

# **LÄÄNE-VIRU COLLEGE**



## **SELF-EVALUATION REPORT FOR INSTITUTIONAL ACCREDITATION**

**Mõdriku  
2014**

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## Message from the Rector

Lääne-Viru College is pleased to submit to the international evaluation committee its institutional accreditation self-evaluation report. This document primarily focuses on the results of the development plan 2008-2013 ([est](#), [eng](#)) and the objectives set in the development plan 2014-2018 ([est](#), [eng](#)). The report compares the major quality indicators with other institutions of professional higher education (Tartu Health Care College, Tallinn Health Care College, Tartu Art College, TTK University of Applied Sciences, Tallinn Pedagogical College) and partly also with the institutions of vocational education.

The self-evaluation process of institutional accreditation (IA) started on 18.02.2013 with the meeting of the extended Rector's office, where the Quality Manager and the Rector presented the IA process and areas for improvement based on IA terms and conditions. For conducting the self-evaluation, the Rector appointed the persons responsible for IA sectors, managers of sub-sectors and work groups which included representatives of the students (decree 21.06.2013 No 1-10/30 General). The persons responsible for sectors and sub-sectors are:

**Management and functioning of the organisation** - Helle Noorväli (Rector, holds the overall responsibility for the self-analysis); Eda Vahero (Quality and Human Resources Manager); Ellen Einla (Administration and Finance Director).

**Learning Activities** - Merje Vaide (Academic Vice-Rector), Virve Transtok (Head of the Chair of Entrepreneurship and Accounting), Reet Niilus (Head of Academic Service).

**Research, development, and/or other creative activity (R&D)** - Hille Ainsar (Vice-Rector for Development), Virve Transtok (Head of the Chair of Entrepreneurship and Accounting).

**Serving society** - Hille Ainsar (Vice-Rector for Development), Tiia Murulaid (Head of In-service Training and Retraining Centre, Meeli Männamäe (Head of the Chair of Social Work). Self-evaluation was carried out according to the agreed phases:

Phase I: selection of areas of improvement, formation of working groups and distribution of tasks.

Phase II: Data collection and analysis, implementation and overview of improvement projects.

Phase III: Compilation of self-evaluation report, informing (briefings, intranet, etc.) and the involvement of the membership and coordination of the report.

The exact timetable was as follows:

04.10.2013 Training conducted by EKKA to the steering group to develop a shared understanding of IA processes and indicators.

Oct-Dec 2013: Work in teams to collect and analyse data and to perform improvement projects. 03.01.2014: review of the improvement projects and clarification of further plans in the Rector's Office.

16.-17.01.2014: joint training on IA-themed development consulting of the Rector's Office and the Steering Group to re-establish common goals and clarify the roles.

February-May 2014: writing of the self-analysis in the teams.

May 2014: disclosure of the report to the membership for making additional suggestions for improvements and to the Estonian Higher Education Quality Agency (EKKA) for feedback.

27.05.2014: the self-evaluation report was approved by the College Board. June 2014: translation of the self-evaluation report and 31.07.2014: self-evaluation sent to EKKA.

I would like to thank all my team and colleagues for the preparation of the institutional accreditation self-evaluation report. I'll hope our institution receives a useful feedback of this process.

Helle Noorväli  
Rector

## List of Abbreviations and Acronyms

BeSt ( <i>est</i> )	e-learning program in higher education, financed by the European Social Fund, applied by the Foundation Archimedes and implemented by the Estonian IT Foundation
EHIS ( <i>est</i> )	Estonian Education Information System EFQM European Fundamental Quality Model
EKEÜ ( <i>est</i> )	Estonian Association for Advancement of Vocational Education
EKIS ( <i>est</i> )	Document Management System
EKKA ( <i>est</i> )	Estonian Higher Education Quality Agency
EMA ( <i>est</i> )	Chair of Entrepreneurship and Accounting
ERDF	European Regional Development Fund - the main regional policy instrument
ERK ( <i>est</i> )	Estonian Association of Accountants
ESTA ( <i>est</i> )	Estonian Association of Social Workers
ESF	European Social Fund
ESN	Erasmus Student Network
ETIS ( <i>est</i> )	Estonian Research Information System
ETKA ( <i>est</i> )	Association of Estonian Adult Educators Andras
EUIF	Estonian Unemployment Insurance Fund
EURASHE	European Association of Institutions in Higher Education
EÜL ( <i>est</i> )	Federation of Estonian Student Unions
HEI	Higher Education Institution
MER	Ministry for Education and Research
IA	Institutional Accreditation
INNOVE ( <i>est</i> )	Foundation for Lifelong Learning Development
IKT ( <i>est</i> )	Information and Communication Technology
IT	Information Technology
LVRKK ( <i>est</i> )	Lääne-Viru College
PRIMUS ( <i>est</i> )	Primus is a program for the years 2008–15 funded by the European structural funds and implemented by the Archimedes Foundation
RE ( <i>est</i> )	State-funded Students
REV ( <i>est</i> )	None-state-funded Students
R&D	Research, development and other creative activities
RIKS ( <i>est</i> )	Libraries Information and Catalogue System
RKRN ( <i>est</i> )	Estonian Rectors' Conference of Universities of Applied Sciences
RKT ( <i>est</i> )	State-commissioned education
RPL	Procedure for Recognition of Prior Learning and Work
SAIS ( <i>est</i> )	Admission Information System
SIS	Study Information System
TAI ( <i>est</i> )	National Institute for Health Development
TET ( <i>est</i> )	Health Promoting Workplace
TMS ( <i>est</i> )	Feedback and Monitoring System
URRAM ( <i>est</i> )	A web-based system developed in collaboration with the Estonian Ministry of Culture, Vaata Maaailma SA and Urania COM OÜ through which it is possible to use services of many Estonian libraries via the internet.

## I GENERAL INFORMATION AND BRIEF INTRODUCTION

<b>College</b>	LÄÄNE-VIRU COLLEGE (LVRKK)
<b>Legal Form</b>	A state institution administered by the Ministry of Education and Research
<b>Registration Code</b>	70006174
<b>Postal Address</b>	Tiigivahe tee 2, Mõdriku, Vinni Municipality, 46609 Lääne-Viru Countv, <a href="mailto:info@lvrkk.ee">info@lvrkk.ee</a> Phone +372 3295950
<b>Territorial location</b>	Mõdriku, Vinni Municipality Rohuaia 12, Rakvere
<b>Contact Person</b>	Helle Noorväli, Rector, <a href="mailto:helle@lvrkk.ee">helle@lvrkk.ee</a>
<b>Key areas for activity</b>	Professional higher education and vocational education in the fields of study of social sciences, business and law, health and well-being, vocational education and applied research in the fields of science and life sciences, development of the specialties taught and in-service training.
<b>Mission</b>	We provide students the financial, managerial and social knowledge and skills necessary for life and work, increasing their competitiveness and supporting the development of Estonia.
<b>Vision</b>	LVRKK is a recognised institution of professional education in the economic, management and social areas.
<b>Core values</b>	CREATIVITY, DIGNITY, APPLICABILITY, COMPETENCE, COOPERATION
<b>Structure</b>	<a href="#">Structure of Lääne-Viru College</a>

### History

- 1927-1952 School of Home Economics, founded in Mõdriku Manor, operated under various names and trained farm women and agricultural specialists.
- 01.09.1957 Mõdriku Agricultural Technical School was given the direction of accounting.
- 1998 Admission of students on the basis of basic education was terminated and a gradual shift towards higher education curricula began.
- 01.09.2001 On the basis of Mõdriku Agricultural Technical School and Rakvere Pedagogical School, Lääne-Viru Higher Vocational School was formed (Government of the Republic Regulation No. 79 of 26.02.2001).
- 03.09.2007 Status of a state institution of professional higher education (the Government Order No. 103 of 20.02.2007), and operation under the name of Lääne-Viru College.

### LVRKK curricula, number of students, and key performance indicators

Table 1. Curricula

Name of the curriculum	Curriculum Group	EHIS code	Standard duration	Capacity in ECTS/EK
<b>Professional higher education</b>				
Social Work	Social services	888	3	180
Accounting	Business and Administration	882	3	180
Business Administration	Business and Administration	884	3,5	210
Commercial Economics	Business and Administration	3285	3	180
Administrative Assistant	Business and Administration	108086	3	180
Business Information Systems Management	Business and Administration	112218	3	180
<b>Vocational education</b>				
Accounting	Business Services	81064	2	120

Entrepreneurship	Business Services	82354	1	60
Business Administration	Business Services	84199	2	120
Secretarial Work	Business Services	84202	2	120
Care Worker	Health Care and Social Services	84169	2	120
Software Development	Information and Communication Technology	85684	2	120
Sales	Commerce	107884	2	120

Table 2. Number of Students

Curriculum	2009		2010		2011		2012		2013	
	RE <sup>1</sup>	REV <sup>2</sup>	RE	REV	RE	REV	RE	REV	RE	REV
<b>Professional higher education curriculum groups</b>	<b>833</b>		<b>819</b>		<b>847</b>		<b>875</b>		<b>847</b>	
Business and Administration	266	295	273	264	279	264	276	298	460	141
Social Services	189	83	197	85	190	114	187	114	193	53
<b>Vocational education curriculum groups</b>	<b>315</b>		<b>338</b>		<b>367</b>		<b>383</b>		<b>369</b>	
Business Services	184	16	210	10	224	8	213	8	205	13
Information and Communication	43	5	40	2	45	1	56	0	55	5
Commerce	51	3	58	5	58	4	68	2	59	2
Health Care and Social Services	12	1	13	0	27	0	35	1	30	0
<b>Total</b>	<b>1148</b>		<b>1157</b>		<b>1214</b>		<b>1258</b>		<b>1216</b>	

<sup>1</sup> State-funded Students

<sup>2</sup> None-state-funded Students

Table 3. Key performance indicators of LVRKK in the years 2009-2013

Performance Indicator	2009	2010	2011	2012	2013
The total budget in thousand €	1 856,0	1 774,5	1 619,0	2 261,3	1 858,5
including operating expenses in thousand €	1 530,2	1 392,9	1 238,8	1 572,9	1 549,7
Number of positions					
Academic staff	22,90	21,75	24,75	23,75	24,80
Support staff	14,00	15,00	15,00	15,00	14,25
Administrative staff	17	18	18,5	18	18,5
Authorization agreements	2,4	3,1	4,4	6,4	4,3
Number of curricula	4/7	4/8	5/8	5/8	6/7
State commissioned places	699	703	702	716	897
Number of students	1148	1157	1214	1258	1216
Number of graduates	285	327	316	328	365

### Interest Groups:

The Republic of Estonia - society, Ministry of Education and Research (MER) and other state agencies, local governments, students, employers, professional and trade associations, foreign partners, college employees, alumni.

### Major cooperation partners:

MER, Institute for Health Development (TAI), Estonian Unemployment Insurance Fund (EUIF), Estonian Association of Accountants (ERK), Estonian Traders Association, Estonian Social Workers Association (ESTA), Estonian Adult Educators Association (ETKA) Andras, Federation of Estonian Student Unions (EÜL), Lääne-Viru County Government, Rakvere City, Vinni Municipality, Rakvere Smart House Competence Centre, major employers and

internship institutions/agencies in the curricula, Estonian institutions of professional higher education, Estonian Rectors' Conference of Universities of Applied Sciences (RKRN), vocational schools and the Estonian Association for Advancement of Vocational Education (EKEÜ) and cooperation partners in foreign countries.

### **Key achievements in the last five years:**

LVRKK is the only institution of professional higher education located in a rural environment in Estonia with a unique, yet modern learning environment which has become a trusted partner to employers, trade and professional associations, institutions of professional higher education, institutions of vocational education and others.

Major achievements:

- the number of the college students has been relatively stable - an increase of 6% (see Table 2), which ensures sustainability;
- LVRKK as a member of RKRN linking 12 institutions of professional higher education has since 2007 been involved in the higher education development and cooperation projects, for example, during 2009-2014 in the membership of RKRN experience in institutions of professional higher education of Austria, Switzerland, Hong Kong, Finland and France was acquired;
- in 2007 access to the best practices treaty of internationalization of Estonian institutions of higher education;
- on the transitional evaluation of higher education curriculum groups (2) (2010-2011) the right to conduct studies for unspecified term was granted;
- vocational education curriculum groups (3) were accredited (2012-2014) for six years;
- in 2008 a feedback monitoring system (TMS) was introduced, which resulted in comparing the college with other institutions of professional higher education;
- in 2008 the college was attributed the first Erasmus University Charter, which was renewed in 2013;
- on 27.01.2009, the College joined the Quality Agreement (Declaration) of Institutions of Professional Higher Institutions;
- since 2009 the College is the cooperation partner of the Rakvere Smart House Competence Centre;
- eight bilateral international agreements have been concluded to develop the mobility and 9- cooperation agreements with institutions of vocational education for smooth continuation of study options and for curriculum development activities;
- the College has organized 11 international business plan competitions, including five international competitions;
- students active and effective participation in national professional championships;
- the best library in the region in the field of economy and social sciences;
- in 2011 - 2012 participation in the project and follow-up projects, "Quality management in an institution of higher education";
- in 2012 - 2013 commerce, social services, care work labs and a video conference room were completed;
- in 2012 - 2013 the College buildings were renovated to be energy efficient, transition to geothermal energy use took place and solar panels were installed;
- in 2013 the College was awarded the title "The Deed of the Year of Lääne-Viru County in the social area";
- in 2013 the College was awarded the e-learning program BeSt title "Special price for eagerness";
- in 2013, the College was recognised with the title "The most training friendly organisation in Lääne-Viru County in 2013";
- the College was given the title the "Health Promoting Workplace".



## II SELF-ANALYSIS

### 1 MANAGEMENT AND OPERATION OF THE ORGANISATION

#### 1.1 General management

Management of the College is based on the development plan and the quality management system. **Goal:** Management of the College is transparent, democratic and goal oriented; includes training, development, administrative and financial activities and builds on quality management principles, which are: learner-centeredness, leadership and unity of purpose, result-oriented and process based approach, continuous learning and development, engagement, developing of cooperative relations and social responsibility. The management is the supporter of the membership and the leader in implementing the goals of the College. Quality management is based on the method of the Deming circle (Plan-Do-Check-Improve), and is based on the process (see Figure 1). The task of the quality management system of the College is to train the staff meeting the expectations of the stakeholders, to ensure the conducting of applied research and development projects.

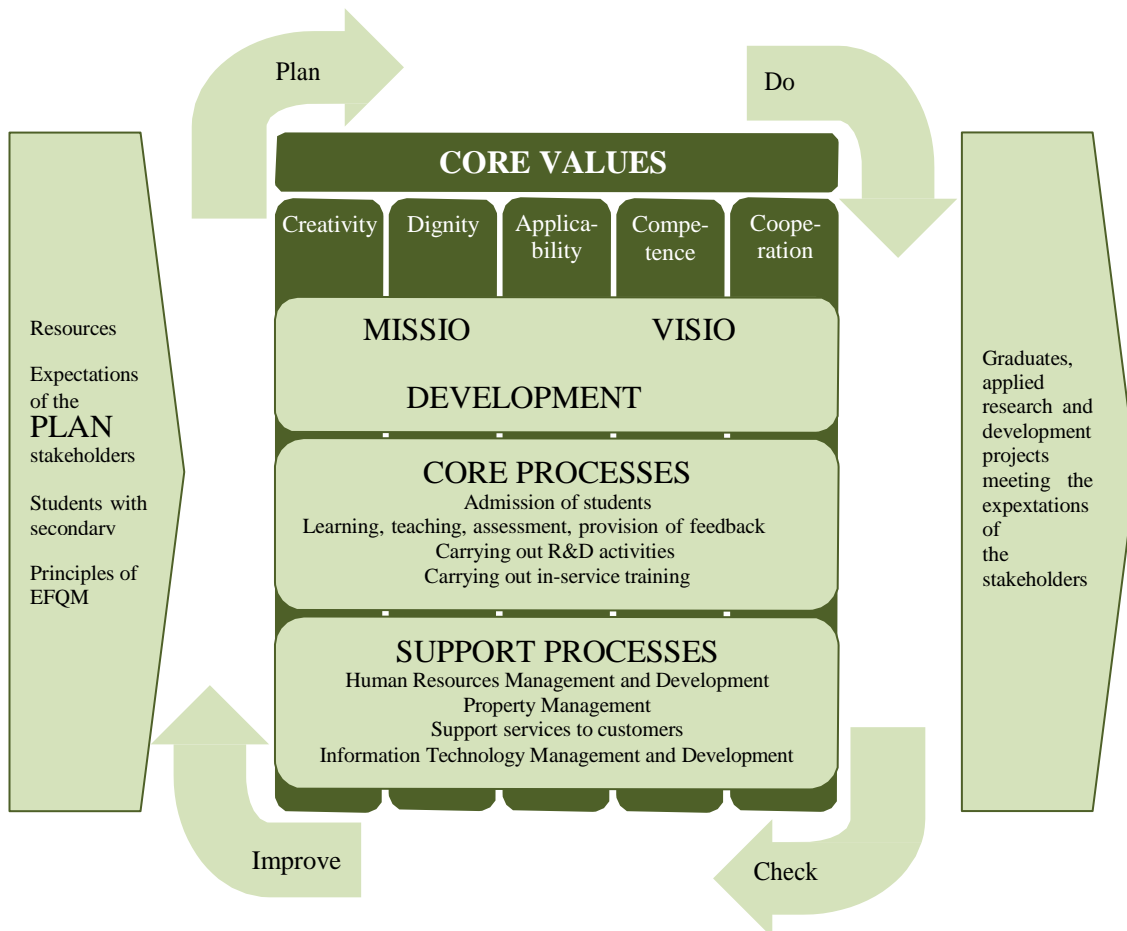


Figure 1. The operational model of the College

#### 1.1.1 The role of the College in Estonian society

The role of the College in society is defined by § 4 of the Statute ([est](#), [eng](#)). The goal of the College is to be, both in Estonia and internationally, recognised as an educational institution with a modern learning environment providing economic, managerial, entrepreneurial, service and social education and helping to increase the entrepreneurial and

innovation awareness of the population, providing life-long learning, and conducting applied research and development activities in the fields taught. The development plan is composed according to the goals of the College and its role in society, the expectations of the region on the preparation of the specialists of the areas, conducting of continuous education courses and applied research. The additional strategies of the Development Plan and the Action Plan are compiled for each year.

### **Results and analysis:**

- 1) the curricula of the College have been accredited and the diplomas are recognised both nationally and internationally;
- 2) the College has voluntarily participated in several external evaluations: in 2004 in the competition of the quality award of institutions of vocational education, in 2011, in the higher education quality project of the Program Primus and in 2012 in the quality follow-up projects;
- 3) the College trains predominantly economic and social sector professionals both on vocational education and professional higher education levels (in the years 2008-2013, the number of graduates was 1988);
- 4) LVRKK is the only educational institution in Estonia where it is possible to acquire a university degree in the field of commerce;
- 5) the College is a serious partner for ERK and the Estonian Traders Organisation in training employees, developing of the area as well as conducting professional examinations;
- 6) the In-service Training and Retraining Centre has emerged as a viable centre in the region providing in-service training and retraining, as well as counselling services, which enables lifelong learning and advisory services to various stakeholders (both working as well as inactive unemployed people) (see Chapter 4.2).

### **1.1.2 Compliance of the Development Plan and the Action Plan with the mission, vision, core values and priorities of the state and the society's expectations**

The vision and the mission of the College are based on the objectives arising from the Statutes of the College and on the expectations of the society. The College sees its task in shaping the attitudes of students and employees based on the core values that shape them into creative thinking, competent and dignified workers of their field. The development plan and action plan, of the College are based on its Statutes, Mission, Vision and Core Values. Additional strategies and the action plan for each year supplement the development plan. On preparation of the development plan the laws governing the work of the College ([Institutions of Professional Higher Education Act](#) and [the Vocational Educational Institutions Act](#)) and regulations ([Standard of Higher Education](#) and [Standard of Vocational Education](#) (est)), national strategies, development plans of the specialities and areas (including international developments) that affect the operation and the curricula of the College and their development are taken into account.

In its development plan College has identified areas for implementation of the vision and mission, the priorities of the state and the society's expectations: membership, studies, development activities and applied research, serving society, management and communication, study and work environment.

The areas of the development plan of the College have defined objectives and the fulfilling of these objectives has been analysed in the respective subdivisions of this report.

### **Results and analysis:**

- 1) the essential guidance documents on preparation of the development plan 2014-2018 were: [The Estonian Higher Education Strategy 2006-2015](#); Estonian Vocational Education System [Development Plan 2009-2013 \(est\)](#); Estonian Higher Education [Internationalisation Strategy for the years 2006-2015](#); Estonian Research and Development and Innovation Strategy "[Knowledge- based Estonia 2014-2020](#)"; [Estonian Lifelong Learning Strategy for the period 2014-2020](#); [labour demand projections of the Ministry of Economic Affairs and Communications until 2017 \(est\)](#), and [the Lääne-Viru County Education Development Plan for the years 2007-2015 \(est\)](#);
- 2) the Admission Rules ([est](#), [eng](#)) are consistent with the College's mission and goals and support the development of a motivated student body;
- 3) on planning study places, the needs of the society are taken into account and on the opening of the curricula, national strategies and expectations of society are considered;
- 4) the Development Plan and Action Plan are based on feedback from stakeholders, suggestions from experts (including the suggestions of the Curriculum Council and the Advisory Body) and comparisons with institutions of professional higher education and vocational education;
- 5) participation in R&D networks supports the competitiveness of the areas taught in the College and ensures the quality and comparability of the curricula;
- 6) the College has actively contributed to serving society with its various activities (see Chapter 4).

### **1.1.3 The definition of the key results of the College**

For implementation of the objectives of the Development Plan of the College the measurable key results are defined, which are presented in the Development Plan and in the Action Plan. The key results are agreed on the basis of the most important objectives in ensuring the sustainability of the College, sectorial priorities, the expectations of the stakeholders, including the society and the goals set for the College by MER. Performance of the key results is analysed twice a year, but they are adjusted once a year when preparing the next year's action plan. The performance of key aspects is reported on annually to the College Council, to MER in the Annual Activity Report ([est](#)), the Advisory Body and at the general meeting of the Development Plan and to the employees. At the end of the development plan period, the leaders of the areas compile a summary on the performance of the results of the previous period which is accessible to all members on the intranet.

### **Results and analysis:**

#### **The key results of the development plan 2008-2013 were as follows:**

- 1) during the development plan period the College performed the state commissioned education of higher education on average 170,4% and the state commission education to the extent of 100,4%;
- 2) the total number of students has remained stable in recent years;
- 3) at least 80% of graduates work on their specialty and/or continue their studies;
- 4) three new curricula - Software Development in vocational education, Administrative Assistant and Business Information Systems Management in higher education - were launched;
- 5) in 2008-2013, each year an average of 50 in-service trainings were conducted, it is 3361 hours of training, which had 601 participants and 2520 hours of counselling services (psychological, debt, financial and business advisory services);

- 6) 47 students went to study or for an internship in EU countries and 19 academic staff members went to teach and gain experience, the mobility of students in 2013 was 1,4%;
- 7) by the end of the period were completed 30 applied researches–studies and 92 scientific publications were published.

**The more essential key results of the Development Plan 2014-2018:**

- 1) to reduce the number of drop-outs by the year 2018 compared to the year 2013 by three percentage points, to ensure the required number of students;
- 2) to keep the professional employment of the graduates, the volume of in-service training and retraining, the conducted applied research and the number of publications on the same level as in the year 2013;
- 3) to increase the mobility of students from 1,4% to 1,6%.

**1.1.4 Preparation of the Development Plan and action plans, management of implementation thereof by the top management and involvement of the membership and stakeholder groups**

Preparation of the Development Plan and the Action Plan is initiated by the Rector's Office and the process is led by the Rector and the Vice Rector for Development. The Rector's Office analyses the results of the previous development plan (the leader of each area brings out the key findings and shortcomings, the analysis is based also on the reports reflecting the development of the curricula drawn by leading lecturers), confirms the bases of new development (if necessary, the strategies of the College such as R&D, financial, internationalization, IT strategy - are adjusted)) ([est](#), [eng](#)), the structure and the theme groups for preparation of the Development Plan. The definition of the fundamental concepts of the Development Plan is based on different development plans and strategies, demographic changes in the country, feedback gathered from the stakeholders, public and industry needs and opportunities, potential risks and performance targets set to the College by the MER. In collaboration with the leaders of the work groups, the vision and mission and core values are renewed, a SWOT analysis is carried out which shall be submitted to the membership for public consultation. The development plan work continues in the working groups, where the performance indicators of each area will be agreed upon, including key results and actions to achieve the objectives. Determination of performance indicators is based on the indicators compared to other institutions of professional higher education in the RKRN quality working group. The working groups involved in the discussions are the co-operation partners, employers, curriculum councils, staff and students. The draft Development Plan and Action Plan are submitted for proposals to the Advisory Body and the MER. The development plan is adopted by the Council of the College and approved by the Minister of Education and Research. The performance of the Action Plan of the Development Plan is analysed twice a year in the Rector's Office (in January and August), in the meetings of Chairs (June and December) and once a year, in the College Council, in the Advisory Body and in the Annual Activity Report.

**Results and analysis:**

- 1) the students and the Student Council have been involved in drawing up and implementation of the Development Plan, as a result of which the rating to the involvement in the last year has increased (see Figure 2);

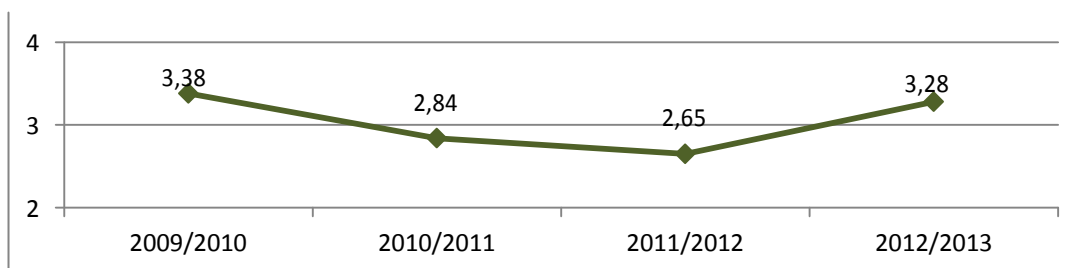


Figure 2. Involvement of students in the organisation of study (4-grade scale)

2) members of the management are actively involved in the work of various networks and decision- making bodies in order to be involved in the decision-making of the field and to get new information for making management decisions. **The Rector of the College, Helle Noorväli**, is a member of RKRN, a member of the steering committee of the priority axes through development of the human resource of the Estonian research and development, the research programs for strengthening the competitiveness of Estonian research and development and modernisation of institutions of higher education and research, a member of the counsel of higher education e-learning program (BeSt), the ERK, the Board of the Estonian Education Personnel Union, the EKEÜ, a member of the Vinni Municipal Council and the Chairman of the Committee on Culture and Education and a member of the professional committees of accountants and vocational teachers. **The Academic Vice-Rector, Merje Vaide**, is a member of the steering committees of the Study Information System (SIS) and admission system (SAIS) and a member of the working group of Vice Rectors of Academics of RKRN; **the Vice Rector for Development, Hille Ainsar**, is a member of Eurament and Business Game, Erasmus Student Network (ESN), and RKRN Research, Development, and Creative Activities (R&D) Working Group; **the Head of the Centre for In-service Training and Retraining Tiia Murulaid** is a member of ETKA Andras and evaluator of adult educators; **Quality and Human Resources Manager Eda Vahero** is a member of RKRN Quality Working Group; the leading lecturers of curricula, heads of chairs and others participate in the work of the working group of preparing the state vocational education curricula, etc.;

3) ~74% of the College employees are members of the working groups of various development activities.

### 1.1.5 Definition and description of responsibility on all levels of management to support the achievement of the goals of the College and coherent functioning of the core processes

Management of the College is based on the statutes, the structure approved in the College Council and by the decree of the Rector ([est](#), [eng](#)), the statutes of structural units, job description and other legislation.

**The College is managed and represented by the Rector**, who is responsible for the overall condition, development and the legitimate and rational use of the financial resources of the College. The highest collegial decision-making body is the Council, whose term is three years. The membership of the [Council](#) includes vice rectors, the administrative and financial director, heads of chairs and academic staff selected from each chair (2) and representatives of students (2). The activity of the Council is managed and the implementation of the decisions of the Council will be ensured by the Rector. The Rector's Office operates as an advisory body to the Rector, which consists of the Vice Rectors, the Administrative and Financial Director, heads of chairs, the head of the Academic Service, Quality and Human

Resources Manager, and the head of the In-service Training and Retraining Centre. The Advisory Body of the College is the [Advisory Council](#), whose activities are regulated by the Institutions of Professional Higher Education Act and who forges stronger links between the College and the society. Directly under the authority of the Rector are the Quality and the Human Resources Manager, whose main task is to ensure the functioning of the quality and human resources management of the College.

For management of the areas of activities, the Rector appoints vice-rectors and defines their area of responsibilities and reporting regulations. Vice rectors replace the Rector under the authority granted to them when necessary.

**The Study Structure** is managed by the Academic Vice-Rector, who ensures the accordance of the activity with the Statutes, laws and other legal acts. The Study Structure is made up of the Chair of Entrepreneurship and Accounting, the Chair of Social Work and the Academic Service, the basis of whose activities have been set out in their statutes. A Chair is a structural unit which organises implementation and development of a number of curricula. The Chair is directed by the Head and is supported by the Secretary. The Head of the Chair is responsible for the results of the activities and the development of the Chair, the legitimate and optimum utilization of funds, coordinates the work of the leading lecturers and the assistants of the Chair on conducting the studies and in developing the curricula.

The main task of the **Academic Service**, managed by the Head, is to ensure organisation of a high quality study process in the College and compliance of the activity of the Academic Service with the applicable laws, its own statutes and job description.

**The development structure** is formed by the In-service Training and Retraining Centre, the library, and the chairs conducting a substantive development work. The development structure is managed by the Vice Rector for Development whose area of responsibility includes the work of the development plan, internationalization, external communication, marketing activities, applied research, collaborative relationships with partners and project work. The aim of the activity of the library is to support the academic, research and development activity of the College and to provide a quality library and information services to students, academic staff, municipality residents and other readers.

The goal of the **In-service Training and Retraining Centre** is to create opportunities for lifelong learning and the provision of counselling services to various interest groups. The Centre is managed by the Head who is responsible for organising the work of the Centre and the performance of the activities.

The **administrative structure of the College** is formed by the units whose main activity is to support the development and studies, accounting, the Administrative Department, including the canteen and the dormitories. **The administrative structure is managed by the Administrative and Financial Director**, whose main tasks are the financial strategy, budgeting, and monitoring of performance, cost accounting, etc. From the year 2014, the accounting of institutions of professional higher education is centralised, but the source documents are prepared in the College.

The Administration Department is managed by the Head of Maintenance, whose task is organisation and development of the administrative activities to ensure the sustainable use of the state property given to the disposal of the College and the infrastructure meeting the modern standards and supporting the studies and work.

The responsible and the organising representative body of the student body is the joint



**Student Council** who represents the student body in relations with the College, with Estonian and international organisations, institutions and individuals. The Student Council elects representatives of the student body to the College Council and to other decision-making and advisory bodies according to the basis set in the Statutes ([est](#), [eng](#)).

The College has identified core and support processes, the processes more important for the functioning of the College and at the same time more complex are described. The mapping of processes is based on the principle of total quality management (TQM). Under the leadership of the Quality Manager, working groups composed of specialists in this field are formed for mapping and adjusting the processes.

For the development work and improvement activities of the College various working groups and committees involving staff, students and alumni are formed. About 79% of the students are studying by the distance learning format, which creates an often problematic time to find a common time for development work. Also, not all the curriculum councils have representatives of students.

In the management and development of the College are also involved **external stakeholders** (The Advisory Council, curriculum councils, etc.). Cooperation is performed with professional associations, MER, employers' representatives, local authorities and other partners. Cooperation agreements have been concluded with key partners.

The documents governing the operation of the College are constantly updated: for example, if necessary, the remuneration regulations, internal rules for the students, the rules of the organisation of work ([est](#)) and others, are annually reviewed and supplemented. The latter defines the responsibilities of the employer and the employee and the rules of conduct in employment. For resolving ethical misunderstandings an Ethics Committee has been created, which bases its activities on the Procedures of Managing Academic Fraud and Inappropriate Behaviour in Lääne-Viru College ([est](#), [eng](#)).

The Management receives information on their performance by annual feedback from the students, and employees and development interviews on the basis of which improvement activities are made: such as changes in job descriptions, in various procedures and other documents, the areas of responsibility are specified and so on.

### **Results and analysis:**

- 1) the College is managed in a goal oriented manner, it contributes to the achievement of the stated objectives, the Rector and the other managers participate in and are the leaders of all the activities and working groups of the College;
- 2) since receiving the status of an institution of higher education the same management structure has operated ([est](#), [eng](#)), which ensures the stability and comprehension of management; pursuant to the needs of compliance with the goals, added responsibilities and changed legislative acts, the Statutes of the structural units have been amended, the areas of responsibility have been specified and the job descriptions have been revised. Due to the changes there is a need to clarify the responsibilities of employees and complete the job descriptions;
- 3) the rating of management support has increased. The increase was a surge in 2013, (see Figure 3) which could be attributed to the motivational system upgrades and continuous improvement of the working environment. Compared to other institutions of professional higher education, the rating of management support was somewhat higher in the years 2009 and 2011;

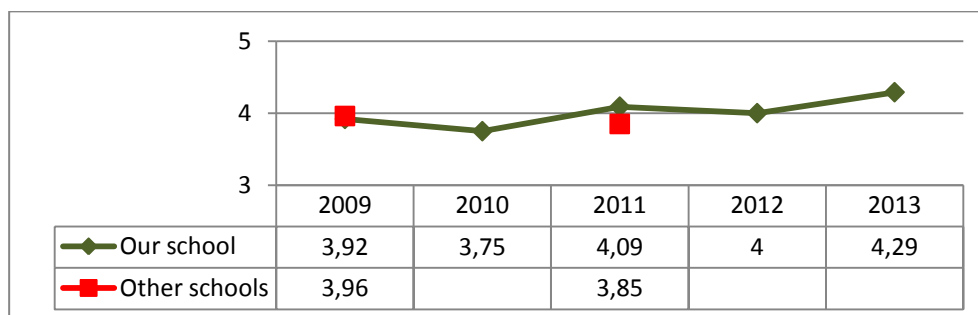


Figure 3. Evaluation of the management support (5-grade scale)

4) in the years 2009-2013 within the Primus program, seven managers have completed a training of middle managers and employees have completed 2009 hours of managerial training.

### 1.1.6 Management of internal and external communication of the College

The objective of internal and external communications is to ensure necessary and adequate information for the stakeholders, which creates a presumption of high quality cooperation, stable and motivated membership.

In 2012 a strategy for in-service training, retraining and marketing ([est](#)) was developed. The necessity of the establishment of the strategy arose from the development needs of the College, the intensity of competition in higher education and demographic trends. The strategy is implemented under the leadership of the development structure, in collaboration with the Chairs. The strategy describes the lines of action, the activities of marketing communications, definition of the communication message and choice of channels by target groups as well as internal and external communications activities.

The aim of Internal Communications that supports the achievement of the College's strategic objectives, is the information of the membership of the College, participants of the in-service training courses and internship supervisors and guarantee their involvement in the management of the College through making proposals and decisions. The College has introduced electronic information channels, such as a document management system EKIS, internal websites, email lists, website, Skype, SIS, etc. for the purpose of the provision of information and making the documentation available. The information is forwarded in briefings, working group meetings, internal training, in the meetings of the chairs, the Rector's Office, the College Council and the Advisory Council. The College staff and students have e-mail addresses and mailing lists which are used for communication. In academic buildings and in the dormitories there is a free wireless internet and the A-building has video- conference facilities.

The goal of external communications is to create a positive image of the learning and working environment of the College for the public, media, partners and other interested parties. The target group of the external communications is employers, internship agencies/companies, alumni, prospective students, vocational schools, institutions of professional higher education, international as well as regional partners, MER and the society at large. In order to increase the number of students, cooperation with secondary schools is conducted. Secondary school students are notified of the possibilities for continuing their studies through various channels: information fairs "Teeviit" and "Orientiir", regional educational outreach events; articles and advertisements in the press



and online media, also visits are made to schools. Communication activities are planned for each calendar year, based on the objectives of the College and taking into account the analysis of the previous year's results, plus the feedback collected on the effectiveness of communication. The most important external communication channel that is accessible to all target groups is the home page which also has links to social media channels: Facebook, YouTube, etc. The College website address can be found on the websites of the major partners, such as: Estonian Traders Association, RKRN, Tallinna Kaubamaja AS, et al. Marketing activities are carried out according to the College academic calendar, marketing strategies, event calendar and the budget of the College.

### Results and analysis:



- 1) the College has the slogan "A dignified start – a better future" and an insignia, which are actively used by the membership: the mascot, student cap and the like;
- 2) web-based access to information is ensured;
- 3) the College has a functioning website (the year 2013 feedback of first-year students showed that 46% of respondents think the primary source of information about the College is the home page) and intranet;
- 4) the membership considers the internal communication well-functioning (see Table 4). Compared to other institutions of higher education the rating of the availability of information is somewhat higher. Satisfaction with the availability of information about the studies has improved from year to year, the slight decrease in the year 2010 was due to the implementation of SIS. The College associates the decline in rating of the availability of the information on development and management with the transitional period resulting from the introduction of various information technology environments. The College has constantly organised internal trainings for using information technology tools for its staff, in the year 2013 the satisfaction increased.

Table 4. Employees' evaluation of internal communication 2009-2013 (5-grade scale)

		2009	2010	2011	2012	2013	
Availability of the information on the study process	our school	4,08	3,83	4,11	4,14	4,25	
	other schools		4,21	4,06			
Availability of the information on the development and management of the school	our school	3,57	3,75	3,89	3,83	4,31	
	other schools		4,11	3,89			

- 5) the College has an effective external communication system, which is shown by the results of the survey on the organisation of admission of the students and comparisons with other institutions of professional higher education (see Table 5);

Table 5. The students' evaluation of external communication 2009-2013 (5-grade scale)

		2009	2011	2013	
Comprehensive nature of the information necessary for admission	our school	4,44	4,31	4,66	
	other schools	4,37	4,13	4,53	
Availability of the information necessary for admission	our school	4,36	4,37	4,66	
	other schools	4,48	3,85	4,54	

6) representatives of the College promotes learning and collaboration opportunities by visiting universities abroad (e.g., Sweden, Finland, Austria, Latvia, Russia, Denmark, the Netherlands, Portugal, France, Switzerland, Canada, Italy, England, etc.) in the composition of the county and state delegations, RKRN and as project partners.

### **Development activities of general management**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Clarification of areas of management and responsibilities	Clearly defined areas of responsibilities of structural units/heads. Evaluation of the management support is 4,5 (5-grade scale).
Involvement of students in the work of the Development Plan, the curriculum councils and various committees	Evaluation of the involvement of students in organisation of studies is 3,3 (4-grade scale). At least one student is involved in each of the curriculum councils.
Introduction of a quality management system, incl. mapping of support processes	Electronic quality manual.
Carrying out internal evaluation	Internal evaluation results are the basis for the design of improvement activities.
Continued comparison of the key results and quality indicators of the College with the institutions of professional higher education and institutions of vocational education	The defined improvement areas and implemented improvement actions. Successfully completed external evaluations.

## **1.2 Human Resources Management**

### **1.2.1 The principles and procedures of recruitment and development of employees**

The objectives of the Human Resources Management of the College: the College staff is professionally competent, cooperative, results-oriented and role models for the students. Development of employees supports their welfare, competitiveness and performance.

Recruitment and development of employees is based on the Statutes of the College, the requirements arising from the law, the Development Plan of the College which defines the goals of staff development and on the document "Academic Posts, Qualification Requirements and Evaluation in Lääne-Viru College and Procedure of Recruitment in Public Competition" ([est](#), [eng](#)). The employee recruitment and selection policies and the process have been described in the human resources policy of the College ([est](#)). In the recruitment of teaching staff are considered important: academic degrees, teaching and professional work experience, foreign language skills and experience in supervising students. In the case of support staff, compliance with the requirements for the position (indicated in the job description) and a willingness to work in an institution of higher education. In the recruitment process are used a variety of communication channels - website, national newspapers, job portals and social networking. When recruiting academic staff, candidates are also sought from among successful (those received positive feedback from students) visiting lecturers and the alumni. The lecturers are elected by the College Council and other employees are elected by the committee set up by the Rector. In the election of new lecturers is also involved the Student Council, who listens to a sample lecture of the candidates and submits an opinion to the Rector. Upon making the decision on the election are taken into account

compliance with the requirements set for the position and accordance with the core values agreed upon in the College.

Human resources development is based on the expectations of the stakeholders (students, employers, employees and administrators), the needs of the College (arising from the Development Plan) and the results of the development interview. For developing of employees are used internships, development interviews, trainings and for new employees, also the mentoring system. All employees have the opportunity to practice at companies/institutions, the process is governed by "The procedure of in-service training of the employees" ([est](#)). Development interviews are held with the direct supervisor once a year. During the interview will be reviewed the objectives set for the academic year (in case of lecturers, the activity report is analysed) and the results, targets and actions are set for the next academic year and personal training needs are agreed upon, which are the input to the training plan. On drawing up the training plan are also taken into consideration, in addition to the desires of the employees, the development needs of the College, including statutory requirements and students' feedback. As professionals in their field, employees will generally choose their professional training by themselves. The College supports the increase of the level of education of the employees at all levels, allowing paid time off for studying. Lecturers have the option under the "Procedure of application for a free semester of the teaching staff" ([est](#)) to take one semester free of all duties within five years for creative work. For support and developing of new employees is applied the mentoring system, the process for which is available to staff on the intranet site. The efficiency of employee development is evaluated through satisfaction surveys and development interviews.

### Results and analysis:

- 1) the number of professional staff trainings had an increasing trend over the period 2009-2013 (see Table 6) and courses were financed both from budgetary resources (41,6%) as well as from project/program funds (58,4%). For example, funding for the project "Implementation of new models of cooperation in the development of commercial economics curriculum" came from the Primus program);
- 2) the active training of the lecturers provides modern teaching techniques; student satisfaction with the up to date subject courses has in a five-year average been 4,3 (5-grade scale) (see Figure 6);
- 3) to ensure the quality of teaching and taking into account the needs of the working life, in the years 2009-2013 have interned or worked abroad a total of 19 employees, 11 lecturers in the Estonian companies/institutions, but according to the internship procedure updated in 2013 and due to the changes in the working life, lecturers must pass in-service training in companies/institutions for at least two weeks within three years;

Table 6. Professional training of staff 2009-2013

	2009	2010	2011	2012	2013
Number of trainings	138	104	121	101	152
Training Hours	3755	3918	3281	2983	2765
Total training costs (€)	26 140	26 140	26 140	26 140	26 140
Including from the budget (%)	47,2	57,0	34,4	37,4	36,7
Including from projects (%)	52,8	43,0	65,6	62,6	63,3
Participated in the training (%)					
Lecturer	100,0	95,2	84,2	83,3	87,5
Support and Administrative Staff	33,3	41,2	41,2	42,9	69,2

- 4) starting from creation of the mentor system in 2010, new academic staff have been supported by a mentor. Development interviews have revealed that the mentors are also needed to support the new support and administrative workers;
- 5) employees' satisfaction with continuing education opportunities for the last five years have been in the range of 4,4 to 4,7 (5-grade scale);
- 6) academic staff with doctoral and master's degrees or an equivalent level of education (including visiting lecturers) formed in 2009-2013, 84,9% of the academic staff of the College. Out of support personal, half of the employees have master's degrees or an equivalent level of education, which ensures a good level of conducting of the basic process and thus higher sustainability of the College (see Table 7). For improving the quality of the teaching, applied research is needed to continue to increase the number of lecturers with doctoral degrees;

Table 7. College staff qualifications

	2009	2010	2011	2012	2013
<b>Academic staff, including visiting lecturers</b>					
Doctorate or equivalent level of education (number and %)	2 (3,4)	2 (3,6)	2 (3,0)	2 (3,3)	2 (3,3)
Master's degree or equivalent level of education (number and %)	50 (84,8)	47 (85,5)	55 (82,1)	48 (80,0)	46 (75,4)
Total (number)	59	55	67	60	61
The proportion of the academic staff (%)	88,2	89,1	85,1	83,3	78,7
<b>Support staff</b>					
Total (number)	17	16	16	17	16
Master's degree or equivalent level of education (%)	41,2	50,0	50,0	47,1	50,0

- 7) the age distribution of the staff creates the prerequisites for sustainability of the College, because representatives of various age groups are distributed in a balanced way among the staff, the majority of the staff belongs to the age group of 41-60 years (see Table 8);

Table 8. Academic, support and administrative staff by age

	Academic staff					Support and Administrative Staff				
Age groups	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
up to 30	4	5	5	4	1	4	4	5	3	2
31-40	6	5	6	6	8	1	2	3	6	5
41-50	7	4	8	8	10	9	9	9	6	6
51- 60	8	11	8	9	7	12	12	12	13	15
61 or older	3	1	1	1	2	6	7	6	8	9
The average age	45,8	45,0	44,0	45,4	45,2	49,4	49,7	49,1	50,1	51,3

- 8) the competition for a post of academic staff has in the five-year average been 4,14 persons and for the post of support staff 4,0 persons (see Figure 4). According to the law, a 1-5 year fixed-term agreement (after the evaluation in LVRKK predominantly for 3 years and in case of being elected in the competition, for 5 years) with the lecturers is concluded, that is why lecturers are not elected by way of competitions every year. In the year 2012, 14 posts of lecturers were filled by way of competition. 92 candidates participated in the competition and there were on average 6,6 candidates per one position, from which it follows that the college is an attractive employer;

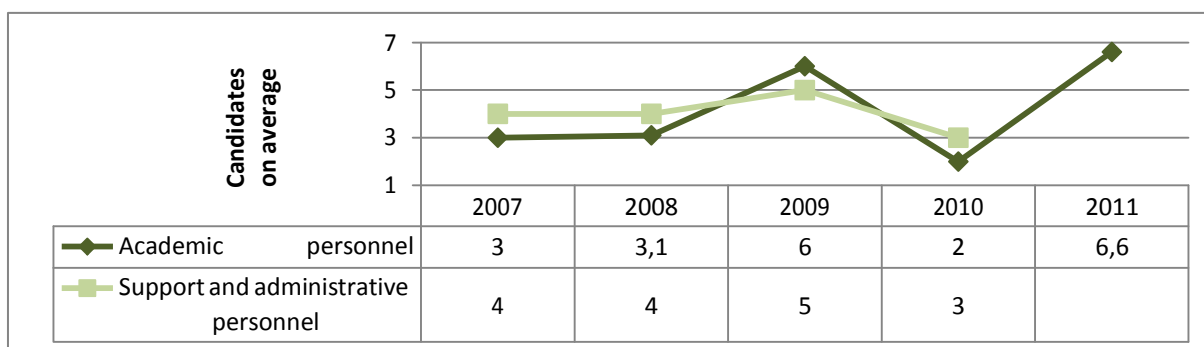


Figure 4. Competition of the Academic, Support and Administrative Staff

9) out of the total personnel, 22,7% are made of the alumni, whereas out of the academic staff, 28,6% are formed of the alumni.

### 1.2.2 Selection, appointment and evaluation of academic staff

Upon selection, appointment and evaluation of academic staff, the College takes into consideration the past activities of the candidate (see “Academic Posts, Qualification Requirements and Evaluation in Lääne-Viru College and Procedure of Recruitment in Public Competition”) ([est](#), [eng](#)), including evaluation of their teaching and professional experience, experience in supervising students and achievements in research, development or creative work. In case of re-election and evaluation of a lecturer the feedback received from the students and also from the direct supervisors taken into account.

#### Results and analysis:

- 1) evaluation of the teaching staff has been conducted since 2010 and within the three years, the process has been successfully completed by ten lecturers (in 2010, four lecturers, in 2012, one lecturer and in 2013, five lecturers);
- 2) all lecturers have an experience of at least three years of professional and pedagogical work (including supervision of students), on average, the lecturers have 14,2 years of professional work experience and 15,8 years of teaching experience;
- 3) students' satisfaction with the lecturers re-elected by way of competition has been an average of 4,45 (5-grade scale);
- 4) students' satisfaction with the lecturers who have passed the evaluation has been on average 4,3 (5-grade scale).

### 1.2.3 The principles for remuneration and employee motivation

The principles of remuneration in the College are defined in the “Remuneration Regulation” ([est](#), [eng](#)) (available on the Intranet). Determination of remuneration is based on the position in the structure, scope of responsibility, job content and complexity, employee education and qualifications. The work of the teaching staff is governed by Annex 2 “Bases for Calculation of Workload of Teaching Staff” of the “Remuneration Regulation” ([est](#), [eng](#)), (developed in the year 2008), which defines what kind of activities comprise the work of the teaching staff and how their timekeeping and reporting is conducted and the resulting performance payment is carried out. The Remuneration Regulation is adjusted in accordance with the collected feedback and changes to the law at the beginning of each academic year.

For motivation of the staff the "Staff motivation system" ([est](#)) has been developed in the College. Motivators have been divided into material (monetary) and immaterial. Immaterial motivators are distributed into motivators supporting self-development, health and personal well-being and those related to social needs (public events, etc.). An important motivator is recognition. Each academic year, students of both chairs elect the best lecturer. Employees are recognised for their excellent achievements (positive accreditation of curricula, successful supervisors of competitions, successfully executed projects, coping with extreme situations, etc.). Employees are remembered with a memento in case of an anniversary, birth of a child, marriage, employment anniversary and retirement. Every year, the membership elects the "Deed of the year". The motivation system is upgraded as needed, taking into account feedback from the staff and involving the employees.

### Results and analysis:

- 1) the staff is remunerated and teaching staff's workload is calculated on the basis of agreed principles;
- 2) the staff motivation system was developed with the involvement of all employees;
- 3) academic staff's satisfaction with remuneration regulations has been generally stable and in 2009 and in 2011, was equivalent to other institutions of professional higher education (see Table 9);
- 4) in the years 2012 to 2013 more working hours were allocated for development activities and applied research. The workload of the lecturers was balanced across semesters, which in comparison with previous years has increased the satisfaction of academic staff with workload distribution (see Table 9);

Table 9. Satisfaction of the lecturers with the remuneration regulation and the workload distribution (5-grade scale)

		2009	2010	2011	2012	2013	
Remuneration regulation	our school	3,75	4,09	3,78	3,4	3,88	
	other schools	3,98		3,24			
Workload distribution	our school	3,64	2,58	3,33	4,0	3,75	

- 5) satisfaction of the support and administrative staff with the remuneration has been rising (see Figure 5);

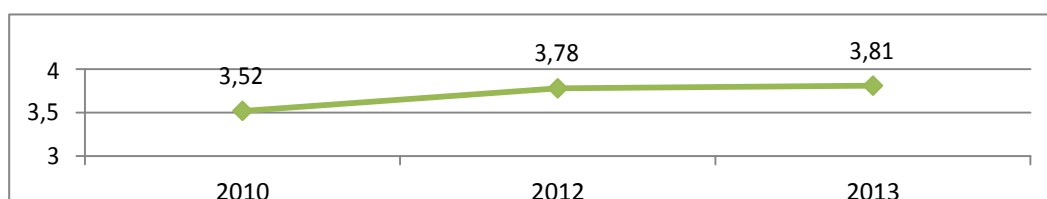


Figure 5. Satisfaction of the support and administrative staff with the remuneration (5-grade scale)

- 6) employee satisfaction with recognition has been relatively stable and in 2011 it has been higher than in other institutions of professional higher education (see Table 10). For employee recognition the recognition activities of the motivation system (such as the "Deed of the Year", "The Promoter of the Year" and "The Best Applied Research" selection) were added.

Table 10. Employee satisfaction with obtaining recognition (5-grade scale)

		2009	2010	2011	2012	2013	
Obtaining recognition	our school	3,62	3,74	3,89	3,73	3,81	
	other schools	3,75		3,54			

#### 1.2.4 Employee satisfaction survey and the use of the results in the improvement activities

Employee satisfaction has been studied since 2001, from the year 2008 using TMS. From 2012 onwards, the process of collecting feedback in the College is governed by “The Procedure of Collection of Feedback and Indicators” ([est](#), [eng](#)). Data has been collected through 2013 using the Google Docs environment. The survey examines satisfaction with workload, development opportunities and access to information, management, and working environment. Employees have the opportunity to comment on their evaluation and make suggestions for improvement activities. The proposals shall be forwarded to the heads of structural units. The survey results are available on the Intranet. Urgent opportunities for improvement are implemented immediately. The improvement activities needing a longer time are planned for the next year’s action plan.

##### Results and analysis:

Employee satisfaction surveys are carried out every year, their results will be used in planning and carrying out improvement activities. Here are some examples:

- 1) the staff feedback survey has consistently highlighted the good work environment, supportive colleagues, and opportunities for development;
- 2) staff satisfaction with the condition of public spaces (including lecture halls) and tools compared with other institutions of professional higher education has been steadily high (see Table 11), satisfaction with the catering service in 2010-2012, was relatively low, but not lower than in other institutions of professional higher education;

Table 11. Staff satisfaction with the working environment (5-grade scale)

		2009	2010	2011	2012	2013	
Catering service	our school	3,92	3,34	3,44	3,28	3,65	
	other schools	3,56		2,67			
Tools	our school	4,54	4,20	4,56	4,25	4,64	
	other schools	4,44		4,04			
The condition of public spaces	our school	4,07	4,25	4,22	4,00	4,25	
	other schools	4,1		3,98			

- 3) for improvement of the catering service, an additional survey was organised, last year, which resulted in diversified menus, upgraded kitchen appliances, changed pricing, training was made available for the cafeteria personnel training, so as a result of the measures, satisfaction with the catering services increased;

- 4) on the basis of feedback, ICT equipment in the lecture halls and offices has been continually updated, speed of the internet has been raised several times, the heating and



ventilation system has been modernized, offices were redecorated, modernised technical aids were added for the administrative staff;

5) feedback has shown that employees are very satisfied with opportunities for in-service training, but the College continues to contribute to the development of professional skills of the lecturers. Taking into account the wishes of the academic staff, a variety of internal training courses in support of learning and development have been organised: academic English, outcome based assessment, supervision and giving feedback, methods of active learning to support learning, adult education, etc;

6) motivational systems have been updated based on the feedback of employees. Recognition activities and activities promoting health and personal well-being have been added;

7) employee satisfaction with obtaining information has been in the range of 3,7 to 4,0. To improve access to information, starting from 2010 has been compiled a newsletter and in 2013 was introduced the Intranet.

### **1.2.5 Participation of employees in international mobility programmes, cooperation projects, networks**

Planning of College staff mobility is based on the priorities of the internationalisation of Estonian higher education, the internationalisation strategy of the College ([est](#), [eng](#)), the objectives of the College (including curriculum development) and the development plan. The opportunities for mobility are provided by the various programs and projects: Erasmus, Leonardo da Vinci, Nordplus, Interreg, Eurament, etc. Participation in cooperation projects is based on the principle that every curriculum has international contacts. Internationalisation supports the self-development of the staff, for this is allocated working time and financial resources.

Employee participation in various international networks supports obtaining international experience and professional development.

#### **Results and analysis:**

1) participation of the employees in international mobility programmes and projects has been stable over the years, the biggest mobility has been in the framework of the Interreg program. The amount of outgoing and incoming employees is broadly in balance (see Table 12);

Table 12. The lecturers and staff mobility 2009-2013

Project / Program		<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Erasmus	In/out	1/2	1/2	2/4	2/4	2/6
Nordplus	In/out	10/6	6/4	4/2	6/4	8/6
Leonardo da Vinci	In/out	0/4	0/0	0/4	0/5	0/0
Eurament	In/out	0/3	2/0	6/1	4/0	3/1
Interreg	In/out	15/15	16/24	18/20	10/12	11/14
Primus	In/out	0/0	0/0	0/2	0/14	0/3
<b>Total</b>	<b>In/out</b>	<b>26/30</b>	<b>25/30</b>	<b>30/33</b>	<b>22/39</b>	<b>24/30</b>

2) for international mobility of the employees, the College has obtained funds from various programs. The financing volume has been rising over the past five years (see Table 13);



Table 13. Target financing instruments to support international mobility

Program	Activities funded	2009	2010	2011	2012	2013
Erasmus	The international mobility of students and	13 340	15 966	18 777	22 615	34 301
Interreg	The international mobility of the staff	-	7 536	12 120	10 430	7 118
Primus	The international mobility and network of the staff	-	-	1 920	7 280	3 140
Leonardo da Vinci	The international mobility and project work of the	3 850	-	4 230	5 360	-
Total	The international mobility	17 190	23 502	37 047	45 685	559

3) students' satisfaction with academic staff expertise and up to date subject handling is on average more than 4,3 (see Figure 6).

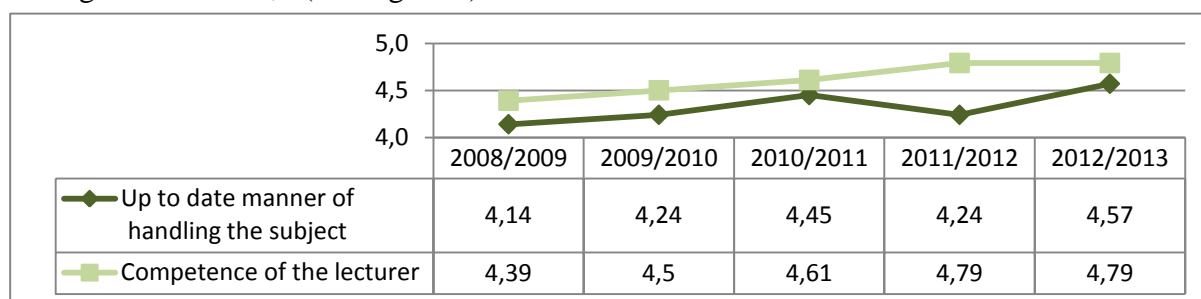


Figure 6. Students' satisfaction with academic staff expertise and up to date subject handling (5-grade scale)

### 1.2.6 The level of employees being based on the principles of academic ethics

The core values of the College were spelled out in the year 2008 and adjusted in the year 2013. The attitudes and ethical principles of the candidates to be taken into account in personnel selection are identified in the recruitment process of potential employees. The requirement of observing of the principles of academic ethics has been fixed in the "LVRKK personnel policy" ([est](#)), in the statutes of the Chairs, in the employment contracts, job descriptions and in the document "LVRKK rules of work organisation" ([est](#)). The supervisors of graduation theses are based on good practice ([est](#)), which provides the academic ethics in the supervision process.

#### Results and analysis:

1) academic staff adheres to principles of equal treatment in their work. Evaluation of students of equal treatment in recent years has been high and rising (see Figure 7);

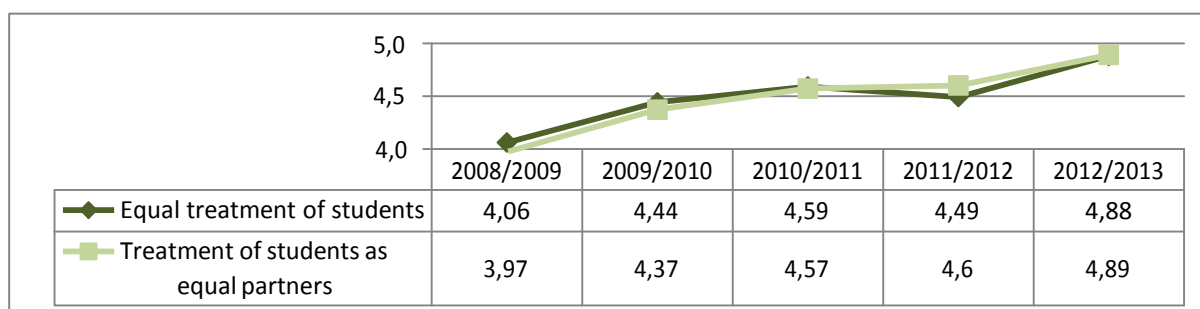


Figure 7. Equal treatment of students (5-grade scale)

2) academic staff adhere to the core values in their work and are demanding, both to themselves and others. The evaluation of the students on obtaining feedback from lecturers and adhering to deadlines is relatively high (Figure 8).

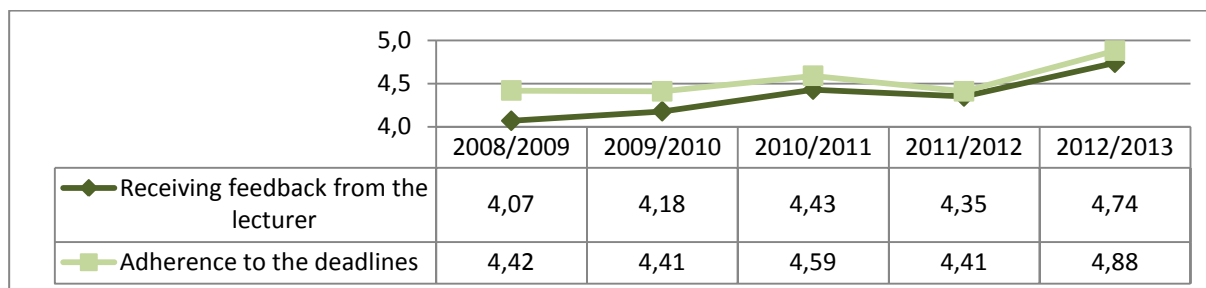


Figure 8. Evaluation of the students on receiving feedback and adhering to deadlines (5-grade scale)

### Development activities of Human Resources Management

The planned development activities	The expected result in 2018
Availability of continuing and refresher training for the staff	Employees' satisfaction with continuing education opportunities is 4,5 (5-grade scale).
Availability of working hours for doctoral studies	200 hours of working hours a year made available for doctoral studies. 10% of lecturers have a PhD degree.
Employee motivation system development	Employees' satisfaction with the motivational system is 4,0 (5-grade scale).
Support for in-service training of staff (allocation of time and funds)	Each lecturer working under employment contract has completed a period of traineeship in foreign universities / institutions and national institutions for two weeks over three years.
Development of the mentoring system	New employees have mentors who have completed relevant training and who have been allocated working time for supervision.

### 1.3 Management of funds and infrastructure

#### 1.3.1 Feasibility of distribution of funds and the management and development of infrastructure

Distribution of the funds of LVRKK is based on the statutes of the College ([est](#), [eng](#)), the financial strategy ([est](#), [eng](#)), the annual action plan of the development plan (including the investment plan) ([est](#)), the current financial management principles of the College (principle of budget preparation/monitoring/enforcement and the implementation of an appropriate cost accounting system). The objective of the use and the management of funds is to provide a learning and working environment in compliance with modern standards and supportive of learning and working. The daily activities and the management are based on the principles of preserving the nature of sustainable management. For each fiscal year is drawn up a budget. The budget is drawn up and reported on in accordance with the rules of use of the state budget funds and income from economic activities of the College ([est](#), [eng](#)). The content of the budget of the College is planning of the revenue and spending plans for the fiscal year. The budget consists of the funds from the state budget, income from

economic activities and from the budget of grants including projects. State budget revenues are received from the higher education operating grant (since 2013; before that, state commissioned education), the state commissioned vocational education and funds earmarked for specific purposes (tuition grants, reimbursement of travel expenses, etc.). Income from the fiscal revenues is the actual receipts from paid formal study, paid continuing education, fees for the use of dormitories and sales of other services (based on The Principles and the Procedure of Determination of Fees for the Paid Services of LVRKK ([est](#))). The budget revenue of the projects is the grant of the relevant project or foreign aid. Budget expenditures are projected by expenditure entries (including on the basis of applications of structural units and the action plan of the development plan, the investment plan), using both cost-based and zero-based budgeting. The budget together with an explanatory memorandum is discussed in the Rector's Office, in the College Council and in the Advisory Body. The budget of the College, which is available to staff on the intranet, is confirmed by the Rector's decree. For the management of the funds of the College and for risk management, the Rector and the Director of Administration and Finances analyse on a monthly basis the execution of the budget, i.e., conformity of the revenue and the expenditure with the budget and the feasibility and the purposeful use of the assets. According to the need, the budget can be reallocated between cost categories during the year. In case of obtaining additional revenue, a supplementary budget can be drawn up. Budget execution is analysed on an ongoing basis in the meetings of the Rector's Office and at the end of the year, the College Council confirms the execution of the budget.

### Results and analysis:

1) the budget revenues are obtained from various sources of funding (see Table 14), which helps to manage risk and ensure the execution of the tasks arising from the statutes and of the action plan. Decline in the state budget revenue in 2010 and 2011 was due to the recession, in relation to which the basic cost of a student place was reduced. The decline of the revenue for the year 2013 from the economic activities can be attributed to the transition to 'free of charge' higher education and the consequent change in the financing;

Table 14. Budget revenues by sources of financing (in euros)

Sources of financing	2009	2010	2011	2012	2013
State budget funds	1 035 391	982 069	883 256	1 029 229	1 237 716
State government grants (tuition grants, travel expenses, etc.)	219 424	223 151	199 519	222 310	211 896
Funds from income from the economic activities	494 842	410 831	355 515	543 667	311 993
External Resources	106 429	158 529	180 712	466 159	96 891
TOTAL	1 856 086	1 774 580	1 619 002	2 261 365	1 858 496

2) the audits conducted by international audit firm AS BDO in 2009-2012 and by National Audit Office of Estonia in 2013 showed that economic transactions were in accordance with the laws and other legislative acts;

3) renovation of the learning and working environment objects (from 2009 to 2013 for a total of 2 584 800 euros) has taken place largely at the expense of the economic activities of the College, but in 2012 and in 2013 were added also the ESF and CO<sub>2</sub> project resources (see Table 15);

Table 15. Investment in learning and working environment for 2009-2013 (in euros)

	2009	2010	2011	2012	2013	TOTAL
Budgetary fund	100 900	94 300	42 200	193 940	81 250	512 590
CO2 funds				1 300 000	544 600	1 844 600
ESF funds				227 700		227 700
TOTAL	100 900	94 300	42 200	1 721 406	625 850	2 584 890

4) the College supports each year, according to the budget, the activities of the student body: the percentage of the support in the budget of the learning expenses was 5,7% in 2012 and 5,8% in 2013.

### 1.3.2 Use of the information systems supporting the management of the College and coherent operation of the core processes

The use, upgrades and development of the modernized information technology equipment and tools and software licensing take place according to the college IT Strategy ([est](#), [eng](#)) and creates an effective and secure information system that supports the management of the College and the coherent functioning of the core processes, ensuring good learning and work conditions for all members.

#### Results and analysis:

- 1) in 2010 a fibre optic data communication cable was installed in Mõdriku, which greatly increased the quality and speed (500 Mbit/s) of the Internet connection and extended the free Wi-Fi, which provides better opportunities to use information systems;
- 2) since 2008, the Admissions Information System (SAIS) is used for organisation of the admission process. The environment is developed based on the changing legislation and from the feedback from the school using the environment. Students' satisfaction with the admission process has increased over the years (see Table 23);
- 3) The Study Information System (SIS) has been used from the 2010-2011 academic year, before that the study information system e-School was used. Through SIS the timetable the study results including ongoing information on completion of the curriculum and the average grade are conveyed to students, the graduation documents of the students are printed, the students can submit their applications for educational grants and RPL. On the introduction of SIS, the students satisfaction with obtaining the study information and study results was low, but has increased over the years (see Figure 19);
- 4) the use of learning environments (Moodle) facilitates the availability of teaching materials, due to which the satisfaction of the students with access to learning materials has remained relatively stable (see Figure 19);
- 5) creation of e-learning materials began in 2005 in the framework of the vocational education in e- learning program e-VÕTI (e-KEY) and was continued in the year 2008 in the framework of the BeSt program (budget 64 334 euros). With the support of BeSt, 23 lecturers have created e-learning courses for 78,7 ECTS and 17 lecturers have created 38 learning objects (see Table 16). In comparison with the comparator institutions of higher education, more e-courses have been created, but less e-learning objects have been created in LVRKK;

Table 16. Volumes of e-courses and e-learning objects

	2009	2010	2011	2012	2013
E-Courses (ECTS)	19,7	18	5,0	11,0	25,0
Other schools on average	17,2	15,9	13,8	14,9	21,8
Learning objects (pcs)	9,0	9,0	5,0	6,0	9,0
Other schools on average	6,5	10,0	10,5	11,0	11,6

6) academic staff has participated in various trainings, developing educational technical expertises which have been financed by both the budget and Primus funds. Students' satisfaction with the use of information and communication technology tools by the teaching staff has increased (see Figure 9);



Figure 9. Students' satisfaction with the use of ICT tools of the teaching staff (4-grade scale)

7) since 2008 feedback monitoring system (TMS) was introduced, as a result of which the College can compare itself with other institutions of professional higher education. From the year 2012 the study related feedback questionnaires are carried out in SIS. In addition, the E-formula environment is used for carrying out questionnaires (feedback of supervision of graduation theses, election of the “Deed of the Year”, “The Best Lecturer”, etc.);

8) the document management system EKIS has been used since the year 2009;

9) in the academic year 2011/2012, a new website was created using the Joomla content management system, which allows more flexibly to update the information and is more user-friendly than the past option. The website is related to intranet (implementation in the 2013/2014 academic year), document register and various web environments (Moodle, SIS, RIKSWEB, the students' e-mail, etc.);

10) with the support of the European Social Fund (ESF), videoconferencing and lecture recording systems were obtained in the year 2012;

11) to ensure sustainability information systems, servers have been updated.

### 1.3.3 Compliance of the working conditions of the personnel and the learning and R&D conditions of the students with the needs arising from the specificity of the College and the expectations of the membership

The buildings of the College are located in Mõdriku and Rakvere: In Mõdriku there are three academic buildings, two student homes and a gym; in Rakvere there is an academic building-dormitory, accommodating the student home and the In-service training and Retraining Centre. In total the floor area of the buildings of the College is 8607m<sup>2</sup>, out of which the area used for educational purposes is 4351m<sup>2</sup> and the area of student homes is 3527m<sup>2</sup>, which is sufficient for the implementation of all curricula, R&D activities and retraining courses.

The learning and working environment is updated regularly, according to curriculum development, student and staff needs and occupational health requirements (see Tables 15, 17, 18).

The College continuously analyses the feasibility and efficacy of the use of the assets.

### Results and analysis:

1) the College has a learning environment meeting the modern requirements that supports the specialties taught and R&D activities: including libraries, training laboratories for

commercial, social services and care work. The College also needs a contemporary training lab for implementation of the curricula of Business Information Systems Management and Software Development and for introduction of digital solutions. The College has 33 lecture halls, their condition meets the health and fire safety requirements set out in the legislation, the premises are equipped with modern furnishings and technical equipment (stationary overhead projectors, academic staff work stations equipped with computers, touchscreen boards Cleverboard 3, etc.). In the year 2012 modernisation of the learning environment was financed in addition to the budget also from the ESF project funds (see Table 17);

Table 17. Funded projects for modernization of the educational environment (in euros)

Name of project	Object	Cost
Learning infrastructure of the professional higher education	Training laboratory for social services and care work	93 485
Acquisition of the contemporary practical training and lecture recording system and their joint introduction in institutions of professional higher education	Lecture recording devices	10 249
Modernisation of educational infrastructure	Video conference rooms and equipment	19 955
Increasing the accessibility to school building	Installing of a lift for disabled people	114 283

2) the College has the best library of the economic and social field of the region the funds of which are compiled based on the curricular needs. Readers are guaranteed access to electronic catalogues ESTER, URRAM, RIKS, full-text databases, EBSCO, DOAJ and to the online publications subscribed to by the library. For conducting high quality professional training and applied research, the College needs additional opportunities for the use of professional databases and online publications;

3) the library uses the library program RIKS, all documents are included in the electronic database, readers are served electronically on the basis of the ID card. For the purpose of better flow of information, the online catalogue of the library is connected to the learning information system SIS;

4) the College has modernized information technology equipment and facilities and a secure smoothly functioning IT system: the College has four computer classrooms with 68 places (two computer classrooms are located in Mõdriku and two in Rakvere), a total of 150 computer work stations, 45 printers; students are able to use the library and computer classes for independent work. Full-time lecturers and the support personnel have work stations equipped with computers, they also have an option to use a laptop (41);

5) in the years 2009-2013, expenses in the amount of 425 300 euro were borne for acquisition of study aids (see Table 18);

Table 18. Expenses for acquisition of study aids (in euros)

Teaching resources	2009	2010	2011	2012	2013
Textbooks	17 800	18 600	17 400	15 600	14 700
Study aids	28 600	18 300	17 200	17 700	46 700
IT equipment	66 900	31 800	27 800	36 800	49 400
Total	113 300	68 700	62 400	70 100	110 800

6) the students have at their disposal three student homes: two in Mõdriku and one in Rakvere, with a total of 350 places, the rooms of which are being renovated in accordance with the income from the resources received from the economic activity, unfortunately the state has not yet allocated additional funds for renovations;

7) the membership can use the canteen, the cafeteria, the gym and stadium for sports practices, an incentive contract has been concluded for the use of a swimming pool, which is located 2 km away;

8) the College uses environmental resources, including energy sustainably: in 2012-2013, the buildings were renovated with the support of CO<sub>2</sub> to be energy efficient, solar panels were installed and transition to geothermal heating took place (in Mõdriku), due to which the energy consumption of buildings has decreased exponentially (see Figure 10). Since the College is located farther away from larger settlements, it owns four geothermal boiler houses, its own water, sewer, and cleaning equipment, due to which the heating, water and sewer costs of the College are relatively low;

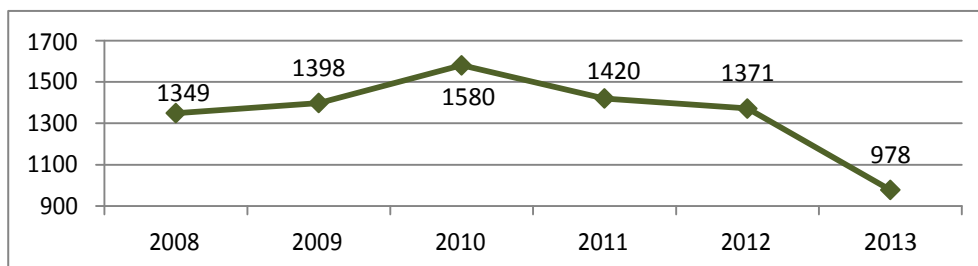


Figure 10. The energy consumption of the building (MWh) for the period 2008-2013

9) in the territory of the College there is video surveillance to ensure security;

10) for improving the learning and work environment, the College has been collecting feedback from the entire membership. Students' satisfaction with the learning environment has been relatively stable, the downward trend has been regarding the catering services (see Table 19). Compared to other institutions of professional higher education, the satisfaction in the given points is equivalent or slightly higher. For the improvement of catering services have been taken a number of improvement measures (see Chapter 1.2.4). Personnel satisfaction with working conditions and tools has also been analysed in Chapter 1.2.4.

Table 19. Students' satisfaction with the learning environment (4-grade scale)

		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	
Condition of the public space of the College	our school	3,66	3,29	3,53	3,28	
	other schools	3,36	3,48	3,59		
Condition of the lecture halls	our school	3,63	3,50	3,49	3,40	
	other schools	3,58	3,5	3,42		
Service in the library	our school	3,91	3,75	3,83	3,88	
	other schools	3,72	3,77	3,82		
Catering service	our school	3,04	3,40	3,17	2,68	
	other schools	3,23	3,21	3,18		
Photocopying facilities	our school	3,85	3,45	3,71	3,70	

### Development activities of management of funds and infrastructure

The planned development activities	The expected result in 2018
Modernisation of the learning environment according to the development of the curricula and the needs of the students	Students' satisfaction with the learning environment 3,5 (4-grade scale).
A constant supply of the library with the necessary professional textbooks and periodicals and with modern information technology capabilities, including access to specialized databases.	Availability of the necessary literature, use of EBL platform of e-books, Wiley Online books and so on.
Improving the work environment and equipment, alignment with occupational health requirements	Employees' satisfaction with the working environment is 4,2 (5-grade scale).
	The College has an occupational health care system complying with the requirements, TET- networking principles are adhered to.
Information technology equipment upgrades and software licensing	The modernised information technology equipment and facilities and a secure smoothly functioning IT system. Laboratory of software development and digital solutions has been created.
Renovation of student homes	Student homes meeting contemporary requirements.
Creation of study nursing home	Academic complex meeting the contemporary requirements for supporting the specialities taught at the College.
Sustainable use of resources, including nature	Sustainable use of resources, including energy.



## 2 LEARNING ACTIVITIES

### 2.1 Effectiveness of the learning activities and formation of the student body

#### 2.1.1 Definition of objectives related to learning activities and their fulfilment

The general objectives of the learning activities have been defined in the Development Plan, for the implementation and activities of it the Action Plan is prepared annually. The input of the latter are the action plans of the Chairs. Setting the objectives of learning activities is based on higher education development plans, sectorial development plans, curriculum objectives and proposals received from curriculum councils. The objectives of the learning activities are a continuous and sustainable curriculum development considerate of the interested parties using the best practices, including international best practices. The study organisation is flexible and learner-centred. The graduates are competitive in the labour market and they have the prerequisites for lifelong learning. The counselling services supporting academic progress and coping in the College are available to all students. The key results of the learning activities are quality assurance, including successful completion of external evaluations, placement to jobs of graduates and fulfilling of state-commissioned education (RKT) (see the key results of the Development Plan). Learning activities are governed by the following key documents: the curriculum, the Study Regulations ([est](#), [eng](#)), the academic schedule ([est](#)), curriculum statute ([est](#), [eng](#)), the academic calendar ([est](#)), admission regulations and statutes of the Student Council ([est](#)).

For the fulfilment of the goals related to the learning activities the quality management system has been implemented, participation in various external evaluations including quality projects has taken place, analysis of the placement in jobs of the graduates has been performed. Also the performance of state commissioned education has been analysed - in the vocational education the number of students is monitored on a monthly bases, in higher education, at least twice per academic year.

#### Results and analysis:

- 1) in the international accreditation of the higher education curricula (4) in the years 2005 to 2008 was obtained full accreditation for 7 years and in the transitional evaluation of the curriculum groups (2) in the years 2010-2011 the right to provide education was awarded for an indefinite period;
- 2) the vocational education curriculum groups (3) were accredited (2012–2014) for six years;
- 3) the graduates of higher education work mostly on their specialty. Since 2012 the level set as the objective (72%) has been achieved (see Figure 11);

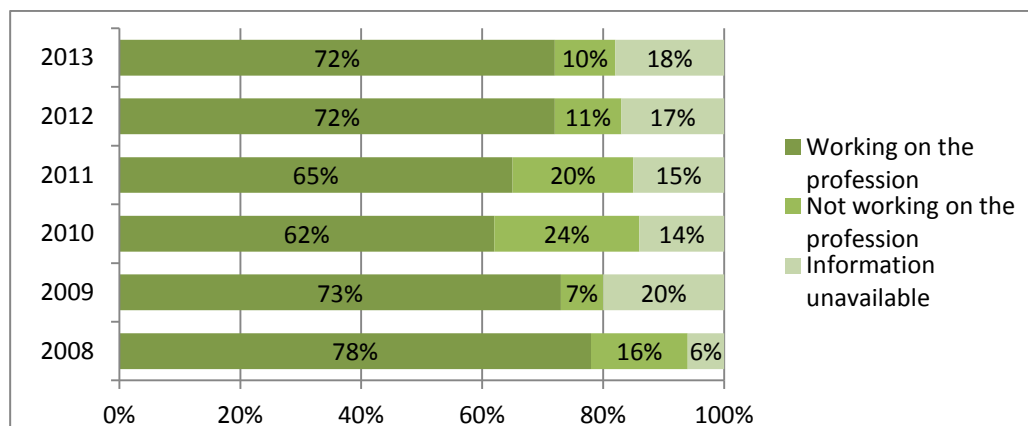


Figure 11. Employment of higher education graduates in 2008-2013

4) in higher education the state-funded (RE) student of admission has been stable at about 140 student places (80 in the business and administration curriculum group and 60 in the social services curriculum group). The number of graduates has been stable in all years and greater than 200, i.e., performance of RKT every year is in excess of 100% (see Figure 12);

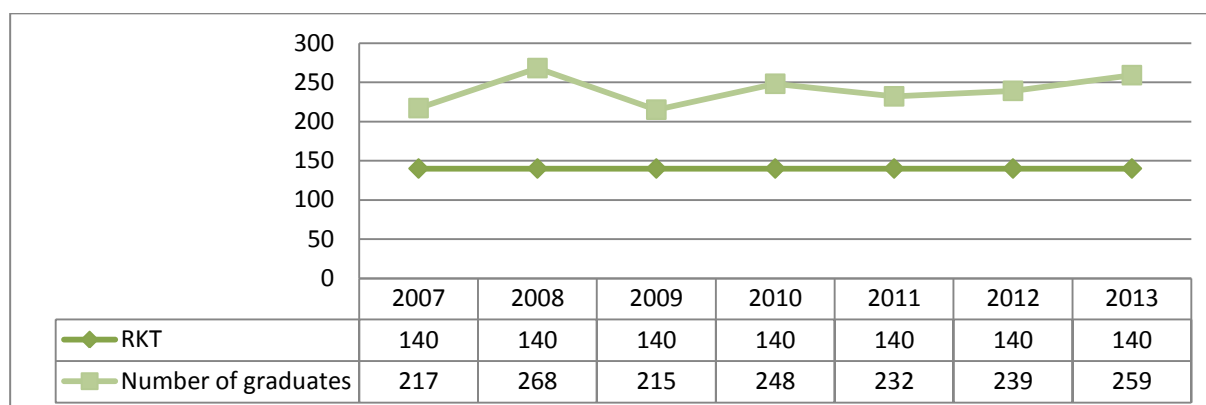


Figure 12. The number of RKT and graduates in the higher education in 2007-2013

5) the RKT of vocational education is given to the College as the number of students for the year by curriculum groups (Table 20). Performance of RKT in the years 2009-2013 has remained close to 100%, in the information and communication technology curriculum group over 100%. The large differences of performance of the RKT of health care and social services is due to the change in the admission period;

Table 20. Performance of RKT in vocational education in 2009-2013

	2009		2010		2011		2012		2013	
Curriculum groups	RKT	Performance	RKT	Performance	RKT	Performance	RKT	Performance	RKT	Performance
Information and Communication technology	39	89%	32	93%	30	113%	36	115%	40	115%
Commercial Economics	50	97%	46	103%	51	92%	55	93%	56	93%
Commercial Service	164	109%	168	105%	174	105%	178	100%	182	89%
Health Care and Social Services	11	110%	22	52%	12	146%	12	244%	34	81%
Average		104%		99%		105%		107%		92%

6) the College has flexible learning opportunities - 18% of the students are enrolled in day studies, 79% in distance studies or part-time studies, 3% in workplace based studies. The students learning in the distance studies and in part-time studies study and work simultaneously;

7) with the aim of reaching the educational objectives, flexible learning pathways have been designed for students - in order to optimise resources and to ensure a smooth continuation of studies, the vocational and higher education curricula are mutually integrated. The best graduates of the vocational education curricula have the opportunity to continue their studies in the higher education curricula. The prerequisite is implementation of RPL (see Section 2.3.3), comparison of the curricula and learning outcomes and quality assurance.

## 2.1.2 Creating preconditions to ensure the competitiveness of graduates both nationally and internationally

The curricula of the College are based on the expectations of the society and the region and the professional standards and/or the national curricula. Higher education curricula have been compared with the curricula of foreign institutions of higher education (see Section 2.2.2). International mobility of students and teachers contributes to increasing the competitiveness of the graduates (see sections 2.4.3, 1.2.5). The learning outcomes of the curricula, their modules and subjects have been formulated on the basis of the speciality and its development and the achievement thereof ensures the competitiveness of the graduates. Academic staff participates in the development of the professional standards as well as of the national curriculum. Internships that take place in collaboration with employers play a very important part in the curricula. Many of the students carry out professional exams during the studies which are a prerequisite for the application of the Europass and it helps to ensure international competitiveness. The College has established qualification requirements for the lecturers and the compliance of the full-time teaching staff with the qualification requirements is evaluated by the Competition Committee during the election process. Employers-practitioners are included as guest lecturers in the educational work (including in the defending committees and in the graduation theses committees). Full-time lecturers have a responsibility to practice at firms/agencies for two weeks over three years, thus raising their professional skills. The lecturers' professional skills are also being increased by participation in international projects, cooperation networks and the existence of a library equipped with a contemporary specialised literature.

### Results and analysis:

1) from 2009 onwards, students have been asked for feedback on the learning process and the learning environment, which allows to assess the students' satisfaction with the acquired theoretical knowledge and practical skills. Students are very satisfied with the acquired independent work skills and theoretical knowledge, but less satisfied with the acquisition of practical skills (see Figure 13);

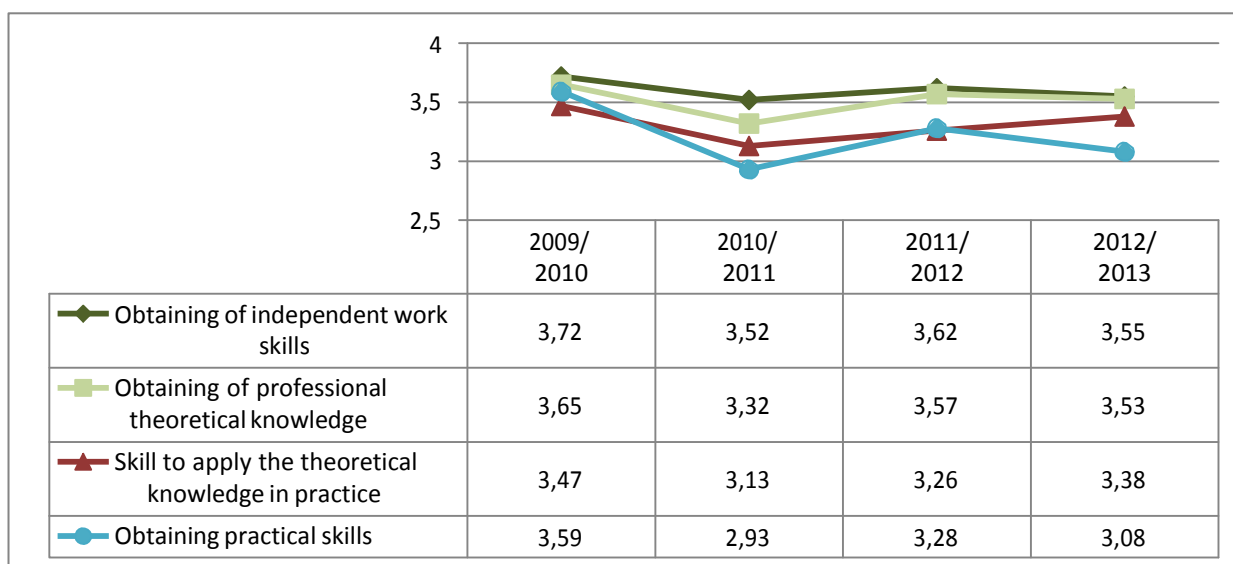


Figure 13. Students' satisfaction with the acquisition of the knowledge and skills (4-grade scale)

2) internships constitute a very important part of the curriculum (over 15%), therefore the aims, content and organisation of the internship have been under continuous

improvement. A training manual ([est](#)) has been completed, documentation has been updated, a connective internship model is being introduced, in order to better achieve linking what they have learned at school and at the company, and the transfer of knowledge. Good cooperation with internship firms/agencies, a tripartite assessment of the internship and practice ongoing training of internship supervisors (in 2008-2013, 427 supervisors were trained) supports the achievement of learning outcomes of the internship and raises the competitiveness of students;

3) the College collects feedback from corporate/agency supervisors about coping with the students' knowledge, skills and tasks, it is analysed and on the basis of the results, if necessary, the curriculum, the teaching organisation, subject and internship programs (see Section 2.2.2) are amended;

4) competent practitioners with experience in the business and/or in the profession have been included in the teaching process: in 2011, 29 practitioners; in 2012 and in 2013, 37 practitioners;

5) competitiveness of graduates is indicated as a high level of specialty employment of graduates (see Figure 11);

6) in the middle of their studies, students pass the professional examination, over the years, the percentage of the successful pass of exam has been over 90% (see Table 21);

Table 21. Passing of professional examinations

	2011		2012		2013	
	Number of	Performance in%	Number of	Performance in%	Number of	Performance in%
Commercial Sector	38	92,1	43	97,7	22	90,9
Accounting	58	74,0	53	100,0	38	94,7
Secretarial Work			9	100,0	4	100,0

7) the study of the year 2009 revealed that 10% of graduates have created a job for themselves (see Section 2.2.3);

8) the alumni of the College participate successfully in national contests: e.g., an alumnus of the specialty of Business Administration Kristjan Võrno is a finalist of the competition of business ideas competition "Brain Hunt 2014", Pille Kasatkin and Maire Tobre have been titled as the best care workers of Estonia;

9) the College has the best library in the region equipped with educational in the fields of economy and social work;

10) the international mobility of students and lecturers is growing, but remains well below the average performance of institutions of higher education (see sections 2.4.3 and 1.2.5).

### 2.1.3 Planning of student positions in accordance with the social need and the capabilities and objectives of the College

On planning of student places (RE and REV) the College is based on its goals and resources, state commissioned education, employment prospects, and needs of the labour market and the wishes of the students. The heads of chairs, the Academic Service and the leading lecturers are involved in planning, but the final decision regarding the number of study places is made by the College Council. Execution of state commissioned education is monitored and analysed regularly and the results are taken into account when planning new admission.

## Results and analysis:

- 1) RKT for the higher education curricula, has been stable at about 140 student places from the year 2004 (see Figure 12);
- 2) the number of students studying in non-state-funded (REV) student places in 2009-2012 was slightly lower than the number of students studying in state-funded (RE) positions (see Figure 14). With regard to the reform of higher education in 2013, the number of students studying on non-state-funded (REV) places has significantly decreased (25% of students);

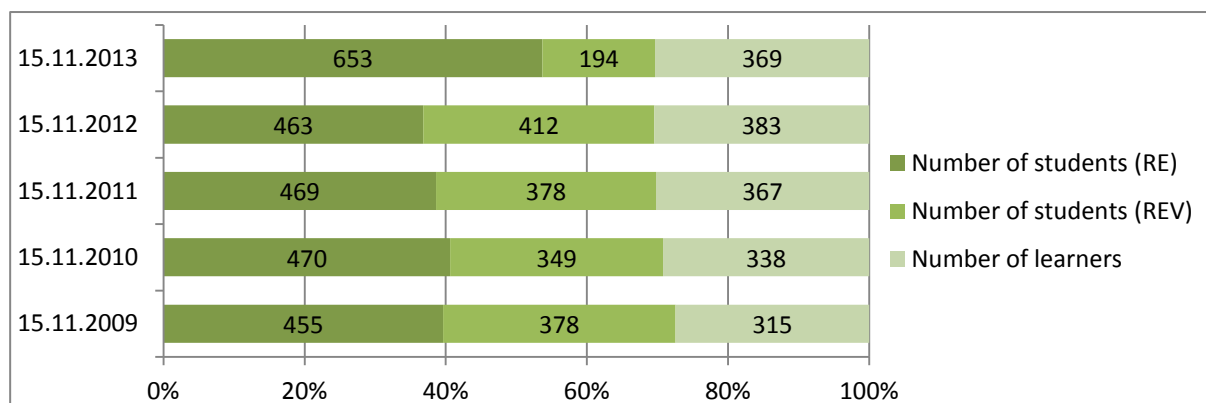


Figure 14. Division of RE and REV student places in higher education and the number of students (learners) enrolled in vocational education

- 3) due to demographic changes in society, the number of student places in the specialty of care workers was increased as of the year 2013 (see Table 20), and resulting from the needs of the working life, the curriculum “Business Information Systems Management” was opened.

### 2.1.4 Compliance of the rules for admission with the mission and goals of the College, formation of a motivated student body

The admission requirements of the College are consistent with the College's mission and goals and support the development of a motivated student body. Admission requirements are clearly understood and defined with the admission rules ([est](#), [eng](#)), which are updated every year due to changes in the law and the feedback received (feedback from the prospective students, suggestions from the admission staff, suggestions from the leading lecturers and lecturers of the specialty). In recent years, the main criterion of admission has been the average grade of the secondary school certificate. In order to ensure continued influx of a motivated student body, in 2014, the admission conditions are being changed - in addition to the average grade of the secondary school certificate, the results of the admission interview is taken into account at admission.

College admission information and regulations, as well as the curricula and other information is available on the website no later than three months before the start of the admission. Prospective students can receive more information by e-mail and telephone, from the Chairs and from the leading lecturers of the specialist or from various fairs, Open Doors Days, etc. For the admission application, the College uses the shared admission information system of institutions of higher and vocational education SAIS.

The College organises days of introduction of specialties every spring and participates in educational fairs “Teeviit”, “Orientiir”, etc. In 2013 was organised a marketing campaign in the framework of which the College was introduced in 65 high schools.

## Results and analysis:

1) the number of applications of student candidates has been increasing over the years, however, due to the reform of higher education also increased the number of free student places and therefore competition for one student place decreased (Table 22);

Table 22. The applications and competitions of the first preference submitted by the end of the admission period in the years 2012-2013

	2012			2013		
	Applications	Student places	Competition	Applications	Student places	Competition
<b>Professional higher education</b>	<b>760</b>	<b>140</b>	<b>5,4</b>	<b>876</b>	<b>300</b>	<b>2,9</b>
Social services	286	60	4,8	220	75	2,9
Business and Administration	474	80	5,9	656	225	2,9
<b>Vocational education</b>	<b>307</b>	<b>160</b>	<b>1,9</b>	<b>188</b>	<b>190</b>	<b>1,0</b>
Business Services	208	95	2,2	113	115	1,0
Health Care and Social Services	13	15	0,9	13	25	0,5
Information and Communication Technology	40	30	1,3	27	20	1,4
Commercial Economics	46	20	2,3	35	30	1,2
<b>Total</b>	<b>1067</b>	<b>300</b>	<b>3,6</b>	<b>1064</b>	<b>490</b>	<b>2,2</b>

2) satisfaction of first-year students with the organisation of admission is very good, has an upward trend and exceeds that of the comparative higher education institutions (see Table 23). The proposals arising from feedback and made during the admission process are implemented either immediately or within the next year.

Table 23. Satisfaction first year students with the organisation of admission (5-grade scale)

		2009	2011	2013	
Receiving additional information from the school	our school	4,28	4,31	4,61	
	other schools	4,22	3,7	4,39	
Procedure for receiving documents	our school	4,45	4,42	4,79	
	other schools	4,32	4,21	4,62	
Getting to know the results of admission	our school	4,40	4,54	4,75	
	other schools	4,75	4,25	4,67	

### 2.1.5 Creating opportunities for learning in the College, regardless of special needs

For applying to the College, all candidates have been granted an equal opportunity. Students with special needs are welcome to apply to the College, as a support and counselling system and physical environment taking into accounts the special needs has been created for them. It is possible to apply for special scholarships and technical aids for participation in the academic process. If necessary, individual curricula are applied.

### **Results and analysis:**

- 1) in the College have studied students with reduced mobility and with other special needs, in the academic year 2013/2014 there are no students with reduced mobility enrolled;
- 2) on the order of the College, the Estonian Chamber of Disabled People mapped in 2011 the accessibility options for the persons with reduced mobility and the suggestions made were used to improve the accessibility of the buildings: e.g., to facilitate the movement of the students with reduced mobility, ramps were built for access to the buildings, a lift for disabled persons was installed in the G-block and a stair climber was acquired;
- 3) in order to harmonize the level of Estonian language of the students with the mother tongue other than Estonian, it is possible carry out in-depth studies of the official language. In the academic years 2010/2011 and 2011/2012, seven students, in the academic year 2012/2013 one student and in the academic year 2013/2014, 11 students carried out in-depth studies in the Estonian language;
- 4) in the years 2009-2014, students with special needs (5) had an opportunity to apply for a scholarship, travel support and technical aids for participation in the studies from Primus program (e.g., voice recorder, a computer, a hearing aid).

### **Development activities of the effectiveness of the learning activities and formation of the student body**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Amendment of the admission requirements and organisation (admission interview or a letter of motivation)	Motivated students, decrease in dropout numbers.
Marketing of the College	Stable number of students.
Enhancing the competitiveness of graduates	Professional employment of the graduates at least 72%.

## **2.2 Curriculum Development**

### **2.2.1 Opening of the curricula based on the goals of the College and the needs of the labour market, taking into account the state strategies and the societal expectations**

Opening of curricula is based on the objectives of the development plan and the needs of the labour market and the College takes into account the national higher education strategies and the expectations of the society. A prerequisite for the opening of a curriculum is a clearly justified need for specialists trained on the basis of the curriculum and adequate academic and material resources. The curricula meet the Standard of Higher Education (vocational curricula meet the Standard of Vocational Education) and the professional standards, have been approved by the College Council and registered in EHIS. Opening, modification and closing of a curriculum of the College is governed by the Curriculum Statute ([est](#), [eng](#)).

### **Results and analysis:**

- 1) in 2010, due to the needs of the working world, the curricula of a Software Development and an Administrative Assistant were opened. In accordance with the feedback data of the alumni, out of the graduates of the year 2013, 78% are employed in a professional work (the average of the College is 72%);
- 2) in the year 2013, according of the needs of the working life, the curriculum of Business Information Systems Management was introduced.



## **2.2.2 Systematic and regular nature of curriculum development activities and the involvement of different stakeholders in the curriculum development**

Curriculum development activities are systematic and regular and in the curriculum development are involved both internal (students and academic staff) and external (professional associations, employers, internship firms/agencies, MER, alumni) stakeholders. The curriculum development (including teaching processes) is governed in the College by the Statutes, the Development Plan, the Study Regulations, Standards of Higher and Vocational Education, the Curriculum Statute and other guidance documents (the guidance of the graduation exam/theses, internship manual, etc.). The needs and expectations of stakeholders are taken into account, gathering feedback from students, alumni, employers, internship supervisors from the enterprises and from the lecturers. In order to collect feedback from employers annual seminars with employers and internship supervisors are held.

For keeping abreast with the changes in the working life and for taking into account the needs of different stakeholders, for the development of the curricula have been established Curriculum Councils which includes representatives of professional associations, employers, alumni and academic staff. Curriculum Council meetings are held twice a year and their work is managed by the leading specialist lecturers. In the Curriculum Council meetings information can be obtained directly from sources on how the relevant areas are developing, what are the new trends, how the laws and guidelines apply to the real working life, etc. Consideration of the needs of stakeholders in curriculum development is also supported by an active participation of the lecturers in the work of professional associations (Estonian Traders Association, EAA) and other associations (Association of Teachers of Accounting, a network of teachers in the field of commerce, Professional Qualifications Committee). Curriculum development is a continuous process for which are responsible the Academic Vice-Rector, heads of chairs and leading lecturers. Proposals for amendments are collected from various stakeholders during the academic year and are discussed in the working groups.

Introducing changes in the curricula takes place at the end of the academic year and the change will take effect usually for the new admission. Academic staff updates subject programs in cooperation with leading lecturers at the beginning of the academic year. The Curricula are approved by College Council, through which the students are also involved in curriculum development.

### **Results and analysis:**

- 1) together with the representatives of the employers, internship companies and the alumni goals and learning outcomes of the curricula, goals and learning outcomes of modules, subjects and internships have been developed;
- 2) the results of external evaluations are used for curriculum development. For example, in the results of the international accreditation was pointed out excessive structuring of the curricula into small- scale credit points. By the year 2013, the volumes of subjects were increased and the modules were made more compact;
- 3) the academic staff of the College has participated in the curriculum development trainings, during the period 2009-2013 were completed a total of 3 965 hours, which is 141,6 hours per academic staff member. With the support of the Primus program have been organised in-house training courses, such as "Assessment as part of learning process", "Development of learning outcomes", "Assessment in outcome based learning" etc.;
- 4) the PhD thesis "Developing of internship in vocational education" of the Rector of the College Helle Noorväli, defended in 2009, has become the basis for the development of the



internship and for implementation of the connective internship model;

5) in the last five academic years, 35 training seminars took place with employers and internship supervisors, involving 427 employers/internship supervisors (see Table 24);

6) based on the feedback given by the students to the subject courses, the curricula have been amended (the volume of the subject has been increased or decreased, the sequence of the subjects has been changed, evaluation criteria and techniques have been revised, teaching methods and tools have been modernised, manuals have been compiled and supplemented, the number of elective subjects has been increased; there is an option to choose College wide electives);

Table 24. Training seminars for employers/internship supervisors in the years 2008-2013

Academic year	Number of seminars	Number of participants	Of these, employers / internship supervisors
2008/2009	3	82	25
2009/2010	7	158	67
2010/2011	8	192	99
2011/2012	11	259	140
2012/2013	6	172	96

7) higher education curricula have been compared internationally (see Table 25);

Table 25. International comparisons of the curricula

Curriculum	Comparison object	Time
Commercial Economics	Aalto University, School of Economics, Haaga-Helia University of Applied Sciences, Lappeenranta University of Technology	2010
Administrative Assistant	Eurasment Programme. European Qualification framework for Administrative assistant	2010
Business Administration	Laurea School of Applied Sciences University College of Birmingham	2008 2008–2013
Accounting	Lisbon School of Accounting and Administration	2012
Business Information Systems Management	University of Applied Sciences and Arts Northwestern Switzerland	2013
Social Work	Kymenlaakso University of Applied Sciences Kauno Kõllegija/University of Applied Sciences	2005 2013

8) in 2011, in the context of development of the curriculum of Commercial Economics (including creation of category management module) took place study visits to Finland (8 lecturers and 14 employers/ internship supervisors), to Sweden (9 lecturers and 21 employers/internship supervisors) and in 2012, to Canada, the University of Guelph and the University of Toronto (five lecturers), to examine developments in the field of commerce in other countries;

9) in 2010, in collaboration with stakeholders, the higher education curricula were developed to be outcome based and the curricula then underwent an examination. The experts were Sirje Orvet (member of Estonian Association of Administrative assistants), Brent McKenzie (professor of Canadian University of Guelph), Einike Pilli (Consultant of University of Tartu Learning and Teaching Development Centre) and Meelis Rääk (Project Portfolio Manager of IT development in Swedbank Eesti AS).

### **2.2.3 Employee satisfaction survey and taking into account the results in curriculum development**

For input, in curriculum development is used the employers' and the alumni satisfaction survey results, as well as feedback is obtained through direct communication. Employers and alumni are involved in curriculum development by way of participation in Curriculum Councils, Advisory Bodies and in the graduation theses defending committees and final examination evaluation committees. On a daily bases, feedback is received from company supervisors of the internship during the supervision and defending of the internships. College faculty also belongs to the professional associations, from which also adequate feedback is received on the skills and knowledge of the graduates. College alumni are actively involved in continuing education courses offered by the College during which the areas for improvement of the curricula are revealed.

#### **Results and analysis:**

- 1) in 2009, the College participated in a study of alumni of the Estonian institutions of higher education ([est](#)). The study reflects the graduates' evaluation of the curriculum, internship organisation, advisory services and competence. In addition were examined the trends of further studies, as well as issues involved with moving to the labour market. The study revealed that 12% of the graduates of the College work as senior civil servants according to their professional positions, 28% as senior specialists, 32% as mid-level specialists, 21% as civil servants and 8% as workers. 44% of graduates work in state or municipal agency, 39% in a private company, 10% of the graduates have set up their own company. Approximately 80% of College graduates have worked in their current position for more than a year;
- 2) employers were asked to assess the students' achievements of the learning outcomes in the year 2013. The highest was evaluated the students' capability to continuously develop themselves professionally and occupationally (4,50), as well as their knowledge of the basic concepts of the specialty, theoretical principles and research methods (4,06) and the interpersonal skills necessary for the work and use of information and communication technologies (4,06). Separately was pointed out that graduates of LVRKK have independent thinking, initiative and willingness to work in the chosen field. The lowest were evaluated the professional oral and written foreign language skills (3,47);
- 3) in the year 2013 was carried out an in-depth survey of the alumni of Commercial Economics, which mapped snapshot of the employment level of graduates in the field, identified the continuation of the alumni after obtaining the professional higher education and evaluated the alumni satisfaction with the knowledge and skills acquired in the College. 80% of 102 respondents in the survey use in their work very often the knowledge and skills acquired during their studies, which confirms to the substantial extent the compliance of the content of the curriculum with the demands of the working life. The alumni evaluated the highest their teamwork skills ( $m = 3,98$ ), followed by effective time management skills and oral and written expression skills in their mother tongue ( $m = 3,91$  and  $3,82$ ) respectively. Foreign language skills were assessed the lowest ( $m = 2,96$ ). Given that also the employers evaluated the foreign language skills as low, cross-College additional foreign language elective courses have been opened for beginners;
- 4) in the year 2013, a survey was conducted among employers to find out their expectations and satisfaction with the professional and general competencies of the graduates of the specialty of accounting. It turned out the employers considered important the acquisition of diversified knowledge and the ability to find connections between the fields. As regards professional skills, mostly competence in tax accounting and wage calculation is expected the most. In language skills the most important was considered the

written skill of the official language and the oral skill of the Russian and English languages. In addition, need for the Finnish language skills were also stressed. As to other, accountants are expected to have the skills of independent learning and the skill of sharing their knowledge with colleagues. When selecting an accountant, an important criterion is good communication and self-expression skills. In the second half of the questionnaire was asked to assess employers' satisfaction with the personal qualities and professional skills of the accountants graduating from LVRKK. When evaluation of the personal qualities, the highest score was given to the versatile knowledge and the lowest score was given to creativity. In the assessment of professional skills the evaluators were more satisfied with the balance sheet preparation and tax accounting skills as well as with the work and salary calculation skills. The respondents were satisfied with Estonian and Russian language skills, less satisfied with English language skills. Highly were evaluated the independent learning and teamwork skills of the accountants. In summary, it appeared that in these characteristics and skills, where the employer had high expectations, the satisfaction points awarded to the graduates were also high;

5) in 2013, was conducted a survey "Employer satisfaction with the qualifications and performance of the graduates of the specialty of social work". The survey revealed: the knowledge and skills meet the 3rd level professional qualification of a social worker. As strengths were assessed the good social skills of the alumni, including communication skills, which is one of the key criteria for social work. The knowledge of social problems and computer literacy were assessed as high. The employers found to be weaknesses in the knowledge of the alumni the following professional skills: knowledge of the documentation and the skill of filling thereof; knowledge and use of legislation; skills of coping with a special care client; language skills (the official language, foreign language). As improvement activities, in the curriculum was increased e.g., the volume of legal subjects and integrated with other specialty subjects and new electives were added (such as mental illnesses and models of rehabilitation, social work in local government);

6) the satisfaction of alumni (graduated in the years 2009, 2010, 2012) with the theoretical knowledge acquired in the College is steadily on a high level (4,2), but somewhat lower is satisfaction with the acquisition of practical skills (4,0). The alumni evaluate the overall preparation for coping in the labour market as good (3,96). Also were evaluated highly managerial training (4,05) and the skills of independent work and decision-making (4,2). As proposals were pointed out that in curriculum development, cooperation with employers should be enhanced (see Figure 15).

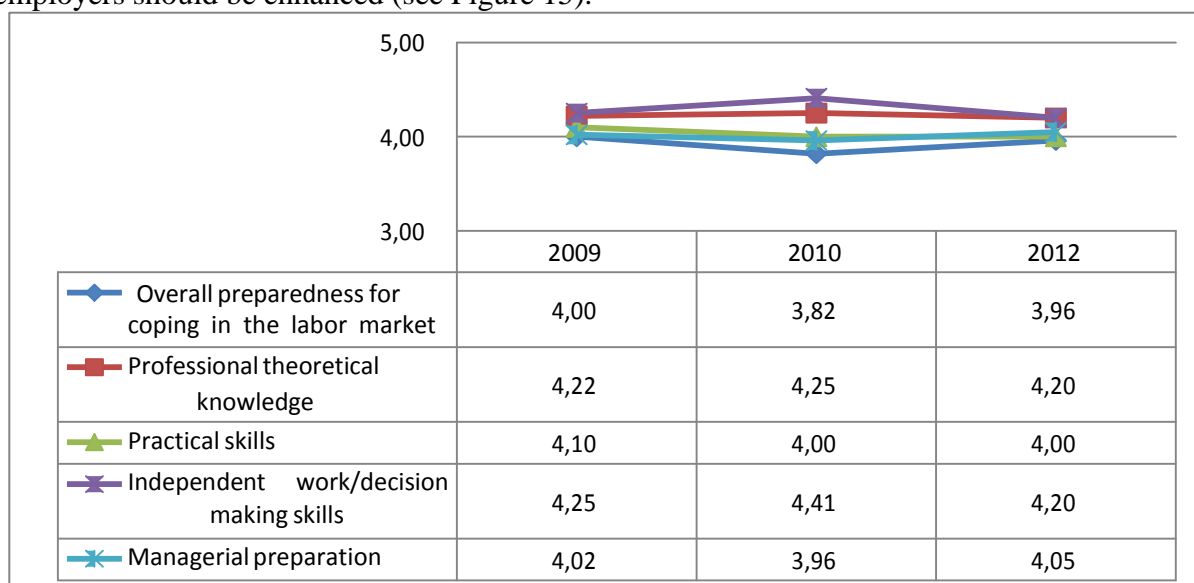


Figure 15. Students' satisfaction with the acquisition of the knowledge and skills

### Curriculum development activities

The planned development activities	The expected result in 2018
Introduction of the connective internship model	A functional connective internship model, in which all the parties, the College, the company or the student/learner act in cooperation.
Creating a foreign language module, teaching at least one subject in a foreign language in each curriculum	Better foreign language skills of the graduates, each student has the opportunity during the period of study to pass a subject in a foreign language for at least 2 ECTS.
Cooperation between the lecturers for improvement of the integration between the subjects	Integrated learning in order to avoid duplication in both teaching and evaluation. Evaluation of modules is outcome based.
Curriculum development and creation of new curricula in collaboration with stakeholders	The curricula meet the requirements of the working life and are sustainable.
Development of enterprise and entrepreneurship	The module of enterprise studies is included in all curricula. The Entrepreneurship Week and the idea contest is held once per academic year.
Changing of the curricula of vocational education into competence based and outcome based takes place in collaboration with other institutions of vocational education in the year 2014.	The outcome based vocational special education curricula have been implemented.

### 2.3 Students' academic progress and assessment

#### 2.3.1 Monitoring and support of the students' academic progress

The educational process and educational process related relationships are governed by the Study Regulations ([est](#), [eng](#)), which is approved by the College Council.

On all the curricula it is possible to study full-time and finish the studies within the standard time, but the prospective student herself or himself decides which study load (full-time or part-time) she or he will take.

Until the year 2013 the capacity of the full-time study established by the College Council was at least 90%; however for the students commencing their studies starting from the academic year 2013/2014, the capacity of the full-time studies is at least 75% cumulatively.

The Academic Service makes summaries of the students' academic progress twice per academic year (in August 31 and in January 31), where they will indicate the extent of the fulfilling of the curriculum in percentage and the weighted average grade (the results in SIS).

The students' academic progress is monitored and supported by the group supervisors (in the day studies), the leading lecturers, (study) secretaries, lecturers. The students' attendance in the learning process is monitored. In case of absences, the group supervisor contacts the absentees in order to identify the reason for the absence; in the event of failure of a student to appear for the period of examination of the distance studies, the secretaries of the chairs communicate with the student (send them an email).

The students belonging to the dropout risk group have the opportunity to receive academic, psychological and career counselling. Students are offered the opportunity to change the form of study or the curriculum, take an academic leave for settlement of issues impeding learning. Academic staff engages talented students in conducting of lectures, curriculum development and organisation of in-house professional competitions.

The students' initiative is supported through the Student Council. The learner has the opportunity to participate in professional competitions and competitions of business ideas/business plans, to use the opportunities of student exchange programs for learning and for internship abroad, to introduce their research works in the Open Door Days of the College, to participate in the Development Plan work etc.

### Results and analysis:

- 1) first year students have received "A student guide" ([est](#)) and participated in subject courses "Studying at College I" and "Introduction to Studies";
- 2) every year there are organised in-house professional competitions and students have participated in nationwide professional competitions, where they have achieved very good results:
  - in the year 2010, the students achieved 1st place in the accounting professional competition and the 2nd place in the business specialties professional competition;
  - in 2011, the 1st place was received in the business specialties professional competition and the 2nd place in the accounting professional competition;
  - in the year 2012, the 3rd place was received in the sales organisation professional competition;
  - in the year 2013, the 1st place was received in the professional competition of accountants, the 3rd place was received in the competition of business specialties and the 3rd place was received in the competition of Sales, and the "Best Service Provider" was our student Moonika Tisler;
  - in 2014, in the professional competition of the field of commerce, Signe Koossalu achieved the 2nd place and Jaanika Paavel achieved the 3rd place; in the professional competition of accountants, Veiko Kompus achieved the 1st place and Kristina Laurend achieved the 2nd;
- 3) by end of the academic year, an average of 80% of the students meet the requirements for full-time studies (see Figure 16);

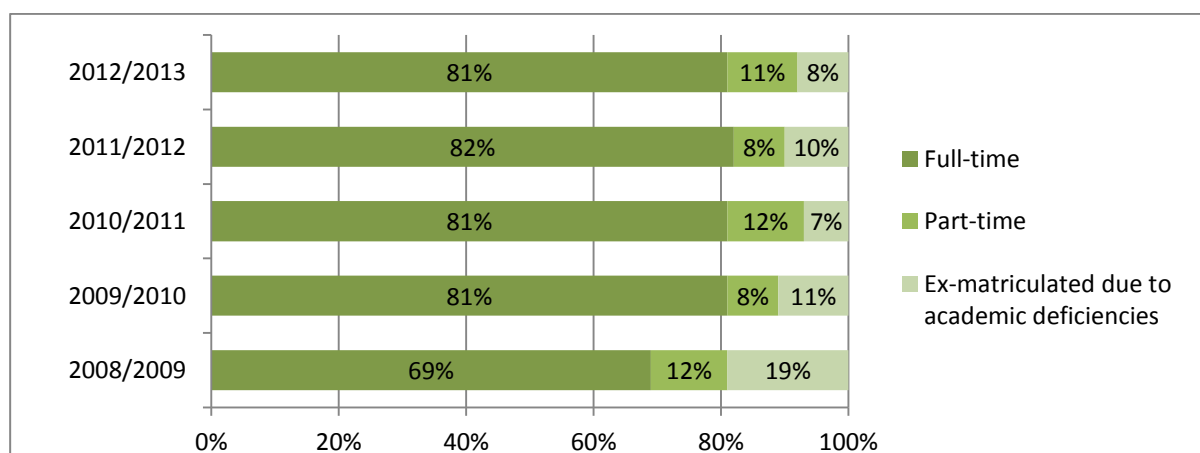


Figure 16. Distribution of the students by the study load at the end of the academic year

4) the dropout rate was until 2011/2012 in a downward trend, but increased in the academic year 2012/2013, reaching again the level of five years ago (see Figure 17). The dropout rate in the professional higher education was less than the average in Estonia, but in the vocational education, the drop-out rate has exceeded the average in a couple of academic years. About half of them interrupt the studies due to academic deficiencies and the rest of their own accord (for example, studies can be interrupted because the workplace does not allow to attend the study sessions, but there are also those who go abroad to study or to look for better job opportunities). A large proportion of drop-outs is among the non-native speakers of Estonian, as it is difficult for them to comprehend the professional terminology;

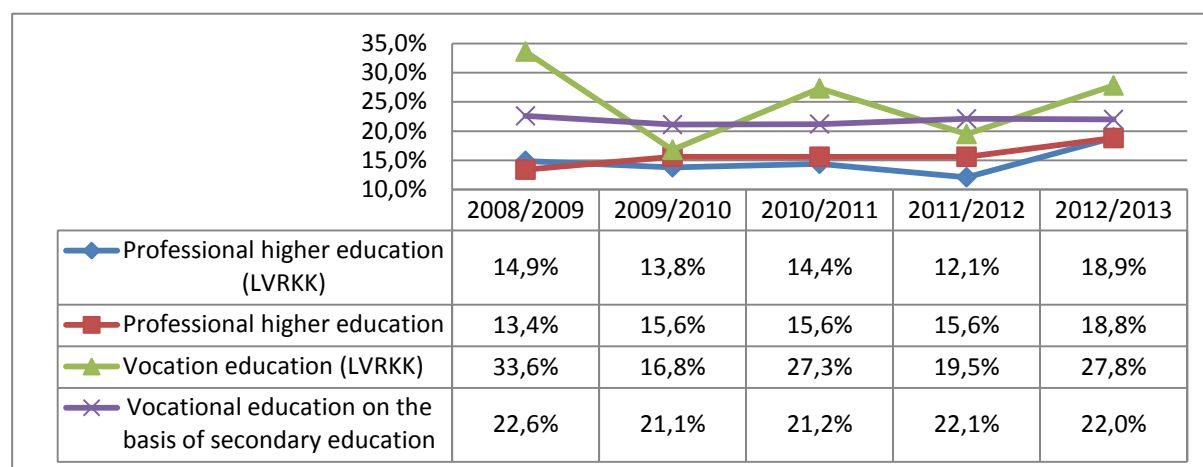


Figure 17. The dropout rate (%) in vocational and higher education

- 5) the Rector annually recognises successful students and participants in professional competitions and contests with a souvenir, excursions, etc.;
- 6) successful graduates of higher education are invited to the reception of the President of the Republic of Estonia, Lääne-Viru County Governor and Vinni Municipality Mayor;
- 7) about 80% of graduates of vocational education continue their studies in higher education and approximately 6% of graduates of higher education later continue their studies in the Master's studies.

### 2.3.2 Student evaluation

Student evaluation is supportive of learning and is based on learning outcomes. The evaluation principles are fixed in the curriculum and in the subject program. The subject program is prepared by the lecturer at the beginning of the academic year and sent to the leading lecturer to review, who will assess the compliance of the subject program with the curriculum and the suitability of the assessment methods for achieving of the learning outcomes achieved. For the students, the subject program is accessible in the e-learning environment Moodle and the faculty presents the subject program and the assessment criteria in the first lecture.

In evaluation of the acquisition of learning outcomes, lecturers use both formative and summative evaluation. In most cases, the levels of the student's knowledge, skills and experience is evaluated by way of formative evaluation during the study process and upon completion of the subject, the acquisition of the learning outcomes is evaluated in a summarised way. The lecturers format in the evaluation criteria in the subject programs in

as much detail as possible, in order to ensure a more objective, more accurate and more appropriate evaluation for both the learner and the lecturer.

The following evaluation methods are used: a structured written exam, a written exam with auxiliary materials, an oral exam, essay, presentation and report, case analysis and problem solving, internship report, project and group work, a graduation thesis, course paper and business plan, a portfolio, self-analysis and mutual evaluation. The choice of evaluation methods depends on which learning outcomes must be achieved by the students.

SIS allows group supervisors and leading lecturers to monitor the performance of a learner in fulfilling the curriculum as well as achieving the learning outcomes. The problems preventing the successful completion of subject course are identified together with the learner and, if necessary, academic counselling is provided or an action plan is compiled for passing of the course.

For evaluation of the graduation theses, evaluation criteria have been developed in the College on the basis of which the reviewer shall assess the theses and the defence committee grades it. Criteria will be reviewed annually and amended if needed. The procedure of contestation of the decision related to the study organisation, including challenging the grades has been described in the study regulations.

### **Results and analysis:**

1) students consider the evaluation criteria of subjects understandable, satisfaction has increased in recent years (see Table 26);

Table 26. The students' evaluation of the clarity of the evaluation criteria (5-grade scale)

Academic year	Chair of Entrepreneurship and Accounting	Chair of Social Work
2008/2009	3,8	4,1
2009/2010	4,3	4,3
2010/2011	4,4	4,4
2011/2012	4,5	4,3
2012/2013	4,7	4,6

2) the college has collected feedback on the process of defending and grading of graduation theses since the year 2012. Students are very satisfied with the defending procedure (see Figure 18), but the satisfaction with the clarity of the evaluation criteria of the graduation theses has slightly decreased, the reason is probably modification of evaluation criteria in the academic year 2012/2013 (in the College, three graduates have challenged the grade of their graduation thesis);



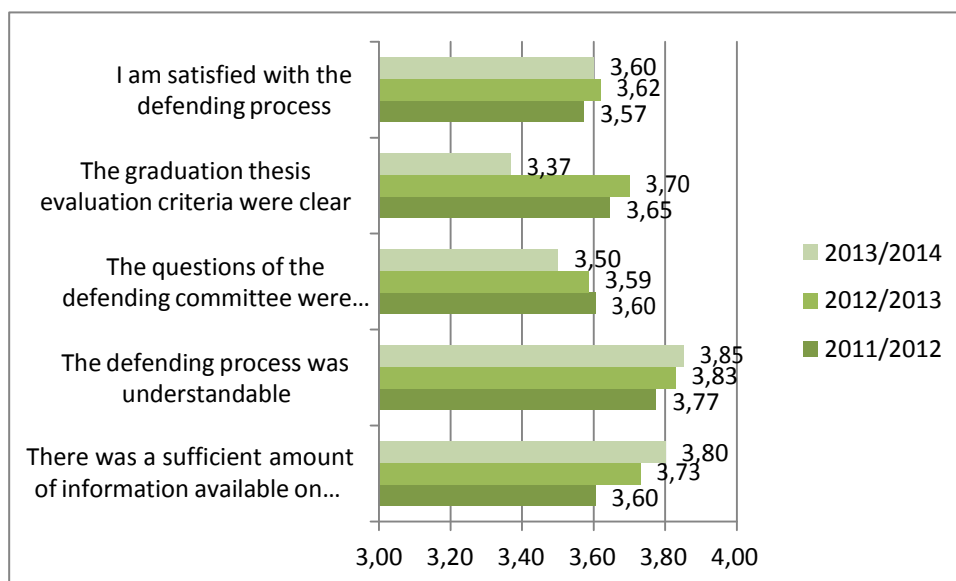


Figure 18. Students' satisfaction with the graduation thesis defending procedure (4-grade scale)

3) in 2012, a doctoral student of Tallinn University carried out a research on the factors affecting the acquisition of the learning outcomes. The results showed that, on average, 92% of students of LVRKK agreed that the evaluation tasks did evaluate the achievement of the learning outcomes.

### 2.3.3 System of the recognition of prior learning

System of the recognition of prior learning (RPL) takes place in accordance to the procedure approved by the College Council ([est](#), [eng](#)). The Recognition is based on the electronic application submitted in the study information system. If necessary, an applicant is guided by the RPL advisor. The submitted document will be reviewed by the RPL Committee (6), which is formed by a decree of the Academic Vice-Rector; experts are involved if necessary. If the applicant is not satisfied with the decision, he or she has the right to challenge the decision in accordance with the RPL procedure.

#### Results and analysis:

1) the number of the submitted applications has increased from year-to-year and the number of ECTS taken into account is relatively high, but lower than the average of the program Primus partner universities (see Table 27). The College assesses each application thoroughly, if necessary, additional evidence is requested and different assessment methods are applied;

Table 27. Statistics of RPL applications

Academic year	The applications submitted	The ECTS applied for	The recognised ECTS	The recognised ECTS %	The average of Primus partner universities
2010/2011	142	1 680,0	1458,5	86,8%	95,8%
2011/2012	163	1 354,0	1054,0	77,8%	97,4%
2012/2013	199	2 231,5	2065,5	92,6%	93,4%

- 2) in 2012, satisfaction survey was carried out among the RPL applicants, which was later used as a basis for improvement of the RPL. Based on proposals received from the feedback the RPL procedure was renewed, the assessment criteria were supplemented and a comprehensive guide for filling in application forms was compiled;
- 3) according to the survey conducted in the year 2013, 83% of respondents were very satisfied or satisfied with the availability and quality of RPL counselling;
- 4) the ex-matriculated students are also kept informed of the possibilities of RPL - in 2011, 102 people, in 2012, 108 people and in 2013, 103 people were informed by the secretaries of chairs of the possibility of continuing their studies using RPL;
- 5) 25 employees have participated in RPL-related training programs over the past five years, in a total of 638 hours. The trainings of experiential learning (self-analysis) have been performed by the RPL advisor for three years: In 2011, 74 participants, in 2012, 156 participants, and in 2013, 119 participants. The person passing the training knows the principles of RPL and knows how to deal with the process as an applicant, will be able to analyse their own previous learning in the context of the curriculum according to the STARR(T) method and is able to compile the RPL applications in SIS.

#### **Development activities of students' academic progress and evaluation**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Regular monitoring and analysis of studies and academic performance	Completion of the curriculum to the full extent (a supported and developed learner).
Reducing the dropout rate	The dropout rate not exceeding 10%.
Outcome based evaluation of the basic modules of the curricula	The basic modules of the curricula are evaluated according to the outcome based method.
Flexible learning opportunities, supporting of the personal professional development of the students	Satisfaction with the organisation of the study process is 3,0 (4-grade scale).

## **2.4 Support processes of learning**

### **2.4.1 Organisation of study**

Organisation of study provides students with the opportunity to graduate from the College with the standard time. Study organisation is based in the curriculum, academic calendar, academic schedule and Study Regulations. The Academic Vice-Rector compiles the academic schedule in collaboration with leading lecturers according to the curriculum and the academic calendar. On the basis of the curriculum, the leading lecturers draw up distribution of lessons which will form the bases for compilation of the timetable. The timetable is drawn up by the Head of the Academic Service for a semester and it will be amended as necessary. The weekly study load for a student is generally 40 hours out of which contact learning does not exceed 50%. The timetable is available in the SIS, on the information boards, on the door signs of lecture halls. For the purpose the better conducting the teaching process, lecturers use Moodle e-learning environment, which contains subject programs, e-courses, e-learning objects, lecture notes, etc.

#### **Results and analysis:**

- 1) 99% of students graduate within the standard period;
- 2) students' satisfaction with the availability of the lecture material required for academic

work has been good and has increased slightly over the recent years; students' satisfaction with the availability of information on the teaching process, due to introducing SIS and with the website updated in 2012 has increased (see Figure 19).

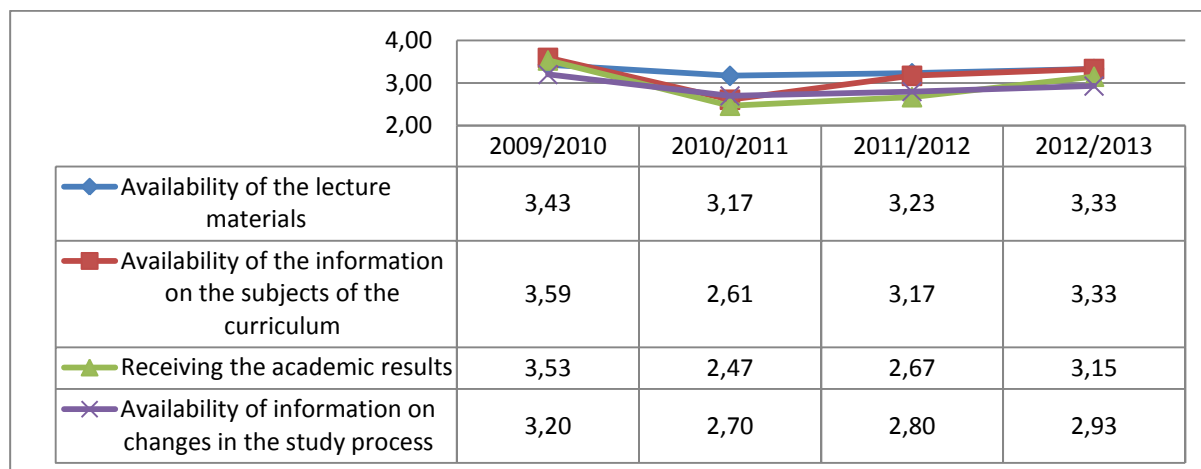


Figure 19. Students' satisfaction with the availability of lecture materials and study related information (4-grade scale)

## 2.4.2 Students' academic and career counselling

Counselling of students is governed by the procedure of counselling ([est](#)), which will be presented to the first year students in the introductory lectures. Students are able to receive academic, psychological and career counselling. Academic and RPL counselling is provided by the Academic Secretary (academic counsellor) and the Secretaries of the Chairs. Counselling in professional studies is provided by the Heads of Chairs, leading lecturers and lecturers. IT advice is provided by the IT Specialist, Educational Technologist and the IT lecturers. The work of the Student Council is supported by the lecturer-coordinator of the Student Council. The contact information and the consulting times of the lecturers and advisors (every full-time lecturer, two hours per week) are available on the website, in SIS and the door boards of the offices.

### Results and analysis:

1) students' satisfaction with the overall College atmosphere and academic counselling has been good and has increased over the last year. In comparison with the comparison institutions of higher education, the results were somewhat lower (see Table 28);

Table 28. Students' satisfaction with the overall atmosphere at school and with the academic counselling (4-grade scale)

		2009/2010	2010/2011	2011/2012	2012/2013	
The overall atmosphere at school	our school	3,59	3,07	3,27	3,43	
	other schools	3,33	3,34	3,35		
Academic counselling	our school	3,21	2,77	2,91	3,33	
	other schools	3,3	3,18	3,07		

- 2) starting from the year 2011, a subject "Learning in an institution of higher education" has been opened for the first year students and to this day, it has been completed by 271 students. In addition information have been organised for new students, and the "Student Manual" has been issued;
- 3) in support of first-year students, since the year 2011, 71 tutors have been trained;
- 4) since the academic year 2010/2011, psychological counselling has been used by 67 students, including 20 students used the counselling service on several occasions.

### 2.4.3 Support to the international student mobility

The College participates in various networks and international projects that support the development of the curricula, students and academic staff. For studying abroad a contract is made and the studies are matched with the curriculum so that students would be able to finish the College within the standard period. Opportunities for mobility conditions for application are available on the website. Students are advised on organisation of the studies and internships abroad by the Erasmus program coordinator. The participants of the mobility programme get additional support in addition to Erasmus grants.

#### Results and analysis:

- 1) in 2008, the College was awarded the Erasmus Charter and in 2013, it was renewed. During the period 2008-2013, the College signed eight bilateral cooperation agreements;
- 2) the last two academic years, the percentage of participants in the Erasmus program has been 1,6 (see Table 29). Compared to the average of the Estonian universities in the academic year 2012/2013, it is somewhat lower (2,5%), but on a growth trend. The number of outgoing students is shown per academic year, the number of students as of Nov is 10.

Table 29. Outgoing students with the support of the Erasmus program

Academic year	2010/2011	2011/2012	2012/2013	2013/2014
Number of students	845	854	872	850
Number of outgoing students	8	9	14	14
Participation percentage in the student body	0,95%	1,05%	1,61%	1,65%

### 2.4.4 Use of modern technical and educational technology tools in the organisation of the studies

Use of modern technical and educational technological tools enables to improve the organisation of the studies, enriches the selection of teaching materials and enhances the learning opportunities. For the purpose of better organisation of the studies, the College has a variety of technical and educational technology tools (see Section 1.3.3).

The student information system SIS is used in which for the students are available study related information in electronic form: curricula, timetables, academic results. In SIS it is possible to apply for RPL and study grants. The user ID and password of SIS are primary and they are valid both in logon to computers in the computer system, in the e-learning environment Moodle, intranet and College e-mail and in using the IT Academy resources. Ordering student ID cards is web-based ([www.minukool.ee](http://www.minukool.ee)). In 2014, the College joined the Microsoft IT Academy, which allows students the opportunity to use office software MS Office, to receive software for project management, software development and MS training materials. Students are given an e-mail address by the College and e-mail addresses of groups

are provided for the official use.

### Results and analysis:

- 1) the students' satisfaction with the availability of information on the changes in the study process has improved (see Figure 19);
- 2) thanks to the introduction of various modern solutions (SIS, Moodle) academic staff's satisfaction with availability of study process related information has increased (Figure 20);

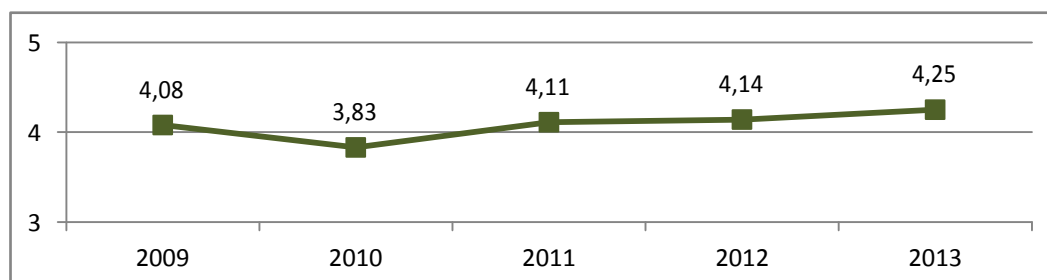


Figure 20. Academic staff's satisfaction with the availability of study process related information (5-grade scale)

- 3) since 2006, the College has been using e-learning, in the beginning e-learning environment IVA was used, which from 2012 onwards was replaced by Moodle. In the years 2009-2013, lecturers developed 79 online courses and 38 e-learning objects with the support of the BeSt Program (see Table 16). Currently there are over 300 e-learning courses at the disposal of the students;
- 4) in the year 2012 lecture recording and video conferencing equipment, the use of which has so far however been modest, were installed in room A217;
- 5) modern technological tools are used also thanks to the opportunities of new teaching laboratories, in the laboratories of commerce, social services and care work;
- 6) in professional studies is used specialized software: accounting, personnel management, social work, records management programs and software development environments;
- 7) the library user interface is associated with SIS, it is possible to manage all the borrowed data media in SIS.

#### 2.4.5 Periodic gathering feedback from students on the operation of learning and support processes and taking into consideration the results thereof in improvement activities

The College gathers feedback in accordance with the Procedure of Collecting feedback and indicators of LVRKK ([est](#), [eng](#)), which defines the target group of the feedback, time and manner of conducting the gathering of the feedback and the person responsible for conducting the gathering of feedback and carrying out improvement activities. Students provide a biannual evaluation on the conducted subject courses, the second year students assess the organisation of the study process and the learning environment and the first year students assess the organisation of the admission. Feedback on the internships is collected at the end of the internship about each internship separately. If needed, further questionnaires are organised. For collecting feedback, TMS was used until the year 2012. Since 2013, the questionnaires are forwarded in SIS, Google Docs and the internship feedback on paper. Summaries of the feedback are forwarded electronically to the people responsible for improvement activities and they are available to all members of the College on the Intranet.

The collected feedback is taken into account in the improvement activities of the curricula, study process and organisation of studies.

### **Results and analysis:**

- 1) students are not very active to respond to electronic surveys, ranging on average between 17-20% of those surveyed. In order to increase the responding activity of the students, the group that provided feedback most actively in the previous year is recognised in the opening ceremony on 1 September and cooperation is carried out with the Student Council;
- 2) internship feedback responding activity is high, an average of 80 to 90%;
- 3) on the basis of the feedback given to internships, the internship programs have been revised, new topics have been included in the curricula, the time of occurrence of the internship has been changed, the internship supervisors from the internship enterprises have been trained;
- 4) based on the feedback given on the organisation of admission, the schedule and organisation of admission has been changed;
- 5) based on the feedback given on the organisation of the study process, a new study information system SIS has been introduced;
- 6) based on the feedback given on the learning environment, the ICT equipment has been modernized, parking areas have been expanded, internet speed has been increased, student homes have been updated and the catering service has been improved;
- 7) resulting from the feedback from students, starting from the academic year 2013/2014 it is possible to choose College-wide elective subjects for acquisition of additional skills (e.g., Russian language for beginners, English language for beginners, contemporary sales techniques, robotics, etc.). Electives are available free of charge and the College has not set restrictions for the students on the volume of selected subjects.

### **Development activities of the support processes of learning**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Implementation of a foreign language module, support of the mobility for students	The number of incoming and outgoing students is in balance.
The use of innovative (education) technological solutions	Faculty members use for teaching purposes (education) technological solutions (created 15 e-courses, 10 e-learning objects, 10 lecture recordings, video conferences, etc.).
	Internship Diary and feedback surveys, valuations are electronic.
	Increase of e-learning efficiency/more efficient use.
Development of the counselling system	A functioning counselling system, also for students with special needs and for gifted students.

### **3 RESEARCH AND DEVELOPMENT ACTIVITIES (R&D)**

#### **3.1 R&D performance**

##### **3.1.1 Definition of objectives of the R&D field and measurement of their fulfilment**

The R&D activities of the College are based on the Institutions of Professional Higher Education Act ([est](#)), the Statutes ([est](#), [eng](#)), R&D Strategy of the College ([est](#), [eng](#)), the Financial Strategy of the College ([est](#), [eng](#)), the IT-strategy ([est](#), [eng](#)), the Development Plan ([est](#), [eng](#)) and the Procedure of Applied Research ([est](#), [eng](#)). The goals of the R&D activity are to:

- support the development of the specialties taught at the College, including in-service training and retraining;
- support the use of evidence-based knowledge in teaching and meeting the overall objectives of the College;
- develop cooperation with other research institutions, universities, enterprises/institutions and internship basis, with a combination of the existing fields in an innovative way and thereby increasing the added value of the enterprises/institutions;
- support the professional development of the membership;
- develop a career model that supports cooperation with enterprises/organisations.

Due to the Development Plan, the College has involved the academic staff, students, representatives of the structural units and stakeholders in the development activities and conducting applied research. R&D activities are coordinated through the work of the management and the R&D steering group. The Vice Rector for Development manages the development of the research directions of the College and on the basis thereof coordinates the applied research.

Applied research is carried out in accordance with the process agreed in the strategy:

- the researcher in charge (lecturer) prepares a project for conducting an applied research in accordance with the research field of the Chair and submits it for approval to the R&D steering group;
- R&D steering group will evaluate and approve the projects. The Rector concludes an agreement of compilation of applied research with the research group, which will serve as a basis for conducting of the applied research;
- the researcher in charge submits the completed research or a written intermediate summary of a longer-term research to R&D steering group;
- the research group presents the completed research at the information meeting.

The specific R&D actions and the expected results are provided in the Action Plan and their performance is analysed twice a year in the Rector's Office (in January and August), in the meetings of Chairs (in June and December) and once a year, in the College Council, in the Advisory Body and in the Annual Activity Report.

The results of R&D activities, results are presented to the employers in Curriculum Council meetings, seminars, conferences and in professional journals.

#### **Results and analysis:**

- 1) in the year 2008 an R&D Steering Group was formed - a working group to coordinate the applied research activities of the College (including confirmed research areas and projects, participates in applied research presentations, provides an assessment to the completed applied research and elect the best applied research of the academic year), development activities, creative activities, research and innovation activities;
- 2) on the initiative of the College academic staff, the following cooperation networks have been formed to carry out R&D activities:



- an internal organisational cooperation network of lecturers to develop new curricula and conduct applied research to improve the quality of studies;
  - an internal organisational cooperation network of lecturers and students to engage students in research activities and to ensure the quality of the graduation theses;
  - an external cooperation network in order to keep abreast of the needs of society and the labour market;
- 3) a cooperation network has been established with the manufacturing and trading companies to develop educational activities and solve problems arising from entrepreneurship and/or to offer new solutions;
- 4) the total volume of the academic staffs publications and applied research and the volume per one full-time lecturer in the years 2008-2013 has been a growing trend (see Figure 21);
- 5) in the framework of the projects, several international research projects have been carried out ([The applied research conducted in the College](#));

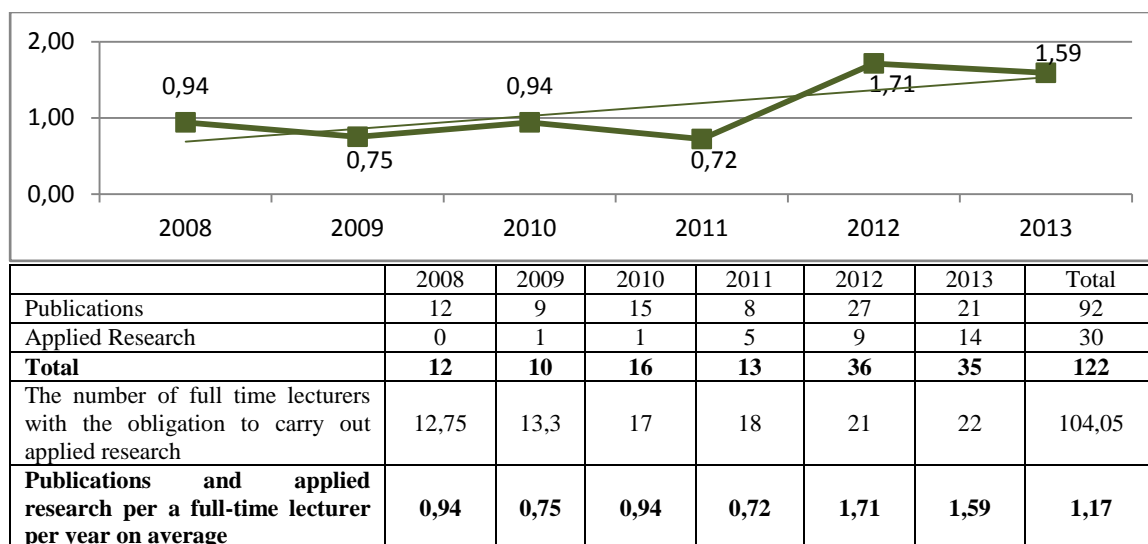


Figure 21. Publications and applied research per a full-time lecturer

6) the College has compared the number of publications with other institutions of professional higher education in Estonia on the basis of the data of ETIS ([review of the publications registered in ETIS](#)). As for the number of publications per lecturer, the College ranks fifth among the institutions of professional higher education with its nine publications (the average is 7,9 publications). The College has no higher level (e.g., 1.1) publications, which on the other hand has not been set as a target for the institutions of professional higher education who do not teach on the Master's level. For development of the areas taught and to meet the expectations of society, the College must encourage the research and development work of the academic staff.

### 3.1.2 Investigation and consideration of social and labour market needs in R&D planning activities

In planning of R&D activities the resources of the College and the goals set in the Development Plan are taken into account and their performance is measured. In addition, national and sectorial strategies and stakeholder expectations are taken into account. According to the agreement reached in RKRN, development of new curricula arising from the needs of the working life is deemed to be R&D activity.

The information necessary for planning R&D activities is obtained from the Curriculum

Councils, employer and alumni feedback surveys, from participation in the work of trade and professional associations, from participation of the academic staff in the working groups of development plans and strategies, involvement of practitioners in learning activities, lecturers' training at the enterprises/institutions and from the continuous exchange of knowledge between enterprises/institutions and the College.

### **Results and analysis:**

- 1) in the year 2010, the curricula of a Software Development and an Administrative Assistant and in the year 2013 the curriculum of Business Information Systems Management were opened due to the needs of the labour market;
- 2) in collaboration with trade and professional associations, employers and other stakeholders, the Chairs have identified the development needs of the labour market and the research areas meeting the expectations of the stakeholders (Business and Administration, IT and Social Work) that are approved in the R&D Strategy. For example, as a result of the commercial area network, lecturers have carried out eight researches and two researches are ongoing (in the field of customer service and sales for the shopping center Põhjakeskus, for Rimi Eesti Food AS, etc.) ([The applied research conducted in the College](#));
- 3) considering the needs of the labour market, using the existing competencies and infrastructure of the College, creation of the know-how centre of social and care work, accounting and commercial areas have been started;
- 4) in order to identify training needs, with the help of the studies on the career paths of the alumni and other studies the expectations of society and the labour market have been figured out, which has also been taken into account in planning the R&D activities.

### **Development activity of R&D performance**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Supporting the development of the College with applied research	Every year eight applied researches have been completed and 10 scientific publications published.
Supporting of the activities of enterprises/institutions with applied research	In cooperation with employers and professional associations during the development plan period at least 15 applied research projects have been carried out.
Involvement of enterprises in financing of R&D activities	3 collaborative projects have been initiated and 5 cooperation agreements have been signed for conducting applied research with financing from enterprises.

## **3.2 R&D support processes**

### **3.2.1 Functioning of the R&D support system**

For implementing the R&D goals set in the Development Plan, there is an effective support system present, which includes a library, learning laboratories, ICT and digital equipment, software, and the support personnel supporting the use of them. The working time of the teaching staff scheduled for R&D activities and involvement of the students in the research and development activities is also deemed as a R&D resource. The material resources necessary for R&D activities have been described in the subsection on learning and working environment of the Development Plan. Performance of the operation of support systems is measured by the number of publications and applied research (see Figure 21),

by employee satisfaction with the opportunities of involvement in research and development work and by the resources in the library (see Table 32), if necessary, improvements are introduced.

### Results and analysis:

- 1) on planning the workload of teaching staff ("Bases for Calculation of the Workload of Teaching Staff" ([est](#), [eng](#))) the needs of R&D (11,8% of the total work time has been annually allocated for R&D activities) are taken into account;
- 2) for the lecturers of the College, 200 hours of working time has been allocated for doctoral studies; in case of Master's studies, the paid time off is granted in accordance with the teaching schedule. For completion of degree studies, employees have been allocated additional paid time off;
- 3) lecturers have the option under the "Procedure of application for a free semester of the teaching staff" ([est](#)) take one semester free of all duties within five years for performing R&D activities.
- 4) lecturers have the option, on approval of the Head of the Chair, to design their working time flexibly and to participate in international cooperation projects. For example, in recent years, lecturers participated in the following European Regional Development Fund Interreg IIIA Programme projects: "Information network of Vocational Training and Working Links" and "Development of International Education Platform FITIM (Food Industry and Trade International Management)", and in the Central Baltic Interreg IVA Programme projects, "Central Baltic Innovation Tools For Practice" and "Innovative Solutions in Care of Elderly Citizens Living at Home" and the Leonardo da Vinci program of co-operation and innovation transfer projects Eurament, SESAMO and MEET. In the framework of the Nordplus program, academic staff participated in the project "Functional Innovative Tools for Learning" and in several mobility projects;
- 5) the College has signed 26 contracts and agreements with employers and enterprises for conducting applied research, student internships and academic staff on-the-job trainings: For example, AS Rakvere Haigla (Hospital), Rimi Food Eesti AS, Rakvere Põhjakeskus, Bauhof Group AS, Jeld-Wen Eesti AS, etc., and the program Erasmus collaboration partners;
- 6) in the library academic staff and students are counselled on the use of databases (EBSCO, SAGE) and on search, selection and ordering of educational and scientific literature;
- 7) lecturers of the subjects of the research, the educational technologists and IT lecturers have provided methodological and education technological support for performance of R&D activities, e.g., on preparation and shaping of digitised study materials, designing of the learning environment/courses and the like; R&D technical support is provided by the IT specialists;
- 8) employee satisfaction with the opportunities of involvement in research and development work and with the resources in the library is stable and somewhat higher than the average of the comparison institution of higher education (see Table 30).

Table 30. Employee satisfaction with the opportunities of involvement in research and development work and with the resources in the library in the period 2009-2013 (5-grade scale)

		2009	2010	2011	2012	2013	
Opportunities of participation in the research/development work	our school	3,75	4,25	3,56	4,14	3,94	
	other schools		3,82	3,74			
Resources in the library	our school	4,46	4,67	5,00	4,67	4,75	
	other schools		4,43	4,40			

### 3.2.2 Sources of funds necessary for the development of R&D and the strategy to support the acquisition thereof

For the development of R&D, the College has used the state budgetary funds and the funds from revenues from economic activities and project based funding through various programmes. According to the Statute, institutions of professional higher education have the obligation to carry out the R&D activities, but these activities are not financed by the state. Planning the finances is based on LVRKK financial planning, IT and R&D strategies, Development Plan and budget.

The responsibility for purposeful use of resources lies on the Rector and the Administrative and Financial Director, the responsibility for acquisition thereof lies on the head of structural units in accordance with the activities of the Development Plan.

The availability of resources for carrying out R&D activities (applied research, project work) has been evaluated previously and additional funding is sought from various Estonian and European programmes. Funding of R&D activities from various programmes and projects has through the years been dependent on funding opportunities, but relatively stable (see Table 31);

#### Results and analysis:

- 1) the College has been involved in long-term programmes, such as Primus, BeSt, Erasmus, Leonardo da Vinci, Interreg and Nordplus, which through resources from additional funding has supported conducting the R&D activities. With the support of these programs three international applied research projects, e-learning materials have been completed and various conferences have been conducted (8), including international conferences (4);
- 2) with the support the projects funded by the measure of upgrading the educational infrastructure of professional higher education, commerce, social services and care work teaching labs and a video conference room have been created (see Table 17);
- 3) from the year 2013, for full-time teachers has been allocated annually 200 hours for R&D activities, including 150 hours for applied research. The working time allocated to the lecturers for R&D activities has over five years been in a growth trend and has been calculated into the workload and the monthly paid work;
- 4) the budget of the College consists of the state budget funds and from revenues from economic activities. For financing R&D activities, the College has applied for and also received additional funding from EU structural funds and programmes. The proportion of R&D of the budget of the College in the years 2009 to 2013 was in the range of 8,3% to 23,6% (see Table 31). The proportion of the year 2012 resulted mainly from the additional financing received from the EU projects.

Table 31. Proportion of R&D of the budget of the College (in euros and in %)

Financing	2009	2010	2011	2012	2013
Budget (including state budget funds + the proceeds from the economic activities)	1 530 233	1 392 900	1 238 771	1 572 896	1 549 709
including R&D resources	28 300	32 450	28 500	48 737	60 955
Targeted financing instruments for R&D activities	107 913	167 696	197 232	421 768	140 577

Budget + targeted financing instruments for R&D activities	1 638 146	1 560 596	1 436 003	1 994 664	1 690 286
Total R&D resources	136 213	200 146	225 732	470 505	201 532
<b>Proportion of R&amp;D of the budget</b>	<b>8,3%</b>	<b>12,8%</b>	<b>15,7%</b>	<b>23,6%</b>	<b>11,9%</b>

### 3.2.3 Participation of the College in different R&D networks

The College values the participation in both internal as well as external networks. Participation in different networks supports the objectives of the College and the professional development of the lecturers and provides an international experience. Networking raises the competitiveness of the areas taught in the College and ensures the quality and comparability of the curricula;

#### Results and analysis:

- 1) all curricula participate in networks, half of them in international networks:
  - Curriculum of Administrative Assistant AGEFA PME Mobilité. AGEFA PME is leading an ERASMUS CONSORTIUM and coordinating the AGEFA MOBILITE Network, a European network with already more than 10 European countries dedicated to mobility in initial VET, both in Secondary and Higher Education (Academic mobility, work placement, etc.);
  - Curriculum of Social Work European Association of Schools of Social Work (EASSW) brings together over 300 different schools, universities and tertiary education institutions supporting social work education. EASSW promotes the development of social work education throughout Europe, encourages international exchange and provides forums for sharing social work research and scholarship. Council of International Fellowship (CIF) is an organisation that provides the opportunity for international studies and exchange of professional experiences to persons dealing with serving people (social workers, care workers, youth workers and other professionals who are working in similar professions); The Network of promoting of children's mental health of the Ministry of Social Affairs;
  - Curriculum of Business Management Business Game Network has been created in framework of the M.E.E.T. project (Management E-learning Experience for Training secondary school students) – Lifelong Learning Programme – Leonardo da Vinci – Transfer of Innovation. LLP- LdV-TOI-10-IT-560. The Business Game is a serious game simulating the management of a virtual company acting in a competitive market. The game deals with a competition and the teams involved are in charge of running a company;
  - Curriculum of Accounting The European Accounting Association (EAA) aims to link together the Europe-wide community of accounting scholars and researchers, to provide a platform for the wider dissemination of European accounting research and to foster and improve research in order to ensure the development and the promotion of accounting as well as the improvement of the teaching skills;
  - Curriculum of Commercial Economics: network of the vocational teachers in the commercial area;
  - IATEFL (International Association Of Teachers Of English as a Foreign Language);
  - Estonian Association of Teachers of English (EATE) - links and supports English language teachers in Estonia;
- 2) as an institution, the College participates in the following networks:

- RKRN - the Council's goal is to develop in Estonia professional higher education taking into consideration the internationally established standards and to participate in the formation of the Estonian education policy;
- EAAVE - the Estonian Association for Advancement of Vocational Education is a voluntary organisation founded on the principles of uniting independent individuals and public interests in an association that has as its goal the development of higher quality Vocational Education in Estonia through effective teamwork between special interest groups and the communities they serve;
- EURASHE - the goal is to protect the provision of professional higher education, to consistently stress the importance of professional higher education and to improve the level of the education offered;
- ESN - network supporting exchange students, which assists students in integrating in the environment of Estonia;
- TET Network - Network of Health Promoting Jobs of Estonia, with the aim of uniting of the professionals of different agencies, organisations and businesses to share good practices, supporting of organisations in the development of work environment and raising the workers health awareness and better prevention of occupational diseases, occupational safety and work-related illnesses in the workplace;

3) six employees are involved in the networks related to the development of the areas of higher education in Estonia: for example, the RPL network, e-learning network etc.

### **3.2.4 Modernisation and the effective use of R&D infrastructure**

The College is updating and developing its learning and work environment to achieve the effectiveness of R&D and sustainable development of specialties. The objectives of the modernisation of the learning and working environment, including the R&D infrastructure are defined in the Development Plan and are based on the objectives of the College including the objectives of the curricula, in-service training, retraining and applied research. The use of the lecture rooms and laboratories has been fixed in the timetable (in the SIS), the library may be used in addition to membership also by the residents and alumni of the region. In order to ensure the efficiency of using the infrastructure, the College enables the use of their premises for the co-operation partners: for example, in the laboratories of commerce and social services and care work as well as in the computer classes, field-specific trainings etc., are carried out. To modernise the infrastructure, state budget resources, income from economic activities and the funds of the European structural funds are used (see Section 3.2.2).

#### **Results and analysis:**

- 1) the College has applied for and received funding for upgrading educational and R&D infrastructures (see Table 17);
- 2) in 2010, fibre optic light cable was installed, which resulted in a notable speeding up of the Internet connection; in 2012, video conferencing and lecture recording systems were acquired, modern social services and care work training laboratory enabling the diversification of educational opportunities, including practical training and conducting of applied research was built, in 2013, a modern commerce learning laboratory was furnished;
- 3) the College has the best library in the region equipped with educational resources in the economic and social fields; The number of scholarly publications in the College library has been shown in Table 32, it also includes the College textbooks as they contain the part of didactics;

Table 32. The number of scholarly publications in the College library

	Titles	Copies	including in a foreign language
College textbooks	852	4092	1017
Books concerning research methods	53	306	52
Collections of articles	277	604	36
Total	<b>1182</b>	<b>5002</b>	<b>1105</b>

4) for carrying out R&D activities, the college has the appropriate infrastructure and material and technical basis (see Section 1.3.3).

### Development activities of R&D support processes

The planned development activities	The expected result in 2018
Allocating the time and resources for R&D activities	High quality publications and applied research.
Participation in international cooperation networks	Each curriculum participates in at least one international cooperation network.
The use of teaching laboratories for development work and applied research	In cooperation with the enterprises/institutions new social services and sales technologies (4) have been developed.
Fitting of the laboratory of software development and digital solutions.	The modern digital technology is applied to learning and teaching in the existing curricula.

### 3.3 Supervision of student papers

#### 3.3.1 Student involvement in research or creative work and survey of their satisfaction with the supervision

Students are involved in research work in the form of research of the graduation theses and mini research in the final examination procedure. The subject of Research Methodology has been introduced into all curricula. In order to achieve the learning outcomes of the subject, each student prepares a research project/plan. In the second year (in the specialty of Business Management, in the third year) the student compiles a course paper, that demonstrates their basic knowledge of research work. For graduation from the College, students can choose either the graduation theses or the final exam. The students performing the final exam shall also carry out by a mini research in order to apply their research related knowledge and skills. The research topics /areas supervised by the College lecturers are provided in the learning environment Moodle. Every autumn, the leading lecturers of specialties organise meetings for students with their potential supervisors who will then present the possible research topics in their areas. An elective (Problem Solving Methods) “Problem solution Creative work methods” has been created for generating new ideas for research papers. The students choose the research topic on the basis of the agreed research directions and together with the supervisor they sign the graduation thesis statement. The responsibility of the supervisor and the student is governed by “The good practice of the supervisor and the supervised” ([est](#)). Students are involved in applied research carried out by the lecturers and have jointly published publications.



## Results and analysis:

- 1) in the year 2007 the graduation thesis process was described, it has continued to be regularly updated and modernized;
- 2) since the year 2007, compilation of graduation thesis is supported by “The Instruction of Written Papers“ ([est](#)) which was thoroughly updated in the year 2012;
- 3) in the academic year 2012/2013, the volumes of the graduation theses of all the curricula were harmonized (8 ECTS);
- 4) from the year 2008, chairs issue collections of the best research papers in which the graduation theses of 10-15% of graduates are published;
- 5) since the year 2008, [seven RKRN scholarships](#) are granted for the best graduation theses with a view to enhance applied research carried out by students of institutions of professional higher education, to stimulate the students' activity in compilation of creative and applied projects and to recognise the students who have achieved outstanding results. In the year 2012, a student of commercial economics Liis Pihu in the framework of Logistics Seminar 2012 won the essay contest with the research work "Sustainable Shopping Activity in the Estonian Retail Industry".
- 6) since 2013, the College has been participating in the competition of accounting research to develop cooperation with professional organisations, and to recognise the graduation theses compiled in the topics related to accounting with an interesting or innovative approaches. The competition is organised by the Ministry of Finance, the Board of Auditors and the Association of Estonian Accountants;
- 7) since the academic year 2011/2012 feedback has been collected regarding the supervision and defence process of graduation theses. Regarding all the criteria, satisfaction has been consistently high, on a four-grade rating scale, in most of the criteria of more than 3,6. The clarity of the instruction for compilation of written papers and the questions of the defence committee was assessed with the grade 3,5 (see Figure 18). The least satisfaction was with the clarity of the assessment criteria (3,36) in the academic year 2013/2014). The evaluation of the supervisor's competency has been 3,8 in all the academic years (see Figure 22).

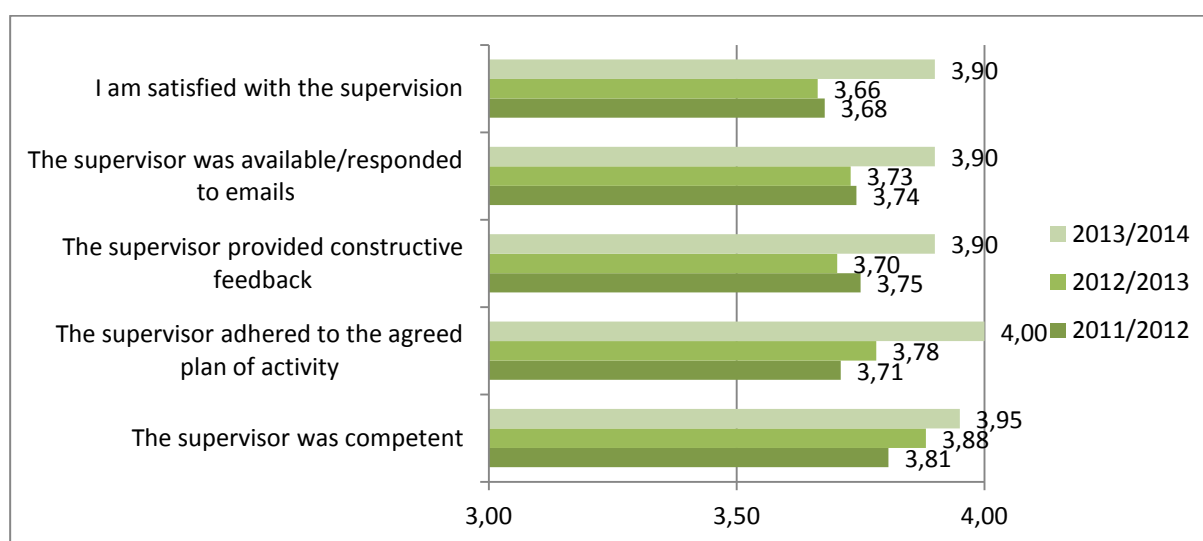


Figure 22. The evaluation of supervision of the graduates (4-grade scale)

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

The professionalism of the supervisors, the balance of efficiency and work load ensures the quality of research papers and the efficiency of graduation of the College. Most of the graduation thesis supervisors have Master's degrees or an equivalent qualification. In addition, the supervisor may be a specialist with a specialty higher education and professional experience (preferably in their area of expertise) if the topic of the supervised requires it. Supervision of the graduation theses is fixed as tasks in the job description of the lecturer and the assistant.

The work load of the supervising of the teaching staff is defined with the "Bases of Calculation of Workload of Teaching Staff" ([est](#), [eng](#)). A full-time lecturer has a responsibility to supervise 10 theses (120 hours), an assistant has a responsibility to supervise 5 theses (60 hours). The higher education graduation theses are reviewed, a full-time lecturer reviews at least 10 theses per year.

#### Results and analysis:

- 1) in 2009, the learning outcomes and the evaluation criteria of the mini research of the final exam and the graduation paper were described, and are reviewed and if necessary, updated annually;
- 2) supervisors of graduation theses are provided with supervision trainings on a regular basis. For example, in 2010, a supervision training was held with a view to harmonise the supervision skills, attitudes and perceptions of the supervisors of graduation theses. For increasing the supervisors' professionalism, continuous training is provided: for example, courses "Quantitative and Qualitative Research Methods" (2011)", "Narrative Study", "Academic Writing", "The Combined Methodology in Research" (2012), "Development of Educational Technology Competence of the Teaching Staff", "Academic English" (2013, 2014);
- 3) a variety of courses such as "Ethics in the Conduct of Research" (2010), "Student Supervision and Giving Feedback" (2013) and others have been passed within the framework of the program Primus;
- 4) lecturers supervise and review undergraduate and postgraduate papers also in other institutions of higher education and contribute to the work in the defending committees: for example, in Tallinn University, Tallinn University of Technology, etc.;
- 5) also representatives of employers supervise research work or operate as advisors;
- 6) 99% of students graduate within the standard period;
- 7) a total of 181 students have graduated with *Cum laude* within the last five years (2009-2013).

### 3.3.3 Directing students to identify and avoid plagiarism

Avoidance and proceeding of plagiarism and penalties thereupon are defined in the Study Regulations, in the Instructions for Written Papers and in the Procedures of Managing Academic Fraud and Inappropriate Behaviour in Lääne-Viru College ([est](#), [eng](#)). Developing in the students the principles of protection of a human being and their intellectual property is a continuous process. During the entire period of study, the student learns how to use the materials developed by the authors based on the rules of protection of intellectual property (referencing, quoting, abstracting, etc.). The issue of plagiarism and the ethical aspects of research are covered with the subject of the research methodology already in the first year. In the student papers compiled in the College as well as throughout the entire educational

process, attention is paid to ethical principles. The Internet pages allowing to check for plagiarism are listed in the Instructions for Written Papers and the students are enabled to exercise a self-check.

### **Results and analysis:**

- 1) in 2013 was introduced "Procedures of Managing Academic Fraud and Inappropriate Behaviour in Lääne-Viru College";
- 2) in the module "Research methodology" of the curricula, the students have acquired the knowledge related to copyright and data protection issues as well as to the research ethics;
- 3) the Ethics Commission has not received any report of violation of academic practices and in the last five years no students have been ex-matriculated due to plagiarism.

### **Development activities of supervision of student papers**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Increased student involvement in lecturers led applied research	Increased student research and collaboration experience.
Increased involvement of external supervisors in the supervision process of graduation theses	Research with more diverse range of subjects and more topical issues.
Development of the research and supervision skills of the academic staff	Students' satisfaction with the graduation thesis supervision procedure is continually 3,8 (4-grade scale).
	Implementing plagiarism checking software <a href="#">Kratt</a> .

## 4 SERVING SOCIETY

### 4.1 Popularisation of the areas of activities of the College, and participation in development of the society

#### 4.1.1 System for popularisation of the activities of the College

The task of the College is to inform the public of its activities, to provide the paid services arising from its core activities to the extent and in the manner provided by the Statutes, to organise conferences, seminars and other events and to participate in the formation of the Estonian social and economic policy. Due to the Development Plan, the aim of the College as a socially responsible organisation is to contribute to development of the welfare of the community with the activities of popularising the core activities, in-service training and retraining and directed to the public to promote and maintain the reputation and the position of the College in the higher education space of Estonia.

The activities of popularising of the College are defined in the Development Plan and the Action Plan, which is based on, inter alia, on the in-service training, retraining and marketing strategy. The popularisation activities are supported by the centre providing in-service training and retraining and advisory services based on the needs of the region located at Rohuaia Street 12, Rakvere, which enables lifelong learning and advisory services to various stakeholders. In addition to the above, popularisation is also supported by the chairs and other structural units, as well as NPO Mõdriku Development Association and NPO Entrepreneurship Theatre created on the initiative of the academic staff. In order to popularise the activities, the College cooperates with different target groups and stakeholders and students are involved in organising events. Community-oriented activities are disclosed on the website and in the media.

#### Results and analysis:

1) the activities of the College is reflected in the different media channels. College staff has published professional articles in magazines and newspapers, including articles popularising the College (see Table 33);

Table 33. Covering of the activity of the College in the media and popular science articles

	2009	2010	2011	2012	2013
Covering the activity of the College in the media					
Nationwide publications		1	1	2	10
Regional publications	3	2	2	4	13
Specialty and Other Publications		1			3
Popular science articles published in the media by employees of the College					
Nationwide publications	1	3		1	1
Regional publications				2	
Specialty and Other Publications	4	1	7	3	6

2) the College has participated in fairs, showcasing the specialties and learning opportunities. Participation has a growing trend, because in addition to the annual national fairs “Teeviit” and “Orientiir”, the College has participated from 2011 in information and career fairs of Lääne-Viru County and other counties and in the conferences of RKRN;

3) the College is organised annually the days introducing the specialties to students of other schools, in which have annually taken part an annual average of 100 students all over Estonia;

4) the College has hosted a regional career event “Tööviit” (Career Signpost) with the

institutions of higher and vocational education of Lääne-Viru and Ida-Viru Counties presented their educational programs and continuing education courses to high school students and other interested people;

5) for two years the College has in the framework of the "Global Money Week" organised trainings of the teachers of economy and the financial literacy trainings of students of secondary schools of the County;

6) the College has organised 11 business plan competitions, including five international competitions;

7) from the year 2008 onwards, the College has participated in the campaign "Conscious Choice" popularising the institutions of professional higher education in the secondary schools of general education. With the decision of RKRN, the campaign "Conscious Choice" has temporarily been suspended in order to develop a new strategy;

8) by participating in the work of the ESF project "Increasing the Supply of Qualified Labour, 2007-2009" three lecturers of the College provided career counselling services in various counties;

9) when popularisation of the specialties taught in the College, lecturers and students have been visiting secondary schools. In the year 2013, 65 schools were visited, entire Estonia was regionally covered;

10) in the year 2011, the College in cooperation with RKRN participated in the Estonian Public Broadcasting television series "School Test" introducing in professional higher education which is rerun also in the year 2014;

11) since 2001 the College has been offering the preliminary vocational training in five secondary schools of the County in the specialties of business administration, sales, secretarial work and teaching in-depth course of economics;

12) the alumni are involved in popularising the College through various events: alumni reunions at the anniversaries of the College and in specialty days, celebrations of Walpurgis Night in the county ("Krambambuli"), etc., but alumni involvement could be more active;

13) the number of students admitted and the competition has been stable over the years (see Table 2 and 22).

#### **4.1.2 Employee participation in professional and trade associations and as experts in public advisory and decision-making bodies**

The College is a cooperation partner to trade and professional associations, contributes to the work of advisory and decision-making bodies and to shaping national and regional strategies (development of higher education and vocational education, Development Plan of Vinni Municipal Council, Development Plan of Lääne-Viru County, etc.). Employees participate as experts in public advisory and decision-making bodies.

#### **Results and analysis:**

1) the College staff have participated as experts in public advisory and decision-making bodies, contributing to national and/or regional development work; 45% of the lecturers are members of trade and professional associations and participate in their work ([academic staff participation](#));

2) the College management and academic staff have in addition to their core tasks been involved in duties of social life (e.g., the care worker specialty coordinator belongs in Rakvere City Council and the Social Affairs Committee, the Rector manages the work of the Cultural and Educational Committee of Vinni Municipal Council, etc.), resulting in an increased coherence between local authorities and the enhanced exchange of information and cooperation opportunities in the region of operation of the College. The number of

participants in the local authorities and associations in 2009-2013 was stable (8-12 participants).

#### **Development activities of the popularization of the areas of activities of the College and participation in the development of the society**

<b>The planned development activities</b>	<b>The expected result in 2018</b>
Introduction of the core activities and the results of the College to stakeholders through various channels of information.	Admission campaign has been annually organised according to the needs of the target groups at national and local information events (10), the press (12), and through modern information technology solutions. Alumni are involved in marketing activities.
Social development and supporting the development of community members.	Seven non-formal education courses have been organised annually for target audiences. Conferences, fairs, public lectures, etc. (15 events per year) have been carried out.

#### **4.2 In-service training and other educational activities aimed at the general public**

##### **4.2.1 Definition of objectives and planning in accordance with the needs of the target groups and the capabilities and objectives of the College of in-service training**

The College has a centre providing in-service training and retraining and counselling services based on the needs of the region which enables lifelong learning and counselling services to various stakeholders.

The Centre of In-service Training and Retraining is guided in setting targets and in its activities by the statutes of the institution of applied higher education and of the statute of the centre, the Development Plan, a strategy for lifelong learning, the Adult Education Act and the instruction material "Quality Assurance of the Adult Continuing Education Authorities for Adult Continuing Education Institutions."

Development of in-service training courses and organisation of training courses is based on the document "The Forms and the Procedure of Conducting In-service Training and Retraining" ([est](#)). In-service training courses are carried out as state-commissioned education of the ESF program "Adult professional in-service training and development activities", in the framework of the procurement of the Estonian Unemployment Insurance Fund, as paid courses specially commissioned from the College and the as free training courses, which are conducted for the purpose of popularising the College. In-service training is offered in all the curriculum groups. In addition, advisory services are offered with the aim of supporting the development of residents and organisations in the region.

In the view of enhancing the opportunities of vocational, special and professional knowledge and skills, new curricula are developed and the existing ones are complemented based on the recommendations of the employers. Curricula are drawn up in collaboration with the academic staff and partners on the basis of the topical issues of the areas, needs of the stakeholders (including alumni) and the training wishes. The in-service training curricula are reviewed twice a year and adjusted according to the needs and expectations of stakeholders.

To enhance the quality of the in-service training and retraining courses, representatives of trade and professional associations and involved in the conduct of the courses. To improve

the availability of trainings, flexible training options are used; in addition, e-courses are offered. On creation of equal opportunities for in-service training and retraining courses, trainings are also offered to people of other mother tongues as well as to people with special needs. For organisation of project-based trainings, cooperation is carried out with the MER and the Estonian Unemployment Insurance Fund.

For developing a partnership the College participates in various national and international projects (e.g., ESF).

Performance of the objectives of the in-service training courses is analysed twice a year, but they are adjusted once a year according to the stakeholders' expectations when preparing the next year's Action Plan.

### Results and analysis:

1) the volume of the in-service training and retraining courses and the number of participants (see Table 34) has been stable over the period 2009-2013, but the sales revenue has decreased (29% compared to the year 2012) because in the conditions of adjudication, training prices have fallen about 14%;

Table 34. In-service training and retraining courses 2009-2013

	2009	2010	2011	2012	2013
Number of courses	60	46	57	40	55
Number of participants	760	543	657	492	555
Training hours	4 560	2 822	3 790	3 784	3 431
The volume of training hours per participant	6	5	6	8	6
Human hours of trainings	54 648	31 428	43 308	39 074	34 621
Sales revenue Total (€)	264 316	99 560	181 842	183 370	130 513

2) number of in-service training courses by clients has been changed significantly (see Figure 23): from 2010, the number of the trainings of the Estonian Unemployment Insurance Fund was reduced four times and in 2011 the number of state commissioned education courses reduced six times, which was due to the fact that the ESF program period was coming to an end and people with low levels of education (basic school or even lower) and training of unskilled workers became the priority target groups. Although funding for the state commissioned education and the Estonian Unemployment Insurance Fund decreased significantly, the proportion of paid training increased in 2013, accounting for 56% of the number of trainings;

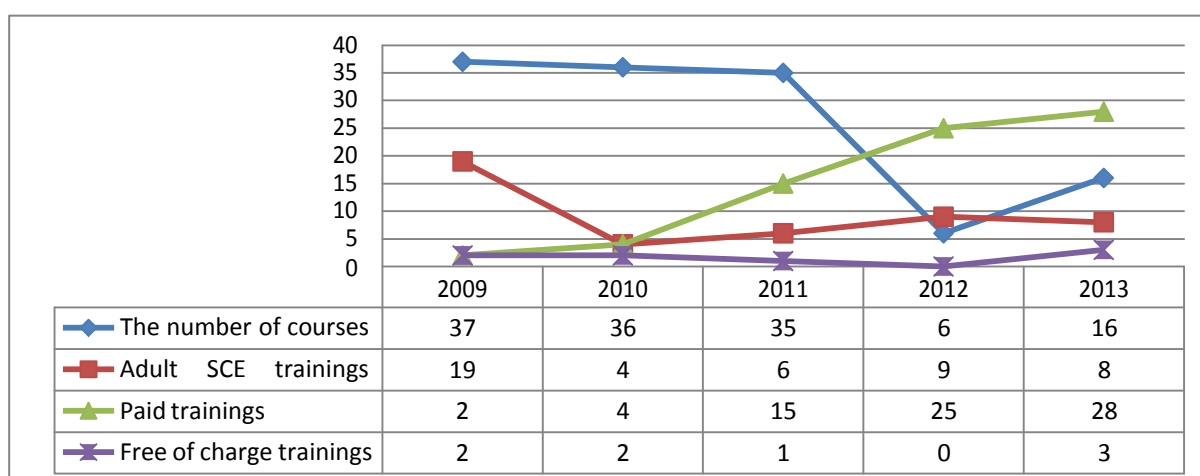


Figure 23. The number of training courses by orders in 2009-2013



3) the College has supported the enhancing of the academic staff in conducting in-service training, involving 2/3 of the total academic staff (see Table 35);

Table 35. The number of participants in in-service training per full-time academic staff

	2009	2010	2011	2012	2013
Number of lecturers	23	28	26	28	28
Number of participants per full-time time lecturers	33	19	25	17	19

4) the College has been offering counselling services (psychological, debt, finance, business), and practical assistance to legal and natural persons and private individuals (see Table 36).

Table 36. Counselling services between 2009-2013 in hours and sales revenues in euros

Counselling services	2009	2011	2012	2013
Psychological counselling	386		268	658
Debt counselling		486	139	541
Family counselling			6	4
Support person services				6
Financial and entrepreneurship counselling			32	46
Sales revenue (€)	9 866	15 182	8 697	26 066

5) in the year 2010 two free of charge training courses were conducted for the purposes of advertising of new training courses;

6) in the years 2011- 2012 within the framework of the ESF project “Implementation of new collaboration models in development of Commercial Economics curriculum” 60 hours of free in- service training courses for 163 participants were conducted;

7) in the years 2009-2013, seven training were conducted for people of with another mother tongue than Estonian, and one training for people with special needs;

8) in the years 2011-2013 joint summer schools with cooperation partners took place (3).

#### **4.2.2 Satisfaction survey of the participants of in-service training courses and the use of the results in the improvement activities**

The satisfaction of the participants of the in-service training courses is examined regularly. At the end of the training course, participants are asked to provide feedback on the organisation and content of the training, on the competence of the lecturers and the training wishes. In organisation of new courses, improvement proposals made are taken into account.

#### **Results and analysis:**

1) the satisfaction of the participants of the training has been high, on the estimates that the trainees, the training rooms are spacious and their equipment meets the modern requirements, training sessions are conducted by experienced lecturers who use a variety of active learning methods and thematic hand-outs (see Table 37);

2) based on the feedback, the volume of practical work was increased, which is supported by the new training laboratories;

3) as a part of the Adult Learners' Week, in 2009-2013 informal training sessions were conducted, but based on the feedback the demand for them is greater;

Table 37. The satisfaction with the in-service training in the 2009-2013 (5-grade scale)

	2009	2010	2011	2012	2013
Satisfaction with the training facilities	4,6	4,8	4,8	4,7	4,8
Satisfaction with the teaching materials	4,6	4,7	4,6	4,7	4,7
Satisfaction with the structure and time use of the training	4,5	4,7	4,6	4,5	4,7
Satisfaction with the teaching methods	4,6	4,7	4,7	4,6	4,8

4) on the proposal of the participants of the training, new curricula were developed in the academic year 2011-2012: "Designing the display of goods", "Designing of the shopping environment", "Modern sales technology techniques", "Practical care work and drug education", "Assisting a demented elderly patient", "Assisting and care for an elderly patient with a mental disorder", "Document Management and Human Resources", etc.

#### **Development activity of in-service training and of the educational activities aimed at the general public**

<b>The planned development activities</b>	<b>The expected result</b>
Organisation of in-service training and retraining, counselling, and incubation services	The volume of in-service training and retraining in man- hours is stable ( $\geq 30,000$ man-hours).
	Counselling services have been offered in eight areas.
	Incubation service has been introduced, eight incumbents have been serviced.
	The number of training courses targeted and conducted for mid-level professionals is in an upward trend.
	For development of the key competencies of adults, including the elderly, four curricula have been updated and one new curriculum has been developed. Three trainings of developing of key skills have been conducted annually.
Involvement of foreign lecturers and obtaining various funding sources for conducting in-service training and retraining courses	In conducting in-service training courses, foreign lecturers from other institutions of higher education (2) are involved.
	For provision of in-service training and retraining courses for different target groups have been used a variety of sources: Estonian Unemployment Insurance Fund, the MER, EU structural funds and others.
	Seven non-formal education courses have been annually organised for target audiences.

### **4.3 Other activities aimed at serving society**

#### **4.3.1 Targeting and evaluation of the activities aimed at serving society and planning of improvement activities**

Social development work and supporting the development of community members is defined in the Action Plan, in the subsection targeted towards serving society. Planning of activities to serve the society is based on the objectives and the competencies of the College and on the needs of the target groups. The activities carried out, participation therein and

satisfaction with them is assessed on a regular basis (at least twice a year), and consequently improvement activities are planned.

### **Results and analysis:**

1) the College has organised an average of 7 academic events per year (public lectures, conferences, information days, etc.). Examples of the topics of public lectures are: "Woman as the carrier of family values", "Sexuality in older age", "Play Therapy", "(R)evolution in the retail industry" (in English), "Supporting Health in the Workplace", "Marketing & Communications" and others. The topic of the information days has been social entrepreneurship, poverty and exclusion in Estonia, technological aids for elderly care, etc. The social workers' days of the County have been held annually since the year 2002. For popularising informal education and to enhance community work, the College has launched a creative electorate in the framework of which under the guidance of professionals of the area take place lectures as well as open creative space workshops the number of which has a growing trend (see Table 38);

Table 38. Public information events

Type of Event	2009	2010	2011	2012	2013	Participants
Public lectures	3	1	8	3	7	566
Conferences	1	2	2	2	1	938
Information days		1	1	2	1	140
Seminars for the elderly	1		10	9		160
Days of social workers of the County	1	1	1	1	1	206
Open creative space workshops	2	3	4	3	7	220
Women's Inspiration Days	3	2				50

2) within the framework of the Adult Learners' Week, the College has since the year 2002 organised free consultations, such as: "Adult vocational and career counselling", "Detecting learning difficulties", "Provision of financial advice", "Provision of legal advice", "Document and records management", "Drawing a business plan";

3) in the view of popularisation of its activities, the College has been collaborating with various agencies, such as the Lääne-Viru County Government, Rakvere City Government, Vinni Municipality Government, TU Rakvere College, Rakvere Vocational School, Institute for Health Development, Foundation Lääne-Viru Development Centre, Lääne-Viru Municipalities Association, the Estonian Unemployment Insurance Fund, Lääne-Viru County Chamber of Disabled People;

4) the College has supported the initiative and innovative proposals of its membership for project work and organisation of events: for example, under the leadership of the NGO Mõdriku Development Association, 11 public projects have taken place in the years 2006-2014, including two all-Estonian Hobby Fairs for the Elderly.

#### **4.3.2 The contribution of the college into the development of the welfare of the community**

For carrying out activities targeted to development of the welfare of the community, the College uses both budgetary resources and revenue derived from economic activities. Also additional funding is sought from projects and collaboration partners. The membership of the College as well as members of the community have been involved in the carrying out of the events.

## Results and analysis:

- 1) the College has given its premises free of charge for public events and holding meeting of trade and professional associations/societies. The College has helped organise the concluding seminar of Microcredit of the project ETNA (Enterprising Women in Estonia). The College has given its premises for use free of charge to the North Estonian Regional Hospital Blood Centre to conduct donor days. Within five years, the members of the College have donated blood 331 times;
- 2) the library of the economic and social spheres best equipped with the educational literature in the region open to all visitors has carried out cooperation with other institutions of higher education and public libraries, organising information days and a summer workshop for school librarians (Rakvere 2013). The library cultivates a sustainable mind-set, which consists of free distribution copies not necessary for specialised libraries to students, elderly people's homes (e.g., Uhtna and Rakvere and nursing homes);
- 3) students have participated in voluntary activities which are the focus of the Chair of Social Work, to change attitudes, to value the importance of volunteering in civil society and to contribute to social development. Volunteers are participating in the work of the Estonian Food Bank, social care centres, NGO Elukeskus (Life Centre) foster homes, Chamber of Disabled People of Lääne-Viru County. During the period 2011-2013, every student of the specialty of social work has performed at least 156 hours of volunteer work. College students participate as volunteers in Rakvere city and county events, such as the day of people with disabilities, in sports day of people with disabilities, in the Rakvere Night Run;
- 4) in the year 2013, the College donated computers to Vinni Family Home, students and the academic staff have raised money and items for the homeless and animal shelters;
- 5) in Mõdriku manor various concerts, recognition events, etc. have been held. The College participated in the project "Forgotten manor houses";
- 6) the employees of the College who are members of the Lions Club of Rakvere, have collected donations for large families and families in difficulties;
- 7) under the guidance of the academic staff, in the years 2008-2010 10 charitable and social projects compiled by students have received funding from different foundations and have been carried out (for example, "Nightstands made for nursing homes by Tartu Prison inmates", "Small aids for a child with special needs", etc.).

## Other development activities aimed at the general public

The planned development activities	The expected result in 2018
Support of the socio-cultural development of the members of the community	Diverse community work with the support of projects funded.
	College has shared the available resources (library, sports facilities, training rooms and the manor complex) with the community.
	Tours have been carried out introducing the manor complex (10 tours per year).
Increasing the environmental value of the manor complex	To increase the environmental value of the manor complex, NGO Mõdriku Development Association has carried out two development projects.