OF APPLIED SCIENCES**  
**INSTITUTIONAL ACCREDITATION**  
**SELF-EVALUATION REPORT**

Tallinn 2014

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## **Application from the Rector**

Estonian Entrepreneurship University of Applied Sciences (EUAS) is pleased to submit to the international evaluation committee its institutional accreditation self-evaluation report (SER), which has been put together during 2013. In this report we have critically evaluated our core processes: learning, research and development, creative activities and serving the society. A well-run organization is a prerequisite for successful operation of the core processes, the analysis of which provides a comprehensive image of EUAS.

EUAS has considered the development of a culture of quality throughout the period of its operation as important and since 2008 EUAS has continuously participated in the voluntary external evaluation processes. The entire staff and management have consistently participated in both mandatory and voluntary quality projects, which are also covered at length in this report. We are convinced that the participation in the quality projects and external evaluations has an important role in promoting a culture of quality and they will support the development of our core processes. Determination of the strengths and areas in need of improvement are the basis for the formation of a sustainable, strong and positive organization

This report has been prepared by the Institutional Accreditation Working Group of EUAS which was formed in January 2013. The Working Group included:

- Eneken Titov - Quality Manager, Head of the Working Group, Part 1 of the report - Management
- Signe Laipaik - Head of the Academic Department, Part 2 of the report - Learning activities
- Kristel Reim - Head of Cooperate Relations, Part 4 of the report - Societal impact
- Mare Kurvits - Head of the Chair of Entrepreneurship, Part 3 of the report – Research and Development
- Kaija Kumpas - Scientific Secretary, Part 3 of the report – Research and Development

Great contributions to the report were also provided by the Vice Rector for Academic Affairs Tauno Õunapuu, CFO Raivo Sulg, Marketing Manager Liisi Paasi, Head of the IT Department Tarmo Toom, Curriculum Development Manager Liana Roos, Educational Technologist Anneli Rumm, the specialist of the Academic Department Riina Soovik and assistant Kerly Õim, Head of Regional Learning Centers Markus Stein and heads of Chairs.

The rest of the membership has steadily contributed to the completion of the SER critically commenting and submitting additional data, if necessary. This document has been discussed throughout the year in general meetings of EUAS as well as at the meeting of structural units. The SER has been approved by the Council of EHK.

As the Rector, I would like to thank all the staff and the team for the preparation of the SER who all provided their input to preparation of the institutional accreditation self-evaluation report. I am positive that going through this process allowed an added value to both develop team work and include the membership on the developing of the quality system of the school.

I hope that the SER clearly reflects the activity of EUAS also to all interested persons.

We appreciate your feedback.

Krista Tuulik

rector

## INTRODUCTION OF THE SCHOOL

### General Data

Name	Estonian Entrepreneurship University of Applied Sciences (hereinafter also referred to as EUAS) www.eek.ee
Legal status and address	A private institution of professional higher education. Suur-Sõjamäe 10a, Tallinn 11415, Eesti
Registration Number	10588537
Owner of the School	AS Erahariduskeskus
Centers and Locations	Tallinn Learning Center - Suur-Sõjamäe 10A, Tallinn 11415 Tartu Learning Center - Pepleri 6, Tartu 51003 Narva Learning Center - Kiriku 6, Narva 20308 Pärnu Learning Center - Rüütli 2, Pärnu 80010 Viljandi Learning Center - Tallinna 19/21, Viljandi 71013
Contact person	Eneken Titov, Quality and Training Manager - Suur-Sõjamäe 10A, Tallinn 11415

### EUAS curricula

CG	Name of the Curriculum	Language	Curriculum Level	Code	Period of Studies	Capacity of the Curriculum	Accreditation	The number of students in the curriculum
Business and Administration	Business Management	Estonian	NDP	898	3 years	180 ECTS	unlimited <sup>1</sup>	926
	Business Management	Russian	NDP	122477	3 years	180 ECTS	unlimited <sup>1</sup>	365
	Management of Enterprise	Russian	MAG	118637	2 years	120 ECTS	unlimited <sup>1</sup>	27
	Management of Enterprise	Estonian	MAG	80515	2 years	120 ECTS	unlimited <sup>1</sup>	42
	Business Economics	Russian	NDP	122617	4 years	240 ECTS	unlimited <sup>1</sup>	26
	Business Management	Russian	NDP	118637	4 years	240 ECTS	unlimited <sup>1</sup>	114
	International Business Administration	English	MAG	118657	2 years	120 ECTS	unlimited <sup>1</sup>	0
	Business Administration and Entrepreneurship	English	NDP	108085	3 years	180 ECTS	unlimited <sup>1</sup>	0
Arts	Design for Creative Entrepreneurship	Estonian	NDP	80671	4 years	240 ECTS	unlimited <sup>1</sup>	207
Informatics and Information Technology:	Information Technology	Estonian	NDP	902	3 years	180 ECTS	temporary <sup>2</sup>	207
	Information Technology	Russian	NDP	118497	3 years	180 ECTS	temporary <sup>2</sup>	88

<sup>1</sup> The unlimited right to conduct studies in the curriculum group

<sup>2</sup> In the curriculum group has been issued a temporary right for conducting teaching up to 31.12.2016

### Key quantitative indicators to describe the EUAS

Indicator	2003	2007	2011	2012	2013
Turnover (EUR)	2 165 000	3 915 000	3 628 000	2 960 000	2 970 000
Cost per student (in EUR)	1 282	1 635	2 361	2 043	2 066
Workforce	49	118	106	86	86
Number of curricula	3	7	9	5*	11**
The number of students	1 713	3 618	2 503	2 232	2 002
The number of alumni	735	1 788	3 738	4 059	4 327

\* 5 Master's curricula were merged into one core curriculum with five minor specialties

\*\* According to the amendments in the law, curricula are distinguished on the basis of the language of instruction, two Ecomen curricula were added

A brief history of EUAS is referred in **Annex 1**.

# 1. ORGANIZATION MANAGEMENT AND OPERATION

## 1.1. General Management

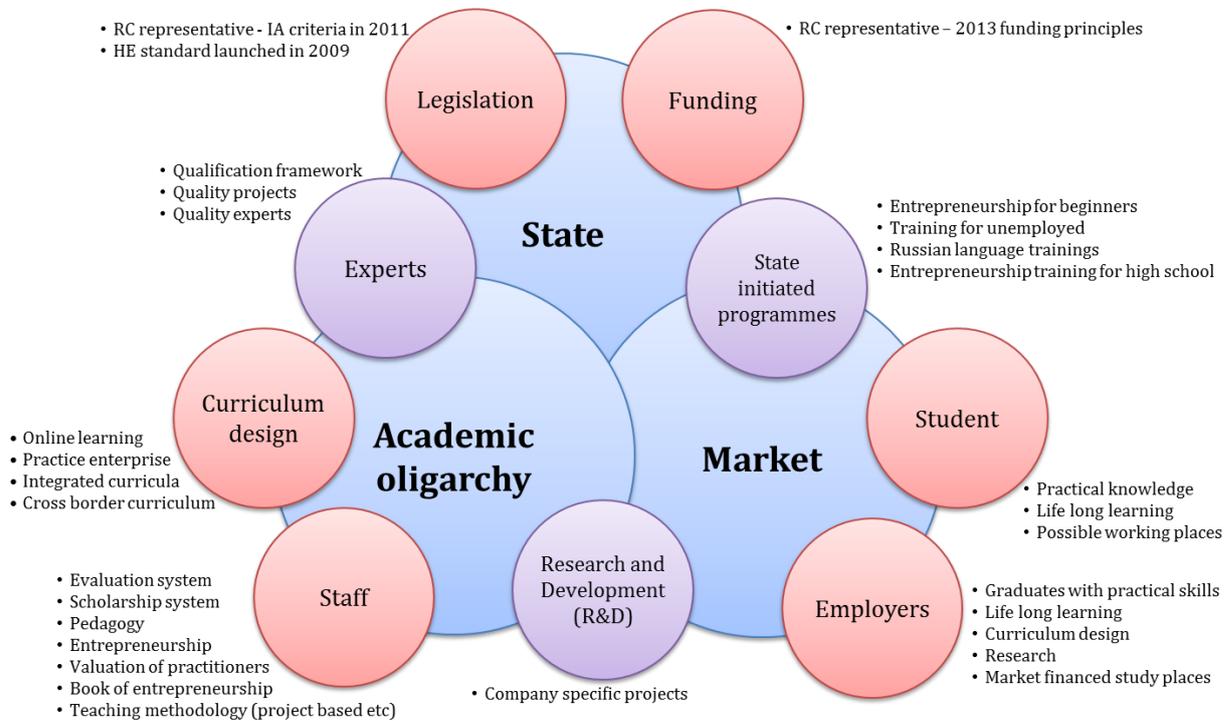
### 1.1.1. The role of the institution of higher education in the Estonian society

Estonian Entrepreneurship University of Applied Sciences (formerly Mainor Business School) is an institution owned by AS Erahariduskeskus (EHK). The ownership of EHK is described in the Figure 5. According to the data of 2013, EUAS is the largest private institution of professional higher education in Estonia. In 2002, in the university are enrolled approximately 2 000 students; the school has five Learning Centers (Tallinn, Tartu, Pärnu, Viljandi, Narva) and more than 85 full-time employees.

The mission of the EUAS is the formation of entrepreneurial mindset in society.

To accomplish this, EUAS promotes entrepreneurship based learning and creative industries, carries out regional and international cooperation with local governments, businesses and educational institutions. EUAS considers essential the access to higher education in as many regional centers as possible and in all age and social groups.

The slogan of EUAS is: 'Capital for a lifetime!'



**Figure 1.** Stakeholder of EUAS

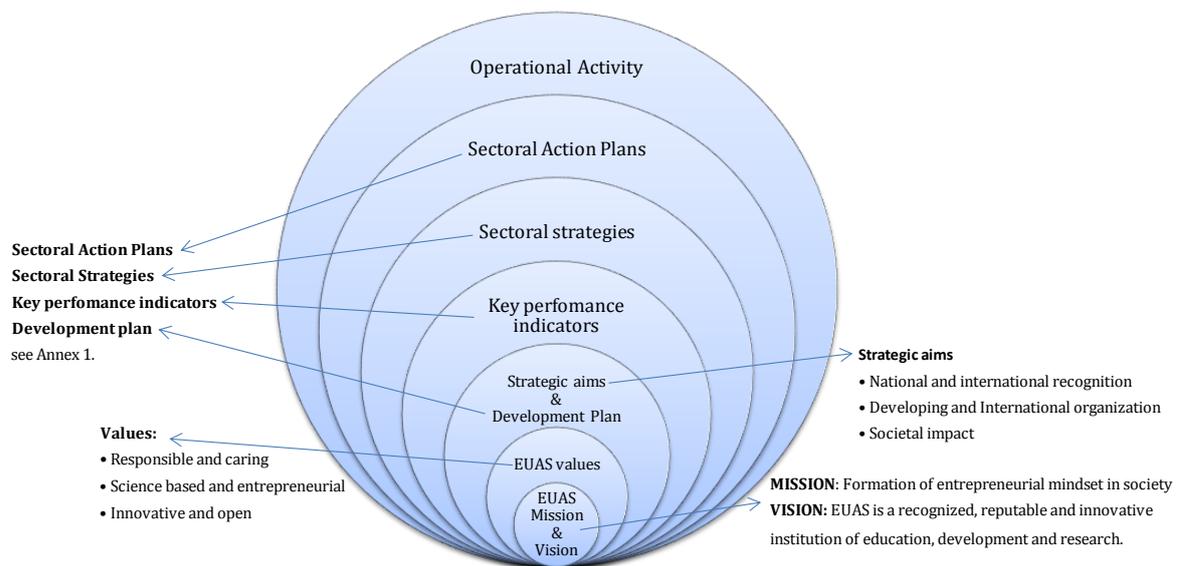
EUAS is based on their role mapping in the Triple - Helix model principles and consequently, the key stakeholders are the state, the academic world and the business community (market). On the basis of these three largest stakeholder groups are defined the specific interests which in the case of the state is given the legislation (IA criteria 2011 etc) and financing (2013 Funding Principles etc), in case of the business community, the student (practical knowledge, life long learning, cooperation with employers etc) and the employer (graduates with practical skills, life long learning, curriculum design, research, employers financed study etc), in the case of the Academy the Curriculum Development (integrated curricula, cross order curriculum, online learning, practice enterprises) and personnel development (evaluation system, scholarship system, valuation of practitioners, entrepreneurship pedagogy, teaching methodology etc), the cross-cutting interests are R&D (company specific projects), expertise (quality expert, quality projects, qualification framework etc) and state-initiated programs

(entrepreneurship for beginners, training for the unemployed, Russian language trainings). To meet the mutual interests of the activities that are included in the Development Plan, sectoral strategies and action plans are implemented.

The EUAS risk analysis are reviewed annually and updated if necessary. The current risk assessment is referred in Annex 1. Classic SWOT Analysis will also be performed together with the Development Plan, at least once every five years, and it analyzes the threats and opportunities arising from the external environment, which are taken into account in setting the development goals.

**1.1.2. The strategic management of the university is based on the state and society's expectations.**

The strategic planning is based on national priorities, expectations of the owners and the trends and needs of the society. All processes within the organization are based on the vision and mission of EUAS, organizational values, which are built and based on the development plan and all sectoral policies and the development plans of the structural units in turn are based on the development plan. The action plans are result-oriented, where the expected results are achieved in accordance with the organization's core values. The achievement of the strategic objectives is assessed in accordance with the key indicators and action plans according to the set of expected outcomes.



National strategies and action plans (Estonian Higher Education Strategy 2006-2015, European Union's Lisbon Strategy and the Bologna Process requirements in the Government of Republic strategy document "Estonian Success 1014" Competitiveness plan "Estonia 2020" Ministry of Education and Research Development Plan 2011 - 2014 "Smart and active people", the Estonian Research and Development and Innovation Strategy 2007 - 2013 "Knowledge-based Estonia"

**Figure 2.** Development and Implementation of the strategy of EUAS

The strategic and tactical documents are accessible to all staff in the records management system (RMS) and the most important ones are presented regularly. To provide better understanding about system of strategic management of EUAS, Annex 1 refers to the Development Plan, an example of a sectoral strategy (the strategy of the IT field) and an example of the Action Plan (the IT field Action Plan 2013/14).

In its activities, EUAS is based on the organization's core values:

- **Responsible and caring-** we are responsible in our attitudes towards work and learning, we value the development of the organization and its members. We recognize and consider on a daily basis the needs, expectations, actions and achievements of our co-workers, students, alumni and partners.
- **Science-based and enterprising** - we create for our students an environment supportive of entrepreneurial spirit, creativity and acquisition of knowledge which is based on a scientific

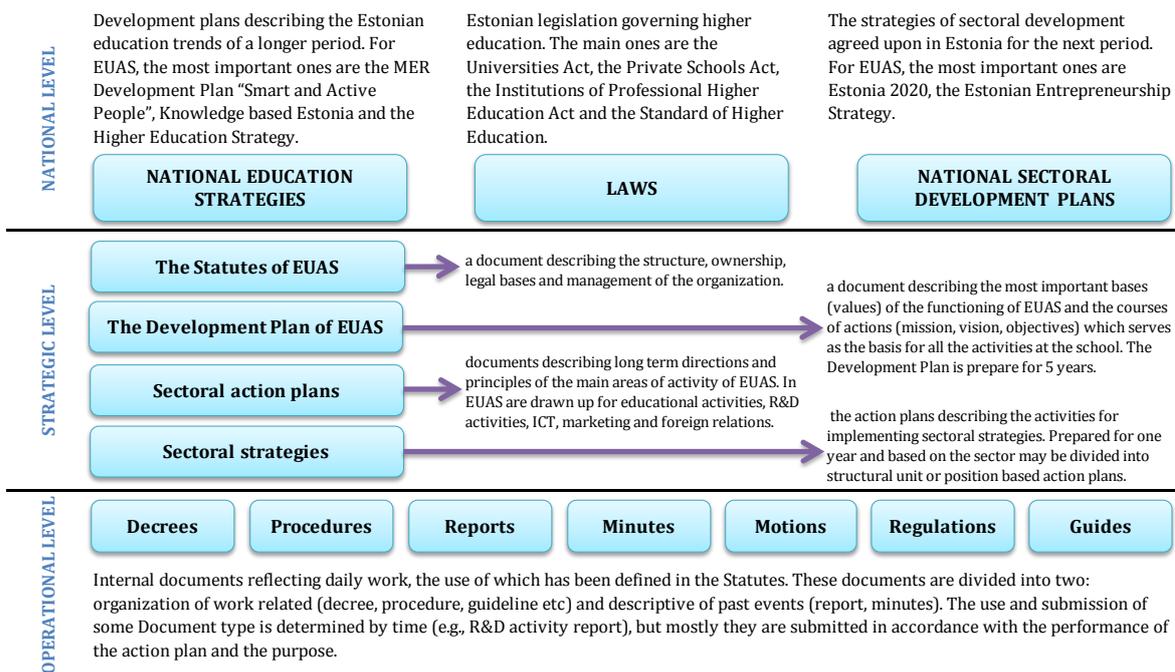
approach and applicability. In collaboration with its membership and external stakeholders we initiate and effectively implement improvements and changes to the organization and society.

- **Innovative and open** - we are open to new ideas and solutions and implement them effectively. We create and promote cooperative relationships with various partners, at home and abroad. We will ensure equal access to learning for all motivated and talented persons.

For the implementation of its mission and vision EUAS has set strategic objectives:

- **National and international recognition** - EUAS ensures in all of its learning and development areas an internationally and nationally recognized level.
- **Developing and international organization** - EUAS is a modern, adaptable and well-functioning attractive learning and working environment with an international membership.
- **Social impact** - EUAS affects the business environment and society as a whole in collaboration with its students, alumni, faculty, staff and partners.
- **Entrepreneurial people** - in EUAS are enrolled students who have consciously chosen their profession, who are able to successfully enter the domestic and international labor market and who are willing to continue their studies on the next academic level. The staff of EUAS is a team of dedicated, motivated, people with high ethical beliefs who share the values of the university.

Strategic and operational management is supported by a thought-out document hierarchy, which has been associated with the documents governing the field of state higher education. The document hierarchy is structured according to the organization's strategic management principles and organizational structure, where the area of responsibility of each layer of management covers certain document types.



**Figure 3.** The document hierarchy of EUAS

The main links of the strategic objectives of EUAS with the mission, vision and national priorities are set out in Table 1.

### 1.1.3. The key results of the university.

EUAS considers it important to measure the achievement of strategic objectives and, consequently, indicators have been set for the goals of the ongoing development plan (see Annex 1). The levels of the indicators are evaluated annually and for the indicators have been set a target level (according to the development plan period - starting level 2013 and the target level 2018). The annual measurement of the indicators provides feedback on the level of implementation of the development plan and enables to direct the focus of the (annual) Action Plans on the goals, the fulfillment of which is stuck or needs additional resources. EUAS sets goals and compares its results with the wellknown universities in Estonia, as Estonian Business School (EBS), University of Tartu (UT), Tallinn University of Technology (TUT), Lääne-Viru College (LVC) and abroad University of Management and Economics in Lithuania (ISM). The objective is, in particular, to compare the directions. Based on our key indicators the comparative evaluation is not always easy, as many of the indicators important for use are not measured in the other schools or the measurement methodology is different.

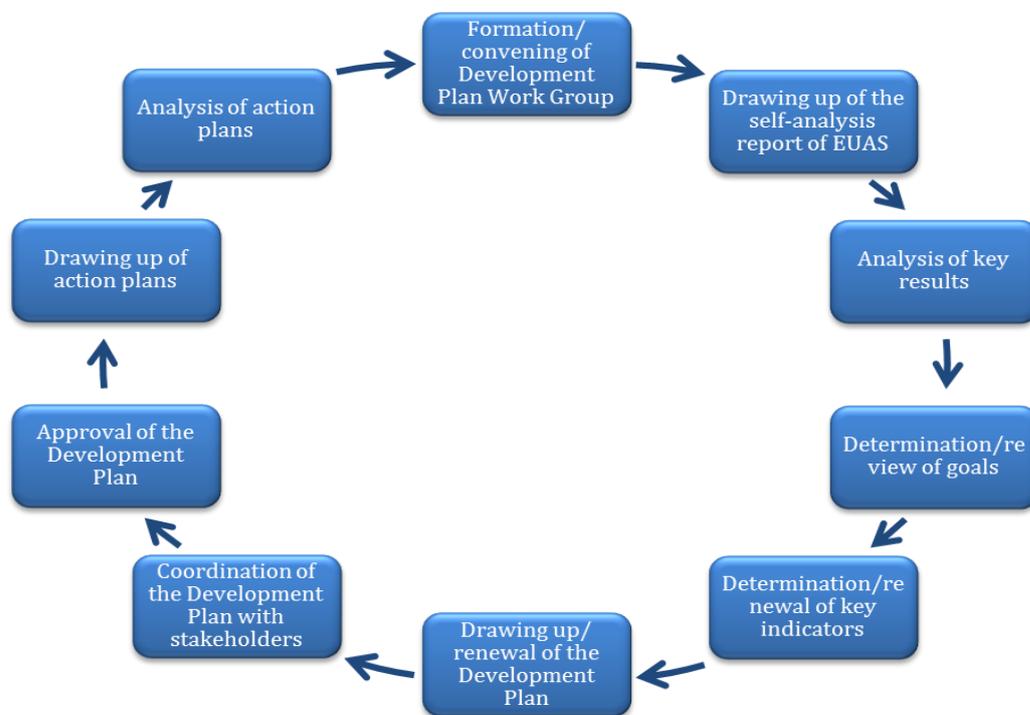
**Table 1.** The links of the strategic objectives of EUAS with the mission, vision and the national priorities

The objective	Link with the	Link with the national priorities or expectations of the society
National and international recognition	The vision disambiguously identifies the need for external recognition and the fulfillment of the mission (formation of the entrepreneurial lifestyle) requires a recognized level that would allow the university an opinion leader and an accepted role model.	To ensure the competitive level of higher education, RDC development and the increase of competitiveness. (Higher Education Strategy Objective 1)
		Estonia is known as an attractive environment for knowledge and innovation and a valued partner in international cooperation. (Knowledge-based Estonia, p 21)
		R&D and innovation in the future will depend more on developments in the EU and Estonia's capacity to contribute to international cooperation, including within the framework of the European Research Area. (Estonia 2020, p 20)
Developing an international organization	Becoming a reputable learning, study and research institution requires international cooperation and a well-run organization to retain and attract valuable employees and talented students.	Improving the quality of the education system and adapting to demographic changes. (Estonian 2020, p 10)
		To ensure provision of competitive higher education in Estonia. (Estonia 2020, p 12)
		Must be ensured provision of fields of study/curricula taking into account the needs and resources of Estonia. (Higher Education Strategy Goal 4)
The societal impact	Entrepreneurial attitude can in particular only be developed by personal example. Therefore to fulfill its mission, EUAS needs a membership who bears the same value and acts on the basis of this value. The wider the number of people related to EUAS, the higher the level of entrepreneurship in society. It is also necessary to take into account the trends taking place in society.	For further growing of wealth, the added value created by the Estonian enterprises is expected to increase. (Estonia 2020, p 5)
		Higher education level has a positive impact of human participation in lifelong learning, which in turn increases the flexibility of the person in the labor market and allows for a better adaptation. (Smart and Active People, p 12)
		Workforce training in alignment with the needs of the modern labor market. (Estonia 2020, p 11)
Enterprising people	people related to EUAS, the higher the level of entrepreneurship in society. It is also necessary to take into account the trends taking place in society.	To maintain the economic capacity at least on the current level, the need for employees is increasing with each year, which increases the need for higher employment in the future. (Estonia 2020, p 5)
		For supporting traditional industries new measures, which are aimed at the introduction of new technologies and growth of business productivity, development of human capital of companies and involvement of capable development employees and implementation of professional design as a competitive advantage are being developed. (Knowledge-based Estonia, p 28)
		Starting a business, business development and increase of the efficiency, internationalization, innovation and cooperation remain the framework within which developments could take place. (Estonia 2020, p 18)
		Moving towards a knowledge-based economy it is important to invest in the development of the knowledge and skills of managers and employees in order to focus on more value-creating processes. (Estonian Enterprise Policy 2007-2013, p 17)
		"The goal is engagement of all relevant community partners in the planning and operations of the higher education." (Higher Education Strategy Goal No 2)

The Key Indicators are chosen to cover all the important areas and goals. Additionally to the target level in case of some indicators, also the benchmarking is done and it allows us to compare our success with our own previous level and with the best HEI's. The comparison gives us an important information about the activities we should do to achieve our goals. The Annex 1 provides a reference to EUAS key Indicators.

#### 1.1.4. Involvement of the membership and stakeholder of the university in management.

The development plan is drawn for five years, but the development plan review takes place once a year. The Strategic Plan Working Group consists of representatives of various internal interest groups. In addition to members of the Working Group in the development of the development plan are involved also other employees, giving them the opportunity to have a say in the different stages of drawing of the development plan (see Figure 4) - self-analysis, detailed objectives, analysis of the development plan version, compilation of action plans, analysis of execution of action plans. In addition to these activities, in EUAS take place traditional biannual events targeted to all the employees where one of the topics is always an issue related to the strategic objective (e.g., in the year 2013 the summer seminar was "Institutional Accreditation and the Values of EUAS", the topic of the year 2012 winter seminar was "What influences our future" ).



**Figure 4.** The development plan process

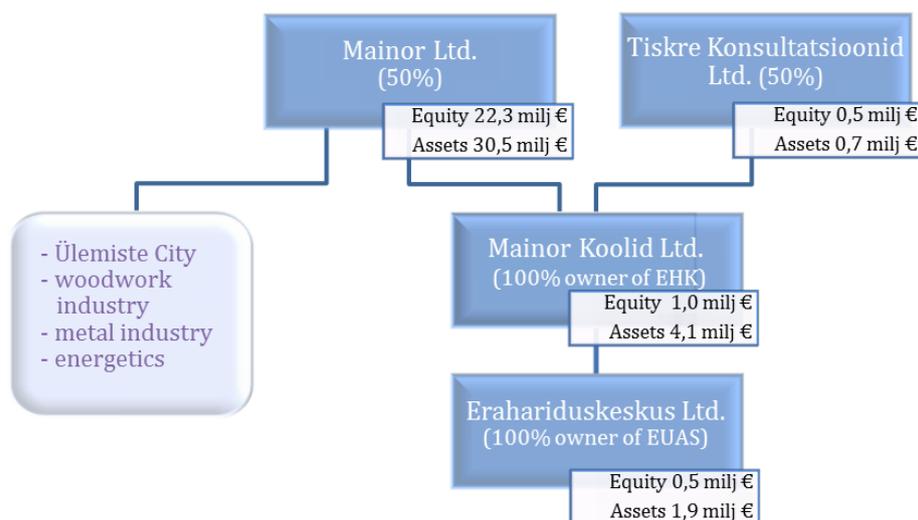
According to the Statute, the activities of EUAS are managed by 4 permanent management bodies - Council of EHK, Board of EHK, Council of EUAS and the Rector's Office. Additionally, there are several permanent committees and working groups. Members of permanent working groups are elected in accordance with the objective of the Working Group and, if appropriate students and representatives of external stakeholders (employers, partners and alumni) are involved. Temporary working groups are formed generally for performing improvement activities, developing of new solutions and/or providing expert assessments (e.g., the Working Group of Written Works, Service Standards Working Group, etc). The need for a temporary working group is revealed from a variety of feedback analyses and/or developmental changes.

**Table 2.** Development Plan 2013 - 2018 compilation process (responsible Krista Tuulik)

Activity	Result	Period
Formation of the Strategy Working Group	A working group of representatives of various interest groups was formed	June 2012
Presentation of the working group, and formulating of the organizational values	The need for common values is clear to all and all employees have been able to give their contribution	August 2012
The working groups are working with values	The Value Working Groups formed in the seminar coordinate the content of the values and highlight the most important	September-December 2012
Formulation and communication of values	Strategy Working Group formulates the final value and the interest groups are informed of the values	January 2012
Preparation of self-analysis and SWOT in collaboration with the students and the owners	The necessary data for the new development plan has been collected and analyzed	January 2012
The working group formulates the strategic goals and sub-goals	Four strategic goals and sub-goals formulated.	February-June 2012
Coordination of the Development Plan in the Rector's Office	Rector's Office approves the Development Plan	December 2012
Coordination of the Development Plan in the Council of EUAS	The Council of EUAS approves the Development Plan	February 2013
Coordination of the Development Plan in the Council of EHK	The Council of EHK approves the Development Plan	March 2013
Presentation of the Development Plan at the beginning of the year seminar, commencement of action plans	Employees are aware of the content of the Development Plan; drawing up of the activity plans has been initiated	August 2013
Discussion and coordination of the Action Plans in the Rector's Office	The Action Plans are ready	September 2013
Coordination of Action Plans in the Council of EUAS	Action Plans have been approved	September 2013

**1.1.5. The responsibility of the management levels for achieving the objectives of the university.**

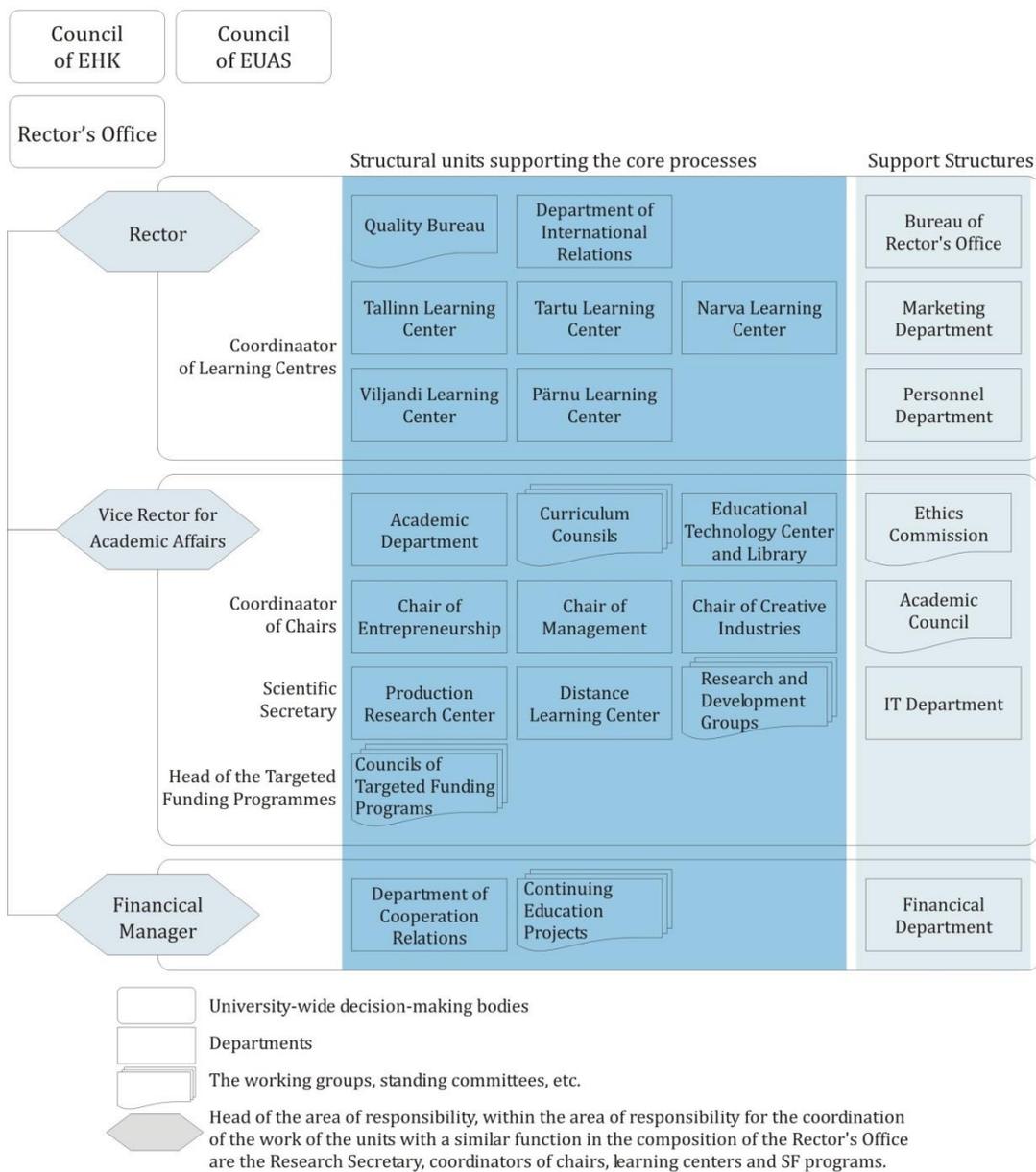
The duties and responsibilities of structural units are designated in the EUAS Statutes (see Annex 1). The main responsibilities of the employee are defined in the employment contract between the employee and EHK. All employees of EUAS have job descriptions, which in addition to the purpose and functions of the post, determines the exact responsibility of each post based on the specificity of the duties and on the managerial level. In addition to these documents, the responsibilities of the different parties are described in the performance of more specific roles in sectoral documents and procedures (e.g., the Evaluation Procedure contains the responsibility of the various parties in the evaluation process, the Rules of Study Organization (see Annex 1) outlines the responsibilities of different parties in different learning activities, etc).



**Figure 5.** The scheme of EUAS and EHK ownership

The structure of EUAS (see Figure 6) is relatively flat and the responsibilities are clear. Based on the goals of higher education and the core processes of EUAS, a matrix system works in some places which enables the rapid development of the organization, supports the development of leaders and co-operation within the organization.

For the purpose of continuous development and receiving of valuable feedback, EUAS considers it important to participate in a variety of external evaluations. Combined with the mandatory transition evaluation, re-evaluations and institutional evaluations, EUAS receives the feedback of foreign experts on its progress at least once a year. The important thing is that although the number of evaluations cover just one curriculum, then as a small school, we still receive important feedback on the performance of the processes (e.g., curriculum development, management, R&D activities etc), which are of a central importance for the school.



**Figure 6.** The structure of EUAS

**Table 3.** Participation of EUAS in various voluntary external evaluations in the years 2007-2013

<b>Evaluation:</b>	<b>Time</b>	<b>Conducted by</b>	<b>Result</b>
Aspiring organization. Committed to Excellence	2007	EAS, MEAC, EAQ	Recognition "Aspiring Organization 2007"
Quality management in an institution of higher education	2010	Archimedes, Primus, EAQ	Recognition "A well-managed organization"
Estonian Leadership Award	2010	EAS, MEAC, EAQ	Recognitions "Best Medium-Sized Company" and "Organization with Management Excellence"
An external evaluation of RPL	2012	Archimedes Primus	Recognition for well-organized activities of RPL.

### 1.1.6. Internal and external communication management of the university

EUAS communicates information to all stakeholders. The major internal stakeholders are employees, owners and students, from outside interest groups are important employers, alumni and prospective students.

**Table 4.** The communication goals and channels directed to key stakeholders

	<b>Stakeholder group</b>	<b>The main objectives of the communications</b>	<b>Main channels</b>
1.	Employees	Sharing information to keep employees abreast of changes and the events taking place in the staff.	Meetings, newsletter, e-mail, documents on LMS, phone
2.	Owners	Informing of strategic objectives, execution and results.	Meetings
3.	Students	Sharing of instruction related information, communication of job offers, invitations to events and involvement into planning of promotional events.	e-mail, SMS (100-120 messages per month), Facebook and LMS
4.	Employers	Invitations to seminars, trainings, conferences to develop the reputation of EUAS as of the specialists in the field and of a trusted partner.	e-mail (3-10 messages per month), phone calls, meetings
5.	Alumni	Keep the alumni up to date with the doings of EUAS and provide opportunities for self-improvement. Involve them in the activities of EUAS (Teeviit (Signpost)) and recognize them (on the web site is a menu of the alumni, with their videos, opinion pieces and interviews)	e-mail, newsletter (1-4 messages per month), Facebook
6.	Prospective students	Opinion pieces in the media, free events and advertising, to shape a reputation of EUAS as a recognized, credible and professional institution of education.	e-mail, customer events, advertising channels (online, TV, radio, print)

The main target group of the marketing communications of EUAS is young adults eager to learn, who want to gain higher education while working and raising a family. EUAS uses a variety of options for communication with this target group. Every spring, EUAS organizes in its Learning Centers free entrepreneurship morning seminars where young people are expected to come for self-improvement. The school conducts cooperation with the Foundation Enterprise Estonia and also offers free seminars. All year round, EUAS organizes free information mornings on various topics to introduce their continuing education opportunities. Opinion stories of EUAS are published in the media and in addition, the school helps to publish the opinion stories of students and the alumni. Every last Tuesday of the month, EUAS issues a newsletter, which is sent by e-mail to all of the school's alumni and to other interested parties.

Although the main focus of marketing and communications is aimed at the working youth, however, part of the marketing activities are directed at the high school and vocational school graduates (e.g., participation in education fairs Teeviit, pre-vocational training, visits to secondary schools and vocational schools with the purpose of the presentation of EUAS).

The promotional and communication activities of EUAS are year-round, but the main focus of promotional activities is during the spring-summer period, when the admission campaign takes place. Marketing activities are intended to develop the reputation of EUAS and to ensure effective marketing and sales of formal education.

Communication of strategic activities to the employees takes place in accordance with the strategic management process and organizational structure. Both the Development Plan and the action plans are available to all staff on the intranet at RMS. In EUAS the Rector's Office meetings are held twice a month. It is the school's operational management body, which bring together all the heads of the structural units to discuss topical issues. After the meetings, the task of the head of each unit is to share fresh information to their subordinates in order to keep the collective evenly informed. Minutes are taken of all meetings of the Rector's Office and the documents are uploaded to the RMS on the intranet, which is available for all the staff. Moreover, every Monday appears an electronic newsletter EUAS, EEK 24/7, which covers the events taking place during the week. The newsletter is sent to the e-mail addresses of all the staff and is archived in RMS. Various permanent and temporary working groups are related to the exchange of information.

**Table 5.** Employee satisfaction with various aspects of communication (rating on a 4-point scale, where 1 - not at all satisfied and 4 - I am completely satisfied)

	2007/08	2009/10	2011/12	2012/13
Necessary information to perform the work has been provided	2,80	2,33	2,47	2,87
The company has a good reputation	3,07	2,79	2,53	2,58
Instructions and procedures are available	-	-	3,30	3,39
The company has focused and well-managed external communications	-	-	2,30	2,42
The communicated information is reliable	-	-	2,70	2,94
The communicated information is timely	-	-	2,23	2,52

Communications with the employers is based on the goals and specifics of the information. Major issues on communication with the employers is cooperation in the framework of internships and visits to companies, information of the events aimed at employers, collaboration in planning of the development of the school and in management activities. The reputation of EUAS among employers is high (EMOR survey, 2010). In the alumni surveys the alumni are invited to assess their employer's attitude towards EUAS and more than half of the respondents rate their employers' attitudes towards EUAS as positive and most of the rest as neutral (2011 - positive 53%, neutral 42%; 2013 - positive 57%, neutral 36%).

EUAS has inquired from its students which messages are appropriate for promoting the school, which advertising channels are noticed and with which emotion should the messages be communicated. Each fall the advertising noticing poll is conducted in the freshman class. Based on the results, marketing messages are positioned for the next period. Based on the studies it is evident that the students consider the Internet the most appropriate channel for advertising and they state that the manner of communication should be reliable, but at the same time innovative. Students consider the high quality faculty, the flexible study organization and the acquired practical knowledge as the most important parts of branding of EUAS.

EUAS informs media of their activities on a regular basis; explaining to the public the role of private higher education institutions in the development of the Estonian economy. The spokespersons of EUAS do not criticize the media space without offering their own solutions. The position of EUAS regarding the number of mentions initiated by the EUAS in the media is good (EUAS was mentioned 25 times, 13 press releases and 10 opinion stories in the year 2013)

This ensures a positive visibility of EUAS to the public as well as for the decision makers and cooperation partners. However, in many of the news stories EUAS was mentioned rather as background information, not as the main character. Public universities are found in the media to have around 10 times more coverage than private higher education institutions.

The Website of EUAS is clear, information is easy to find and convenient to use for a person who first enters the page, as well as for frequent users (students and staff). The Website has to be easily found with different search words and to be conveniently found in the organic web, especially through the disciplines taught.

**Table 6.** Frequency of use of the website 2011-2013

Period	Visitors	Visits per student	Repeated	New
January-June 2013	75 221	38	81%	19%
January-June 2012	102 610	46	81%	19%
January-June 2011	105 650	42	83%	17%

Due to the decrease in the number of students has respectively decreased also the number of visitors, but the percentage of new visitors has increased. The rise is primarily due to admission campaigns' emphasis on the Internet. A large proportion of new visitors are clickers of advertising banners.

At the end of the year 2011, EUAS created a new Facebook account to collect fans and followers to the page, who takes interest in the school activities. Via this channel it is possible to quickly share information with the public, so the percentage of quality of followers is important. For increasing the popularity of Facebook as a channel, a campaign was arranged where those interested learned through a specialty game, which of the specialty taught at EUAS might be suitable for them. The campaign was a great success - the number of fans grew threefold, which ensured a good opportunity to spread more widely the information published. Considering the fact that Facebook does not share the entire information published to all the fans, it is a good indicator that the extent of EUAS postings is still quite high and people are talking to each other on important issues for EUAS.

On organization of Facebook campaigns, EUAS is based on the principle that the goal is not to forcibly bind people with the EUAS page (no obligation to press the "Like"). It is important learn through the campaign the followers of the Facebook page interested in EUAS and to gather new contacts in order to conduct direct mailings via e-mail related to events and promotions. There are currently 3 200 followers on the page.

**Table 7.** The Facebook page posts and extent

Period	Number of fans	Posts (wk)	Talk (wk)	Extent of posts
January-June 2013	2400 – 2990	3 to 9	50-100 persons	200 000 persons
January-June 2012	600 – 2100	1 to 4	25-75 persons	100 000 persons

The Facebook page of EUAS is a powered and active information channel for both the students and for those interested.

As one of the main marketing activities, EUAS annually attends Teeviit, which is the largest education fair in Estonia. Teeviit is designed to introduce to those interested the learning opportunities in the school and with the booth design and representation to shape the reputation of the school. EUAS has also annually gathered contacts of those interested, through a variety of games and draws. To the collected contacts, EUAS has later sent the promised information about the specialties of interest by email.

**Table 8.** The contacts gathered at Teeviit Fair

	Teeviit 2010	Teeviit 2011	Teeviit 2012	Teeviit 2013
Collected contacts (persons)	747	916	855	961
Visitors Total (persons)	n/a	11 672	8 914	8 355

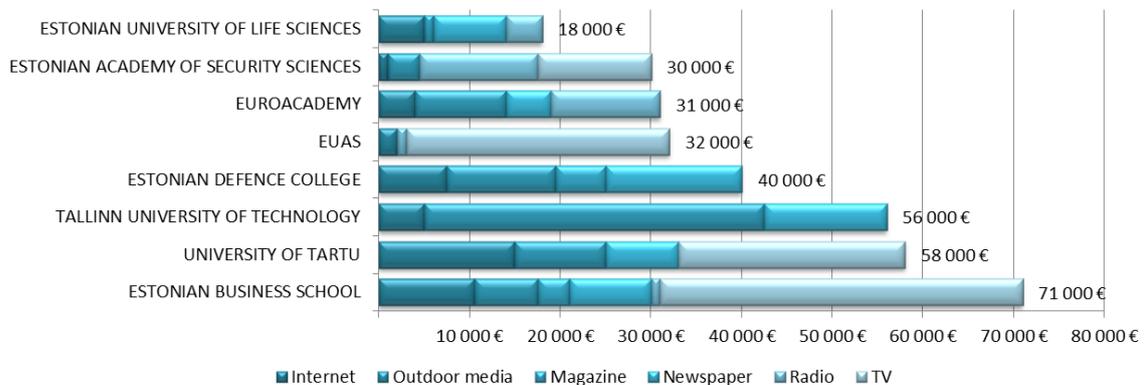
The Spring Campaign is the largest advertising campaign that EUAS organizes for the admissions period and is largely an image building campaign. The spring campaign of EUAS has a budget of EUR 60 000. EUAS has used each year a wide variety of channels to reach their target audience, but in

2013, it was decided to divide the budget among the three major channels to ensure a more powerful visibility in these channels - thanks to this strategy the admission results increased.

**Table 9.** Spring campaign advertising channels and admission results

Year	Advertising Channels	Admission figure
2011	TV, outdoor media, radio, newspaper, magazine, Internet, Facebook, direct mail	481 learning agreements
2012	TV, outdoor media, radio, newspaper, magazine, direct sales in shopping malls, Internet, Facebook, direct mail	302 learning agreements
2013	TV, internet, radio, Facebook, direct mail	510 learning agreements

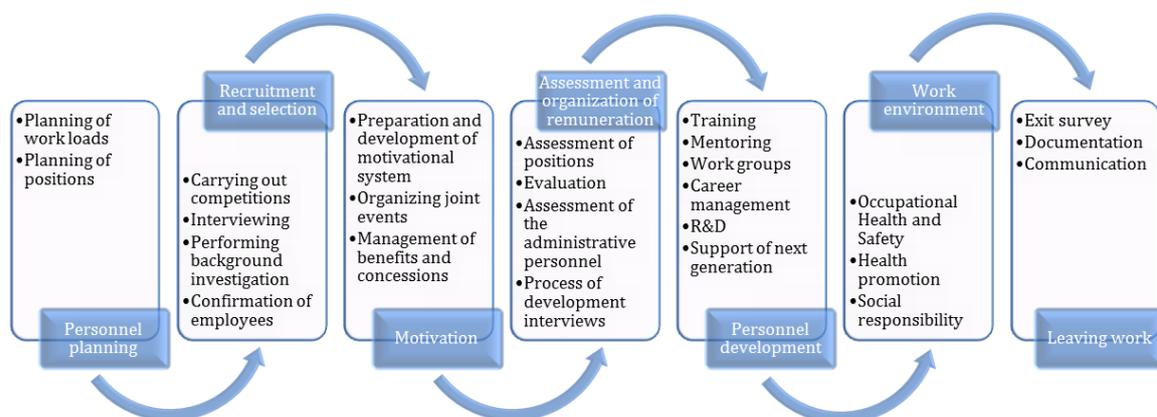
Based on feedback of the target group on the channels notices and in accordance with the marketing strategy, the advertising channels used are of a different structure in the campaigns of different years. The capacity and structure of the channels is compared regularly with other institutions of higher education, according to EMOR annual survey results. According to this also a slight repositioning takes place (see Figure 7).



**Figure 7.** The advertisement volumes of the major institutions of higher education (January – July 2013)

## 1.2. Personnel Management

Personnel Management is a support process of EUAS the implementation of which involves all employees in different stages and roles. The core process of Personnel Management together with the sub-activities is shown in Figure 8. Some steps in the process are one-time (e.g., recruitment activities), some steps are held once a year (evaluation, world load calculation, etc) and some on an ongoing basis (motivating, developing, etc).



**Figure 8.** Personnel management process of EUAS

### 1.2.1. Staff recruitment and development and academic sustainability

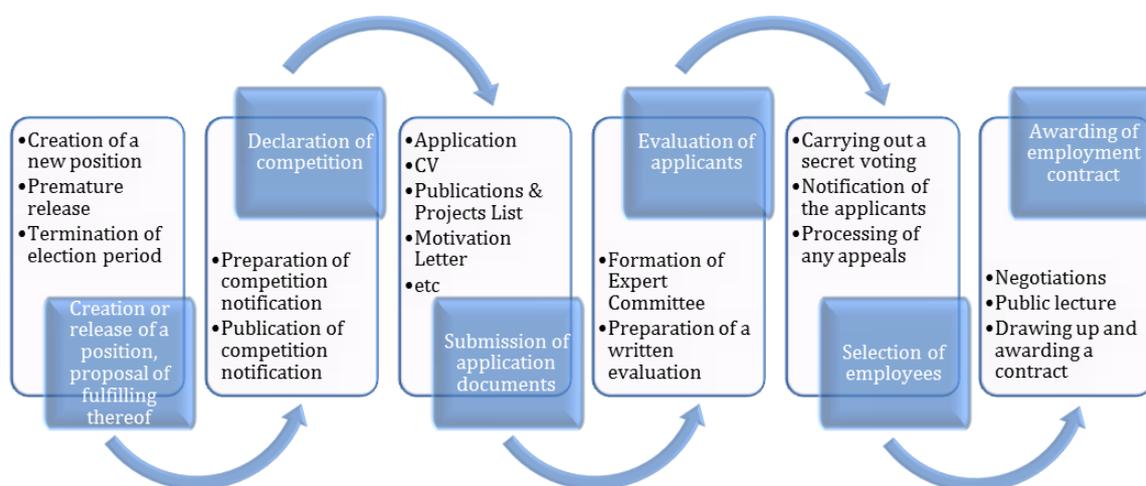
In creating and filling of the positions of the faculty and research staff are applied the requirements established with the "Institution of Professional Higher Education Act," "Standard of Higher Education" (hereinafter SHE), "Research and Development Organization Act", the Statutes of EUAS and other legislation. The principles for fulfilling academic positions are provided in the "Procedure for Fulfilling the Positions of Lecturers of EUAS" (see Annex 1). The academic staff is formed from the ordinary teaching and research staff and visiting lecturers. Detailed breakdown of positions is shown in Figure 9 and the recruitment and selection process is given in Figure 10.



**Figure 9.** The hierarchy of academic posts in EUAS.

The requirements established for the academic positions are described in the document approved by the Council of EUAS "Academic Personnel Qualification Requirements" (see Annex 1). The requirements established for the administration staff are reflected in job descriptions.

Staff recruitment and development is reflected in the Development Plan particularly under the objectives "enterprising people" and "progressive and international organization". The sub-goals supporting the general objectives define in detail the necessary activities for workforce development and sectoral action plans describe in further detail the activities carried out on an operational level. In addition to these documents, the Procedure of Evaluation establishes the competencies of each academic post and tasks are described in the job descriptions. Once a year take place development interviews during which the roles and competencies will be reviewed according to the organization's goals and objectives of the units and the activity plans. After major structural changes will take place a university-wide work analysis (the last on in spring 2013)



**Figure 10.** Academic staff recruitment and selection process in EUAS

One of the main processes to support employees' development is the evaluation of academic staff. Regular evaluation allows the employees to get systematical 360-degree feedback and advices to direct his/her professional development. Evaluation criteria and procedure are described in the Procedure of Evaluation (see Annex 1).

As sustainability-related positive results in personnel work we see a variety of personnel-related outcomes:

- Alumni are ready to continue as employees - among full-time workers we have currently 13 alumni. Among the visiting lecturers there are also a number of alumni.
- Effective mentoring system - eight mentors have been trained who annually support the starting staff. We are able to offer new employees a mentor in all areas of core activities.
- As the school as a whole, also employees value lifelong learning, which is proven by the number of working lecturers studying in the PhD program - one third of the ordinary lecturers are enrolled in a doctorate program. Over the past two years three faculty members have defended their PhD.

For the sustainability assessment analysis of employees working under an employment contract as of 19.09.2013 has been prepared (faculty and administrative personnel). Employee gender structure is - 62 women and 23 men and the structure of the work load - 48 working full-time and 36 part-time and one is on the parental leave. Under the age structure, the average age is 43 years (female workers 42 years of age and male workers 45 years of age, the youngest employee is 22, the oldest 73 years old).

The following table presents the age structure of the staff.

**Table 10.** Personnel breakdown by age and length of service and by turnover.

The age range	Workforce	%
22 - 29	13	15%
30 - 39	21	25%
40 - 49	27	32%
50 - 59	14	17%
60 - 69	8	10%
70 - 79	2	1%
<b>TOTAL</b>	<b>85</b>	

Length of service	Workforce	%
up to 1 year	13	15%
1 - 5 years	28	34%
6 - 10 years	31	36%
over 10 years	13	15%
<b>TOTAL</b>	<b>85</b>	

Employee turnover in EUAS is low, among the administrative staff approximately 5-7% per year. Academic staff turnover cannot be calculated by vacant employment positions, because according to the law currently valid in Estonia, the lecturer posts are fixed term and the traditional term in EUAS is four years. Competitions to academic positions are on average between 2 and 3, administration staff competitions fluctuate between 20 and 60 to one place.

### 1.2.2. Selection, appointment and evaluation of academic personnel

The activities of the teaching staff are monitored in the course of the process of preparation of the above-mentioned action plans, reporting and through development interviews. Also, current statistics is collected regarding the fulfilling of the work load of lecturers and self-improvement. Feedback on the faculty can also be received from student feedback, continuing education feedback, supervision research and feedback on community-based activities (pre-vocational training, information seminars, etc). Generally, the data of feedback and the statistics are addressed in the development interview, at least once every three years also in the evaluation and in making the decision in the faculty competition. Such information is also used in making various management decisions (career, additional tasks, participation in projects as experts and trainers, etc).

On preparation for the evaluation for providing a fair assessment to the activities of the lecturer, as many as possible data related to his or her work performance is collected (see Table 11).

**Table 11.** The evaluation shall be based on the following data

Document	Content	Compiled/ submitted by
CV along with certificates	Overview of the lecturer's education, career and major accomplishments/activities, including continuing education.	Lecturer
Self-analysis	Reflective assessment of oneself as a lecturer based on the structure and tasks of the position.	Lecturer
Evaluation report	A systematic review of the previous period's activities of the lecturer and of the evaluation given on his or her activities: Development of the lecturer - on the basis of the development interview, mainly performance of the development objectives and activities of the previous period. Participation in development activities - the data is retrieved from project reports; from fulfilling of the activity plan of the Chair, Associate Professor or Head of a Module; summary of procurements, training feedback, etc. R&D activity - ETIS data, R&D reports. Student feedback - intranet data, information from the head of the module, existence of student complaints. Also is important the comparison with the average and best of EUAS. The work load of the lecturer and its performance - the internal network statistics, work load tables, the data of the Academic Department, work time sheets, etc. In addition, the Head of the Chair prepares a summary of the overload and underload and their causes. Supervision - supervision survey data, the internal network data on the outcomes of the supervisees. It is important to define the educational level of the supervisees (professional HE or Master's degree) and the acknowledgments received. Administrative activities of the lecturer - data from the Learning Centers feedback survey, reports on the implementation of action plans, participation in social activities.	Head of the Chair

### 1.2.3. The principles for remuneration and employee motivation

In EUAS it is considered essential that the size of the salaries of every employee corresponds to the content of his or her work, degree of responsibility, standard working hours, the qualifications needed for the post and the results obtained. Remuneration consists of a fixed-sized salary, the addition of the premium in performance of additional duties, the premiums based on the excellent work results. The remuneration conditions specified in the contract of employment may be amended only on the written agreement of the employee and employer representatives (head of the structural unit, two members of the Board), which shall be documented as an annex to the employment contract. The Evaluation Committee makes a proposal for the salary increase of the academic staff in accordance with the evaluation results. An overview of the salary system and scales is provided by the document the Evaluation Procedure of the Lecturers of the EUAS.

**Table 12.** Evaluation of the employee satisfaction motivational factors (including the work itself and the salary) on a 4-point scale, where 1 - not at all satisfied and 4 - I am completely satisfied

Claim	2007/08	2009/10	2011/12	2012/13
The work enables the development and acquisition of new skills	3,21	3,12	3,11	3,32
The work is interesting for me	3,24	3,40	3,27	3,29
The work has a perspective, allowing a career	2,66	2,59	2,45	2,71
The work offers challenges and is motivating	2,81	2,87	2,67	2,84
Salary is competitive	2,36	2,12	2,19	2,29
Non-monetary incentives	2,71	2,17	2,66	2,52

The bonus system linked to the implementation of the company's future potential and earning additional revenue for the company (including: achieving the objectives; implementation of new, creative ideas enabling achievement of better results with the same resources; the self-initiated and high quality performance of tasks critical from the point of view of the company's sustainability according to prior agreement with the direct supervisor). Creation of a system of incentives is based on the principle that the system contains permanent, traditional and surprising elements. The bonus system is described in Personnel Policy (see Annex 1).

Since 2001, the lecturer of the year is selected on the basis of the feedback from the students and the nominees and winners are thanked at the final assembly. At the beginning of the annual seminar will be announced the awards of the best staff and the awards will be granted on EUAS values-driven categories: the most responsible colleague, the most considerate colleague, the most science-based colleague, the most enterprising colleague, the most innovative colleague, the most open colleague, the most stylish colleague and the most athletic colleague.

The faculty is actively involved in continuing education. Compared with EBS with about the same number of employees, participation of the lecturers in Primus study methodological trainings is 3-15 times higher, compared with UT (which in terms of the number of lecturers is more than 30 times bigger) the participation numbers of the lecturers are only about two times lower (see Table 13).

**Table 13.** Participation in Primus teacher training 2010-2012

Year	EUAS	EBS	UT	LVC
2012	301	22	745	68
2011	117	36	673	34
2010	234	33	601	31

#### 1.2.4. Employee satisfaction with the management, working conditions and communication

EUAS conducts annually the employee satisfaction survey. Employee evaluations are collected about various areas (about the company in general, personnel policy, management, work environment and the work itself). Employee satisfaction questionnaire consists of the 39 statements (criteria) that the employees evaluate from two points of view - 1 How important is the fact for employees at all (e rating of the expectations) and 2 To what extent has the expectation been fulfilled in EUAS (assessment of the existing). Statements are assessed on a four-point scale.

**Table 14.** 2013 annual employee satisfaction survey results, where the difference between the expectations and the assessment was statistically significant

	Question	Expectations	Ratings	Difference
1.	Salary is competitive	3,68	2,29	1,39
2.	The communicated information is timely	3,87	2,52	1,35
3.	Necessary information to perform the work has been provided	3,94	2,87	1,07
4.	The company has clear goals and strategic management	3,65	2,58	1,07
5.	The communicated information is reliable	3,94	2,94	1,00
7.	Personnel recruitment and selection is transparent	3,45	2,52	0,93
8.	The company has focused and well-managed external communication	3,29	2,42	0,87
10.	There are also non-monetary benefits	3,32	2,52	0,80
6.	The work offers challenges and is motivating	3,61	2,84	0,77
9.	The work is promising and will allow for further career	3,35	2,71	0,64

Differences are computed by subtracting the expectations from the ratings of reality, i.e., the result with a minus sign indicates that expectations are higher than the reality and a positive response indicates that the expectations in EUAS have been exceeded. The statements are ranked on the basis of the significance of the difference. This sequence shows needs for improvement and consequently a new salary scale has been developed, which allows for a more transparent compensation scheme. In order to ensure the timeliness of information the processes and responsibilities have been mapped in the main problematic processes and Monday as the day of meetings has been introduced (so that all can participate). For improvement of the strategic management and better communication of goals, the structure of the Development Plan and the structure and process of the action plans have been changed. For more advanced analysis of problem areas were conducted interviews with staff representatives and a work analysis.

**Table 15.** Employee satisfaction with management (rating on a 4-point scale, where 1 - not at all satisfied and 4 - I am completely satisfied)

	2007/08	2009/10	2011/12	2012/13
The company has clear goals and strategic management	2,53	2,60	2,19	2,58
The Company's mission, vision and strategic objectives are understood	-	-	2,94	2,90
The company is socially responsible	-	-	2,75	2,81
The direct manager engages	2,60	2,37	2,92	3,23
The direct manager allows the use of flexible work time	3,55	3,27	3,48	3,58
The direct manager sees and recognizes achievements	2,73	2,39	2,61	3,13
The direct manager offers support	2,77	2,37	2,72	3,23
My manager cares about me as a person	3,05	2,50	2,98	3,42
I have the necessary tools	3,20	2,62	3,02	3,23
Internal atmosphere	3,10	2,83	2,67	3,00

### 1.2.5. Employee participation in the international mobility

Employee participation in various international projects has been described in the sections of research, development and creative activity and community-based activities.

**Table 16.** Targeted investment of international activities from foreign funds (EUR)

Fund	Financed activities	2011	2012	2013
Erasmus	Foreign exchange of employees and students	19 440	13 682	22 760
DoRa	Foreign trips of lecturers and Master's students	3 382	2 472	4 825
Primus	Employee participation in international training, projects and networking	6 600	7 400	17 700

Foreign financing is complemented by international activities financed from the funds of EUAS that are planned in accordance with the development and action plans and the results are reflected in the action plans performance reports and R&D reports.

### 1.2.6. Employees base their activities on the principles of academic ethics

To ensure the ethical behavior of employees, a corresponding requirement is in the job description and in the employment contract. Employees are also allowed to participate in the trainings regarding academic ethics. The ethics of every area is dealt with also in a process-specific manner - in the course of notification and training of supervisors, research and supervision ethics is covered, in the case of creation of training materials (including e-materials), data protection and other issues are always covered, the process of recruitment and selection has been brought line with the statutory ethical requirements (background study, data protection, etc). Creation and use of e-materials is governed by the Copyright Act. Lecturers are informed of how to choose a license for teaching materials.

Students are notified of the required ethical principles in accordance with the learning process - of general principles in the lecture of study organization and learning skills, of the ethics of academic writing in the course of supervision, business ethics and professional ethics in the subjects, etc. In the framework of the same processes takes place also the assessment of these requirements - using correct source material on the assessment of written work, professional ethics in solving specialty related case studies, in the course of internship, etc.

For analyzing different ethical issues, an Ethics Commission has been formed. The objective of the activity of the Ethics Commission is to provide an assessment if necessary on the ethical dimension of a student, a lecturer or an employee and to contribute to finding the solution to the problem. The Ethics Commission has six members: the Head of the Academic Department, a Student Council member and four faculty members. The composition of the Ethics Commission is confirmed by the Rector for one academic year. Each student, lecturer and an employee has the right to file an application to the Ethics Commission for solving a problem in conflict of the fundamental ethical principles or for tackling of the problem needing counseling - if the incident is related to the activity of a student, a lecturer or an employee at school or outside of school, violates the school's reputation, or

is not based on the general values and ethical beliefs of EUAS. Before making an exmatriculation decision because of improper behavior of a student, the Vice Rector for Academic Affairs sends the materials of improper behavior to the Ethics Commission. The Rules of Procedure of the Ethics Commission, the submitted applications and related materials and the minutes of the meetings are visible to the members of the Ethics Commission in the Moodle environment. Starting from the year 2014, EUAS will introduce plagiarism detection software Kratt.

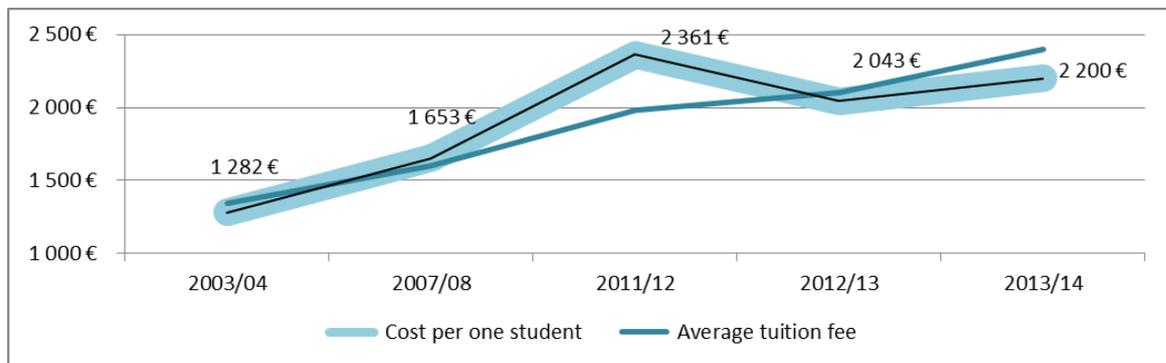
### 1.3. Management of financial resources and infrastructure

#### 1.3.1. Distribution of the financial resources of the university and management and development of the infrastructure

EUAS is a fee charging institution of professional higher education which funds the formal education from tuition fees. In addition to tuition fees, EUAS also receives income from other sources. Sales revenue distribution by sources of revenue is:

- student tuition fees 77%;
- state commissioned education 4%;
- targeted financing tools 4%;
- revenues from additional activities of EHK 15%;

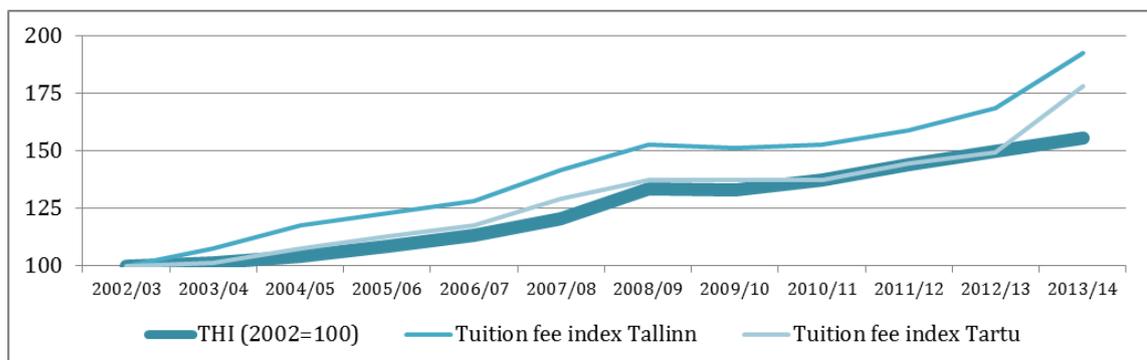
Tuition fees cover and exceed the costs of teaching the students (see Figure 11).



**Figure 11.** Expenditure incurred per student and the tuition fees paid by the student in euros.

From the 2013/14 academic year, students can pay the tuition fees also in installments. Installments are financed by the Mainor Higher Education Fund. The installment interest rate is 5% per annum and payment period of up to three times the standard study period. Similarly to the national student loan, the student pays only the loan interest payments while studying, payment of the capital amount starts after graduation or exmatriculation from the EUAS.

On planning of the tuition fee, among other things, economic indicators (see Figure 12) and the tuition fees of the appropriate level and field of study of other universities (see Table 17) are monitored.



**Figure 12.** The Estonian consumer price index (THI) changed compared to the tuition fee changes of EUAS in Tallinn and in other learning centers

**Table 17.** Comparison of the tuition fees of EUAS with ISM (Lithuania) and EBS (Estonia) in euro

	<b>EUAS</b>	<b>ISM</b>	<b>EBS</b>
Higher education	2 400-2 500 €	3 600-4 000 €	3 000-3 800€
Master's studies	2 700 €	4 200-5 600 €	3 700-4 500 €

The EUASes revenue structure has remained stable; the proportion of the revenue from continuing education and other additional activities has increased. In the Development Plan, a target has been set to gradually increase the proportion of business income received from continuing education and other additional activities. Although receipt of tuition fees exceeds the business expenses, in relation to the decrease in the number of students due to the demographic situation it is expedient to strengthen positions in the market of training and consulting, to continue to ensure the investment capability for improving the quality of teaching.

The business revenues of EUAS have enabled, thanks to the thought through work and study organization, to ensure a high quality of education and to carry out the required amount of research, development and creative activities. Despite the overall decline in the number of students in Estonia and implementation of free of charge higher education starting from 2013, EUAS has managed to consolidate its position among the universities and institutions of professional higher education, especially in the business and administration curriculum group.

Business expenses consist to the extent of  $\frac{2}{3}$  of the operational expenses directly related to teaching and research, development and creative activities and  $\frac{1}{3}$  of administrative and marketing costs supporting teaching activities. Cash flow planning is based on the continued need for investment for the development of learning resources, information technology and infrastructure.

**Table 18.** Significant investments made in buildings, teaching equipment and apparatuses in 2006-2013

<b>Investment</b>	<b>Period</b>	<b>The volume of investment</b>
Tallinn academic building renovation, repairs and furnishing	2006, 2009	1,00 million €
Narva academic building renovation and furnishing	2007	0,29 million €
E-University project & Mainor laptop program	since 2006	0,42 million €
Multimedia computer class and software procurement	2009-2010	0,03 million €
Procurement of IT lab and fitting of a Cisco lab	2010, 2012	0,02 million €
Procurement of a Video Studio and video editing software	2010-2012	0,05 million €
Procurement of stationary computer classes (40 computers)	2007-2011	0,04 million €
Procurement and upgrading of video conferencing equipment	2010-2013	0,49 million €
Development of Learning Management System	2006-2013	0,48 million €
Production of e-learning content	2010-2013	0,14 million €

### 1.3.2. Information Systems of the university

Various information systems are mainly managed by the IT department, which provides ICT services to various interest groups (see Table 19). The IT department plans its activities based on the Development Plan and the sectoral IT strategies and action plans.

**Table 19.** ICT services

For students	For the staff	For other stakeholders
<ul style="list-style-type: none"> <li>• Learning Management System (academic records, completion of the curriculum, lecture plans, lecture plans in the mobile, written assignments' environment)</li> <li>• Study contents management systems and courses</li> <li>• Free WiFi in all the academic buildings</li> <li>• E-library services</li> <li>• Use of IT labs (network lab and hardware lab)</li> <li>• E-mail service and list service</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Management System (organization of the study process, exam sheets, remuneration calculations, interviews, registers, written assignments' environment etc)</li> <li>• Study contents management systems and courses</li> <li>• Free WiFi in all the buildings</li> <li>• Opportunity of using laptop computers and various commercial softwares (Microsoft, Adobe etc)</li> <li>• E-library services</li> <li>• E-mail service and list service</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and development of Study Information Systems</li> <li>• Creation and development of work organizational intranet modules</li> <li>• Video conferencing service</li> <li>• Web transmission (video and audio) service</li> </ul>

The principal organization of work information system in EUAS is **Learning Management System (LMS)**, which allows both students and staff to work remotely, receive and share important information and for the employees to fulfill the work tasks in line with the Development Plan and action plans (see Annex 1- Services of LMS).

In addition to LMS, the following special-purpose information systems are available for employees and students in EUAS: **Learning Content Management System Moodle, Video lectures repository, Online Library Program, SMS notification system, Lecture transfers option, E-mail Inbox.**

Information systems operation and appropriateness is continuously monitored. For the assessment of performance, user friendliness and security in the recent years has been carried SEO (Search Engine Optimization) audit, Security Analysis and tests. For assessing the appropriateness and planning of development activities has been formed an LMS Working Group, composed of representatives of the various units and the aim of the Working Group is to map the problems in the functioning of the information systems and to plan development activities.

Informatics performance and usage statistics is monitored on a daily/weekly/monthly etc., basis. Anomalies in the statistics are reacted to instantly and the problems are resolved as soon as possible. The overall statistics of the information systems includes data such as the following:

- notifications sent to students (and SMS's) from LMS: an average of 100 units per day
- preparations of exam sheets in LMS: an average of 10 exam sheets per day
- operations with written works in LMS: 400 operations per month
- student logins to LMS and Moodle: an average of 12 000 times a month
- staff logins to LMS: an average of 3 200 times per month
- the number of concurrent users (employees) in the LMS: an average of 40 users at a time
- the number of concurrent users (students) in LMS: on average 30 – 50 users at a time

### **1.3.3. Personnel working, student learning and R&D conditions**

The activity of EUAS takes place in five learning centers (Tallinn, Tartu, Pärnu, Narva, Viljandi). Study premises are used either under long-term lease agreements or the study premises belong to EHK. Sales and long-term lease back of the real estate property of the businesses of AS Mainor Koolid Group allow for EHK to decrease the volume of activities related to property management and channel more resources to the development of its core activities.

The total floor area is 7 815 m<sup>2</sup>. The total volume of the educational facilities is adequate, in smaller learning centers the problem is rather under load of the learning spaces. All the academic buildings of EUAS are in good condition, equipped with a sufficient number of presentation equipment and

wireless high-speed Internet access and online video conferencing capabilities. In the building of Tallinn Learning Center are located also catering establishments. In case of the rest of the learning centers the closest catering facility is within few hundred meters. All learning centers are equipped with coffee machines and water coolers. Close to the Learning Center there is a sufficient number of parking space. On determining the starting times of the studies, the schedules of the local public transportation have been taken into account.

In the years 2006-2013, 3 million euros has been invested in the development of the information technology infrastructure (see Table 18).

Learning activity is supported by special-purpose spaces:

- Drawing and Painting Studios in Tallinn and Tartu
- The interior design workshop (for making mock-ups and small-scale woodworking)
- Sewing class (including the trying room and dressing room)
- Multimedia and Graphic Design Training Class
- Video Studio (cameras, lighting, editing and other high quality equipment)
- Network Laboratory (Cisco based) and Hardware Laboratories
- Computer Classes (including stationary computer classes in Tartu, Pärnu, Viljandi and Narva)
- Mobile Computer Classes (with laptops) in each learning center as appropriate
- Video conferencing facilities and equipment - online lecture rooms

**Table 20.** Students' satisfaction with the technical capabilities in comparison with other institutions of higher education (assessments are given on 7-point scale, where 1 - definitely do not agree and 7 - definitely agree)

Statement	The average of the HEI	EUAS	UT	LVC
The technical equipment and furnishings is up-to-date	5,5	5,3	5,8	5,8
The presentation materials of the are attractive	5,2	5,4	5,5	5,2

**Table 21.** Employee satisfaction with the infrastructure of EUAS (rating on a 4-point scale, where 1 - not at all satisfied and 4 - I am completely satisfied)

	2007/08	2009/10	2011/12	2012/13
To perform the work necessary equipment have been provided	3,20	2,62	3,02	3,23
Work and leisure facilities	-	-	3,00	3,00

The comfort and satisfaction with working conditions highly depend on LSM and other e-solutions. The expectations and estimates of students and staff to the LSM are both high. The LSM services are referred in Appendix 1.

## 1.4. Summary of the overall management part

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Quality system - processes specifications, based on the PDCA cycle, high general quality awareness of the membership</li> <li>• Flexibility - quick response to market needs and a willingness to adapt its operations to the changing needs and expectations</li> <li>• Systemic personnel work - evaluation, development interviews, etc.</li> <li>• Great employee involvement and faith in the future</li> <li>• IT solutions supporting the management process - RMS, LMS, etc.</li> <li>• A large and financially sound owner in whose campus we are located and who values us</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Difficult to predict what the state is doing and therefore it is difficult to plan long-term</li> <li>• Parts of ordinary faculty members who are not willing to be involved enough - do see themselves as a member of the school</li> <li>• High and/or uneven workload - the same and a small number of people on the basis of their positions (Vice Rector, Quality Manager, Rector, Heads of Chairs) are involved in numerous working groups</li> <li>• Communication - all the information needed is not known to all the membership</li> </ul>
<p><b>Improvement activities</b></p> <ul style="list-style-type: none"> <li>• EUAS continues and increases its influence in the Estonian educational landscape, having a say in the education decision-making and in formation of higher education at the national level.</li> <li>• EUAS supports the activity of various workshops in the implementation of developments - the reform of remuneration (a new system of accounting work load), implementation of evaluation system, recruitment according to values, renewal and implementation of the motivation system</li> <li>• EUAS enters the improvements based on work analyses - reducing fragmentation, a better description of the tasks, a clearer division of roles, etc.</li> <li>• EUAS finds and implements new ways to improve the exchange of information between members - press conferences, blogs, individual approach, etc.</li> </ul>	
<p><b>Key documents and studies that reflect and regulate the area</b></p> <ul style="list-style-type: none"> <li>• The Statutes of EUAS</li> <li>• The Development Plan, sectoral strategies, action plans and budgets</li> <li>• The procedures of personnel policy and personnel work (procedure of evaluation, job descriptions, etc)</li> <li>• Employee Satisfaction Survey</li> <li>• The feedback of quality processes (EFQM, RPL, etc)</li> <li>• Self-assessments and expert assessments of re-evaluations</li> <li>• Student Survey</li> <li>• Supervisor Survey</li> <li>• Drop-out Survey</li> <li>• Work analyses</li> <li>• Evaluation procedure and its annexes</li> <li>• Procedure of development interviews and its annexes</li> <li>• PRIMUS Action Plans and Annual Reports</li> <li>• EMOR media coverage surveys</li> <li>• EMOR reputation surveys</li> <li>• BeSt Program agreements and reporting</li> <li>• ERASMUS agreements and reporting</li> <li>• DORA agreements and reporting</li> <li>• Process Descriptions</li> <li>• IT audit results</li> <li>• Risk analysis</li> <li>• Other procedures and regulations on the organization of work of EUAS</li> </ul>	
<p><b>Expected results</b></p> <ul style="list-style-type: none"> <li>• EUAS is a reputed and recognized partner</li> <li>• The employees are loyal, competent and committed and share the values of EUAS</li> <li>• The core and support processes are optimized - clear, simple, targeted and known to all</li> <li>• Membership is aware of the significant decisions related to EUAS and has the information necessary to operate</li> </ul>	

## **2. LEARNING ACTIVITIES**

### **2.1. Performance of the learning activities and the formation of the student body**

#### **2.1.1. The objectives related to the learning activities of the university and meeting thereof**

The overall objectives of learning activities are set out in the Development Plan, based on the national development plans and laws, sub-objectives and tactical action plans are described in the action plans of the Academic Department and Chairs (see p 1.1.2.). For each curriculum is defined the goal and the target audience of the learning activities, and the output to the labor market.

The study organization is based on the Rules of Study Organization (see Annex 1), which is confirmed in the Council of EUAS and on the related documents (academic calendar, internship guides). The meeting of the objectives is measured through an evaluation of the implementation of the action plans at the end of each academic year. Time frames to the objectives related to the learning activities are provided by the academic calendar.

Learning takes place in Estonian and Russian, opening of English language study groups is being planned. EUAS has functioning support systems for supporting the students (counseling in the learning centers), flexible organization of studies (an option of learning according to an individual plan), the opportunity to use Recognition of Prior Learning (RPL).

EUAS has examined the expectations for the studies of the prospective students. Compared to previous studies, the expectations of the prospective students that learning should be interesting and diverse, education should be high-quality and meeting the requirements of the labor market, have increased. The prospective students also have high expectations of the presence of e-services and transferable skills in the studies; the expectations on improving foreign language skills in higher education are lower (EUAS, 2013 Admissions Survey).

#### **2.1.2. The university creates the preconditions to ensure the competitiveness of its graduates, both nationally and internationally**

Developing curricula is based on the existing professional standards. A number of faculty members are engaged in development of the professional standards. In order for the curricula to be in compliance with the requirements of the labor market, expert opinions for the curricula are asked from employers and professional associations (e.g., Master's curricula, Design of Creative industries, etc). Employers are involved in the curriculum councils. Many faculty members belong to professional associations and operate in the field taught by them (see p. 4.1.3.).

Each year, students complete an internship in the course of which they get acquainted with the real work in the working environment - at the beginning, in the form of observation internship and during the last academic year already in a professional position. The feedback of the company supervisors of internship to the interns is positive. In accordance with the alumni survey, approximately 90% of the alumni are working (y. 2011: 90%, y. 2013: 91%).

International competitiveness of EUAS is supported by foreign universities. EUAS has partnerships both directly (e.g., NOVANCIA, Tampere UAS, Jyväskylä UAS, Alberta College etc) and through the ERASMUS program. The students who have studied or performed their internship abroad in the framework of the ERASMUS program, have submitted appropriate reports and the studies abroad have been taken into account towards completion of their curricula.

The mission of EUAS is reflected also in the activities of the school's alumni. According to a survey, 17.6% of the students responded are business owners and 2.3% are sole proprietors and 26% are planning to start a business (EUAS, 2013 Alumni Survey). Among the alumni, the number of those for whom their own company is their main source of income, is two times higher than the Estonian average (Eamets, 2011).

EUAS provides suitable preconditions also for the further study. 18% of the graduates of the professional higher education of EUAS continue their education, in EBS the corresponding figure is 17% and the Estonian average is 22% (Statistical Office, 2013).

### 2.1.3. Planning of student places based on the societal perspective

Study groups are divided into three levels: groups of the subjects of the basic studies and the entrepreneurship subjects, groups of the major specialty subjects and groups of the minor specialty subjects. Basic and entrepreneurial subjects are held in regional learning centers, the major specialty subjects in large learning centers (Tallinn and Tartu) and the minor specialty subjects in Tallinn.

Regional learning centers provide education in the form of evening courses so that working and family people could continue to work in their hometown alongside the acquisition of higher education.

The opening of study groups is based on the social need - how many are those wishing to enroll into the curriculum. Boundaries are set to the admission by the capacity of the premises (especially computer and art classes).

The drop of enrollment caused by demographic decline and economic recession has stabilized, this year the number of enrollments has even increased.

**Table 22.** Admission Statistics (Ministry of Education and Research (hereinafter MER) website)

	2003/04	2007/08	2010/11	2011/12	2012/13	2013/14
EUAS	857	1 114	619	422	311	359
EBS	363	352	271	394	316	354
Private schools total	3 994	3 855	1 727	1 523	1 277	1 291
Paid education total	n/a	8 771	6 259	5 676	4 936	1 028
EUAS % of paid education	n/a	13%	10%	7%	6%	35%
EUAS % of admission of private schools	22%	29%	36%	28%	24%	28%

In the previous years, paid education was offered also in public institutions of higher education, but since the 2013/14 academic year there are no state-funded student places. The admission of EUAS among private schools has remained stable.

During the period 2004-2011, EUAS has been granted state-funded student places for Business Administration and Information Technology curricula. In 2005-2011, in addition free student places have been set up by the school to improve access to education for motivated and entrepreneurial people. From the autumn of 2012, prospective and current students can apply for scholarships from Fondation Teadlik Valik, the size of which is 25 to 100% of the tuition fee.

From the autumn of 2013 students are offered an opportunity to finance their studies through the Mainor Higher Education Fund. The Mainor Higher Education Fund is a tuition fee investment package, in which the fund will cover the student's entire tuition fee during the standard study period prescribed in the curriculum and the student pays the tuition fee paid by the fund back after graduation or termination of studies during the double standard periods of study.

EUAS is one of the few schools that focus on providing education to the employees of the private sector. 83% of alumni of EUAS are working in the private sector (Eamets, 2011).

### 2.1.4. Admission Rules in accordance with the university mission and objectives

The admissions process is governed by the Admission Rules approved by the Council of EUAS which provides for clear and transparent criteria so that everyone has equal opportunities for admission.

A student candidate shall submit an admission application electronically through the website of EUAS. The learning center contacts personally each person who submitted the application. The Admission Committee interviews the prospective students to assess his or her motivation and awareness of the

selected specialty. The candidates for the curriculum Design in Creative industries must perform a spatial perception test on the computer and provide the portfolio of their creative works. Scholarship candidates must also pass an academic test.

Already upon admission the student candidate has the opportunity to submit an application for recognition of their prior learning and work experience (RPL, see Annex 1) and obtain an initial estimate of how much resources he or she needs to pursue further studies in EUAS.

EUAS applies the open admission principles: everybody who has the desire and the preconditions can come to study. Often, the prospective students are already working and in the course of working a need has emerged for professional self-development. According to the alumni survey (Eamets, 2011), only 10% of respondents did not work before the study or during the study. However, the reasons for working while studying compared to other institutions of higher education the alumni of EUAS had the highest desire for self-realization (17%). According to the survey of the admitted students of EUAS conducted in 2013, 77% of the admitted students are working. For its part, EUAS wants, as widely as possible, to share their knowledge and skills in entrepreneurship, in order to increase the number of entrepreneurial people.

Admission Rules (Annex 1) and other information necessary for prospective students are available on the EUAS website. Prospective students can make contact with their questions directly the learning center, where they want to start their studies or the university wide information phone or e-mail.

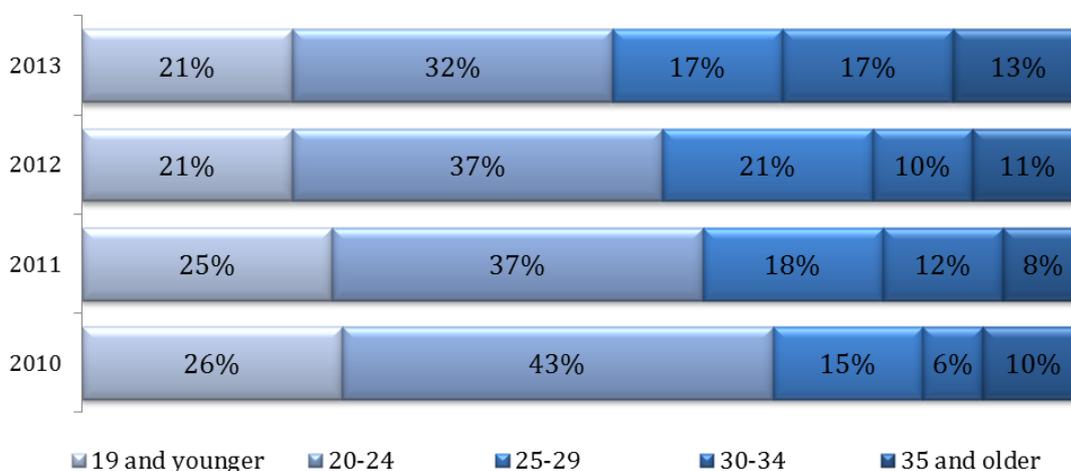
### 2.1.5. Learning opportunities have been created for students with special needs

In the school, all students are guaranteed equal treatment. The student, in collaboration with the Learning Center employees can choose the study load according to their own resources. In all curricula and learning centers, it is possible to study both on a full and part-time.

Access of people with physical disabilities to education centers is guaranteed. The Learning Center of Tallinn has a lift for the disabled. Special needs learners are able to apply for a scholarship from the program Primus. Since information regarding the health status is not public, it is not possible to provide accurate information on the special needs students.

EUAS supports development of its students' language skills. Students whose English language skills are low can participate in the additional language learning. For the students learning in the Russian language curriculum extra-curricular Estonian language courses take place. The most important learning organizational documents have been translated into Russian.

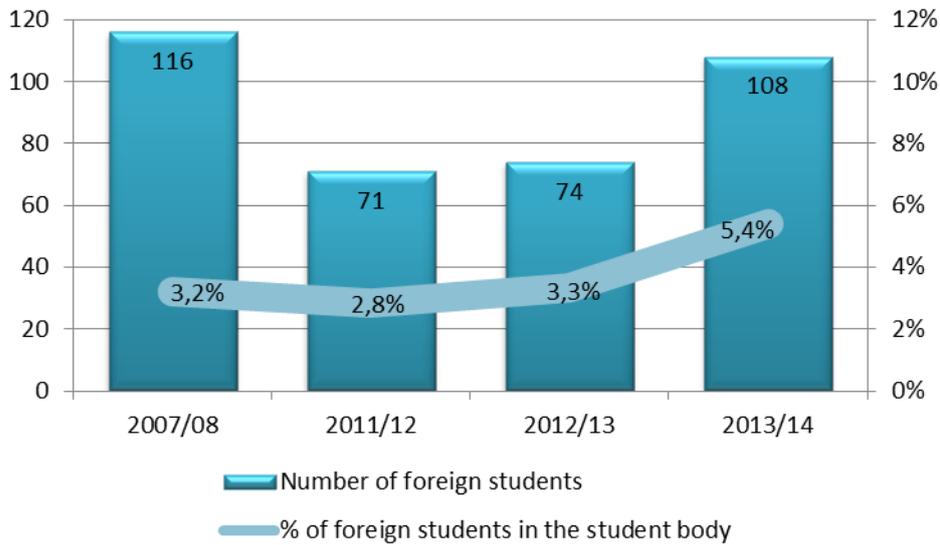
An important target audience of EUAS is older learners. The admissions age distribution is shown in Figure 13.



**Figure 13.** Distribution of admissions by age in 2010-2013

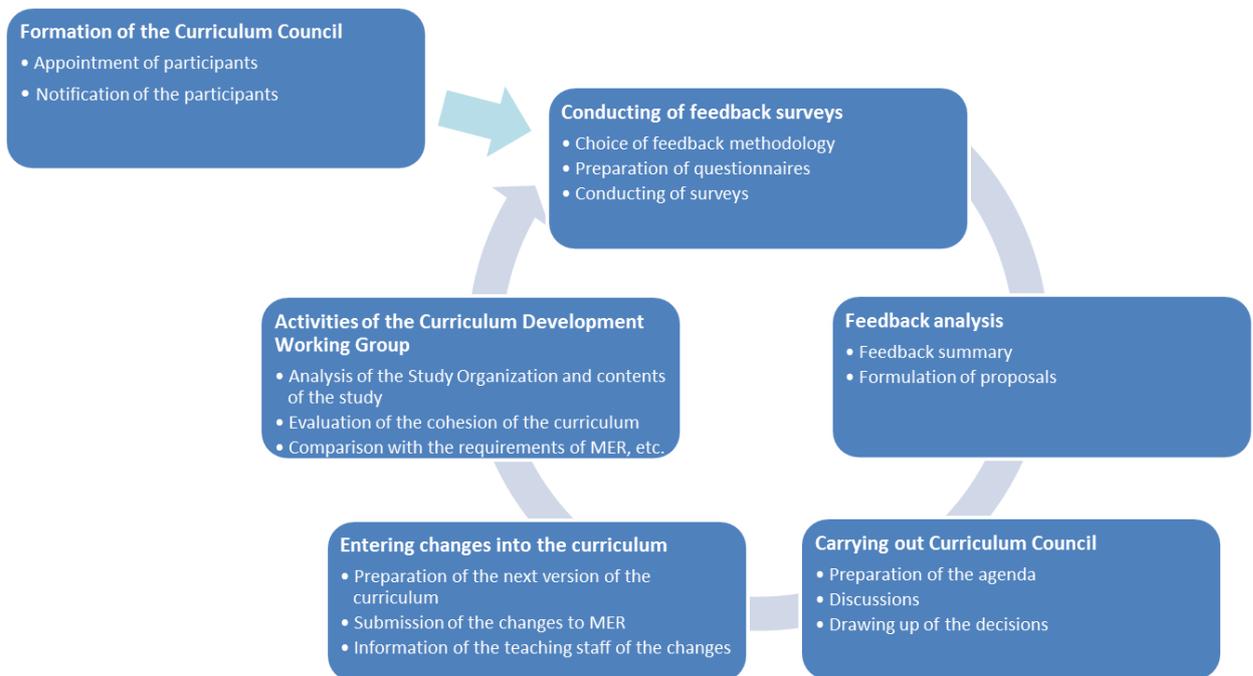
In order to reconcile the studies with the work, classroom studies take place in small learning centers in the evenings and in large learning centers by way of study sessions. In addition, students are offered the opportunity to go through the curriculum at an appropriate pace for the student, studying at part-time.

In EUAS are studying foreign students who are citizens of other countries (mainly Russia and Belarus). The proportion of foreign students in the student body of EUAS in recent years is 3%.



**Figure 14.** Foreign Students in EUAS in 2007-2013 (EHIS)

## 2.2. Curriculum development



**Figure 15.** EUAS curriculum development process

### 2.2.1. Curricula opening strategy

Opening of curricula is based on both the needs of the labor market and on the school's mission and goals. In the development of the curricula of EUAS the principle that the graduate of professional higher education graduates would be able to continue their studies in the Master's program is considered to be important. In each of the professional higher education curricula is included a block of entrepreneurship studies which ends with a presentation of a business plan.

Opening of the curricula is based on the following national strategies:

**Table 23.** Development of links between national strategies and curriculum development

Principle	The National Strategy
Each of the professional higher education curricula has a block of entrepreneurship studies	"Estonia 2020 p 18: Starting a business, business development and increase of the efficiency, internationalization, innovation and cooperation remain the framework within which developments could take place."
The curricula are based on professional standards	"Smart and Active People 2014-2017" page 27: A prerequisite for active participation of people in lifelong learning is clear and transparent professional requirements and the formal recognition of knowledge and skills gained through learning and work experience. "Estonia 2020" page 12: Alignment of workforce training with modern needs of the labor market (including making better use of the EU internal market and other policies) and increasing the proportion of people with professional education on the level of vocational or higher education
Curricula emphasis on transferable skills	"Estonia 2010" page 11: For the youth to adapt better to the later working life, in general education is required in addition to factual knowledge to increasingly develop creativity, entrepreneurship and form other social key competences of students
The curricular target group is the people working or entering into the labor market	"Smart and Active People 2014-2017" page 12: For the sustainable functioning of the society it is important that each person in the labor market would be deployed according to their abilities and would be able to react quickly and flexibly to changes in the job market

To take better into account the labor market needs, representatives of employers have been involved in the work of the councils of the curricula and the Academic Council. The curricula of EUAS are related to areas in which there are jobs in Estonia and where the demand is bigger than the financing possibility of the state (e.g., entrepreneurship).

Curricula are consistent with the requirements of the SHE (EUAS has performed a comparison of the curricula with the SHE), meet the requirements of the professional standard (if this is a professional standard in the specialty), the levels 6 and 7 of the European Qualifications System, approved in the Councils of EUAS and EHK and registered in the EHIS.

Curricula development is a continuous process. Consequently, in summer 2013, the Council of EUAS approved the curricula of professional higher education: Business Administration, Information Technology and Design in Creative industries (as amended). The Master's curriculum Business Management was changed in summer 2012 and two new minor specialties were added to the curriculum: Human Resource Management, and Supply Chain Management.

In 2013 was registered and underwent a positive transition evaluation in the English language Master's curriculum "International Business Administration", which was developed in collaboration with the partner school in Finland, Arcada University of Applied Sciences. For opening of the curriculum there is a letter of support from the employers' representatives.

### 2.2.2. Curriculum development activities

Curriculum development takes place through curriculum councils. The activity of the curriculum councils is governed by the "Curriculum Councils Statute" (see Annex 1). For the development of the curriculum, proposals can be made by everybody at the meetings of the Chairs, or directly contacting the curriculum manager.

Curriculum councils, consisting of representatives of specialty lecturers, students, alumni and employers meet at least once a year. After making changes, the new curriculum is approved by the Councils of EUAS and EHK, after what changes are registered at MER.

In case of English language curriculum, curriculum development takes place in collaboration with foreign institutions of higher education to be better informed about the needs of foreign companies.

The curricula have successfully passed international accreditations and transitional evaluations. The feedback received from evaluations is used in the development of the curricula (e.g., the improvements made between the transition evaluation and re-evaluation of the curricula of Information Technology and Design in Creative industries) and in addition, voluntary external evaluations will also provide organizational feedback (see table 6).

Several employees of EUAS have undergone training in the framework of the program Primus "Outcome based curriculum development in higher education".

### **2.2.3. Taking into account stakeholders' opinion in curriculum development**

EUAS explores on a regular basis the student and alumni satisfaction with the teaching quality (surveys 2006, 2011, 2013). The school has also participated in nationwide studies covering several universities (Eamets, 2011, the Estonian Interior Designers Association, 2012; Roosalu *et al*, 2013, Statistical Office, 2013). In the alumni survey of EUAS in 2006, 57% of alumni, in 2011, 66% of alumni, in 2013, 65% of alumni agree with the statement "the school gave the necessary skills for future work"

76% of the graduates of EUAS in 2009 agree that the completed studies met the expectations and 73% use in their work very often the skills and knowledge acquired during their studies (Easmets, 2011).

The school evaluates the graduates' compliance with the requirements of the labor market. The evaluation of the business supervisors of the specialty internship on the coping of the last year students with professional work is good. In the feedback sheets the business supervisors of the internship bring out the conscientiousness, good communication and teamwork skills of the interns.

The feedback from alumni and employers is an input in the development of the curriculum. Many faculty members are practitioners, participate in professional associations and are therefore familiar with the needs of the labor market. Employers also belong to the curriculum councils and are thus involved in curriculum development.

This academic year, it is planned to carry out assessment of all the curricula in accordance with the Procedure of Internal Evaluation of the Curricula.

## **2.3. Students' academic progress and assessment**

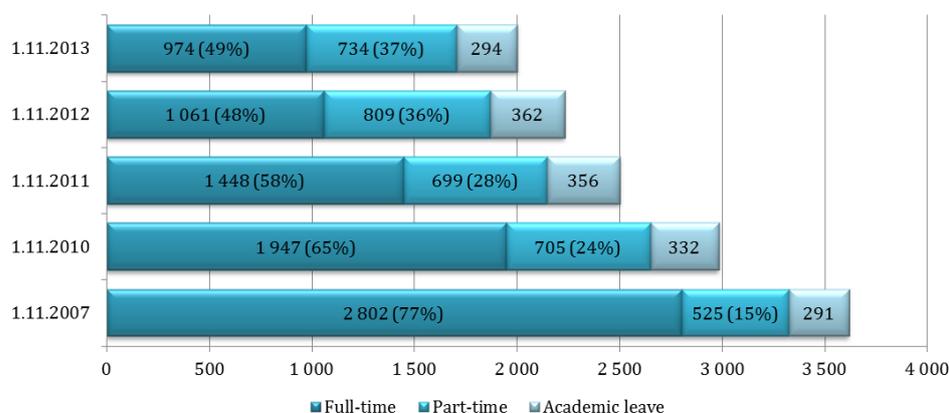
### **2.3.1. Students' academic progress is monitored and supported**

Students' academic progress and academic performance is monitored in accordance with the existing procedures.

All evaluation results are entered in the LMS and both the student and the authorized employees see the academic progress of the student on an ongoing basis. Twice a year (at the end of the semester) the heads of study organization check the academic progress of the students of their Learning Center. If a student has difficulty in complying with the full-time, the employee of the Learning Center shall advise the students in possibilities of rectification of academic deficiencies and in selection of the further study load. Dropped out students are able to seek counseling from an employee of the Learning Center and apply for rematriculation accordance with the conditions set out in RSO.

In the curricula of EUAS, it is possible to study both on full and part-time. Full-time and part-time requirements are set out in RSO. If a student is unable to study at the full-time, he or she can study at the part-time. A part-time student prepares an individual study plan in LMS, i.e., chooses the subjects

that he or she wants to pass this semester (taking into account his or her own resources and completion of prerequisite subjects). Upon compilation of an individual study plan, the students receive counseling from the employee of the Learning Center. The proportion of full-and part-time students is shown in Figure 16.



**Figure 16.** The proportion of full-and part-time students by the years (EHIS).

Students can seek assistance from their learning centers, Academic Department, the Head of the Chair or the tutor. The contact information of all the staff and faculty is visible to the students on the EUAS website. For the purpose of introduction of study organization and requirements, a subject "Study Organization and Learning Skills" is conducted for the first year students.

According to the study results, students can apply for the scholarships issued by Foundation Teadlik Valik. Scholarship Statute is available on EUAS website. The students are able to apply for state educational grants and student loans in accordance with the current law.

In the development is an LMS based solution for automatic monitoring of academic deficiencies in order to earlier spot the students in need of counseling. Study organization flexibility *learning* organization (ability to learn at part-time, free additional year to complete the studies) also helps to reduce dropout rates. Table 24 and Table 25 describe overall and first year dropout rates in comparable UAS's.

**Table 24.** Dropout rates in HEI (RKRN and MER data)

	Student (as 10. November)		Dropout (11. November - 30. September)		Dropout percentage	
	2011	2012	2011	2012	2011	2012
LVC	848	876	99	146	12%	17%
Estonian Academy of Security Sciences	796	826	96	109	12%	13%
Tallinn University of Applied Sciences	3 101	2 943	596	n/a	19%	n/a
<b>EUAS</b>	<b>2 501</b>	<b>2 214</b>	<b>264</b>	<b>417</b>	<b>11%</b>	<b>19%</b>
The Estonian IT College	815	882	159	218	20%	25%
Applied HE overall	20 791	20 233	3 246	n/a	16%	n/a
Bachelor studies overall	26 571	24 525	4 690	n/a	18%	n/a

**Table 25.** First year Dropout rates in HEI (RKRN data)

	Admission (as 10. November)		Dropout from admission (11. Nov - 30. Sept)		Dropout percentage	
	2011	2012	2011	2012	2011	2012
LVC	224	203	3	6	1%	3%
Estonian Academy of Security Sciences	298	262	21	30	7%	11%
Tallinn University of Applied Sciences	748	685	253	n/a	34%	n/a
<b>EUAS</b>	<b>422</b>	<b>311</b>	<b>56</b>	<b>56</b>	<b>13%</b>	<b>18%</b>
The Estonian IT College	273	323	66	113	24%	35%

Students are able to attend the collaboration projects of the school (e.g., prepare their course paper or final thesis within the framework of a collaboration project) - for example, a student A. Soer Eesti Kontsert audience survey.

EUAS recognizes the best graduates. All *cum laude* graduates receive a commemorative medal and a gift and the best graduates are invited to the President's reception.

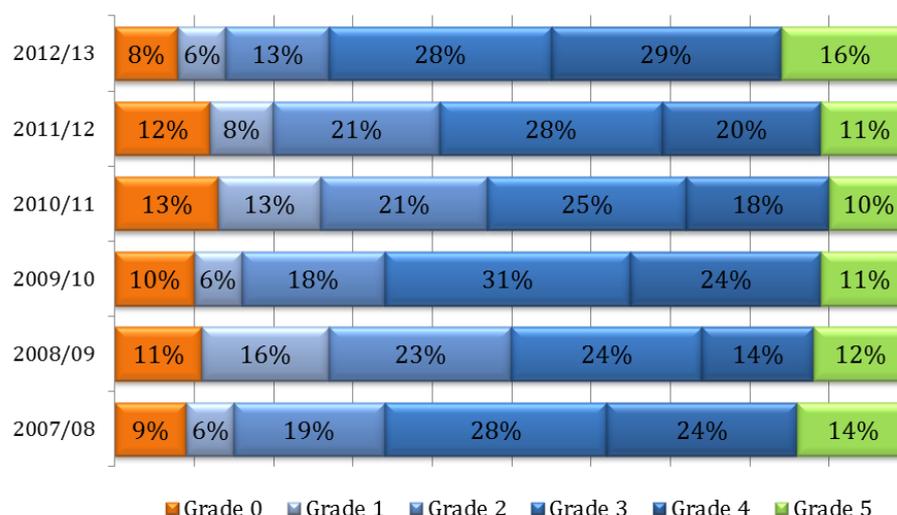
**Table 26.** Graduates of EUAS

	2003/2004	2007/2008	2010/2011	2011/12	2012/13
<b>TOTAL graduates</b>	<b>74</b>	<b>417</b>	<b>448</b>	<b>323</b>	<b>267</b>
including cum laude (number)	3	16	18	19	24
including cum laude (%)	4%	4%	4%	6%	9%
<b>Professional higher education graduates</b>	<b>74</b>	<b>410</b>	<b>440</b>	<b>315</b>	<b>250</b>
including cum laude (number)	3	16	16	12	18
including cum laude (%)	4%	4%	4%	4%	7%
<b>The graduates of the Master's program</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>17</b>
including cum laude (number)	0	1	2	0	6
including cum laude (%)	0%	14%	25%	0%	35%

### 2.3.2. Study supportive and learning outcome based assessment

EUAS has outcome based curricula. Assessment is based on the subject and results from the learning outcomes. Learning outcomes result from the learning outcomes of the module, which in turn result from the learning outcomes of the curriculum. Both distinctive and nondistinctive evaluations are used. The method of evaluation of each particular subject has been confirmed in the curriculum. The grading scale is described in the RSO and complies with the Regulation of the MER.

Grading methods and criteria are based on the learning outcomes of the subject and are provided in the syllabus. Students can access the syllabus and material via LMS and the lecturer has the obligation to introduce them in the first lecture. The grader is usually the principal lecturer of the subject. In case of bigger written assignments (course paper, final thesis), internships and the final exam, the committee will decide on the grade. The grade of the course paper and the final thesis is notified publicly to the students participated in the defending on their consent after the end of the defense. The grades of the subjects are entered in LMS either by the grading lecturer or an employee of the learning center and the student sees his or her grade in the electronic academic records immediately after entering of the exam sheet.



**Figure 17.** The dynamics of the final exam grades

Evaluation procedure is described in the RSO (see Annex 1), which is a public website document. A student who is unable to participate in the exam or assessment at the time specified in the lecture schedule will be able to participate in the follow-up exam according to the procedures provided by RSO. In the academic calendar are set the follow-up exam weeks, when it is possible to perform the exam. If the student was absent at the exam or assessment for a valid reason (e.g., due to illness), he or she will be able to perform the follow-up exam for free. Upon being absent from an exam without a compelling reason or receiving a negative result, a fee is charged from the students for performance of a follow-up exam. The student has the right to take the exam in one subject up to three times, on the third time the student has the right to apply for the presence of the examination committee.

Upon disagreement with the grade, the student may contest the grade in accordance with the rules laid down by the RSO.

In case of written assignments and internships, in addition to the syllabus there is also a supporting instruction for preparation and evaluation of the assignment and about completion of the internship. All instructions are available for the student in the LMS and thus are guaranteed fair treatment of students.

Students and the authorized school personnel have access to the electronic academic records of the student showing the entire exam results (both positive and negative), the volume of the completed ECTS credit points and the weighted average grade.

Regular feedback is collected from the students on the completed subjects (including on grading). The received feedback is one of the topics on evaluation of the lecturer.

Graduates are awarded a diploma *cum laude* according to the procedure established by the Minister of Education and Research.

### **2.3.3. The system of recognition of prior and experiential learning of the university**

In EUAS, transfer of the subjects of previous institution of education has been applied since the year 2005. Since 2009, submission of RPL applications takes place electronically through the LMS. In the Academic Department works the Head of Curriculum Development, one of the important tasks is development of the RPL system in the school and who participates in the work of the Estonian RPL Association.

At each learning center works an RPL adviser, whom the student or prospective student can contact. In addition, everybody can obtain information from the RPL website of EUAS. For the development of the students' analytical skills, in the learning centers of Tallinn and Tartu is taught an elective subject "Self-Analysis Practice."

Submission and evaluation of RPL applications takes place in accordance with the RPL Procedure approved in the Council of EUAS. RPL application is submitted by the student in the LMS. The student submits an application, where he or she indicates the subject recognition of which he or she wishes and analyzes his or her knowledge and skills in the EUAS context of the learning outcomes of the subject and submits the documents verifying the acquisition of the learning outcomes of the subject (academic statement of the other school or a certificate of the employment). It is also possible to recognize work experience in the context of recognition of the learning outcomes of the subject or the internship. For recognition of work experience, the student shall submit an appropriate portfolio.

RPL applications are evaluated by RPL committees which includes faculty with the RPL and professional competence. The assessment of applications and provision of feedback takes place through the LMS. If necessary, the RPL committee talks to the student.

RPL advisors and assessors have undergone training in the relevant issue (with support of the Primus program). EUAS participated in the pilot project of external evaluation of RPL in 2012 and received a positive evaluation.

**Table 27.** EUAS RPL statistics (Primus website)

Applications submitted for completion of the curriculum	Completely satisfied			Partially satisfied			Not satisfied		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Recognition of prior learning	84%	74%	76%	3%	20%	18%	13%	6%	6%
Recognition of non-formal education (including continuing education)	100%	90%	100%	0%	3%	0%	0%	6%	0%
Recognition of informal education (including work experience)	91%	88%	87%	0%	2%	3%	9%	10%	10%
Multi-component recognition	61%	45%	80%	39%	55%	20%	0%	0%	0%
The implementation of RPL in admission to the university	-	-	-	-	-	75%	-	-	25%
<b>TOTAL</b>	<b>85%</b>	<b>80%</b>	<b>80%</b>	<b>3%</b>	<b>12%</b>	<b>14%</b>	<b>12%</b>	<b>7%</b>	<b>7%</b>

## 2.4. Learning support processes

### 2.4.1. Study organizational support to complete the studies with the standard period

Study organization is governed by the Rules of Study Organization (RSO). Learning takes place in accordance with the annually approved academic calendar and the times of study sessions.

In EUAS, learning takes place in the study year system - for each study group, subjects take place in the semester that is determined with the lesson distribution plan of the curriculum. On compilation of the lesson distribution plan, it has been taken into account that the study load would be distributed evenly between semesters and allows time for students to work independently, that the subjects would be in a logical sequence and the lecture plan would be as practicable as possible. Lecture plans are prepared for the beginning of each semester and they are visible in the LMS (where every student and faculty member will see their personal lecture plan) and on the EUAS website.

The structure of the curriculum and the lecture plans ensures the students with the opportunity to complete their studies within the standard time of studies. If necessary, the student can learn on a full-time according to an individual study plan (e.g., after return from the academic leave or a student exchange, upon changing the curriculum, etc).

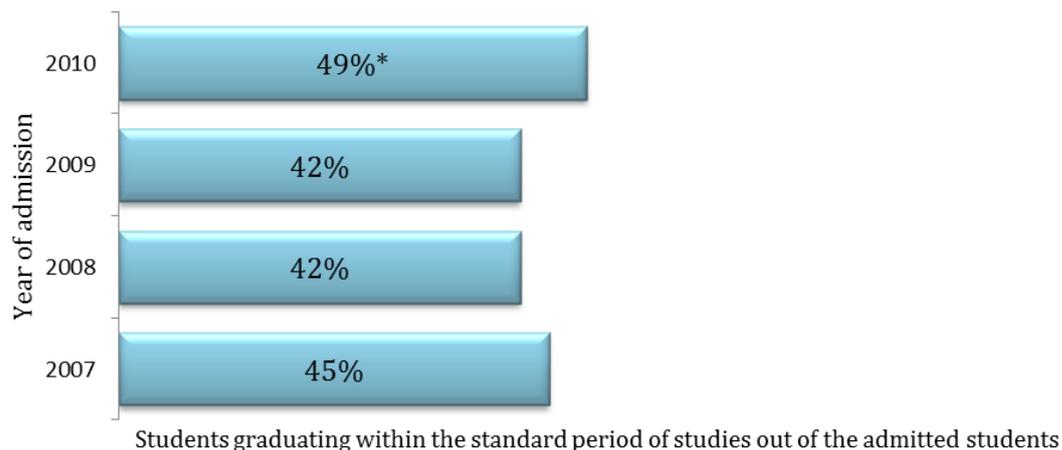
The student receives information about the curriculum, subject content, time of the subjects taking place etc., in the LMS. Submission of large-scale written works (course papers and final thesis, internship reports) also takes place through the LMS. Thus, the student is able to communicate with the school regardless of his or her physical location and time of the day.

In EUAS learning takes place in different study forms: in small learning centers in the evening study form, in major learning centers (Tallinn and Tartu) in the day study and study session forms.

Session study means that learning takes place on weekends (from Thursday to Sunday), on average, in every three weeks. Such an arrangement allows working students who usually work from Monday through Friday, or by shifts to participate in the study. The times of study sessions are confirmed at the end of the previous academic year.

The studies of the minor specialty take place in major learning centers (in Tallinn and in case of some minor specialties also in Tartu). With such a study organization, the student can choose the desired minor specialty form among all the minor specialties. The studies of the minor specialty take place in the form of session studies.

In all the internships, the student has two supervisors: in addition to the company supervisor, also the school supervisor from among the lecturers of EUAS. In addition, for smoother completion of internships, with the support of BeSt Program 2012 in Moodle has been prepared an e-learning tool "Internship Organization Guidelines" and the process of completion of internship in EUAS.



\* - estimated as the study period of the students of the four-year standard period of study has not yet expired

**Figure 18.** Students graduating within the standard period of studies by the year of admission

#### 2.4.2. The university offers academic and career counseling

Students and admitted students are able to receive academic and career counseling at different levels according to the questions raised. Students are advised by the employees of the Learning Center, employees of the Academic Department, an RPL adviser, heads of Chairs, educational technologist, employees of the IT Department, the ERASMUS coordinator and the tutors.

**Table 28.** EUAS student advisors

	Amount
<b>Student advisors TOTAL</b>	<b>21</b>
including providers of academic counseling service	15
including providers of career counseling service	5
including providers of RPL counseling service	7
including providers of psychological counseling service	2
including Erasmus and DoRa advisers	1
including tutors	3

In the EUAS are 21 various positions in total engaged in student counseling. The heads of the Learning Centers of EUAS are responsible for the customer service, including for organization of the student counseling. Students are counseled on such study organization issues as forms of study, completion of the curricula, study load, individual study plan, academic leave and study grants. A more detailed division of work tasks depends on the size of the specific learning center and on the number of employees. In EUAS also operates a functioning student tutor system. Tutors have passed the relevant training. In 2013, EUAS joined the Estonian higher education advising and information portal Student Web.

As recognition of prior and experiential learning has become an essential and organic part of the learning process in EUAS, EUAS has set the goal of ensuring counseling of all the students in RPS issues. To this end, with the order of the Vice Rector for Academic Affairs, into each Learning Center are appointed RPL advisers who know both the curricula and the RPL principles and whose task is to counsel and support RPL applicants in the preparation and submission of an RPL application, gathering the evidence necessary, making of self-analysis, preparing an analysis of experiential learning and explanation of the RPL regulations and process of the university in their Learning Center. RPL advisers in the Learning Centers are study organization specialists or study organization managers, depending on the size of the Learning Center and on the number and the specific nature of

students. For example, in the Tallinn Learning Center are employed two RPL advisers, one of whom is primarily involved with Russian-speaking students.

EUAS student counselors regularly participate in seminars and training sessions that develop more general counseling skills and more specific RPL knowledge which are carried out both within the school and between institutions of higher education in (e.g., participation in the training sessions and seminars conducted in the framework of the Primus allows the student councilors to exchange experiences and best practices with colleagues from other universities).

In addition to six RPL advisers, prospective and current students may contact, for the matters related to recognition of prior and experiential learning, directly to the RPL coordinator, whose main task is comprehensive development and support of the RPL process of the school.

Students who want to study or perform their internship within the framework of the ERASMUS in some institution of higher education, business, research, or training center or similar organization of a European country are advised regarding by the participation conditions and opportunities of the program, the necessary documents and the process reporting by the ERASMUS coordinator.

A small school has the further advantage that in specialty specific issues, such as selection of minor specialties, the students can also contact directly the Heads of Chairs. Students can receive consultation also from the lecturers (either by e-mail, or agreeing on an appointment beforehand).

As student advisors can also be mentioned the Academic Department, where the employees centrally involved in organization and coordination of the written assignments and internships belonging to the curricula give advice and support students in their respective subjects (such as deadlines, information-finding possibilities, if necessary they operate as mediators between the student and the supervisor and/or the Chair).

Several employees of Learning Centers have undergone Primus training of counseling. The Learning Centers of Tallinn and Tartu employs staffs who have undergone career counseling training of the Primus. For offering professional internships and job opportunities to students, a Career Day is held in November. On the Career Day students are counseled by the lecturers of Personnel Management, training on compiling a CV and letter of motivation takes place and students can receive feedback on the documents prepared by them.

According to the survey, 10% of the alumni of EUAS have used career counseling (77% did not feel that it is necessary); 29% have used academic counseling (62% did not feel that it is necessary); 5% have used psychological counseling (84% did not feel that it is necessary) (Eamets, 2011).

#### **2.4.3. The university supports the international mobility of students**

EUAS participates in the work of international networks and programs. The most important international networks are Space and EURASHE.

In the framework of the ERASMUS, EUAS has agreements with 27 foreign institutions of higher education. Through the ERASMUS, students attend foreign universities both for study and for internships. On taking into account the studies and internships carried out outside of Estonia, EUAS proceeds from the Lisbon Convention.

In the Master's Study takes place regular exchange of groups with the Novancia Business School in Paris. In the spring of 2013, two Master's students participated in the framework of DoRa program in the Paris university summer school Novancia Business School Boot Camp.

Since many of the students of EUAS are working and/or are raising a family, it is difficult for them to study abroad in the long term.

**Table 29.** EUAS Student Mobility

	2010/11	2011/12	2012/13
<b>Outgoing Mobility TOTAL</b>	<b>20</b>	<b>10</b>	<b>12</b>
<b>Professional higher education</b>	<b>18</b>	<b>8</b>	<b>7</b>
including Erasmus – studies	3	4	2
including Erasmus – internship	2	1	3
including other mobility (Novancia, Westsächsische Hochschule Zwickau)	13	3	2
<b>Master's studies</b>	<b>2</b>	<b>2</b>	<b>5</b>
including DoRa	-	-	2
including other mobility (Novancia)	2	2	3
<b>Incoming Mobility TOTAL</b>	<b>33</b>	<b>53</b>	<b>28</b>
<b>Professional higher education</b>	<b>24</b>	<b>39</b>	<b>22</b>
including other mobility (Novancia)	24	31	22
including other mobility (Westsächsische Hochschule Zwickau)	-	8	-
<b>Master's studies</b>	<b>9</b>	<b>14</b>	<b>6</b>
including other mobility (Novancia)	9	14	6

Information about going abroad to study or for an internship is available on the EUAS website. Students are advised on the necessary documents and the process reporting by the ERASMUS coordinator.

#### **2.4.4. Using modern technical and educational technology instruments in learning**

EUAS pays great attention to the use of technical and education technological tools to enhance student learning opportunities. The key e-learning objectives of the school for the year 2015 and their means of achieving are set out in the e-learning development plan. In EUAS is employed an educational technologist who manages the e-learning environments and if necessary, advises the faculty and students. The faculty members have participated in various e-learning trainings.

The IT Department has developed the LMS meeting the school's needs. The currently used LMS was introduced in the year 2001 and it is continuously being developed based on the needs of the school. Development of LMS is coordinated by a working group. Proposals for development can be made by all the students and faculty through the LMS feedback page.

In LMS, students can have access to their lecture plan, syllabuses and study materials as well as their study results, to submit written works, RPL applications and individual study plans. The lecturer can access to their lecture plan, enter syllabus and teaching materials, fill in exam sheets, read the students' written works and submit reviews and get an overview of their work load.

In the learning process various laboratories are also used (see also section 1.3.3).

EUAS uses a variety of e-learning environments, Moodle, lecturers' blogs and video lectures. On carrying out studies, it is also possible to use a variety of multimedia tools (e.g., lecture transmission opportunities between several cities). For detailed information about the information systems used, see p.1.3.3 and Learning Management System services via Annex 1.

Students and lecturers can use the library in Tallinn and Tartu. Via the EUAS website it is possible to enter the information search (RIKSWEB) and e-databases (e.g., EBSCO and Emerald). Under the development is the e-library, were in addition to e-books would also be access to the best student works.

As of the beginning of the autumn semester of 2013, materials of 89 courses and 71 video lectures are available on Moodle. In addition, there are courses and materials outside of Moodle.

In the framework of the BeSt program has been completed 51 learning objects and 21 e-learning courses, out of which three courses (2010 "European Union" – M. Lukas, 2011 "Document Management and Information Management" – M. Kaldma, 2013 "Marketing" – M. Nappa) has been awarded the "E-course quality label". Overall BeSt Program funding to EUAS in 2010-2013 was more than 100 000 euros.

Main databases used in education and research:

- **EBSCO** (<http://search.ebscohost.com>) – the most common database starting with the National Library and ending with scientific societies. EUAS is the member of the user community with a direct link from the website;
- **EMERALD** (<http://www.emeraldinsight.com>) – basically includes management, economics, and engineering sciences related e-journals and books;
- **Google Scholar** ([www.scholar.google.com/schph?hl=en](http://www.scholar.google.com/schph?hl=en)) – free database of scientific articles and online texts;
- **Google Books** (<http://books.google.com>) – database of e-books, including texts for everyone's free use;
- **Free Books** (<http://justfreebooks.info>) – free collection of e-texts;
- **Science Research** (<http://scienceresearch.com>) – an online database of research articles;
- **Directory of Open Access Journals** (<http://www.doaj.org>) – an overview of free scientific journals by domains;
- **ESTER** (<http://www.elnet.ee/ester>) – Estonian Libraries online catalog to find the existence and the availability of a book;
- **Wiley Online Library** (<http://onlinelibrary.wiley.com>) – a database of literature (books) search;
- **World Bank e-Library** (<http://elibrary.worldbank.org>) – online surveys and studies of different areas of the economy and global developments;
- **Estonian National Library** (<http://www.nlib.ee>) – different databases for readers, including e-journals, Ebrary (e-book version of books);
- **Statistics Estonia** ([www.stat.ee](http://www.stat.ee)) – A national data collection of statistical data on economics and social issues; a basis for writing many Master's theses;
- **European Commission** ([http://ec.europa.eu/index\\_et.htm](http://ec.europa.eu/index_et.htm)) – online access to not only the official documents, but also to sectoral studies and statistics (especially in the field of business, agriculture, science and innovation);
- **MIT Open Courseware** (<http://ocw.mit.edu/index.htm>) – free access as the systematic sources of to the most up to date professional information;
- **Science Direct** ([www.sciencedirect.com](http://www.sciencedirect.com)) – the world's leading full text database.

#### 2.4.5. Taking into account students' feedback in improvement activities

Students are asked for regular feedback on study organization and the different learning related processes (supervision, counseling). Students fill the feedback form via LMS, the information obtained is processed anonymously, unconnected to an individual student. The feedback from the students forms a basis for improving the learning process.

The times of feedback surveys are provided in the EUAS academic calendar.

Student feedback on the teaching staff is a topic in the development interviews of the teaching staff.

**Table 30.** Excerpt from student feedback by the year

Question in the EUAS feedback form	The % of respondents agreeing with the statement			
	2007	2010	2011	2012
In my opinion, the lecturer was competent in his/her subject	92%	93%	93%	94%
In my view, the lecturer was well prepared for teaching (lectures, practical sessions, seminars)	90%	90%	91%	92%
The lecturer took into account the audience	86%	87%	89%	90%
The lecturer provided vital (practical) examples of the material	87%	88%	89%	89%
In my opinion, the subject and the lectures of the lecturer had an understandable and logical structure	78%	82%	84%	83%
The lecturer adhered to the promised deadlines	90%	88%	92%	91%
The lecturer was also available, if necessary, outside the lecture time (answered e-mails, etc)	93%	91%	93%	93%
Study materials were adequate	82%	83%	85%	85%
During the course, the lecturer treated students fairly and impartially	91%	91%	93%	92%

Surveys are conducted also on the students' satisfaction with the supervision of the course paper and final thesis.

The feedback received on RPL is used as an input to refine the process of RPL and on training of counselors and assessors. About half of those submitting an RPL application use the help of an RPL advisor. 2011/12 academic year, 42% of the applicants turned to the RPL advisor, whereas the counseling took place for the most part (45%) in face-to-face meetings (Rose, 2012).

## 2.5. Summary of part of the learning activity

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Coordination of the entire learning process is e-based (LMS). LMS solutions are programmed according to the needs of the school.</li> <li>• RPL implementation (an electronic environment, counseling, assessment committees) - have been recognized also by external assessors.</li> <li>• In the learning is a big emphasis on practical approaches (corporate visits, practitioner involvement in the conducting of learning).</li> <li>• Widespread use of educational technology tools.</li> <li>• Employment rate of graduates - Statistics Office study showed that graduates of EUAS are highly valued workers in the labor market.</li> <li>• Applied final theses - in 2012/13, 81% of the final theses were practical researches or solutions.</li> <li>• EUAS curricula are consistent with the SHE and the Professional Standards</li> <li>• All the curricula contain an entrepreneurship module which is completed with the business plan competition in which students are able to get an investment for implementation of their business plan.</li> <li>• 85.3% of the students are enrolled in the curricula with the right to provide education for an indefinite period.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• The school operates in five cities.</li> <li>• Lack of internationalization, as the students work and their English skills are weak.</li> <li>• Low levels of learning skills of the students (especially in the case of independent work).</li> <li>• A large dropout rate.</li> </ul>
<p><b>Improvement activities</b></p> <ul style="list-style-type: none"> <li>• Service standard is being developed to ensure uniformly high levels in all learning centers.</li> <li>• Continuous development of LMS is based on real needs.</li> <li>• Additional language courses to improve students' language skills.</li> <li>• The development of joint curricula with Finnish, Portuguese and Lithuanian universities.</li> <li>• The curriculum includes a course on time management. As an elective subject, a course on self-analysis is offered.</li> <li>• For dropout prevention LMS should contain a solution that would timely notify students with academic deficiencies, so that the Learning Center could summon him or her for counseling.</li> <li>• Survey of the drop-outs, to find out the main reasons for dropping out.</li> <li>• Free consultation and advice for students in the subjects where they need additional tutoring.</li> <li>• Students' involvement in collaborative projects.</li> </ul>	
<p><b>Key documents and studies that reflect and regulate the area</b></p> <ul style="list-style-type: none"> <li>• Development Plan of EUAS</li> <li>• Action plans of the Academic Department and learning activities and the performance reports of the action plans</li> <li>• Document governing ERASMUS work; ERASMUS and other cooperation agreements</li> <li>• Teadlik Valik Scholarship Statute; Mainor Higher Education Fund (a statute or an agreement)</li> <li>• RSO; Academic calendar; Study session times; Admission Rules</li> <li>• Decision of the meeting of the Rector's Office regarding translation of the study organization related documents</li> <li>• Curricula; Comparison of the curricula with the SHE; Curriculum lesson distribution plan</li> <li>• Statute of Curriculum; Curriculum internal evaluation procedures</li> <li>• Guidelines for Written Work; Written work process chart; Internship Guides</li> <li>• RPL procedure; Operating procedures for the evaluation committees of RPL</li> <li>• The order of the Rector of Academics regarding approval of RPL advisers and assessors</li> <li>• Self-analysis of RPL external evaluation and feedback report</li> <li>• E-Learning Development Plan 2011-2015; LMS Working Group meeting minutes</li> <li>• EUAS Surveys Calendar; EUAS Alumni Survey (2006, 2011, 2013); EUAS (2013). Admissions Survey</li> <li>• Roos, L. (2012). Stakeholders' feedback of RPL process. Summary of the surveys of 2011/2012 academic year.</li> <li>• Eamets, R. (2011). Year 2009 Alumni Survey of Estonian Universities. Final Report.</li> <li>• Statistical Office (2013). The success in the labor market.</li> <li>• Estonian Association of Interior Architects (2012). Survey of the graduates of the specialty of Interior Architecture.</li> <li>• Potter, R. (2013). Students' expectations and the reality in the field of service of the HEI in Estonia. EUAS Master's thesis.</li> <li>• Roosalu, T. <i>et al.</i> (2013). Adult learners in the higher education system in Estonia. Survey report.</li> </ul>	
<p><b>Expected results</b></p> <ul style="list-style-type: none"> <li>• Each curriculum has at least one subject taught by a foreign lecturer.</li> <li>• Graduates' employment rate is high.</li> <li>• The circle of employers involved in curriculum development is broader.</li> <li>• The number of drop outs (%) decreases.</li> </ul>	

### 3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITIES (R&D)

Based on the Research and Development Organization Act, in the EUAS research activities are deemed as the activities based on the principles of personal creative freedom, with the aim, by way of scientific research, to acquire new knowledge of man, nature and society and their interaction. Development activities means implementation of the knowledge gained through research and experience for production of new materials, products and devices and introduction or substantial improvement of processes, systems and services. Under creative activity is meant the art and design related creative activities by both staff and the students that are available to the public.

As an institution of professional higher education, under R&D activities of EUAS are classified:

- research;
- development activity and projects;
- creative activities.

#### 3.1. R&D performance.

##### 3.1.1. The goals of the R&D field of the university

The objectives of the research, development and creative activities result from the Development Plan. Sectoral strategies have been prepared for the realization of the strategic objectives provided in the Development Plan. The latest version of the R&D strategy was adopted in December in 2013. Based on the R&D strategy, research groups, research centers and development work groups operating under the coordination of the Research Secretary are involved in the preparation of the annual action plans. Action plans are annuals. At the end of each academic year summaries are made of the execution of the action plans. Each activity of the Action Plan has appointed responsible persons, executors, deadlines and how the university assesses the performance of the planned activities. In this report the research groups, research centers and development work groups implementing the activities of the R&D area in EUAS are designated with the single name - R&D units.

The priority areas of research and development are Management, Enterprise, entrepreneurship, ICT in business, Creative industries, Formation of Social Environment, Design Studies, Educational Studies.

Goals of research, development and creative activity and their metrics are presented in Table 31.

**Table 31.** The strategic objectives of R&D arising from the Development Plan and their metrics

The Strategic Objective of the Development Plan	Strategic Objective of R&D	Metric
<ul style="list-style-type: none"> <li>• Nationally and internationally recognized level</li> <li>• Developing and international organization</li> <li>• Enterprising people</li> <li>• The societal impact</li> </ul>	In EUAS is carried out high-quality research, development, and creative activity supportive of educational objectives through which EUAS provides science-based and applicable solutions to societal problems.	The number and quality of publications.
		R&D financing share of the budget, including external funding.
		The number and proportion of academic related to R&D obligations.
<ul style="list-style-type: none"> <li>• Enterprising people</li> <li>• Developing and international organization</li> </ul>	Research, development and creative activity is moving towards interdisciplinary and integration of different scientific disciplines.	Participation in international and cooperation projects.
		Science workshops of EUAS, international conferences and publications issued by the university.
<ul style="list-style-type: none"> <li>• Enterprising people</li> <li>• Nationally and internationally recognized level</li> <li>• Developing an international organization</li> </ul>	Through R&D activities to enhance the quality of learning.	Share of the interdisciplinary nature of the R&D units.
		Coverage of the lecture courses taught with solutions supporting innovative learning. Student involvement in faculty research topics, creative projects and joint publishing.
		Educational research conducted for assessing and improving the quality of all the aspects of the learning process.

For fulfilling of the high-quality research, development and creative activities in the academic areas developed in the university, annual targets are set for the number of publications, according to the agreements made with the personnel with R&D commitments, setting out their annual R&D tasks. Based on the R&D action plan the budget is determined and participation of international and other cooperation projects is projected.

In the recent years has steadily increased the number of publications. The distribution of publications is shown in Table 32.

**Table 32.** The number and distribution of publications in the years 2010-2013

	2010	2011	2012	2013
Article in a scientific journal (ETIS 1.1, 1.2, 3.1) <sup>1</sup>	4	3	7	8
Book/Monograph/Dissertations <sup>1</sup>	1	2	0	1
The collection article/chapter in a book/collection <sup>1</sup>	6	4	7	14
Published conference presentation <sup>1</sup>	2	2	3	11
Other publications (e.g. textbooks, study materials, editing) <sup>1</sup>	2	6	12	4
Other electronic publications (e.g. textbooks, study materials) <sup>2</sup>	18	17	20	26
<b>Total</b>	<b>33</b>	<b>34</b>	<b>49</b>	<b>64</b>

<sup>1</sup>According to ETIS as 31.12.2013

<sup>2</sup> According to e-ope.ee Repository as 31.12.2013

In addition to publication, the lecturers with R&D obligations, participate as reviewers in the editorial boards of various scientific journals (such as Emerald, Proceedings of EUAS) and in the work of expert groups (in the organization committee of international scientific conferences).

For recognition of R&D activities, EUAS organizes a competition of R&D activities with the aims to enhance and stimulate the research and development activities of the faculty and to recognize outstanding performance. The lecturers with R&D obligation analyze the performance of their R&D activities and it is given a periodic assessment via development interviews and evaluations.

The statistics of the past four years on the percentage of funding of R&D from the budget of EUAS, the amount of the employees with R&D obligation and the number of participations in international cooperation projects have been given in Table 33.

**Table 33.** R&D financing and cooperation projects (Statistical Office of Estonia and statistics collected within the university)

	2010	2011	2012	2013
Number of employees (4th QTR)	114	96	84	85
Employees with R&D obligation	33	27	28	30
Including personnel with advance degrees	22	22	22	24
Sales revenue (in thousand €)	4 580	3 628	3 210	3 000
R&D costs (in thousand €)	461	401	363	390
Participation in international cooperation projects.	2	5	4	6

Table 33 shows that over the years the budget of R&D activities has grown and the number of lecturers with R&D obligations in the academic staff has increased. Also, EUAS has increased participation in international projects and cooperation with other universities.

Examples of R&D projects:

- 2011-2013 "Multimedia Based Glossary of Logistics and Supply Chain Management in the Web Environment." Collaboration: Multimedia specialty students, lecturers of Logistics, IT Department, Estonian National Defence College, Tallinn University of Technology, Tallinn University of Applied Science, Estonian Association of Purchasing and Supply Chain Management, NPO Logistics and Transit Association. Funding: European Union Social Fund, the Archimedes Foundation, the measure of Development of Cooperation and Innovation of Institutions of Higher Education
- 2011-2013 "Management game in entrepreneurship education." Collaboration: Estonian Business School and the EUAS. The project also involved a specialist in Finland. Funding: European Union Social Fund, the Archimedes Foundation, the measure of Development of Cooperation and Innovation of Institutions of Higher Education
- 2012 cooperation project "Impact of the development of the teaching skills of lecturers on university teaching quality" together with the Tallinn University and the University of Tartu. In the framework of cooperation project, studies were carried out on student learning and teaching experiences in institutions of higher education. Funding: European Union Social Fund, the Archimedes Foundation, Primus.
- 2012-2013 collaborative project to create entrepreneurial pedagogy textbook "Entrepreneurship in an institution of higher education", in which attended as partners faculty members of the EBS, UT, Tallinn University of Applied Sciences, EUAS, JAMK University of Applied Sciences (Finland) and from Neitsijärve Loovusait. Project Funding: European Union Social Fund, the Archimedes Foundation, Primus.

With the aim to encourage interdisciplinary research, development and creative activities, in EUAS are held cross disciplinary research seminars (about four workshops per year), in which faculty members can present their research directions, results and potential projects, in the framework of which they can perform cooperation with the lecturers or research groups of other areas. Extra-university partners are also allowed to engage in the research seminars.

The movement of EUAS towards interdisciplinary research, development and creative activity is also supported by the publications issued by the university. On a regular basis is issued a collection of scientific articles "Proceedings of EUAS" and single publications such as "Entrepreneurship in an institution of higher education."

"Proceedings of EUAS" have been issued from the year 2012 and as of today have appeared three issues. See <http://publications.euas.eu/>.

As part of the research activities, to ensure higher quality teaching, EUAS envisions use of innovative and diverse teaching methods and teaching environments that support the learning of the learners and whose development falls under the R&D activities.

Within the framework of program development, e-learning materials take place annually. In the e-learning repository can be found 21 e-courses and 51 learning objects (part of them under the name of Mainor Business School) compiled by lecturers of EUAS.

For assessment of the quality of the learning process, the educational research working group investigates the different aspects of the learning process on a regular basis.

To ensure the quality of education, in EUAS are carried out a variety of educational studies aimed at obtaining comprehensive feedback on the aspects of the learning process. Feedback is asked from the students, lecturers as well as from other administrative support personnel. The obtained research results are used in enhancing the quality of the learning process.

**Table 34.** Educational Research in EUAS

<b>Educational Research in EUAS</b>	<b>Target group</b>	<b>Frequency</b>
Course Feedback Survey	Students	continuous
RPL applicant questionnaire	Students	continuous
Internship organization	Students completed the internship	continuous
Satisfaction Survey with supervisions	Students submitted a written work	1x per year
Evaluation of the teaching staff	Lectures	1x per year
Administration satisfaction with faculty work and attitudes	All employees	1x per year
Organization of the learning process satisfaction survey	Students	1x per year
Lecturers' self analysis and the satisfaction with the learning process	Lecturers	2x per year
Learners' use of media	2nd year of studies	1x per year
The graduates' satisfaction questionnaire	Graduates	1x per year
An alumni survey	Alumni	Every 3 years
Employee satisfaction survey	Employees	1x per year
Prospective students' expectations survey	First year students	1x per year
Satisfaction with the staff intranet	Employees	1x per year
Feedback questionnaire for RPL advisors and assessors	RPL assessors and advisors	1x per year
The study of dropout reasons and of possibilities of prevention thereof	Exmatriculated (excluding graduated) students	1x per year

In addition to internal EUAS educational research, the school has participated in various researches outside the university as a partner, to get the added value on improving the quality of teaching from the comparative data with other institutions of higher education. These researches are, for example:

- 2012 Study "The Estonian lecturers 2012" conducted by the Center for Policy Research Praxis Background, time management, motivation to work, teaching, research and customer satisfaction, which was attended by 20 Estonian universities.
- 2010 Study "The Life of Estonian students in 2010" conducted by the Center for Policy Research Praxis Estonian analysis of the international students' study EURO STUDENT IV, which was attended by 24 educational institutions.
- 2009 Study "University graduates in the labor market: evaluations of the economic and technical disciplines of their employment opportunities" conducted by the Social Stratification Department of the International Institute of Social Studies of Tallinn University which was attended by eight universities.

### **3.1.2. The university explores the needs of the society and the labor market**

The goals of EUAS and the R&D activities take into account the needs of the labor market and the society. Considering the needs is achieved by systematic and continuous planning of the strategy and action plans. Strategic objectives and the corresponding action plan is drawn up according to the needs of the society and the labor market.

According to the changing needs of the society and the labor market, changes are made to the curriculum. Thus, the development of the curriculum is always based on the real needs of the labor market and more so because many of the students are working. On the website of EUAS has been created a separate portal for entrepreneurs.

In 2011 a modification was introduced in the curriculum under which the entrepreneurship module was included in the curriculum. The module aims to provide students with the knowledge and skills to operate as entrepreneurs. The entrepreneurship module shall also be passed by the students studying in the curricula of Design and IT.

EUAS organizes regular alumni surveys to clarify the needs of the labor market. The obtained results are used in the school development activities (e.g., in the development of the curriculum, in the development of teaching methodologies etc). In cooperation companies, studies are carried out based on the needs of the companies. For instance, when conducting of the study of Eesti Kontsert, the study group included students who defended their course papers on the basis of the study results.

Since the economic recession in 2008, business development has been a priority area in Estonia, because along with the economic downturn, the unemployment rate began to rise. If the annual average unemployment rate in Estonia in 2008 was 5.5%, then in 2010, the annual average unemployment rate was 16.9%. Consequently, entrepreneurship development and teaching of future entrepreneurs is an important area for the Estonian economy.

The entrepreneurship research group has begun studies to evaluate the effectiveness of entrepreneurship training in order to measure students' academic progress and on the basis of the obtained feedback to carry out changes in the training.

For the last four years, EUAS has in collaboration with Enterprise Estonia, been actively involved in the training of entrepreneurs. In the years 2009-2013 (Spring), in collaboration with EAS, EUAS has conducted 211 Basic Trainings of Start-up Entrepreneurs, out of these 39 courses were in the Russian language. In cooperation with the Estonian Unemployment Insurance Fund, EUAS is involved in support of the re-entry of the unemployed into the labor market and in the training of the unemployed. In the spring of 2013, with the support Mainor Innove Foundation, EUAS launched a project "The impetus to the labor market," which is designed for redirecting of unemployed young people and parents staying home with a child to return back to work. The project duration is two years. The project involves two Estonian groups and one Russian-speaking group.

## **3.2. R&D resources and support processes**

### **3.2.1. R&D support system**

EUAS began a systematic development of the field of R&D in the year 2011. Today, the strategic objectives of the R&D field have been formulated based on the Development Plan and consequently, the annual action plans are compiled. In the year 2013/14 Action Plan, the following goals have been set:

- activation of the activities of research centers and research groups,
- creation of a system to reflect the results of research,
- organization and development of the financing of R&D activities.

The agreed actions to implement these goals have to a significant extent had the direction of creation of a support system.

As of today, support staff has been appointed in EUAS for implementation of R&D activities. The education technologist is of assistance in study methodological issues and in the development and implementation of IT solutions. In addition to addressing issues related to teaching of the lecturers, the mentor system of the teaching staff supports also the R&D activities of the lecturers. The Scientific Secretary is the support person for research groups in making the research and in publication thereof.

For carrying out R&D activities, EUAS has identified the areas of responsibility of the academic activities that bring together teaching, research, development and creative activities. For planning of R&D activities and for enhancing conducting research, workshops are held with the participation of Heads of Chairs, professors and the management of the school.

### **3.2.2. The financial means of R&D and the strategy of acquisition thereof**

For the development of the R&D activities an annual budget has been approved, which is based on the approved development strategy of EUAS and on the strategy of R&D.

For the organization of R&D activities, the Procedure of Use of the Budget of R&D Activities has been confirmed in EUAS, governing the use of instruments available for research, development and creative activities (R&D activities) of the EUAS.

In EUAS, R&D activities are funded with the annual budget approved by EUAS, targeted financing applied for from a variety of funds (Primus, DoRa, Erasmus, and Archimedes), targeted donations from companies and third-party sourced funding acquired by academics-researchers. For example: Mainor Grupp, Askala OÜ, Sorainen AS, Oriflame Eesti OÜ, AS E-profil.

For establishing of the R&D budget, the full-time faculty members-researchers with R&D obligations may make a reasoned proposal for opening new research and development groups. The approved leaders of the already existing research groups can submit proposals for further financing of their group's activities and for the financing of the strategic development activities arising from the development plans.

Appropriate proposals will be submitted for registration to the Scientific Secretary and for compilation of an aggregate proposal to the Financial Manager.

The head of the relevant research and development group shall draw up the budget proposal of the calendar year within the limits of the funds allocated to the research and development group (including the external resources) under the current rules of EUAS.

The budget for this fiscal year of the research topics/development activities receiving budgetary funding of EUAS shall be coordinated by the Vice Rector for Academic Affairs and the Financial Manager on the basis of a request of the head of the research/development group.

In order to seek funding from outside the university's budget, the R&D strategy provides for the conclusion of contracts with companies to carry out applied research and for use of various targeted financing funds (DoRa, Primus, Erasmus, etc.).

### 3.2.3. Participation of the university in different R&D networks

Overview of R&D networks, where different units or members of these units participate is shown in Table 35.

**Table 35.** Participation in R&D networks

R&D unit	Networks supporting R&D activities
Management Studies Research Group	Space Network Enterprise Committee; Service Industry Chamber; Estonian Association for Quality; European Group for Organisational Studies; Estonian Association for Personnel Development PARE; Academy of Management.
Occupational Welfare Research Group	Estonian Association of Ethics Educators; Estonian Cognitive Behavior Therapy Association; European Association of Work and Organizational Psychology; Editorial board of the journal Personalipraktik; Estonian Association for Personnel Development PARE; Estonian Supervision Association.
Enterprise Research Group	Estonian Chamber of Commerce and Industry; Estonian Tourism Education Association (ETHL).
Education Studies Research Group	University of Tartu; University of Tallinn; Estonian Rectors Conference of UAS (hereinafter RKRN); Foundation Innove; Primus.
Figurative Space and Living Environment Research Group	Union of Estonian Fashion Artists; Estonian Association of Designers; History of Education Society; Artists' Group "Kvint"; International Network SPACE; The international network European Future Vision.
Information Technology Research Group	ITL - Information Technology Association
Production Research Center	G-Global Project; EELSA Eurasian Economic Club of Scientists.
Distance Education Centre	Enterprise Learning Development Network.
LMS Development Work Group	Pedagogical College of University of Tallinn.
Curriculum Development Work Group	Estonian Association for Quality; Primus; Estonian Rectors Conference of UAS (RKRN).

The EUAS participates collectively in the Space European Network and EURASHE the European Association of HEI. The faculty members are actively involved in the activities of several professional organizations and in collaboration with stakeholders (see Section 4.1.3).

#### **3.2.4. Upgrading and usage of R&D infrastructure**

R&D infrastructure includes the IT and Creative industries teaching laboratories, which are designed primarily for learning, but also used for development purposes. The video studio has been used, for example, for compiling the multimedia for the dictionary "Multimedia Based Glossary of Logistics and Supply Chain Management in the Web Environment".

In addition, it is possible to use for creative work also the sewing and internal design studies and the two painting studies in the Tallinn Learning Center. In the Tartu Learning Center, the mobile studio and mobile computer class can be used for creative work. Based on the action plan of the IT Department and in cooperation of the R&D research groups, centers and development groups, the software and infrastructure needed for implementing the R&D activities is being updated.

The library of EUAS includes sectoral books used for educational purposes as well as for implementation of the R&D activities. From 2012 onwards, the library is being converted into an e-library, the working group of which also includes the employees with R&D obligation, whose goal on designing the e-library is to support the necessary developments for R&D activities such as sectoral database and creation of a system to reflect the publications of EUAS. Regarding R&D activities, research groups and centers and the development work groups have the right to make proposals for supplementation of the library and the R&D infrastructure. These activities are reflected in the annual R&D action plans. The implementation of the Action Plan will be measured at the end of the operational year.

The students and lecturers have the opportunity to use a wide variety of professionally relevant academic databases. Out of the databases necessary for R&D activities, the employees have access to several databases named above. For supplementing the library fund has been allocated up to 1.5% of the annual.

### **3.3. Supervision**

#### **3.3.1. Student involvement in research, creative or project work**

Student involvement in research, creative or project work takes place through course papers and final theses. The authors of the best course papers and final theses have the opportunity to present their work in the EUAS research seminars together with the lecturers. The best final theses of the curriculum Design in Creative Industries have been published in a collection: From images to design. The selected final theses of the Chair of Design 2010-2011. The final theses of the students are mostly driven by real-world business needs. A large proportion of the students work alongside with their studies, which in turn allows them to apply the newly acquired knowledge directly in the working environment.

As EUAS is an institution of professional higher education, then conducting of basic research has not been set as an objective. Under the supervision of the lecturers of EUAS, the students have in the course of internships, course papers and final theses created practical solutions that can be applied in real-life businesses.

Much attention is paid to the creative work and innovative solutions. Students are involved in research and development projects in collaboration with the following Mainor Grupp companies, Ülemiste Technopolis, Askala OÜ, E-Profile AS, et al. In collaboration with the multimedia minor specialty students, multimedia solutions were completed for the Baltic Sea Management Conference in 2012 as well as for the EUAS Anniversary Conferences in 2012 and 2013.

Out of the implemented final thesis and course projects of the diploma studies students deserve to be highlighted:

- The final thesis of R. Välba, Work stress prevention, measures and effectiveness according to person without work stress, supervisor K. Kiis, 2013. The thesis was awarded by the Estonian Research Council in the the national student research competition.
- The final thesis of I. Marjapuu, Cost accounting study to find the breakeven point of small shops based on Viciunai Baltic Ltd, supervisor P. Kaarlõp, 2013
- In the framework of a course project of A. Lillipuu carried out audience survey of Eesti Kontsert, supervisor T. Merkuljeva, 2012
- The course project of A. Laur, A mentor program planning for AS DHL Estonia, supervisor P. Einpaul, 2013
- Implementation of the designs of the final thesis of D. Trestip, Supergraphics in an office building in the firm Helmes, supervisor Ü. Linnuste, 2011
- The final thesis of K. Solon, Development of the Tartu market building designed by Voldemar Tippel and restoration of the interior of the building, supervisor S. Sultson, 2012
- The final thesis M. Kandelin, Forecasting of the decline in customer activity in a financial company in data ining using neural networks, supervisor lecturer J. Faronova, 2013. The thesis was recognized as the best student thesis of EUAS in the 2012/2013 academic year.

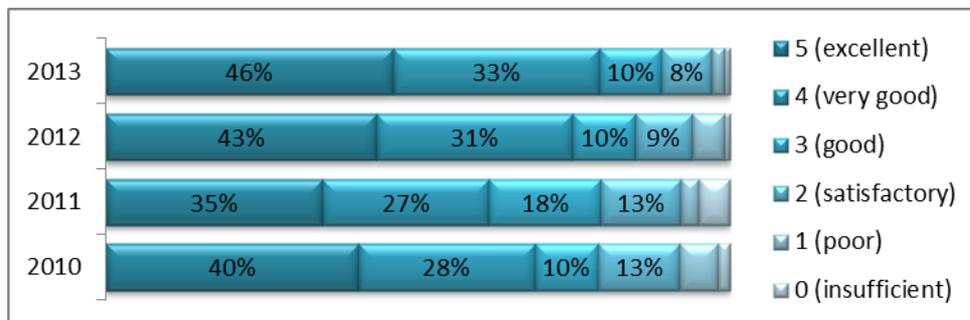
Also the Master's theses are of an applied nature, such as:

- C. Laugason, Development of customer service development system on the example of AS Elisa Eesti, supervisor prof K. Tuulik, 2013
- H. Märjama, Developing professional standards of a service manager, supervisor prof K. Tuulik, 2013
- T. Eiskop, Real time production monitoring system in JELD-WEN Ltd, supervisor prof J. Majak, 2013

Since the year 2009, EUAS has performed cooperation with EBS in conducting Master's studies in the area of exchange of academic staff as well as in development activities. The two schools together develop also methodological materials (e.g., management game "Dynamo", the entrepreneurship pedagogy methodical materials, etc).

In the field of logistics and supply chain management, since 2011 under the management of EUAS is developed an Estonian language logistics dictionary whose principal purpose is to harmonize the circulating logistics terminology in the Estonian language. The dictionary is supplied with written explanations and multimedia illustrations and will be available in an online environment. The multimedia component of the dictionary will be prepared by the students.

Supervision satisfaction surveys have been conducted in EUAS for the last four years. The survey results are analyzed once a year and the results show that students' assessments of supervisors has grown every year, including in recent years has steadily risen the percentage of students responding to the questionnaire, which suggests that students perceive that their answers are important for the university and form a basis for introduction of modifications in making supervision more efficient.



**Figure 19. Students satisfaction with supervision in the years 2010-2013**

### **3.3.2. Professionalism, efficiency, and work load of supervisors**

The professionalism of the lecturers and supervisors of EUAS is ensured by the policies applied on the selection and development of the personnel.

Personnel selection and development of EUAS is based on the teaching and research staff qualification requirements. On the teaching staff of the EUAS are applied the requirements established by the "Institution of Professional Higher Education Act," SHE, "Research and Development Organization Act", the Statutes of EUAS and other legislation. On establishment of the minimum requirements for lecturers, EUAS is based on the requirements provided in Chapter 5 of the SHE and it may also impose higher requirements if it is necessary for achievement of the objectives of the curriculum and the learning outcomes (SHE § 14 section 1).

For hedging of the risks of the academic staff not suitable for the goals and quality expectations of the school are provided faculty evaluations, regular development interviews, encouragement of the postgraduate studies and research and development activities of the teaching staff and continuous development of the teaching skills, IT skills and professional competencies. The teaching competencies of the teaching staff are analyzed and evaluated through student feedback, once a year development interviews and lecturer evaluation every four years. Since the year 2009, comprehensive faculty evaluation procedures have been used which, inter alia, help to assess the execution of the agreed R&D activities and their quality. Job descriptions have been prepared for the position of teaching and research staff.

The work load of the lecturers with the obligation of R&D is regulated with the employment contract, i.e., the lecturers with the R&D obligation have been provided with a time (load) with the employment contract for research and development work (see Section 1.2.1). Remuneration policies are regulated in the Procedure for Remuneration (see Section 1.2.3).

To ensure the teaching competencies of the lecturers, conditions have been created for the lecturers for self-improvement through participation in trainings as well as in mobility programs.

Great emphasis has been placed on education methodological trainings: in 2011-2012, lecturers have participated in a total of more than 30 trainings in the framework of the Primus. Faculty members can participate in training courses and in relevant international conferences abroad. The development of the teaching staff is also supported by cooperation projects, in the period 2012-2013 in a total amount of 369 thousand euros.

### 3.4. Summary of the R&D section

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• EUAS conferences have been initiated.</li> <li>• Research groups are operating</li> <li>• Steady growth of publishing</li> <li>• Increase in the number of collaborative projects</li> <li>• Participation in different networks</li> <li>• Increased of the creative activity of the teaching staff</li> <li>• There is a growing involvement of the Masters in R&amp;D activities</li> <li>• Applying for EU funds for implementation of R&amp;D activities</li> <li>• Educational Technology activities</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• R&amp;D scholarships for diploma level students</li> <li>• Lack of internationalization in relation to the lack of language skills</li> <li>• Low level valuation of research work</li> <li>• R&amp;D awareness and funding is not transparent and systematic</li> <li>• Lack of personnel for R&amp;D activities</li> </ul>
<p><b>Improvement activities</b></p> <ul style="list-style-type: none"> <li>• Membership in the Ülemiste City campus, which will allow the performing of applied research on the level of students and the teaching staff, as well as creative activities.</li> <li>• Prioritization of R&amp;D activities in the internal documents.</li> <li>• Systematic performance of all phases of the quality circle (Plan, Do, Check, Act)</li> <li>• Enhanced support to publishing, more individualized approach to potential publications.</li> <li>• Better informing of employees of the grant programs and opportunities for both the research, development and creative activities.</li> <li>• Maintaining and developing the existing co-operation contacts.</li> <li>• Language learning for the staff with R&amp;D obligation.</li> <li>• A position of a researcher will be established.</li> </ul>	
<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• annual action plans of R&amp;D;</li> <li>• action plans of the Chairs;</li> <li>• action plans of research groups and research centers;</li> <li>• action plans of development work groups;</li> <li>• R&amp;D strategy.</li> </ul>	
<p><b>Expected results</b></p> <ul style="list-style-type: none"> <li>• A functioning R&amp;D support system has been developed.</li> <li>• Lecturers have been informed of R&amp;D activities and support systems.</li> <li>• Collaboration is consistent and meaningful.</li> <li>• R&amp;D funding system is clear and transparent.</li> <li>• The language skills of the teaching staff are not an obstacle for internationalization.</li> <li>• EUAS is a recognized partner in conducting organizational and sectoral research.</li> <li>• The position of a researcher has been created.</li> </ul>	

## 4. SERVING SOCIETY

### 4.1. Popularization of the core activities of the university and involvement in the development of the society

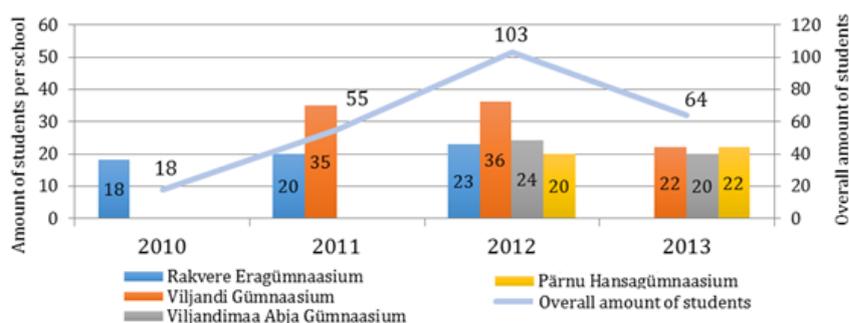
#### 4.1.1. The university system for popularization of its core activities

The general objectives of popularization of the core activities have been fixed in the Development Plan. The specific activities to achieve the goals set in the Development Plan are fixed at the beginning of each academic year in the action plans of various departments and submitted to and approved by the Rector's Office meeting. Twice a year, the performance of the action plans is reviewed and once a year the action plans are amended and/or modified, if necessary, taking into account the feedback or the emerged opportunities. Various departments, including Chairs, the Department of Cooperative Relations and Marketing, and the Academic Departments cooperate on popularizing of the core activities, having leading roles according to their specialty. Departmental activity plans are available to everybody in RMS. School activities, including the trainings and events of a wider public interest, are consistently reflected on the school's website, via social media channels, in press releases, and through client lists and in the weekly newsletter.

The partners with EUAS are different educational institutions, businesses, community organizations, foundations and local governments. Other important partners are the companies that are located in Ülemiste City, where is located also the main building of the EUAS and where are more than 180 companies with more than 3 000 employees.

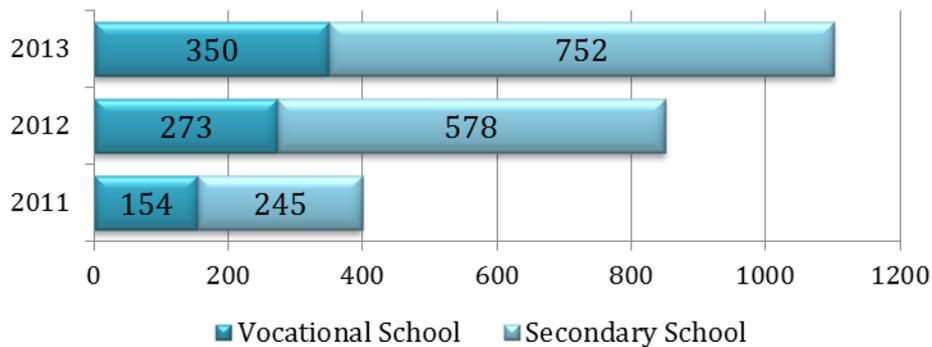
#### 4.1.2. Popularization of the main activities of EUAS and growth of entrepreneurship among the Estonian population

Since 2006, EUAS has conducted entrepreneurship and economy related pre-vocational studies in various secondary schools. The aim of the studies is to allow for secondary school students within the three secondary school years to acquire basic knowledge of economy and to raise interest in entrepreneurship. The study program contains subjects that support writing of the business plan and start-up of a business. The learners meet with entrepreneurs and visit local businesses to get an idea of the situation and possibilities of the local business environment. The lectures are conducted by the faculty and alumni of EUAS. The program ends with the compilation of the business plan and its public defending, the defense committee, includes in addition to the representatives of the school, representatives of the local government and local businesses. An academic report will be issued regarding the completed curriculum, which can be taken into account in accordance with the RPL procedure as credit points in various vocational and higher education institutions. The pre-vocational education participate schools from different regions of Estonia, to support the development of enterprise also outside the big cities. Thus, pre-vocational education has been organized in Rakvere, Viljandi, Pärnu, Abja, Keila, Kärkla, Juuru, but also in Tallinn.



**Figure 20.** The amount of the students completing pre-vocational studies in partner schools

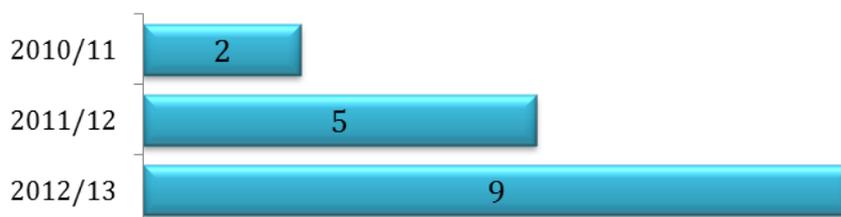
EUAS introduces the school and the curricula consistently in secondary schools and in vocational schools. Cooperation agreements have been signed with several schools to expand and develop cooperation, starting from the comparison of the curricula and resource sharing, all the way to joint development projects. Annually public lectures are held in schools, the topics of which are identified through feedback and preliminary surveys among the learners and the teachers. On the selected themes, the lecturers of EUAS organize seminars, discussions, lectures, workshops, as well as provide supervision for longer research projects for both students and the staff. Career planning trainings and seminars are periodically held for secondary school students (e.g., Narva, Põltsamaa). Also are presented opportunities to watch video lectures from the video collection on our web site.



**Figure 21.** Participants of public lectures in schools

The employees and the faculty of the university have held open training days also for secondary school directors, heads of learning and teachers (e.g., Viljandi, Rakvere, Tallinn, Valga). Selected topics are identified via preliminary surveys or feedback. Starting from the autumn of 2013, the educational leaders (managements of schools and kindergartens) of five counties - Rapla County, Ida-Viru County, Võru County, Jõgeva County, Pärnu County, Tartu County and Viljandi County are trained on the topics of management, personnel work, curriculum development and self-management. A total of 19 training days are organized for over 450 participants.

The faculty, staff and alumni of EUAS have participated as volunteer mentors and trainers in all the periods of the Eesti Energia initiated program ENTRUM aimed at entrepreneurship of young people. The supervised groups have been successful in the competition; most of the projects have reached the finals. In the entrepreneurship study of the ENTRUM program, the entrepreneurship textbook for secondary school that has been compiled by the lecturers of EUAS has been partially used. The ENTRUM project fits in with the strategic objectives of the school, affecting the development of successful business environment in the regional centers.



**Figure 22.** The staff of EUAS participated in the ENTRUM program

EUAS considers it important to introduce their activities through various channels. Significantly has increased introduction of the school's ideology, activities, methods, opinions, etc., on the Internet. Usage of social networks (e.g., Facebook, over 3000 friends) has become a successful channel. The school website is constantly evolving: mediating jobs and internships placements, consistently publishing the school newspaper, mediating the opinion articles of the faculty and staff. It is deemed

important to offer free video lectures for all people interested, the number of videos is increasing and the amount of topics is steadily expanding. Link - <https://www.eek.ee/index.php?pg=201&p>

It is considered important to publish popular science articles targeted for a wide audience. For example, articles and educational videos on the pages aimed at start-up entrepreneurs of EUAS (e.g., R. Sikk), in design magazines (e.g., S. Sultson, "Oma Maja", "Ehitus"), in accounting news (e.g., R.Vään) and others.

The school considers it important to participate in large education fairs (e.g., Teeviit, Suunaja, Orientiir) to introduce the specialties and creative activities (e.g., fashion shows). In the presentations are actively involved students together with the employees of EUAS.

The position of EUAS regarding the number of mentions in the media is good (23, including 9 press releases, 7 opinion stories) from both lecturers and from the alumni/students. In 2009, Andres Arrak, the Head of the Chair of Entrepreneurship was elected the Press Friend of the year. On the basis of the 2010 survey conducted by TNS Emor, EUAS (formerly Mainor Business School) is the most reputable private university in Estonia.

The school issues an internal weekly newsletter, as well as an external newsletter once per month (oriented towards partners and the alumni, as well as towards other interested parties).

The contribution of the students of EUAS to society and to the development of the business environment is significant. An important part of the studies is formed by the internship, favored are practical activities in the learning process, the topics of course papers and final theses are mostly of practical value.

In the first year of studies, the students of all the specialties pass the block of entrepreneurship studies which ends with the defending of a business plan. The best business plans will get the chance to participate in business plan contest, running for entrepreneurship grant for the realization of the idea. In the competition jury are represented entrepreneurs, consultants, investors and local government representatives. In this academic year, the plan is to hold an international business plan competition in collaboration with the European partner schools.

Students have participated in a number of years as business consultants of the secondary school student businesses (e.g., in Narva), helping the secondary school teams to prepare a business plan, prepare and participate preparation of business plan competitions/exhibitions/fairs as well as in realization of student businesses. The students of EUAS have participated as a designer and producer of the program "Kodutunne" (Home feeling).

- EUAS promotes its core activities and core research directions annually on the international scientific conference on the school's birthday.
- EUAS has hosted major international conferences: in 2010 the 20th anniversary conference of EURASHE and in 2009 the SPACE Conference.
- Once a semester, the chairs hold public research seminars.
- Chairs conduct public presentation workshops of e-learning material as necessary but not less frequently than once per academic year.
- From the year 2011, students, alumni and staff of EUAS have successfully participated in the entrepreneurship competition Ajujaht (Brain hunt) whose aim is to support talented young people in their innovative efforts.
- Since 2007, the EUAS has initiated and participated in the project Foundation Teadlik Valik and in collaboration with RKRN covering all institutions of professional higher education and which aims to introduce the professional higher education in secondary schools across the country.
- EUAS conducts systematic cooperation with various vocational education institutions and secondary schools, organizing career days and meetings there. The permanent partners are nine vocational education institutions and seven secondary schools.

- EUAS holds annually for free, 5-6 public lectures/workshops/information days under the name of "Entrepreneurship Morning" in every different regional center, where there is a Learning Center of the university. Once a month, in Tallinn are held events introducing new training programs under the name of "Morning Coffee", where in addition to the general information are provided segments of a longer training.
- Since 2011 a Career Day is organized annually for the basic orientation to the graduating student. On the day fixed in the academic calendar, partner companies are invited for a visit to who, on the one hand have been briefed and are being briefed on the specialties taught in our school, the curricula and the specificity and who at the same time offer internship placements for the students in the framework of the fair organized on the Career Day. Career Day is wider than just one day, including hands-on trainings on applying for a work and counseling for students. Career Day has become more and more popular among both companies and students.
- In 2011, EUAS participated in the TV program Kooliproov introducing institutions of professional higher education. In the program, the students of EUAS and the Estonian Academy of Security Sciences swapped places, whereas the student of EUAS attended a riot police practice and the student of the Academy of Security Sciences prepared a business plan under the supervision of the lecturers of EUAS.
- In 2012 and 2013 in Narva in collaboration with MTÜ Loomealgatuse Keskus, Narva Children's creative house Narva, the local municipalities of the city of Narva and Narva-Jõesuu, an international festival "The Young+Design" was organized. During the events were held competitions of fashion collections, hairdressers and accessories and an international open air school. The festival was attended by partners from Ivangorod, Slantsy and others.

#### 4.1.3. Participation of the staff of the university in professional associations, and elsewhere in the capacity of experts

The faculty members of EUAS are represented in key social institutions as an ordinary member, as well as in the governing bodies and in various committees as experts. The lecturers of the Chair of Entrepreneurship are the entrepreneurship consultants or quality assessors of EAS: 51% of the teaching staff are members of professional associations or participate in their work. All the minor specialties of EUAS conduct cooperation with professionally relevant professional associations.

**Table 36.** The most important partners of EUAS in professional associations and societies in accordance with the major specialty

Major specialty of Management	PARE, Estonian Association for Quality, Association of Estonian Tourism Education, Estonian Service Industry Association, Estonian Public Relations Association, the Estonian Association of Career Counselors
Major specialty of Business and Administration	Estonian Logistics Cluster, PROLOG, Entrum, JCI Estonia, EVEA, Estonian Association of Accountants, Estonian Consultants Association, EAS, Estonian Women's Studies and Resource Centre
Information technology	Estonian CIO Club, Software Development Club, International Scientific Committee, ITL
Design in Creative industries	Association of Fashion Artists, Estonian Association of Designers, Estonian Design Centre

The faculty members of EUAS are actively involved in:

- occupational standards development workgroups in the Estonian Qualifications Authority (e.g., occupational standards of management and entrepreneur, quality manager, service manager etc, competency-based occupational standards, occupational standards of information and telecommunication engineering and software development occupational standards);
- preparation of the laws in the work of the working groups (such as the Heritage Conservation Act, Regulation on Contracts of Employment of Teaching and Research Staff);
- in the development process of various development strategies (for example, Estonia's tourism development strategy, Finance Estonia Accelerate Tallinn);
- work of experts, evaluators or mentors in the institutions important to the society (e.g., the Labor Inspectorate, National Institute for Health Development, EAS, Foundatiom Innove);
- work of international working groups (e.g., Traffic Psychology International);
- magazine editorial colleges (e.g., "Personalipraktik")

The staff and faculty of EUAS are actively involved in:

- the work of regional entrepreneurship committees (e.g., Viljandi);
- activities of the educational policy making working groups (e.g., EKKA, RKRN);
- work of national and international education and cooperation networks as evaluators, experts and assessors (e.g., Estonian Higher Education Quality Agency, RKRN, EURASHE, SPACE, European Future Vision, Archimedes, Primus, Estonian RPL Association);
- The work of professional associations/unions according to their specialty or post (e.g., Educational Technologist, Head of the Academic Department, Quality Manager).

## **4.2. Continuing education and other educational activities aimed at the general public**

### **4.2.1. The university has a system for organization of continuous education and other educational activities aimed at the general public**

The aim of the continuing education "To support the development of the management and entrepreneurship competencies of Estonian companies, providing and conducting science-based and practical continuing education and consultation," supports the mission set by EUAS and is partly related to all the strategic objectives of the university.

The system of continuing education is divided in accordance to the objectives and target audience of the training:

- organization based courses and projects
- competency trainings
- research and diagnostics
- open courses

To ensure the quality of continuing education, the continuing education policy approved by the Rector has been compiled in accordance with the Development Plan. On an annual basis is drawn up the continuing education action plan as a part of the action plans of the Chairs based on the continuing education policies and taking into account the analysis of the feedback from the previous period and partners' needs/expectations. According to the action plan is drawn up a training plan for one training year, which is continually adjusted according to the demand.

Continuous education courses and other activities aimed at the general public are consistently reflected in the school's website, via social media channels, in press releases, and via client lists and in the weekly newsletter.



**Figure 23** Training process

At the end of a continuing education course, written feedback is requested from both the participants, as well as from the contracting entity. In the questionnaire, the respondents are asked to evaluate the content and the organization of the training as well as the competence of the lecturer. Very valuable are the comments and suggestions attached by the participants. Feedback analysis is carried out by the quality manager of the university who will inform both the lecturers and the chair of the results. According to the results of the analysis of the feedback, the training plan is adjusted, if necessary and new training programs are developed.

#### **4.2.2. Continuing education and other educational activities aimed at the general public**

Organization based courses and projects are primarily related to the long-term partners of the university (e.g., Innove, Police and Border Guard Board, Askala, Estonian Concert etc) and the companies of the Ülemiste City (e.g., Technopolis, Mainor, Dvigatel Energeetika, E-Profil). Cooperation with these companies is broader, involving also the outputs offered to the students (e.g., internship placements, tours in businesses, practitioners-lecturers, etc). The number of long-term partners is kept stable for the purpose of quality assurance; the number of active partners is 7-10.

Services offered to companies are based on the studies conducted in the company, including research conducted by students, feedback and diagnostics. Partner companies are offered continuous education across all the curriculum groups of the university. Feedback from businesses has been positive, proposals have been valuable in contributing to the development of new (continuous education) programs. Satisfaction with training and cooperation is increasingly better.

In collaboration with EAS, EUAS has made a significant contribution to the development of entrepreneurship in Estonia. Since 2007, the faculty of EUAS has organized more than 250 basic

trainings for start-up entrepreneurs of EAS, for a total of more than 5,000 people, including 39 courses in the Russian language in cooperation with the Social Initiative Centre for Integration within the framework of the project "Assistance to the non-Estonian elderly in Harju County". In 2012, was added a Russian language small entrepreneur's development program with the aim to improve the knowledge of the managers and the owners of micro-and macro businesses and to provide additional skills for effective management of the company. Cooperation with Enterprise Estonia is ongoing.

An entrepreneurial attitude is also supported by cooperation projects:

- In cooperation with the Estonian Unemployment Insurance Fund, in support of the re-entry of the unemployed into the labor market and in the training of the unemployed.
- With Innove and ESF "Your success in the labor market" and "The impetus for the labor market" which is designed for directing back to work unemployed young people and parents who have been staying at home with a child.

Feedback from the trainings conducted has been very positive; the average grade of the training on a 10-point scale is 9.6. Well organized and conducted trainings for start-up entrepreneurs fulfill the university's mission and contribute to the reputation of EUAS.

In its fields of competence, the university has been developing shorter and longer competency trainings. Longer competency trainings are mostly related to the relevant occupational standards. There have been developed year long competency programs for training of service managers, sales managers, tour operators and project managers, as well as refresher programs for motor vehicle drivers and kindergarten teachers, in cooperation with the Tallinn University and the Pedagogical College.

Open University offers opportunities to participate in basic training lectures for people who cannot or do not want to have the status of a student and go through all the program of formal education. In the Open University, learning takes place under a personalized curriculum together with the students. Competency trainings in the framework of the Open University for acquisition of minor specialties have created interest.

The demand for competency training and the Open University is constantly growing.

In addition to professional training, EUAS offers a broad scale of informal education courses (e.g., pouring candles, crocheted jewelry, language courses, painting, etc), which are predominantly organized by the Chair of Creative industries. Informal education courses are popular in certain seasons, usually held during the winter season and are targeted at people with hobbies.

EUAS offers free lectures and events for a wide audience. In addition to public lectures in secondary and vocational schools, the university participates actively in citywide and nationwide training events throughout the republic (e.g., Adult Learners' Week, Europe Week).

EUAS is increasingly more actively participating in organizations of the nationwide Entrepreneurship Days. In 2013, EUAS organized in collaboration with Technopolis Üemiste an entire 24 hours of Tallinn Entrepreneurship Days under the name of "24 hours of entrepreneurship in Ülemiste City which began with formulation of business ideas in the event "ÕÖtÕÖ" (Night Work) and ended in business ideas StartSmart! Demo Pitching in front of real investors. In addition, company tours, seminars, workshops and lectures were held. The Entrepreneurship Day was attended by over 500 guests. Links:

- <http://ettevotluspaev.tallinn.ee/programm>
- <http://technopolis.ee/uudised/tallinna-ettevotluspaevad-3-oktoobril-24-tundi-ulemiste-citys>.

Every spring, EUAS organizes entrepreneurship morning seminars on the critical issues of economics or business. The target audience of the entrepreneurship mornings is primarily local businesses, as well as other interested parties. Events take place in the cities where the university has Learning Centers. The presenters of the entrepreneurship mornings are both faculty members and alumni of EUAS. Feedback of the entrepreneurship mornings has been steadily high. Once a month, in Tallinn

are held events introducing new training programs under the name of "Morning Coffee", where in addition to the general information are provided segments of a longer training. The popularity of Morning Coffees has continuously increased, in 2013, the Coffee Morning events were visited on average by 65 people.

- In the year 2012 EUAS received the award "Cooperation of the Year" of the MER and the Estonian Youth Work Center for the cooperation performed in Suure-Jaani parish with the purposes of development of the entrepreneurship of the youth between the Viljandi County Youth Center, JCI Estonia and the Estonian National Agency for Youth in Action Program.
- In 2009, the program Primus chose EUAS (formerly Mainor Business School) as its best partner. The Commission highlighted the deliberately planned development trainings of teaching and supervision skills of the lecturers of the MIHE, purposeful use of the training budget, timely submission of reports, open and constructive communication and active participation in all activities. Link - <http://primus.archimedes.ee/node/148>.

### **4.3. Other activities aimed at the general public**

#### **4.3.1. The contribution of the university into the development of the welfare of the community**

The students and faculty of EUAS participate in artistic exhibitions. Exhibitions of student works ÜDI organized by the Chair of the Creative industries have become increasingly popular for both performers and the audience. ÜDI has been represented in various regional centers across Estonia for an increasingly longer period of time.

Starting from the year 2012, the exhibition Kaleidoskoop (Kaleidoscope) of the creation of the lecturers of the Chair of Creative Industries has been opened for those interested in Tallinn Teachers' House in March.

Student and faculty creations, both exhibitions and demonstrations, have since 2010 been represented at the fair Teeviit. Costume Design exhibitions and demonstrations have taken place since 2010 in various recycling centers.

Major exhibitions have already been out for viewing in Viljandi City Gallery (2013) and in the Estonia Concert Hall foyer (2012). Designers are consistently participating in the activities of Design Night with both expositions, seminars and as roundtable experts. Link <http://www.disainioo.ee/et/>.

Since 2006, EUAS recognizes most prominent educational leader of the academic year with the aim to draw attention to the importance of educational leadership and to recognize educational professionals as the shapers of the region's development. Those awarded have been members of the management of schools of general education, hobby schools, vocational schools and kindergartens of different counties. The possibility to set up candidates belongs primarily to the local governments and is an important criterion is the achievements of the last two academic years. The jury includes representatives from the Cultural Committee of the Estonian Parliament, Federation of Estonian Student Unions, Estonian School Student Councils' Union, MER, Estonian School Heads Association, local governments, the media and the owner of EUAS.

EUAS has renovated a number of buildings of historical value. The main building of the wagon and a military factory "Dvigatel" built in the years 1898-1899 at Suur-Sõjamäe 10a was acquired and renovated in the year 2006. In the historic building both the interior and exterior was maintained the spacial solution, the space program was largely reinstated and restored in a very stylish manner. In its completed form it is one of the historic buildings renovated with the highest standard and most sustainably used in the area of Suur-Sõjamäe.

In the year 2002 was purchased and in 2003 was renovated a former residential building in Tartu, Pepleri 6, opposite St. Mary's Church in Tartu. During the renovation, according to the National Heritage criteria, the overall spacial solution of the building was maintained; an ascetic stairwell block was added, without disturbing the dominant historical appearance of the building. The space program

was reinstated close to the original, while taking into account the modern purpose of the building; on the basement, the historical building blocks have been exposed in a valuing way. The color and spacial solution of the historic building in the contemporary form is in accord with the architectural appearance of this area of the city of Tartu.

- From the year 2011, the faculty of EUAS organizes traffic psychological follow-up training.
- In 2013, the Chair of Design in collaboration with the MTÜ Loomealgatuse Keskus and East Police Prefectures organized a graphic and fashion designers' contest against Drugs.
- In 2013, EUAS in collaboration with the Association of Estonian Adult Educators Andras organized an Adult Education Forum on the topic "Experience to Competence" in order to disseminate the idea of lifelong learning.
- In 2013, EUAS organized a roundtable to the Viljandi County entrepreneurs which was also attended by representatives of city and county government, on the topic "How to help/ train entrepreneurs and how the school can support the county."
- In 2012, EUAS in cooperation with Innove organized a roundtable for evaluation of the opportunities of continuing of the education of the vocational training institutions graduates and the associated risks.
- EUAS regularly organizes free of charge business related conferences (see above).
- EUAS organizes a variety of forums, roundtables and seminars on important social issues.
- The regional approach ensures access to education beyond the pull centers, enabling local people to obtain higher education, as well as participate in continuing education courses and open lectures. It is essential to promote lifelong learning in the regional center.
- The necessity of Entrepreneurship studies has been recognized by other educational institutions and programs. The methodology, materials and specialists developed by the school are used widely in the development of entrepreneurship in Estonia (e.g., ENTRUM, EAS).
- With the support of the entrepreneurship studies, the school participates in local and national events and organizes study days on important topics for the community in order to popularize business and entrepreneurship (e.g., Entrepreneurship Days, Adult Learner Week events, public lectures in counties, Entrepreneurship Mornings).
- The university participates in fairs and promotes, in addition to the university, also an entrepreneurial approach to life, performing at fairs with presentations and with demonstrations of student creation.
- EUAS faculty participates as volunteer mentors in the ENTRUM youth entrepreneurship project work.

#### 4.4. Summary of the community service part

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Through the activities aimed at the community, EUAS comprehensively fulfills its mission of shaping the entrepreneurial lifestyle in the society, in cooperation with local governments, businesses and educational institutions in all ages and social groups (e.g., EAS cooperation, Entrum, pre-vocational training, etc).</li> <li>• Presentation of creativity to a wider audience is diverse and continuous. The university takes part in generally organized exhibitions and organizes exhibitions itself.</li> <li>• The faculty and staff are involved in varied activities, actively participating in the work of professional associations and unions, in addition conducting public lectures and conducting education courses.</li> <li>• EUAS considers it important to integrate the students working life with the study process.</li> <li>• The staff have been active participants in various organizations and workgroups related to the promotion of higher education.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Few popular science articles for the wide readership.</li> <li>• Little participation in social organizations and professional associations.</li> <li>• Few entrepreneurs funded student places.</li> <li>• A small proportion of continuing education.</li> <li>• Feedback analysis of public events is slow and incomplete.</li> <li>• The use of resources in the community is low.</li> </ul>
<p><b>Improvement activities</b></p> <ul style="list-style-type: none"> <li>• A substantial increase in the number of articles distributed to a wide audience.</li> <li>• Creation of different environments for the acquisition of knowledge for everyone.</li> <li>• Effectively used opportunities of the virtual environment for dissemination of entrepreneurship knowledge targeted at the public (e.g., the entrepreneurship blog).</li> <li>• Significantly increase participation in social organizations and decision-making bodies.</li> <li>• Engage in various associations as an active member or in the leader role.</li> <li>• To initiate the creation of new occupational standards for the specialties taught in EUAS but which lack a valid occupational standard.</li> <li>• Bring the faculty and staff involvement in the networks supporting the objectives of EUAS and related to the curriculum specialty and/or for personal professional development to 95%.</li> <li>• Involve at least 40% of the student in the activities of professional associations.</li> <li>• Bring the amount of tuition fees paid by employers to 50%.</li> <li>• Develop a corporate-funded scholarship system.</li> <li>• Find strong "own brand" products and a substantially increase in the volume of continuing education.</li> <li>• Participate continuously in and increase the efficiency of training bids.</li> <li>• Write projects for training of significant target groups.</li> <li>• Use feedback results more efficiently in planning of new events.</li> <li>• Offer the possibility for the community of using the EUAS resources (e.g., opening sewing class to those interested).</li> <li>• Establish the school museum.</li> </ul>	
<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• Development Plan of EUAS 2013-2018; R&amp;D Strategy 2011-2015; R&amp;D Action Plans (2011, 2012, 2013)</li> <li>• Continuing Education Policies of EUAS; Procedure of issuing of R&amp;D grants</li> <li>• Communication principles of EUAS; public EUAS newsletter</li> <li>• LMS registration environment</li> <li>• feedback forms from participants from schools and public events</li> <li>• R&amp;D reports, reports of Cooperation Relations and Marketing Department (2011-2013)</li> <li>• cooperation agreements with schools</li> </ul>	
<p><b>Expected results.</b></p> <ul style="list-style-type: none"> <li>• Social impact - EUAS affects the business environment and society as a whole in collaboration with students, alumni, faculty, staff and partners.</li> <li>• Participate in the formulation and implementation of Estonian education and economic policy and in the development of the Estonian higher education strategies.</li> <li>• Participate actively in the activities of various professional associations and educational policy-making work groups, in the work of national and international educational and cooperation networks.</li> <li>• Develop cooperation with the businesses of Ülemiste City and other cooperation partners to create added value for both sides, we participate in exhibitions, fairs, and other public events with our creative work (e.g., the series of student exhibitions Ü-Di and the series of faculty exhibitions Kaleidoskoop).</li> <li>• Develop the student places and scholarships system funded by companies.</li> <li>• Carry out active marketing activities to ensure awareness of target groups of the goals of EUAS, of the services provided and of the domestic and international recognition.</li> <li>• Operate towards creating the alumni owning a significant impact in the Estonian society.</li> </ul>	

## **Appendix 1. List and links of additional documents referred in SER**

1. A brief history of EUAS
2. Analysis of Risk Management of EUAS
3. Development Plan of EUAS
4. Strategy of the IT field
5. Action Plan of the IT field
6. EUAS Statutes
7. Key Indicators
8. Rules of Study Organization
9. Procedure for Fulfilling the Positions of Lecturers of EUAS
10. Academic Personnel Qualification Requirements
11. Personnel Policy
12. Procedure of Evaluation
13. Learning Management Systems Services
14. Admission Rules
15. Procedure for RPL and Working Experience
16. Curriculum Councils Statute

All listed documents are available at <http://documents.euas.eu> .

## **Appendix 2. Abbreviations used in SER**

BeSt Program	e-learning Program in Higher Education
DoRa	The ESF DoRa Doctoral Studies and Internationalization Program
EAQ	Estonian Association for Quality
EAS	Enterprise Estonia Foundation
EBS	Estonian Business School
EHIS	Estonian Educational Information System
EHK	Erahariduskeskus Ltd.
EKKA	Estonian Higher Education Quality Agency
ETIS	Estonian Research Portal
EUAS	Estonian Entrepreneurship University of Applied Sciences
EURASHE	European Association of Institutions in Higher Education
HEI	Higher Educational Institution
ISM	University of Management and Economics in Lithuania
LMS	Learning Management System
LVC	Lääne-Viru College
MEAC	Ministry of Economic Affairs and Communication
MER	Ministry of Education
PARE	Estonian Association for Personnel Development
Primus	EFS Program Primus for Higher Education Quality Enhancement in Estonia
R&D	Research and development
RKRN	Estonian Rectors Conference of Universities of Applied Sciences
RMS	Records Management System
RPL	Recognition of Prior Learning
RSO	Rules of Study Organization
SER	self-evaluation report
SHE	Standard of Higher Education
Space	Space European Network For Business Studies and Languages
TUT	Tallinn University of Technology
UT	University of Tartu