ESTONIAN ACADEMY
OF SECURITY SCIENCES

SELF-ASSESSMENT REPORT FOR INSTITUTIONAL ACCREDITATION

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ABBREVIATIONS

APEL	Accreditation of Prior and Experiential Learning
ASTRA	Abbreviation for the European Social Fund's "An institutional package measure for R&D institutions and higher education institutions"
ATAK	Civil Service Training and Development Centre
CCE	Centre for Continuing Education
CEPOL	European Police College (Collège européen de police)
CJ	College of Justice
CLIL	Content and Language Integrated Learning
CLSS	Centre for Legal and Social Sciences at ISI
CoRDI	The Committee of Research, Development and Innovation
DCAF	Geneva Centre for the Democratic Control of Armed Forces
DoRa	The doctoral studies and internationalisation programme
EASS	Estonian Academy of Security Sciences
e-catalogue ESTER	The shared online catalogue of Estonian libraries
ECTS	A Credit Point in the European Credit Transfer and Accumulation System
ECVET	Estonian Vocational Education and Training Credit Point
EHIS	Estonian Education Information System at MoER
EICP	Estonian Internal Security Police
EKKA	Estonian Quality Agency for Higher and Vocational Education
ENDC	Estonian National Defence College
EQF	Estonian Qualification Framework
Erasmus+	European Region Action Scheme for the Mobility of University Students
ERC	Emergency Response Centre
ESF	European Social Fund
ETIS	Estonian Research Information System
EU	European Union
eu-Lisa	EU Agency for Large-Scale IT Systems
Europol	European Police Office
FC	Financial College
Frontex	The European Border and Coast Guard Agency for the cooperation between member states in external border management (Frontières extérieures)
HaridusSilm	The public visual educational and research statistics database at MoER
HITSA	Information Technology Foundation for Education
ICT	Information and Communication Technology
InHTK	Centre for Innovative Educational Technologies at EASS
ISI	Internal Security Institute
LC	Language Centre
MoER	The Ministry of Education and Research
MoI	The Ministry of the Interior
MoI IT	IT and Development Centre of the Ministry of the Interior
MoJ	The Ministry of Justice
Nordplus	The Education Programme of Nordic Council of Ministers

PBGB	Police and Border Guard Board
PBGC	Police and Border Guard College
Praxis	Praxis Centre for Policy Studies Foundation
RB	Rescue Board
RC	Rescue College
RCUAS	Estonian Rector's Conference of Universities of Applied Sciences
RDC	Research, Development and Creative activities
RDI	Research, Development and Innovation activities
RKT	State-commissioned education
ROS	Regulation of Organisation of Studies
RTK	State Shared Service Centre
SAIS	Electronic Admission Information System
SELL Games	Abbreviation for the international student games held consecutively in Finland, Estonia, Latvia and Lithuania
SIS	Study Information System
STAK	The internal security development plan to 2020 of the Ministry of the Interior
TCB	Tax and Customs Board
TTHK	Tallinn Health Care College
TTHKK	Tartu Health Care College
TTKK	Tallinn University of Applied Science
WCS	World Championships

1. GENERAL

The Estonian Academy of Security Sciences (EASS) is an **institution of professional higher education in the area of government of the Ministry of the Interior** providing vocational, professional higher education and Master's studies in the area of internal security. The academy also provides continuing training as well as research and development work in the areas relevant to the development of internal security. EASS is unique in Estonia and does not duplicate the curricula in other higher education institutions.

As a higher education institution, EASS is primarily **comparable in the Estonian context to the Estonian National Defence College** (ENDC) that similarly provides instruction from vocational to Master's level. Both the Defence College and EASS are the only educational institutions of the particular subject areas in the country. Another similarity is the fact that both schools function outside the area of government of the Ministry of Education and Research as ENDC is under the jurisdiction of the Ministry of Defence.

The model applied by EASS with **all specialities of internal security studied at the same institution of professional higher education** is unique in Europe. At the same time, the given model has received ample international recognition and a similar approach has been adopted by many countries in developing their respective schools. High-level delegations from Finland (the visit by the Minister of the Interior in May 2017), Norway (Secretary General of the Ministry of the Interior in August 2017) and Albania (Deputy Minister of Internal Affairs in May 2018) have recently visited EASS to learn about the relatively unique model.

1.1. Brief history

The Government of the Republic of Estonia established the **Estonian Academy of Internal Security** on **April 15, 1992**, the name was changed into Estonian National Defence Academy in the following year. One of the primary aims of establishing the academy was the need to train police officers ensuring the national security and order. Considering the small size of Estonia, it was decided to expand the academy's area of activity to cover also the instruction of other specialists and officials of internal security. In addition to the specialities of Police Service and Pre-trial Investigation, the new specialities came to include the curricula of Correctional Officer, Rescue Officer, Customs, Defence Service and Border Guard. In 1998, the curriculum of Population Organisation was opened (replaced by the speciality of Administrative Management in the following year) and the Public Administration College was established including also the speciality of Customs. In the same year, the Government of Estonia decided to end the instruction of defence force officers and the institution was renamed as the Academy of Security Sciences. The speciality of Assistant Judge was opened in 2001 and Taxation in 2002. **The academy merged with the rescue college Väike-Maarja Rescue School and the police college Paikuse Police School in 2004.**

A year later, the Civil Service Training and Development Centre (ATAK) was established at the academy. In 2005, the vocational curriculum Prison Officer was transferred from Tallinn Teachers' Seminar. In autumn 2006, the academy merged with the border guard college Muraste Border Guard School and a new unit of the service dog training centre was established. **In 2010, there are four colleges in the academy: Financial College (FC), College of Justice (CJ), Rescue College (RC) and Police and Border Guard College (PBGC) and the Internal Security Institute (ISI),** responsible for the Master's studies. ATAK was closed in 2015 and the public service training responsibility was taken over by the Ministry of Finance.

The total number of graduates of EASS and the schools joined with it (Police School, Border Guard School and Rescue School) has now exceeded 11,000 – the most important structural units of the internal security of independent Estonia now mainly rely on these people.

1.2. Structure of EASS

The academic structures of the academy include four colleges, an institute and the Language Centre (LC). With the exception of the Language Centre, all the above-mentioned units are in direct subordination to the Rector, the language centre subordinates to the Vice-rector of Academic Affairs. **The support structure includes the support**

service departments, the library and the Centre for Continuing Education (CCE) that are in the area of government of the Rector, Vice-rector of Development or Vice-rector of Academic Affairs. The structure of EASS also includes the governing bodies as the Advisory Board and the Council of the Academy whose composition and tasks are described in Chapter 3.1.2. A more detailed overview of the Student Council and the Alumni Association is provided in Chapters 3.10.2 and 3.12.3.

Figure 1. The structure of EASS since 13.02.2017

EASS work is conducted in four locations: the main study building is in Kase Street in Tallinn, the second study centre of PBGC is in Paikuse and the second centre of RC in Väike-Maarja. The PBGC study centre in Muraste was closed in 2016, however, the service dog training centre of PBGC is still located there.

1.3. Main indicators

The Ministry of Education and Research (MoER) collects the main data on higher education in the Estonian Education Information System (EHIS). Below, we provide a partial extract and comparison regarding the year 2017. The indicators of EASS are compared to the Estonian average indicator as well as those of Estonian National Defence College (ENDC) and Tallinn Health Care College (TTHK) (the latter is not a part of the field of internal security, however, it is similarly based on public demand).

Table 1. The comparison of the main indicators of EASS in 2017 with the Estonian average and respective indicators of ENDC and TTHK.

Main indicators	Estonian average	EASS	ENDC	TTHK
The proportion of students discontinuing their studies in higher education (in the first year of studies), %	21,2	11,6	26,8	11,0
The proportion of students discontinuing their studies in higher education (annual average), %	14,5	9,1	7,8	4,2
The proportion of foreign students among all students, %	9,5	0,2	0,0	0,0
The average salary of graduates of higher education, euros per month	1 351,20	1 694,50	1 886,20	1 264,90
The ratio of the number of students and teaching staff	13,0	9,1	2,8	16,8
The proportion of teaching staff with PhD among all teaching staff, %	52,5	6,3	11,6	5,2
The proportion of students discontinuing their studies in vocational education, %	19,5	10,0	-	6,9
The average salary of graduates of vocational education, euros per month	921,30	1 314,80	1 564,50	805,00

*The Estonian average is calculated as the mean of all higher education institutions, incl. universities, and in case of vocational education indicators as the mean of all schools providing vocational education. *Source: MoER, Haridussilm*

As could be seen in the table above, the indicators of EASS are largely positive in comparison to the average indicators in higher and vocational education in Estonia. It is worth noting the **small proportion of dropouts and the considerably higher salary of our graduates upon taking up their employment**. In the mutual comparison of higher education institutions, the lead is sometimes taken by one school, sometimes by another. However, all three institutions of professional higher education included in the comparison **fall behind the Estonian average in the proportion of foreign students and the ratio of teaching staff with a doctoral degree**. The small proportion of foreign students is largely understandable and objective, especially as instruction in institutions related with the military service and internal security is largely related with state defence tactics, the current defence and internal security forces, local legislation and tax systems etc. The three institutions must make further efforts to include lecturers with a doctoral degree, however, it is also important to consider that compared to universities, **institutions of professional higher education need to include primarily professionals and practitioners of the particular fields.**

An important role for the academy is also played by the **goals of EASS development plan and the respective performance indicators** described in Chapter 3.1.1. The indicators with the achievement levels are discussed in the chapters below. All 21 performance indicators are given in <u>Appendix 1</u>.

1.4. Students and curricula

The number of students has remained relatively stable, fluctuating between 900 and 1000 in the past 5 years. It is related with the changes in the state-commissioned student places (RKT) presented to the academy by The Ministry of the Interior, which will be considered in further detail in Chapter 3.8.1. The gender balance of students has been relatively stable and also optimum considering the specificity of the area. The remaining indicators given in Table 2 are discussed in Chapters 3.8.1, 3.8.3 and 3.10.1.

In the academic year 2018/2019, there are 16 curricula divided between four levels: **1 curriculum in the Master's studies, 5 curricula in professional higher education, 5 continuing training curricula (EQF Level 5) and 5 basic training curricula (Level 4)**. As to the study forms, EASS resorts to **regular studies (studies on daily basis) and distance learning (session-based studies), full-time and part-time studies and since 2018 also on-the-job education.**

In September 2016, the Estonian Quality Agency for Higher and Vocational Education (EKKA) assessed **the quality of the academy's vocational and higher education curricula and, as a result, the academy was fully accredited for the longest possible term. This clearly demonstrates the fact that the instruction of all curricula at EASS complies with the prescribed quality standards.**

Table 2. The number of EASS students by education level and curriculum and other data illustrating student mobility (as of 10.11 or 10.03 or combined by academic year).

Indicator	Education level/curriculum	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number of students: vocational education Level 4	Police Officer*	61	82	51	102	105	147
	Call taker	21	20	20	18	14	15
	Rescuer	75	65	59	52	63	61
	Prison Guard	114	96	61	58	40	60
	EOD1 Technician	0	0	0	0	0	10
TOTAL		**271**	**263**	**191**	**230**	**222**	**293**
Number of students: vocational education Level 5	Offence Proceedings Officer	0	0	0	0	14	0
	Rescue Unit Leader	0	18	15	0	15	15
	Call taker-Dispatcher	0	0	0	0	13	0
	Case Manager	0	0	0	0	0	22
	Information and Investigation Officer	0	0	0	0	12	12
TOTAL		**0**	**18**	**15**	**0**	**54**	**49**
Number of students: professional higher education	Police Service*	317	233	234	266	293	251
	Rescue Service	127	124	117	102	74	75
	Customs and Taxation*	174	157	136	117	113	90
	Taxation and Customs (part-time)	0	0	0	0	0	23
	Corrections	70	84	85	77	59	36
TOTAL		**688**	**598**	**572**	**562**	**539**	**475**
Number of master students	Internal Security	94	99	103	113	117	110
TOTAL NUMBER OF STUDENTS		**1053**	**978**	**881**	**905**	**932**	**927**
Student gender breakdown men/women (%)	Vocational education	71/29	79/21	76/24	80/20	74/26	68/32
	Professional higher education	65/35	62/38	63/37	61/39	60/40	59/41
	Master's education	56/44	54/46	60/40	49/51	55/45	53/47
	TOTAL	**64/36**	**65/35**	**66/34**	**63/37**	**63/37**	**61/39**
Enrolled students (2018/19 only 1. Semester)	Vocational education	216	299	180	196	225	227
	Professional higher education	279	255	191	172	217	157
	Master's education	35	36	40	40	30	30
	TOTAL	**530**	**590**	**411**	**408**	**472**	**414**
Number of students disconti-nuing their studies	Vocational education	42	40	35	46	44	
	Professional higher education	60	39	45	69	42	
	Master's education	21	18	12	16	20	
	TOTAL	**123**	**97**	**92**	**131**	**106**	
Graduates of studies	Vocational education	202	264	154	179	179	
	Professional higher education	210	191	151	154	171	
	Master's education	15	18	16	15	20	
	TOTAL	**427**	**473**	**321**	**348**	**370**	

* includes also the students studying on previous curricula with a different name. *Source: EHIS, EASS SIS*

1.5. Employees

The total number of academic staff at EASS has remained relatively stable in the past 5 years. The gender balance among male and female lecturers is relatively equal with the number of female academic staff in slight decline in the past years. The number of lecturers with a doctoral degree has not increased. The number of full-time academic staff at the academy is sufficient for conducting instruction. In addition, there are non-staff lecturers working at an hourly rate – the best practitioners in their field who teach shorter courses and more specific subjects. Considering the specificity of the field, foreign lecturers staying longer in Estonia have not worked for the academy for some time already. The number of administrative and support staff has decreased considerably (approx. 40% in 5 years). The process was the management's conscious choice to improve the support services and free more resources for the main activity and the development of the infrastructure.

Table 3. Consolidated data of the academic and support staff of EASS

Employees of EASS*	2014/15	2015/16	2016/17	2017/18	2018/19
Academic staff in total	84	83	85	82	84
Positions of academic staff (full-time equivalent)	76,7	73,3	75,55	73,8	74,75
Gender distribution of academic staff					
men	51%	49%	54%	55%	57%
women	49%	51%	46%	45%	43%
Academic staff with a doctoral degree	6	6	5	7	5
Administrative and support staff in total	215	187	152	133	129
Administrative and support staff positions (full-time equivalent)	202,7	184,7	149	129,6	128,13

*As of September 1 each academic year. *Source: EASS General Department*

1.6. The process of self-assessment

On 22.01.2018 the rector signed the Directive no 1.1-2/47 "The establishment of the working group preparing for the institutional accreditation and the approval of the schedule and action plan" (in Est.). Led by the rector, the working group included vice-rectors, the heads of academic units and the leaders of the departments coordinating the activities covered in the chapters of the report. The Directive also stipulated the action plan and time schedule of the self-assessment process.

The self-assessment report is prepared in cooperation, each chapter with its own responsible person who included colleagues from various units. The first draft of the report was reviewed by the members of Rector's Office who are also the members of the academy's quality committee. The internal review of the report also included a wider circle of colleagues with each member of the Rector's Office including their colleagues. The reviews were discussed at the Rector's Office work seminar in June 2018. Individual chapters or issues have been discussed at the Rector's Office meetings. The discussion between the Student Council and the management took place in September 2018. The report is discussed in colleges and meetings with various target groups in January-February 2019. The discussion among all staff of the academy is planned for the Winter Academy of EASS in January 2019.

2. THE MAIN CHANGES ON THE BASIS OF THE RECOMMENDATIONS OF THE PREVIOUS INSTITUTIONAL ACCREDITATION

The assessment committee of the previous institutional accreditation visited EASS on 6-8 December 2011. It was the first institutional accreditation ever conducted in an Estonian higher education institution. The accreditation decision of the Estonian Quality Agency for Higher and Vocational Education on 13.06.2012 (in Est.) was as follows:

1. **To accredit the Estonian Academy of Security Sciences for seven years** with the following secondary condition: Academy of Security Sciences will present the council by 01.05.2013:
   - research and development strategy with a specific action plan for the achievement of the goals set in the strategy, and
   - an action plan for the quality assurance of continuing education.
2. To recognise progress in the area "Organisational Management and Performance" with an additional note of "worthy of recognition". The latter decision is further confirmed by the title "Dream Employer" awarded in 2013 by the Marketing Institute of Estonia. EASS took the overall prize as well as the leading position in the public sector category.

By the due date, the council was submitted "Overview of the Fulfilment of the Secondary Conditions for the Institutional Accreditation of the Estonian Academy of Security Sciences" by which the assessment committee considered the secondary condition to be satisfied. On 28.11.2014, EKKA was additionally submitted an interim review "The Activities of the Estonian Academy of Security Sciences in Considering the Recommendations by the Assessment Committee Experts of the Institutional Accreditation (as of 1.12.2014)", providing a more detailed overview of the activities until the end of 2014. The changes implemented in 2015-2018 are described in further detail in the analysis chapters of the present report.

The following includes a generalised overview of the activities related with the areas of improvement provided in the assessment committee decision that have been implemented at the academy until autumn 2018.

Areas of improvement in the area „Organisational Management and Performance "

The data collected from the regular employee satisfaction surveys and performance and development discussions are used for both the improvement of the organisation of work and the planning of trainings. Following the training, feedback is collected for continuous analysis. The survey results are systematically introduced to both managers and the entire staff of the academy. The activities agreed on after the analysis are included in the operational programme of the academy's development plan that is regularly analysed.

In the previous employee satisfaction survey (in Est.) in 2017, the employees' satisfaction with their immediate managers was exceptionally high: 76% of employees were satisfied or very satisfied, while only 5% of employees were not satisfied. In 2008, management had been one of the main aspects causing dissatisfaction. The given result was achieved thanks to the training system and the motivation of managers. Since spring 2018, also joint trainings and seminars are arranged once a semester for the managers.

In 2017, the student satisfaction with their studies is high – 4.72 on a five-point scale (five-point scale is used in all questionnaires) To compare, in 2011, 93% of the respondents were very satisfied, 5.9% rather satisfied, and 0.7% were completely dissatisfied. The given result is achieved by the regular collection and consideration of feedback and its respective implementation in the improvement activities. Quality assurance is further supported by the student feedback seminars conducted twice a year. Since spring 2018, also student feedback on the support services (in Est.) is collected. Students rated their satisfaction with the support services at 4.19 points. The feedback results will be analysed and improvement activities planned with their implementation monitored by means of the operational programme of the academy's development plan.

Areas of improvement in the area "Teaching and learning"

Since the academic year 2012/2013, the academy's language centre provides supplementary Estonian courses for Russian-speaking students. Similarly, the content and language integrated learning (CLIL) has been implemented. A new integrated language instruction system was planned by the language centre in 2015/2016. According to the system, the students' language skills level is tested at the beginning of their studies and they will be directed to an appropriate remedial language course, if necessary. The language skills requirements for graduation have been determined, including in Russian. To support both Estonian and Russian-speaking learners, a writing centre and consultation during their internship period have been established. Since 2015, students conduct their professional internship in a different language environment, most of Estonian-speaking students do their practice in East Viru county while Russian-speaking youngsters go to the primarily Estonian-speaking environment in West Viru county. The proportion of Russian-speaking applicants is increasing with the figure 28.94% in 2015 rising to 34.39% in 2018.

The possibilities for international mobility are systematically introduced to both students and academic staff. Erasmus agreements have been signed with more than 40 higher education institutions. The curricula have been provided further possibilities for considering foreign studies primarily in the accreditation of elective courses. Similarly, traineeship abroad is encouraged forming the preferred form of mobility for the students of internal security. Unfortunately, the various legal and penitentiary systems in different countries do not allow the direct transfer of academic subjects and thus long-term mobility in the area of internal security cannot be numerous. The short-term student mobility is enhanced by the establishment of an elective subject of international cooperation. The academic staff have versatile possibilities for international cooperation. For further information, see Chapter 3.5.3

Areas of improvement in the area „Research, development and/or other creative activity (RDC) "

The first RDC strategy was developed at the academy in 2012 and approved in the EASS council in March 2013. The goals of RDC activities were updated and an action plan was developed. Similarly, the principles of the grant system were devised and the competitions for the grant applications were implemented. RDC requirements were established for academic positions in 2012 that came to be considered at the evaluation and selection of academic staff. RDC product and service catalogues were developed and updated to support the possibilities to offer applied science and innovative solutions for the area of government of the Ministry of the Interior as well as to other public and private institutions. The participation of the academic staff in international projects and in international conferences with presentations has taken off. The academy's Proceedings have been entirely in English since 2014 and comply with 1.2 classification in ETIS database thus providing the best works in the area of internal security with good means for international publicity. In the past 4-5 years, international cooperation has considerably increased also in RDI, illustrated by numerous cooperation projects.

RDI system was further updated in 2016/2017 and a more detailed organisation of the research and development activity was stipulated in the document "The Process of Research, Development and Innovation Activities (RDI)".

EASS has also diversified the financial sources of RDI by contributing to it directly from its own budget and also by including EU funding and the proceeds from commissioned studies.

Areas of improvement in the area "Service to society"

In autumn 2012, the Centre for Continuing Education (CCE) was established together with its statutes and the procedures of continuing education. In the same year, ATAK was taken under the leadership of CCE and all legal acts established for continuing education came to be followed. ATAK was closed in spring 2015 as the organisation of public service training activities was taken over by the Ministry of Finance. In 2016-2017, the documentation was thoroughly updated and regulated with the principles of organising continuing education, the rules for continuing education and the principles for the quality assurance of continuing education at the Academy of Security Sciences. These documents form the common framework for the continuing training courses conducted in the entire academy, including the colleges. With regard to the continuing education at the academy, the employers' and alumni survey (in Est.) highlighted the fact that the trainers are the best experts of the particular area and appropriate teaching methods are employed (rated respectively at 4.0 and 4.15 points).

3. SELF-ASSESSMENT BY STANDARDS

3.1. STRATEGIC MANAGEMENT

3.1.1. Setting the goals of the academy

In setting its goals, the academy follows the Estonian Lifelong Learning Strategy, also the internal security development plan 2015-2020 of the Ministry of the Interior and the development plans of our partner agencies.

In June 2016, the Council of the Academy approved the new development plan of EASS aiming at improving the Academy's international competitiveness in its field and the integration of studies, its quality and organisation. The development plan provides the academy's aims with measurability in four categories: the impact on society, the processes supporting the impact, organisational capability and resources. The development plan was last updated in June 2018. In the most recent update, the development plan was added the establishment of the study centre in Narva, the further specification of the indicators and the methodology for their consideration.

The approval of the EASS development plan was preceded by six seminars for the heads of structural units as well as the academy's internal conference participated by almost 100 employees, students and alumni. The partner organisations were included in the discussion process through the college councils. The development plan was approved by the EASS Advisory Board in November 2016. The employee satisfaction survey 2017 (in Est.) confirms that the colleagues consider the academy's clear goals important (4.5), however, the average rating for the clarity of the goals is 3.9.

The **mission** of EASS is to teach students to ensure security and live safely. The **vision**: in 2025, the Academy of Security Sciences will be the best European academic and research centre in the field of internal security. The academy's activity is based on five **core values: honesty, respect, professionalism, openness, development**.

The **aims of the development plan** are expressed in three areas (instruction, research and development, the institutional development of the academy), with the emphasis on the following:

- The satisfaction of the target groups with the level and organisation of instruction and research has increased;
- The core processes and the respective development activities have been successfully organised;
- The academic staff are the best experts of their field with high qualifications and international experience who teach in an open and multicultural study environment;
- The proportion of the total wage cost of the employees and the investments in the contemporary learning environment and state-of-the-art teaching aids is increasing in the budget similarly to the proportion of other funding sources in addition to the state budget.

The achievement of the development plan goals is illustrated by the respective indicators (see Appendix 1). The implementation of the development plan is based on the Procedure for the documents guiding EASS development. This stipulates that a three-year operational programme (in Est.) is established on the basis of the goals setting the agreed deadlines and responsibilities on the Rector's Office level. The operational programme will also include the tasks assigned for the academy by the Ministry of Interior with the **institution's action plan**. The operational programme is available for all employees on the intranet.

The **head of the Department of Development** regularly monitors the activities, the heads of units submit their reports in written form **online** and there are annual **development days** participated by the heads of structural units. The rector additionally reports to the management board of the ministry on the institution's action plan.

3.1.2. The management of the academy

The highest collegial decision-making body of the academy is the **Council of the Academy** with its composition and competence stipulated by the statutes of the academy (in Est.), including the academic staff and the management, students, the representatives of MoI and other persons appointed by the rector, including the representative of the Alumni Association.

Pursuant to the statutes of the academy, **the college councils** led by the leaders of the respective state agencies have **advisory capacity**. So, for instance, the Council of the College of Justice is led by the general director of the Prison Service and the Council of the Police and Border Guard College is led by the head of the Police and Border Guard Board.

The three parties, EASS and the respective ministries (Ministry of Education and Research, Ministry of the Interior, Ministry of Justice, Ministry of Finance) and public institutions (Police and Border Guard Board, Rescue Board, Emergency Response Centre, Tax and Customs Board) are joined by the <u>Advisory Board</u> (in Est.) operating on the basis of the Minister's Directive <u>"The composition and rules for procedure for the advisors of the Academy of Security Sciences"</u> (in Est.). The Advisory Board makes recommendations for the Council of the Academy, the Minister of the Interior and the Minister of Education and Research and provides their feedback to the issues regarding the academy's development.

Pursuant to the statutes of the academy, the academy and its council are led by the **rector** elected for 5 years. The employment contract with the rector is signed by the Minister of the Interior who makes the final decision among the applicant(s) for the position that the committee has pre-selected. The rector will choose a **vice-rector of academic affairs** and **a vice-rector of development** to lead the respective structural units and areas of activity. The colleges and institute are led and represented by **directors** and **the head of the institute** employed also for five years on the basis of employment or service relationship.

For the organisation of daily management, there are **weekly Rector's Office meetings**. For the improved cohesion of EASS activities with the main partner, the rector attends the weekly **meeting of the management** of the Ministry of the Interior, while the heads of colleges participate in **the work of the managements of their respective agencies**, including the weekly meetings. Similarly, the rector participates in the work of **Estonian Rector's Conference of Universities of Applied Sciences**. Despite close connections with MoI and the agencies, their expectations for the academy may change often which requires quick reorientation and change of activities by the academy. For the discussion of the relevant issues of the core activities of EASS, the <u>Learning Committee</u> (in Est.) led by the vice-rector of academic affairs and the <u>Research, Development and Innovation Committee</u> (in Est.) led by the vice-rector of development have been established by the rector's directive. The same directive also defines the competence of the given committees.

An important role in the management of the academy is played by different types of feedback and surveys, the employees' annual **performance and development discussions** and the analysis of the respective results, the formulation and implementation of the improvement activities. In order to improve teamwork, there are the **Rector's Office discussions lasting for several days** held twice a year focussing on the academy's most important areas of development. Particular attention is turned to the **joint trainings of managers** held once a term. The heads of structural units can also participate in the **middle-management development programme**. In the past two years, four heads of structural units have participated in the programme.

The <u>job satisfaction and commitment survey</u> (in Est.) conducted at EASS in 2017 confirms that managers can be considered one of the strengths of the academy. According to the survey results, the average satisfaction indicator was 4.2 points on a five-point scale and only 5% of employees were dissatisfied with their line manager. The immediate management is also considered one of the most important aspects at work (with the importance rating of 4.6 points). According to the survey, the main issue of the management is the internal communication that is further discussed in the subsection 3.2.4.

Strengths
- EASS has a particular role in the Estonian educational landscape and a versatile cooperation with the employers on several levels.
- In a small country, the instruction of all specialities related with internal security in one institution is justified, the model employed by EASS has received international recognition.
- The academy's strengths include the competent managers confirmed by the job satisfaction and commitment survey.
- The academy's development plan is focussed and apparent and related with other national development plans. The development plan implementation process by means of operational programmes and action plans is well-considered and transparent.

Areas of improvement and planned development activities
- Expectations for the academy change often and may be contradictory. The management and heads of units of EASS must pre-emptively and proactively develop comprehensive cooperation with the four ministries and five agencies to establish similar understandings with main cooperation partners.

- All employees do not yet sufficiently acknowledge the academy's common goals and uniform identity. The joint discussions and events for all employees must focus on the given topics, for instance, the discussion of values at the Summer Academy in 2018 and its continuation at the internal conference in December 2018.

3.2.   RESOURCE MANAGEMENT

3.2.1. Human resources development

The human resources management at EASS is based on the Development Plan of the Academy of Security Sciences until 2025, the operational programme (in Est.) and the Human Resources Strategy of the Ministry of the Interior and its Area of Responsibility 2015-2020 (in Est.). The responsibility of the coordination, implementation and development of the human resources activities is born by the General Department directly subordinate to the rector. Human resources management in the structural units is led by the immediate managers.

In 2015, an organisational analysis (in Est.) was conducted at EASS with the aim of identifying the possibilities for improving the quality of core processes in an environment of limited resources. The analysis results revealed that the proportion of the academy's support staff was unfoundedly larger than the academic staff. For the given purpose, the number of support staff was gradually reduced in 2014-2017, thus increasing the proportion of academic staff from 27% to 37%.

Also the present relatively large proportion of the support staff is, on the one hand, conditioned by the specificity of the academy, i.e. the tasks must be assumed by specialists with particular qualification (disciplinary experts, practise field technicians), on the other hand, due to the fact that support services are provided by permanent staff (security guards, canteen employees).
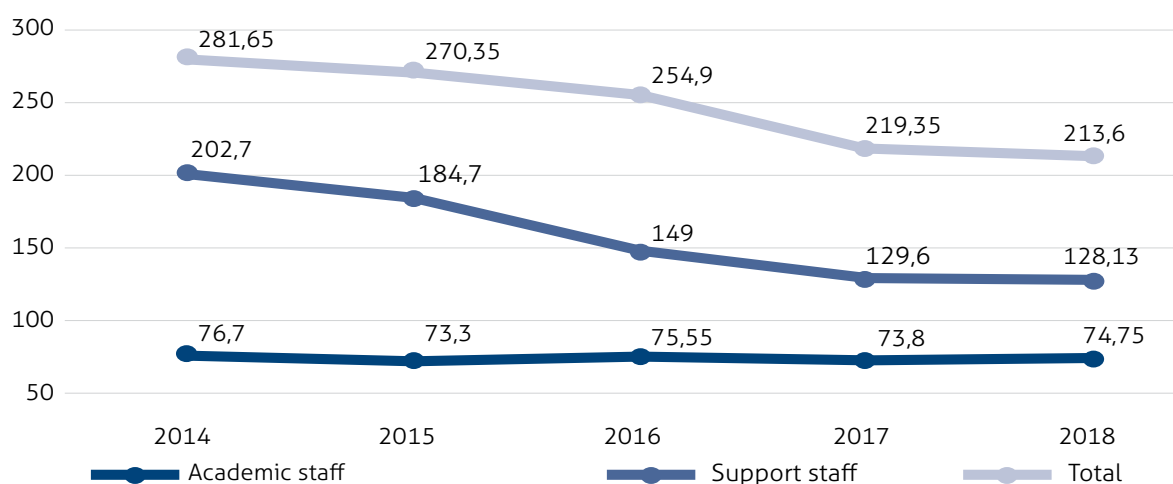
Figure 2. Changes in the number of academic and support staff in 2015–2018 (as of 01.09), full-time equivalent.
Source: EASS General Department Database

The responsibilities and qualification requirements of the employees of EASS are defined in the job descriptions and "The Description of the Career of an Academic Position at the Academy of Security Sciences" (in Est.). The given documents form the basis for the **recruitment** of employees. The need for recruitment is determined on the basis of the academy's goals and the forthcoming tasks and it must ensure the sustainability of the staff. The recruitment channels include national newspapers, recruitment websites, social media and also the mailing lists of EASS and our cooperation partners. The **support and academic staff** are primarily recruited by means of public competitions. In case of academic positions, the applicants are evaluated by the recruitment committee convened by the rector pursuant to the compliance with the prescribed qualification requirements, the assessment of their professional activities, academic, research and development work and the public lecture or practical class conducted during the application process. The final decision is made by the Council of the Academy. In addition to external recruitment, we also support the employees' **internal mobility**, including **promotion on the career ladder** in case the employee meets the qualification requirements of the higher position.

Permanent academic staff and researchers are employed by the academy on the basis of open-ended employment or service relationship (except police officers who are appointed for five years pursuant to the Police and Border Guard Act (in Est.)). In order to ensure that police officers have similar conditions to the employees employed on the basis of open-ended employment or service relationship, new arrangements are applied since 2018: if the lecturers have successfully passed the evaluation in their position, they do not have to apply for the position again in a public competition upon the expiry of the employment or service relationship.

Visiting lecturers are recruited mainly by **inviting** (incl. rotation) them from partner agencies up to **five years**. Rotation here primarily means the temporary service of a civil servant as a lecturer at the academy on condition that the servant can continue in the same or similar position at the partner agency with all the respective guarantees following the expiry of the contract with the academy.

In order to support the **induction of new employees**, EASS offers mentorship, a possibility to participate in the summer and winter academy, discussion groups at the beginning and end of the academic year and also trainings for developing the teaching skills (information retrieval, performance skills, the inclusion of learners etc) and also in the induction training. All the above provides the new staff member with an overview of the academy as an organisation, the organisation of studies, development and digital means, planning the instruction process, instruction and assessment methods etc. The main task of human resources management in the near future is to update the induction process to make joining the organisation faster and more effective for either party.

The decisions regarding the employee's **professional development** are primarily made in cooperation between the employee and the line manager in the structural unit. One of the means for making the development decisions is the result of the **performance and development discussion**. The employees' performance and compliance with the requirements of the position are assessed on the basis of "The Procedures for the Evaluation of the Academic Staff at the Academy of Security Sciences" (in Est.) and "The Procedures for the Implementation of the Discussion at the End of the Probationary Period and the Performance and Development Discussion" (in Est.) at the **discussions at the end of the probationary period** and **performance and development discussions**, permanent academic staff and researchers also at their evaluations (see Chapter 3.6.2).

The employee development is contributed also by means of **international activities**, including **assignments abroad** (see Chapter 3.5.3). The academic staff is also allowed to have a **sabbatical period**, do **work practise** and **participate in training courses** (see Chapter 3.6.2). In order to support the employee's individual development, every unit is provided a respective budget administered by the head of the unit. Internal training is arranged for areas marked by higher relevance to the academy and higher training need. In 2017, there were altogether **40 internal trainings** (see also Chapter 3.6.2). There are also annual summer and winter academies including the entire staff. In 2018, we initiated trainings for managers. The information on trainings is available for all employees in the training calendar on the intranet. Training information is also included in the academy's weekly newsletter sent to all staff and in the e-mails sent to the respective target groups.

The **remuneration** of the staff of the academy is regulated by "The Remuneration Code at the Academy of Security Sciences" (in Est.). The remuneration is based on the concept of **equal terms**, acknowledging the employee's **contribution**, the remuneration must comply with the **job description** and be **competitive**. Recommendations for the remuneration decisions are made to the rector by the head of the unit in cooperation with the General Department. In addition to the basic salary, the employees may get **variable salary** (performance pay, premium for additional tasks). On the recommendation of the head of the unit, the academic staff may be provided a **variable pay of the basic salary** in an academic year. In 2016, we introduced the innovation performance pay to support and motivate employees to contribute to the development activities and thus also to the achievement of the academy's strategic goals. This may be applied for the compilation of a study book or e-course, the initiation and/or conduct of an applied research, the development or piloting of a course or a part of it supporting the implementation of the integrated education model, or the implementation of a development project. Remuneration is continuously adjusted, if possible, as illustrated in Figure 3.
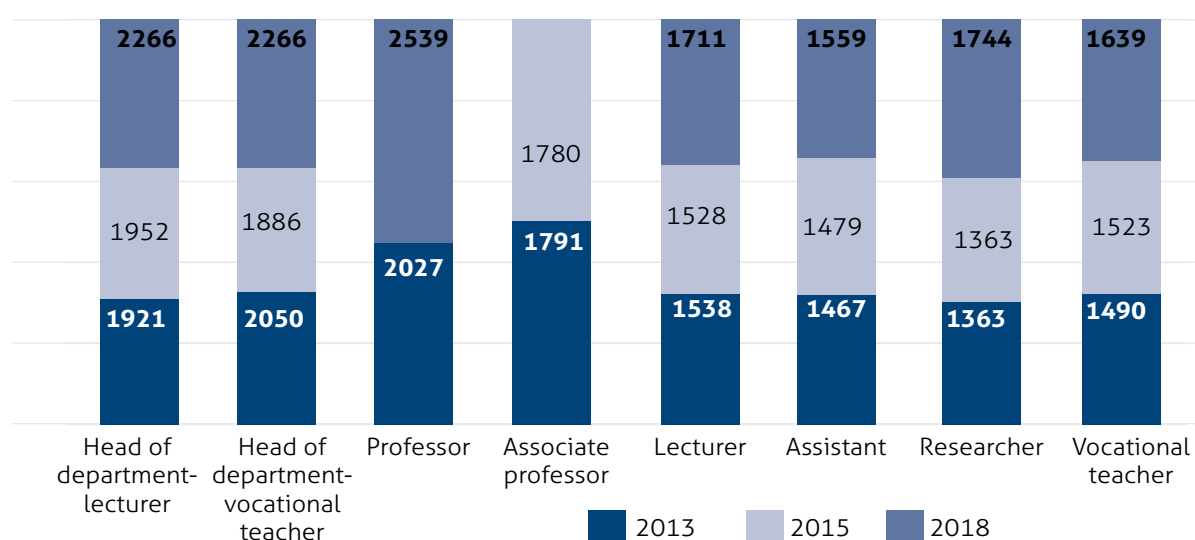
Figure 3. The change of the basic salary of EASS academic staff (as of 01.09).
Source: EASS General Department database

In order to assess the competitiveness, remuneration data are analysed by job positions based on the data on the salaries in other higher education institutions and the salary surveys conducted in other institutions and government agencies. Table 4 features the reference data on the average salary of the academic staff at EASS, ENDC and TTHK.

Table 4. The average basic salary of academic positions (incl. head of unit) as of September 2018 compared with other professional higher education institutions.

Academic position	EASS	ENDC	TTHKK
Professor	2539	1867	-
Associate professor	-	1652	1842
Lecturer	1848	2044*	1784
Assistant	1623	-	1467
(Vocational) teacher	1702	1478	1429
Researcher	1744	1771	-
Average	1891	1762	1630

Includes the positions with a higher salary such as doctor-lecturer Source: ENDC, TTHKK, EASS units responsible for human resources

Employees are **recognised** for excellent results and long-term successful employment as well as for their acknowledgment as the best employees of the respective field with an honorary title, letter of appreciation, decoration or cross of merit pursuant to "The Procedures for Motivating and Acknowledging the Employees of the Academy of Security Sciences" (in Est.). In addition to the acknowledgement, there are the following supplementary **non-monetary means** to motivate the staff:
- Provision of flexible working time and distance work;
- Measures to facilitate the employees' doctoral studies;
- Retaining the remuneration during reservist trainings;
- A longer vacation depending on the position (35, 42 or 56 days in a year);
- Partial compensation of the sporting activity expenses;
- Provision of sports facilities and trainings;
- Retaining the remuneration for short-term illness;
- Leave of absence in case of a doctor's visit, marriage, accidents etc;
- Sickness benefit 70% of the salary in case of an illness or injury from the second to the eighth day;
- Retaining the remuneration during a study leave;
- A school benefit package for the employees' children starting their first year at school;
- Compensation for the professional certificate application costs in the field of activity;
- Summer camp for the employees' children;
- Massage at a reduced price.

The improvement activities across the academy and within the units are based on the **results of performance and development discussions and the satisfaction surveys**. The results of all surveys are available for all employees on the intranet, they are analysed at the Rector's Office, introduced at general events and employees are provided the means to contribute with their recommendations for improvement. The recommendations made at the performance and development discussions are analysed annually. The satisfaction surveys are usually conducted every other year. According to the job satisfaction and commitment survey conducted in 2017, the average satisfaction rate of the organisation was 3.8 on the five-point scale (81% respondent rate). According to the employees, the **main strengths** of EASS are the **immediate management** (5% dissatisfied) and **responsibility** with **professional independence** (4% dissatisfied). There was more **criticism** regarding the **salary** (22% dissatisfied) and **feedback and appreciation** (12% dissatisfied). As the satisfaction survey conducted in 2017 employed a new methodology conditioned by the current needs, the given results may not be directly compared with those of the previous years.

Table 5. Results of job dissatisfaction and commitment survey at EASS by topic areas.

Topic area	Average rating
Responsibility and professional independence	4,3
Immediate manager	4,2
Relations with colleagues	3,9
Organisation of work and workload	3,9
Information flow	3,9
Personal development	3,8
Organisation	3,7
Appreciation and feedback on work	3,6
Remuneration	3,3
Average	**3,8**

Source: Tripod, 2017

In addition to the habitual satisfaction survey, <u>a survey of the cooperation within the organisation</u> (in Est.) was conducted in the second half of 2018 to evaluate the activities of the support units and the cooperation between the units. The average satisfaction according to the given results was 4.02 on a five-point scale.

In 2018, the results of performance and development discussions and the satisfaction survey have formed the basis for several improvement activities in various areas: the principles of remuneration and workload of the academic staff were revised, including the raise of the employees' basic salary, the intranet update was initiated to improve internal communication, including the publication of a regular rector's column, the re-election of permanent academic staff at the end of the employment or service relationship was simplified, the managers are provided training sessions twice a year, and the principles for recognising and motivating the staff were updated.

3.2.2. The management of financial resources

The **budgeting of EASS is based** on the goals of the development plan and the budgetary availabilities. The development plan includes the following: to increase the payroll of the employees, the proportion of investments in the contemporary learning environment and state-of-the-art teaching aids, and also the proportion of other financial sources in addition to the state budget.

Table 6. The financing aims and performance indicators in the development plan 2025

Indicator	2015 level	2016 level	2017 level	2025 level
The proportion of academic activities payroll in the budget	41%	42,7%	46,1%	≥ 50%
The investments in the learning environment, methods and means in the budget (in euros)	568 000	1 153 635	1 549 872	≥ 1 500 000
The proportion of revenue from business activities in the total budget of the academy	14,6%	15,7%	12,1%	≥ 15%
The proportion of external instruments in the total budget of the academy	4,5%	7,1%	8,8%	≥ 9%

Source: EASS Development Plan 2025

At EASS, the planning and financial accounts are the area of responsibility of the **Department of Finance** in direct subordination to the rector. The business activities are recorded pursuant to the state accounting rules as well as the budget manual of the Academy of Security Sciences (in Est.). Since 2009, the academy has employed a **budget director system** to ensure the efficient and economical management of the budget.

The annual revenue of the academy includes the state revenue, external support and other support as well as the revenue from business activities which includes also continuing education.

Table 7. Overview of the budget of EASS in the past five years (in euros)

Source of revenue	2014	2015	2016	2017	2018
State revenue	8 679 618	9 099 232	9 773 981	10 191 262	10 742 270
External support	724 115	335 338	536 135	2 098 695	10 304 500
Other supports	147 106	156 519	154 753	197 056	101 000
Business activities	1 572 588	1 658 189	1 536 871	1 060 575	1 310 494
Total	11 123 427	11 249 278	12 001 740	13 547 589	22 458 263
Expenses by account groups	**2014**	**2015**	**2016**	**2017**	**2018**
Scholarships	774 633	973 732	1 181 810	1 391 253	1 358 000
Supports	37 709	38 824	38 815	38 815	39 000
Personnel costs	6 492 668	6 418 039	6 182 497	6 048 168	6 117 767
Administrative costs	3 619 637	3 623 773	3 526 942	2 629 672	2 989 000
Investments	198 779	194 910	1 071 676	3 439 680	11 954 496
Total	11 123 427	11 249 278	12 001 740	13 547 589	22 458 263

Source: EASS Department of Finance

In the past five years, the **total budget** of the academy has featured a **stable upward trend**. The downward trend in the personnel costs is largely due to the structural reforms implemented in 2016. The salary of the current employees has increased (see chapter 3.2.1). The **administrative costs have decreased considerably** due to the closing of Muraste training centre and rational management. On the other hand, it has also influenced the decrease of revenue from business activities. The **considerable increase of external support and investments** in the past two years is related with the construction of the new building in Kase Street, on the other hand, also the proportion of external projects has increased that is not connected with the construction (2016 – 219 458 euros, 2018 – 396 498 euros). In the past ten years, the academy has been very successful at applying for and implementing external funding. In case of external projects, we always consider the possible fixed costs generated after the implementation.

3.2.3. The development and administration of the infrastructure and information technology

3.2.3.1. Infrastructure

For the feasible use of resources and the increase of management transparency, a common **Administrative Department** was established in 2016 including the teams responsible for the administrative activities in various study centres.

In the three locations in **Tallinn, Paikuse and Väike-Maarja**, there are altogether 64.1 ha of land, 27430 square metres for instruction and also 14030 square metres for dormitories at the academy's disposal that is sufficient for the training of up to a thousand students. On 01.01.2017, **Muraste study centre** was closed with the exception of the service dog training centre for which the given facilities are suitable. The closing of one centre and convening instruction in three locations allowed the academy to apply for the funding of the **European Union 2014-2020 ASTRA measure**. The Government of the Republic of Estonia allocated 13.5 million euros for the construction of the new building forming 68.4% of the total sum needed for the **construction of the new building in Kase Street**. In 2016-2019, the academy has contributed to the construction with 2.2 million euros. The building will be completed in early 2019.

In addition to the auditoriums of optimum size, the completely new study building corresponding to the specific needs of the academy includes all necessary rooms for special purposes: laboratories, virtual simulation centre and the sports and training facilities (including the indoor shooting range). It is also important that the new building

includes all the utility networks currently considered elementary, including ventilation that we did not have in earlier buildings. The new building will be one of the most contemporary study centres in its field in Northern Europe providing not only current spaces but also innovative learning technology solutions (e.g. logistical and virtual simulation centre, media simulation room, prison simulation environment, smart classroom, classroom for emergency call dispatchers, document check classroom etc). It is not irrelevant that the new academy building will be open for all internal security agencies whose buildings are rather closed for security reasons and often also with fewer representative facilities. The new building has thus the potential to become a representative building of the **area of governance of the Ministry of the Interior** where the joint usage of two large auditoriums allows the organisation of (international) conferences or seminars for up to 300 participants.

Out of the Soviet infrastructure in Kase Street, the **three reconstructed dormitories** and technical facilities (workshop, garages) will remain. Altogether 717 131 euros have been invested in the dormitories in the past three years resulting in the considerable improvement of the students' living conditions. In spring 2018, a **border strip for educational purposes** was completed in the stadium area imitating the eastern border of the EU to be constructed in South-East Estonia. Thus, the border guard training may be conducted in a realistic environment.

Paikuse study centre located in the rural municipal district Paikuse of the city of Pärnu (the main police and border guard study and training centre) is located on a 22.4-hectare plot in buildings constructed between 1904-2011. Paikuse includes all the necessary means for conducting practical training and instruction, including dormitories (albeit modest). There are all necessary sports facilities: a hall for ball games, a gym, a sports hall with mats and also a stadium. Two main deficiencies have been eliminated in recent years: the **outdoor tactical shooting range** and the one-storey **tactics building** received a **tower with a staircase extending over three floors**. The most problematic issue at present is the short and crammed **driving practise area** lacking a **skid-pan area** on it. The academy aims at solving the given problem by means of its own funding in 2019-2021. The continuous development of Paikuse study centre is vital as the volume of instruction of the police service is increasing.

Väike-Maarja study centre is located in Väike-Maarja in West Viru county and it is mainly used by the **Rescue College**. The study complex consists of two parts: the **study and administrative building** with the dormitory are located in the centre while the **training ground** extending over 26.8 ha is located 8 km from the centre. The training ground used also for international training sessions includes all the elementary training facilities needed for training rescuers: the fire extinction simulator campus (indoor fire simulator, training environment for an indoor fire extending over two floors, training environment for hot and cold smoke, combustible liquid and gas fire simulator), an internal water body (pond) for surf rescue and pump training, rope rescue and collapses, chemical rescue simulators, an airplane wreck for complex training, polyurethane-covered track for category C vehicles. The latter is also one of the most important additions in recent years, allowing skid-pan training also in unsuitable weather conditions.

At the end of 2017, the government coalition agreed in the new coalition agreement that the entire activity of the Academy of Security Sciences should be transferred to the city of Narva on the border between Estonia and Russian Federation. The implementation of the given decision would have been highly costly and halted the academy's development for several years. In March 2018, the government decided to establish only an **additional study centre in Narva** that can be jointly used also by the Police and Border Guard Board and Tartu University Narva College (for further information see Chapter 3.12.4).

3.2.3.2. Development of Information Technology

The **main aim of the IT development** of EASS is to ensure smooth, efficient and secure work organisation within the academy and also between the cooperation partners. Considering the specificity of the academy, the core ICT services and helpdesk are provided by MoI IT. There are three educational technologists working in the Department of Development under the vice-rector of development who focus on the educational innovation and digital solutions in instruction and on the development of employees' digital skills. The activities directly support the strategic goal of EASS to **provide all curricula a full digital or e-support by 2020** (for further information see Chapter 3.8.2). Thus, the development of digital competence is one of the main training fields of the academy (see Chapter 3.6.2).

From the point of view of instruction and research and in addition to training the academic staff, the recent achievements also include the acquisition of supporting technology (unmanned aerial vehicle and cameras) and the updating of virtual simulation computers and the renewal of respective licences. Similarly to other Estonian research libraries, also the library of EASS transferred to ESTER e-catalogue in 2016, and the availability of databases has now been increased.

The academy transferred to a **new user-friendly document management system Delta** that is implemented in all institutions under the area of governance of MoI. Similarly, the main property, transport and arms management systems are taken into use. The workstations of both employees and students are now in Office 365 cloud environment facilitating the possibilities to work notwithstanding the device and location. In order to improve work

efficiency, state-wide systems have been taken into use, for instance, the state employee self-service website used for arranging trainings, vacations and work-related trips.

3.2.4. Internal and external communication and marketing

The academy's internal and external communication is the responsibility of the **Department of Communication** under the rector's area of government. The academy has devised the principles for **internal and external communication** considering the target groups and the respective communication channels. The academy has a **website in Estonian and in English**, also an **intranet**. EASS is active in social media with two actively used accounts on Facebook: the main account of the academy (with 4231 followers) and another one related with enrolment (4029 followers). From the point of view of the academy's reputation and sense of community, an important role is played by the traditional symbols and style guide that forms the basis for the visual image of the academy. The external communication of the academy is supported by the journal "**Verbis aut re " ("With word or action")** published three times in a year and directed primarily for the members and alumni of the academy and also the employees of the partner agencies.

The image survey of universities (in Est.) conducted by Kantar Emor in 2018 confirms that the reputation of the academy has remained stable in the past three years. EASS is best known among 15-19-year old secondary school students, also in East Viru county. It is precisely the given target group that the academy aims its marketing campaign at. Altogether 11% of 15-74-year-olds know the academy spontaneously. A considerably higher than average rating has been given to the following aspects of the Academy of Security Sciences: the provision of skills and knowledge needed for working in the given area and the acquisition of a practical education. The survey confirms that EASS should turn more attention to introducing its innovation activities and deal with the target groups mainly consisting of young men at the age of 15-24.

An annual **marketing plan** is made in cooperation with the partner agencies based among other things on the feedback received from first-year students (in Est.) on where they had received information about the academy. The academy employs the **principles of relationship marketing** cooperating closely with partner agencies and including both students and alumni. Thus, it was quite foreseeable that according to the feedback collected in 2018, altogether 44% of the respondents had received information from the students of the academy, more than a third of the respondents relied on the information received from alumni. As to the information channels, the applicants prefer the **academy's website** and **social media channels**. The success of the marketing activities is confirmed by the relatively stable number of student candidates (for more detailed information see Chapter 3.8.1). In recent years, the proportion of students referred to the academy by their employers has increased reaching 60% of the students in 2018. Thus, the applicants are increasingly influenced by the **academy's image in the partner agencies** and in the eyes of the public and alumni. Every fourth EASS applicant has studied at the academy before.

In **internal communication**, every other academy employee and student rate **the e-mail** as the best internal information channel. Traditionally, an **information letter** is sent out after the weekly Rector's Office meeting, the **rector's column** is published at least twice a month with the given tradition restored after the employees' job satisfaction and commitment survey in 2017 (in Est.). According to the given survey, colleagues value information exchange highly with their manager and within their unit (4.3 and 4.2). Further attention should be paid to the information management across the academy (3.7), including the communication of management decisions and the information exchange between units (3.5).

Strengths:
- Regular analysis of activities by means of satisfaction and evaluation surveys, the identification of areas of low satisfaction and the respective improvement activities.
- Competitive salary and the large number of non-monetary incentives and self-development possibilities.
- The constant development of staff and the increase of flexibility and transparency considering the needs of the employees and the academy.
- The constant development of the learning environment: the establishment of various educational facilities (e.g. the border strip in Pirita, the outdoor shooting range and tactics building extension in Paikuse, the training ground developments in Väike-Maarja).
- The new main building of the academy will open in Kase Street in 2019. EASS is one of the last higher education institutions in Estonia whose infrastructure is renewed with the assistance of EU funding.

- The innovativeness of the new building: a contemporary IT infrastructure allowing the further development of simulation environments and learning technologies based on virtual reality, similarly the implementation of digital solutions in active instruction and the opportunity to develop into the technological testing laboratory in the area of internal security.
- The academy's budget is stable and sufficient, for instance, for investments and the self-financing of various projects. The budget management is transparent and focussed on the priorities.
- The academy has a remarkably good reputation confirmed also by the number of student applicants.
- A large number of IT solutions for increasing the work flexibility, supporting instruction and facilitating administration.

Areas of improvement and planned development activities
- The necessary information does not always reach the employees. – The internal communication requires constant attention, primarily the development of the intranet and the communication of management decisions.
- The adaptation of new employees after starting work is not always sufficiently smooth. – The onboarding system of new employees will be specified.
- Continuous attention must be paid to the communication of the management decisions to the academy's structural units. – Internal communication principles have been devised and will be consistently implemented. All managers will be included.
- IT support is provided by an external organisation and thus there may be problems in case of urgent matters. – EASS in cooperation with MoI IT has recruited an employee whose task is to arrange the cooperation between the two organisations.

3.3.   QUALITY CULTURE

3.3.1. The principles of quality assurance and their implementation

The first **quality manual** of EASS was completed in 2009 with a considerable update conducted in 2015. The given books brought together from various documents the aims, principles and performance indicators of quality assurance. The guidebook duplicating other documents did not receive frequent use. Upon drafting the most recent development plan, it was concluded that the quality assurance and management system cannot function separately through one specialist but it must be naturally integrated in all academy's activities. Quality assurance is considered as an integral part of performance management.

The basic principle is that **quality is a complex concept entailing the entire organisation and all aspects of its activity**. The basis of quality assurance at the Academy of Security Sciences stipulates the main aim and principles of the academy's quality assurance and systematises the various processes and documents into a summarised common system on the basis of the Deming Cycle principles. The document primarily focusses on the two core processes of the academy – the instruction and research and development (see the schematic illustration of quality assurance in Appendices 1 and 2).

The academy's quality assurance system focusses on the goals, quality agreements and performance indicators stipulated in EASS development plan 2025. The implementation of the quality assurance principles is monitored within their competencies by the Department of Academic Affairs, Department of Development and General Department. The role of the **quality committee is taken by the Rector's Office** led by the rector. Quality is **assessed in the academy by means of internal evaluation, surveys and research studies and the analysis of the implementation of the academy's operational programme** (for further information see Chapter 3.1.1). It is important to compare the data with other Estonian professional higher education institutions and learn from each other's experience. Almost all the documents regulating the staff, instruction and research and development activities of EASS stipulate also the quality requirements or the threshold in the regulated area. The academy relies also on the higher and vocational education standard as well as the professional standards. EASS undergoes regular **internal evaluation** that may be comprehensive or include various structural units and/or aspects. The recent comprehensive internal evaluations have been related with external assessments. So, for instance, in 2016 a comprehensive assessment of the curricula was conducted with all colleges providing self-assessment reports regarding their instruction (for the implementation of the assessment committee's recommendations see Chapter 3.7.2, for the police education Chapter 4.2). The self-assessment report on the academy as a comprehensive institution was completed in 2018

and will be submitted for the institutional accreditation in 2019. Individual issues are assessed continuously, for instance, the Department of Academic Affairs annually analyses the enrolment results, the reasons for dropping out, the employment of the graduates. With regard to support services, annual human resource statistics and performance and development discussions are analysed, similarly the human resource processes are considered in comparison with other higher education institutions together with the respective remuneration data. On the other hand, EASS lacks the tradition of compiling a comprehensive annual report.

For the internal assessment of curricula, the procedure for the internal evaluation of curricula has been approved stipulating that the comprehensive internal evaluation of the curricula is generally conducted every three years with the head of the curriculum responsible for the respective process and analysis. The partial internal evaluation of curricula is a continuous annual process that does not include all areas of internal evaluation and is based on the feedback and needs of the parties. So, for instance, in the academic year 2018/2019 there will be internal evaluations based on the tasks set in the operational programme of the development plan: the analysis of the topics of crisis management in all curricula, the analysis of the general subject module in the professional higher education curricula, the analysis of the practise in the vocational curricula of the rescue area and the professional examination as the final examination, and the complex internal evaluation of the curriculum of the emergency call taker. On the basis of all internal evaluations and the respective analysis, **improvement activities** will be planned included and implemented within the academy's annual action plan.

The procedure for collecting and considering feedback at the Academy of Security Sciences regulates the collection of feedback from students (8 questionnaires), academic staff and other employees (5 questionnaires) and graduates and alumni. So, for instance, **students** are asked about the enrolment process and adaptation in the academy, each semester also about the organisation of all subjects and the instruction, but also about the practise. At the end of the studies, a **focus group interview** including the entire study group is conducted. The latter tradition was initiated in 2013. In spring 2018, a feedback survey on the support system facilitating the student's development and coping was conducted and on the basis of the results, students may use the counselling services by a psychologist free of charge since October. In spring 2016, the tradition of a biannual **feedback seminar** was initiated bringing together various parties, including students, academic units, the Department of Academic Affairs, employers and alumni. The seminar focusses on the most problematic issues of the development of instruction according to the feedback. The aim of the seminar is to agree on the possible improvement activities and the responsibility of the parties in implementing them. The seminar is led by the members of the Student Council. The seminar topics in the past three years have been as follows: collecting feedback at the academy, language instruction, general skills and the general subjects module, practise, diploma theses/final exams, international student exchange.

The most extensive and relevant of the **employees' feedback survey** is the job satisfaction and commitment survey conducted every other year (previously in 2017). For further information on the results, analysis and improvement activities see Chapter 3.2.1. In the assessment of instruction, the academy focusses on the **competence of the academic staff** standing for their qualification, student feedback and work results. The academic staff are assessed on the basis of the above-mentioned feedback but also the **annual performance and development discussions** and the **assessments** conducted every 5 years (for further information see Chapter 3.6.2). Also in case of other employees, the quality of the organisation of work and management is established by the annual performance and development discussions and the respective summaries that will, in turn, form the basis for the human resources development and the compilation of EASS training plan. Furthermore, a new survey was established in 2018 for the support service quality assessment evaluating the quality of the support services and the cooperation between the units (see 3.2.1).

Every three years, the academy collects **feedback from the alumni** who graduated in the past 2-4 years and also from their **employers**. The academy is primarily interested in the acquired knowledge, skills and attitudes. The respective measurements and current evaluations are given in Chapter 3.8.3.

In assuring **the quality of continuing education**, the academy primarily relies on the basis for assuring the quality of continuing education at the Academy of Security Sciences. The responsibility for the organisation of trainings and the quality of the content is born by the college organising the training or the Centre for Continuing Education. Since the academic year 2018/2019, the organisation of continuing education is supported by the **information system JUHAN** including all the curricula and trainings, allowing the registration of students in the trainings, issuing the graduation certificates and collecting also feedback.

In addition to the above-mentioned surveys and analyses, also **other types of surveys are commissioned or conducted** depending on the feedback, especially on the feedback from the partner agencies and the possible problem areas. In 2015, the analysis of the internal security education model (in Est.) was commissioned by MoI and conducted by Praxis, in spring 2018, the academy commissioned a study of the instruction of emergency call takers (in Est.), while the preliminary internal security related education (in Est.) conducted in secondary schools was analysed in 2017/2018. The results of all surveys and studies have been implemented: for instance, the study

by Praxis formed the basis for the development of the <u>integrated internal security education model,</u> the analysis of the instruction of emergency call takers was used for the changes in the respective curriculum and the operational programme of the modules and in increasing the proportion of practical instruction.

The academy's quality assurance system is characterised by the inclusion of **target groups within and outside the academy** in verbalising and implementing the improvement activities. The improvement activities are developed in the academic units and support structure departments with the respective managers conducting broad-based discussions. The issues are also discussed in the councils of the colleges led by the heads of the partner agencies, similarly in the learning and RDI committees, feedback seminars and Rector's Office meetings as well as in development day events. The focus in the given process is to learn from each other and discussions of individual questions are organised for the given purpose, for instance, the calculation of the workload of the academic staff, supporting the career planning. Special attention is also paid to the inclusion of students: students are members of the decision-making bodies and participate in feedback seminars.

A wider circle of colleagues is included by means of the traditional **summer and winter academies** with about a hundred participants and also the annual **internal conference.** As the academy organised an extensive international conference in 2017, the internal conference was not held in that year, however, the given tradition was revived in December 2018. It is precisely such events with numerous participants that allow us to advance the improvement activities.

The improvement activities are realised by means of the operational programme and action plan, the respective monitoring system is described in the subsection 3.1.1 discussing the setting of goals. In case of curricula, the needs for change are reacted quickly pursuant to the procedure for changing curricula (see Chapter 3.7.1). If necessary, also the teaching methods are changed. All academic staff are annually shown the feedback given to them to become aware of their strengths and needs for improvement and to react to the feedback adequately and fast. The academy is also aware of international changes and quick to react to them, for instance, in the curriculum development and the quality assurance of the instruction, all agreements related with Bologna (incl. the Dublin Descriptors) and Copenhagen process, European Qualification Framework recommendations, Frontex Sectoral Qualifications Framework and Schengen requirements have been considered. On the other hand, the colleges do not yet regularly compare their curricula with those of their sister institutions – this could be a supplementary source for analysis and improvement activities.

Strengths
- EASS has verbalised the principles of the quality of its core and support processes and the respective assurance – their implementation is one of the main goals.
- Internal assessment supporting the management decisions and including various parties is implemented, the evaluations are analysed and the improvement activities are implemented and monitored.
- All parties, including the employers, students, alumni and the staff of the academy are included in the process of feedback provision and internal assessment, including the verbalisation of the improvement activities. Various forms of cooperation have been developed for the inclusion.
- The academy commissions or conducts surveys and analyses individual issues in support of making considered management decisions.

Areas of improvement and planned development activities
- So far, not all colleges have regularly compared their curricula with similar curricula in other European countries. – By the end of 2019, curricula will be compared at least with the relevant curricula of two partner states and the comparisons will be used in the future internal assessment process.
- EASS has no tradition to compile annual reports that would increase the further integration of various areas, transparency and also inform the employees. – The annual report tradition will be established in 2019.

3.4. ACADEMIC ETHICS

In 2008, the academy verbalised and agreed on its **five core values: honesty, respect, professionalism, openness, development** – that are relied upon in the internal and external communication. The development and enhancement of the organisational culture and sense of community based on the core values are supported by the general ethical principles of EASS that are verbalised in the collection of the <u>principles of academic ethics.</u> In addition, the

Code of Ethics for Officials (in Est.) applies to the members of the academy (academic staff, students). The set of principles brings together the principles of good research practise (in Est.). In addition, the institutions of internal security have their own approved codes of ethics stipulating the particular principles and responsibilities that also the students of the academy as the future specialists in the area are expected to follow.

The aim of the instruction conducted at the academy is to provide the students with the skills, knowledge, experience, values and behavioural norms needed for the job and develop their personal characteristics necessary in public service. In 2017, the academy conducted an alumni and employers' survey (in Est.) collecting data also on the development of the academy's core values and their transfer to their daily work. Based on the survey results, we may say that both employers and alumni value the development of values at EASS highly.

Table 8. Ratings of the development and transfer of the core values on a 5-point scale

Core value	honesty	respect	professionalism	open-ness	develop-ment
Evaluation of the development of values (alumni)	4,3	4,3	4,5	4,2	4,4
Evaluation of the transfer of values (employers)	4,4	4,2	4,0	4,2	4,2

Source: The survey of the graduates of EASS in 2014-2016 and their employers, HeiVäl OÜ, 2017.

The academy stands by the preservation of academic values and traditions. The compliance with the **principles of academic ethics is assessed on the basis of the student feedback and in the academy's court of honour and the challenges solved by the inclusion of a third party (court system)**. The student feedback on the academic staff's unbiased treatment has been high remaining at the level between 4.63-4.83 on a five-point scale.

Table 9. Student evaluation of the academic staff regarding the equal treatment on a 5-point scale

Academic year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Rating	4,7	4,63	4,66	4,77	4,8	4,83

Source: SIS feedback summary, EASS

EASS has a functional and **transparent system for proceeding and solving complaints**. The ignorance of academic traditions is discussed in Chapter 10 of ROS. The following chapter regulates the process of the contestation of the decisions related with the organisation of studies (incl. the negative result at the final exam or at the defence of the diploma thesis) and determines the rules and deadlines of the contestation and the procedure for the complaint proceeding.

Academic fraud and misconduct stand for the considerable violation of the generally accepted behavioural norms and academic practises. In the process of submitting and defending final theses and practice reports, the academy has also dealt with instances of **plagiarism** that are registered and proceeded pursuant to "The Procedures for the Misconduct of a Student of the Academy of Security Sciences, including Cases of Plagiarism". It was agreed that each case will be treated individually, in case of the first instance of misconduct, the student is explained the essence of plagiarism as a form of misconduct. In case of recurrent instances, disciplinary measures will be implemented.

Table 10. Plagiarism

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018 as of 31.08
Registered cases	-	-	-	3	2	-	-	2	-

Source: EASS document management systems Postipoiss, Delta

For the prevention of plagiarism by means of technical support, the students and lecturers have access to the plagiarism detection software KRATT and since 2017 also to a new programme URKUND. At present, both academic staff and specialists of the organisation of studies are introduced the new software with the respective trainings, as all relevant employees do not yet have the necessary skills. The aim is to check all Master's and diploma theses of higher education through the plagiarism detection software.

In order to avoid plagiarism, the awareness of both students and lecturers must be raised. For the prevention of plagiarism, the academic units in cooperation with the library have considerably improved the information meant for

students: the students are provided regular trainings on information retrieval and referencing, there are guidelines for writing student works, similarly the compliance with authorship rules are monitored in the process of compiling the final theses. The supervisors and academic staff are occasionally provided respective seminars and trainings related with copyrights. In all higher education curricula, the subject of research methodology is strongly connected with the process of compiling their final theses.

In order to contest the decisions regarding the organisation of studies outside the academy, the parties can **turn to the Administrative Court for the protection of their rights**. Students have used the opportunity to present a challenge to the Administrative Court regarding the organisation of studies as follows:

Table 11. Administrative Court cases related with the instruction

Year	2013	2014	2015	2016	2017	2018 as of 31.08
Number of Administrative Court cases	2	5	3	1	2	-

Source: MoI database

In case of all court cases, the academy acts pursuant to the Directive of the Minister of the Interior "The Procedure for the court cases and other legal disputes of the Ministry of the Interior or the institutions in its area of government" (in Est.). The challenges related with the organisation of studies presented to the Administrative Court are primarily related with the notice of the tuition fee reimbursement or the invalidation of the result of the final thesis or final examination. More than half of the challenges presented to the Administrative Court are related with the instruction at the College of Justice by the students exmatriculated from the college. Based on the content of the challenges, the academy in cooperation with the employers has continuously improved and specified the evaluation criteria for the final thesis and the final examination, explained the evaluation principles to both members of the examination committee and the students. As a result of the given work, the number of challenges at the Administrative Court has decreased.

The academy has also established a **court of honour** with its rules of procedure regulated by the statute of the court of honour of the Academy of Security Sciences (in Est.). The principles of action of the court of honour were revised in 2018. The members of the court of honour are appointed by the rector of EASS for three years. During its term from 2006, the court of honour has proceeded two cases. In both cases it involved the conflict of interests in the competition for the training service provision (employee vs the academy) and in both cases the court of honour made a recommendation to the management board of EASS to specify the relevant legal acts. At present behavioural and operational rules have been established to avoid the conflict or apparent conflict of interests in the educational and research activity. The rules are stipulated both in the rules for the organisation of work at the Academy of Security Sciences (in Est.) and the collection of the principles of academic ethics.

The members of EASS have not filed any complaints regarding discrimination (gender, sexual).

The principles of academic ethics also apply to the research conducted by the academic staff. The **publications published by the academy's publishing house** are peer-reviewed – since 2010, only peer-reviewed study books are published. The employees' articles in the "Proceedings" are blind reviewed and checked for plagiarism. The academy's academic journal has an international editorial board.

Strengths
- The academy has determined the principles of academic ethics and systematically introduces them to the students.
- Ethical education and value education are paid increased attention at the academy, the alumni and employers have regarded the value education highly in the respective surveys.
- The complaint proceedings are transparent and objective with the equal treatment of the parties guaranteed.

Areas of improvement and planned development activities
- The new plagiarism detection technology is not yet used in all necessary cases. – To monitor the use of the software and supervise the relevant employees so that the technology would be employed in all necessary cases.

3.5.   INTERNATIONALISATION

3.5.1. The role and goals of internationalisation in the academy

The **vision** of the EASS development plan expresses the **international dimension**: the academy strives to become the best European academic and research centre in the field of internal security. Thus, EASS considers the globalised world as its field of activity. According to the development plan, internalisation includes both instruction and the area of research and development, expressed primarily in the cooperation and mobility activities. The aim of EASS is to become more open as an institution of professional higher education and gain further international visibility in its field.

Out of the **21 performance indicators** (see Appendix 1) of the development plan, **five are directly related with the quantitative indicators of internationalisation**: the number of RDI projects with external funding (≥ 20 by 2025), the proportion of long-term mobility students (≥ 4% by 2025), the proportion of foreign students (≥ 10% by 2025), the proportion of employees contributing to international cooperation (≥ 40% by 2025) and the number of foreign academic staff (≥ 12 by 2025). An overview of the first indicator is given in subsection 3.11.2, the remaining ones in the present chapter.

The focus of EASS on the **internationalisation of instruction** is partly due to the results of the alumni and employers' satisfaction survey (in Est.) conducted in 2017. In the given survey, international experience and knowledge are rated relatively low: by alumni at 3.4 and employers 3.0. For the promotion of the internationalisation of instruction, the EASS curriculum statute agrees on the requirements for curricula stipulating that the professional higher education curriculum will include a compulsory module or a part of it in a foreign language that can be replaced with integrated language studies within the module. At least one subject in a foreign language and a subject of international cooperation are offered as electives. The student must have the opportunity to pass at least 5% of the curriculum in a foreign language. In addition to the professional language studies, it is also important to provide the international comparative perspective to the subjects and the inclusion of foreign lecturers. There are also academic subjects in the curricula introducing the international context, e.g. "Ethics, Cultures and Customs" (PBGC), "International Police Cooperation" (PBGC), "International Tax Law" (FC), "European Union and European Institutions Policy Developments" (ISI).

The internationalisation of the academy **is realised** primarily **through the networks of internal security education**. The academy does cooperation with many academic institutions of the area of internal security by participating in the joint activities of EU agencies and networks, such as the European Police College (CEPOL), The European Border and Coast Guard Agency for the cooperation between member states in external border management (FRONTEX), the Association of the European Police Colleges (AEPC), the European Fire Service Colleges Association (EFSCA), the Centre for the Democratic Control of Armed Forces (DCAF). Through the College of Justice, since 2018, the academy has also been a member of the European Penitentiary Training Network (EPTA) joining 25 academic institutions in Europe.

The process of internationalisation is **led by the Department of Development** in cooperation with other structural units and colleges. There are employees in colleges organising the internationalisation process. The student mobility is organised by the Department of Development, PBGC as the largest college has a respective specialist, the students are also advised by academic affairs specialists, for instance, with questions regarding APEL. The achievement of the goals of internationalisation are monitored through the operational programme of EASS, with a **respective round table discussion** conducted annually.

3.5.2. International student mobility

There are **19 international cooperation agreements** in the academy's **contracts base** with other academic and research institutions in the field of internal security and **41 bilateral Erasmus+ agreements** providing cooperation and mobility opportunities for students, academic staff as well as non-academic staff.

The most **important cooperation partners** of the colleges are located in the Baltic Sea region but also outside the given area:

PBGC – German Police University, University of Applied Sciences for Public Administration, Police Administration and Administration of Justice Mecklenburg-Vorpommern (Germany), Police Academy Lower Saxony (Germany), Police University College of Finland, Police Academy of The Netherlands, Lithuanian Border Guard School, Legionowo Police Training Centre (Poland);

RC – Fire Fighters Training School of Fire and Rescue Department under the Ministry of the Interior (Lithuania), Fire Safety and Civil Protection College (Latvia), Helsinki Rescue School (Finland), Berlin Fire and Rescue Academy (Germany), The Main School of Fire Service in Warsaw (Poland);

FC – Berlin School of Economics and Law (Germany), University of Foggia (Italy), University of Huelva (Spain), Riga Technical University (Latvia);

CJ – Laurea University of Applied Sciences (Finland), Canterbury Christ Church University (United Kingdom), University of Applied Sciences for Public Administration, Police Administration and Administration of Justice Mecklenburg-Vorpommern (Germany), The Training Institute for Prison and Probation Services (Finland), University College of Norwegian Correctional Service;

ISI – German Police University, National University of Public Service (Hungary), Office of the Police and Crime Commissioner (United Kingdom).

EASS has an **international module** in which the number of inbound foreign students has remained stable in the past years. Foreign students can also do their **internship** at Estonian internal security institutions. Every year the academy welcomes around twenty foreign students: 2013/14 – 3; 2014/15 – 19; 2015/16 – 24; 2016/2017 – 23; 2017/2018 – 14; 2018/2019 – 27. Students mostly come from Slovakia, Czech Republic, Poland, Germany and Finland. The academy is a member of the international **Erasmus Student Network** mediating events for foreign students. In cooperation with Tallinn University of Applied Sciences and Tallinn Health Care College, we organise a joint annual induction week for the foreign students of the three institutions.

The **recruitment and enrolment of foreign students** is the responsibility of the Erasmus coordinator. The application process includes an application and an interview to ensure the applicant's motivation and also language skills. Counselling for foreign students and also the arrangements of their daily life are provided by the Erasmus coordinator in cooperation with the **tutors**. The latter role is taken by local students who help the foreign students to adapt to the academy's daily life. Every year, EASS also organises the **international week** hosting present and future partners from various European higher education institutions. The aim of the event is to introduce studying and teaching opportunities and also cooperation possibilities in the area of research and development.

EASS pays a lot of attention to the integration of foreign students among the academy's students. There are subjects in which **foreign and local students** can study together. The module includes subjects marked by the international dimension of the area of internal security and safety. In the autumn term 2018/2019, there are 18 subjects conducted in English amounting to 50 credit points. However, according to the foreign student surveys and also the feedback seminar conducted in November 2018, the students are least satisfied with the contacts between local and foreign students. The tutor system has not allowed the problem to be fully solved (feedback in the past years has been 2.2-2.7 on a five-point scale). The general **feedback** by foreign students on the international module has been positive. The average rating has been 4.6-4.8 depending on the year and considering the student feedback on the teaching methods. Students mostly value the practicality of the subjects that is consciously upheld by EASS as a professional higher education institution, also the professionalism of the teaching staff, the low level of bureaucracy in administration, the tutor system, the induction week and the possibility to provide feedback.

In terms of the total number, the mobility of students coming to EASS has leaped considerably thanks to the international joint curricula of the EU agencies. Every other year, 30 and 27 students are enrolled respectively at the **CEPOL and FRONTEX Master's curricula**, including students from Estonia. EASS participated actively in the development of either curriculum and framework agreements were signed with both agencies in spring 2014. The volume of **CEPOL Master's programme** is 60 credit points with the diploma of the Spanish partner university issued at graduation, the consortium includes 30 higher education institutions. The first graduates of CEPOL Master's programme completed their studies in 2017. During their studies, EASS was the supporting partner of organising Module II ("International and Comparative Policing"). EASS is also the consortium partner in organising the Master's thesis defence for the students beginning their studies in 2017. **In cooperation with Frontex** and six other higher education institutions from five EU countries, a **joint Master's programme in strategic border management** is organised for present and future EU border guard managers. In addition to Estonia, the instruction also takes place in Latvia, Holland, Lithuania and two Spanish universities. The volume of instruction is 90 credit points and a joint diploma is issued by the consortium. EASS as an associate member of the consortium curates two modules at present and acts also as a supportive partner in the organisation of four modules. The modules of border management strategy, innovation and technologies, and the global context of border security were developed for the first group of students. The module of fundamental rights was supported with the lecturers. The modules of innovation and technologies as well as the global context of border safety are provided for the group commencing their studies in 2017. The modules of fundamental rights and risk assessment are supported with lecturers.

Together with the students of Master's curricula, the academy has fulfilled the aims of its development plan and also the goal of the Estonian Higher Education Internationalisation Strategy 2015-2020 that 10% of the Estonian student body is comprised of foreign students.

Table 12. Inbound mobility rate compared to the development plan goal

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Number of students	786	782	697	663	675	656
International module	29	3	19	24	23	14
CEPOL and FRONTEX Master's curricula	–	–	–	57	50	57
Proportion of inbound mobility	3,70%	0,40%	2,70%	12%	10,80%	10,80%
EASS development plan goal	≥ 10%	≥ 10%	≥ 10%	≥ 10%	≥ 10%	≥ 10%

Source: EASS Department of Development database

The long-term mobility of EASS students is either a learning mobility and/or internship which lasts at least 3 and 2 months respectively. Estonian students primarily use ERASMUS+ and DoRa programmes for long-term mobility. The given trends have been decreasing in the past years. It is primarily influenced by the decreased number of students enrolled at the full-time studies of professional higher education. As APEL cannot be implemented on a large scale due to the specificity of the judicial area in internal security, it is quite probable that the student's period of studies is prolonged. Therefore, the **proportion of internship** has been increased in the past years: 65% (the average proportion in 2014-2018) of the participants of long-term mobility do their practice rather than studies abroad. In order to increase mobility, every college has an Erasmus contact person, there is also an elective subject "Internship abroad" allowing the internship period to be recognised as a part of the curriculum. Similarly, students are assisted in finding an internship place abroad and a supplementary scholarship is awarded, if necessary.

Table 13. Proportion of students participating in long-term mobility in comparison with the development plan goal

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Number of students	786	782	697	663	675	656
In long-term mobility	13	18	8	17	5	4
Proportion of long-term mobility	1,60%	2,30%	1,10%	2,60%	0,70%	0,60%
EASS development plan goal	≥ 4 %	≥ 4 %	≥ 4 %	≥ 4 %	≥ 4 %	≥ 4 %

Source: EASS Department of Development database

Short-term mobility takes place within the elective subject "**International cooperation**" in all curricula funded by the academy. The study visits concentrate on discovery and experiential learning. The study visits are regulated by the "Principles and procedure for organising study visits" (in Est.) The colleges and the institute have generated their partners who also visit Estonia. The students of RC also annually participate in the international training FENIX in Poland.

Table 14. Short-term mobility indicators by college

College	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Internal Security Institute	0	3	3	2	2	1	6	7
Police and Border Guard College	6	29	11	26	21	30	65	30
Financial College	0	0	4	0	0	0	0	0
College of Justice	12	15	15	12	17	12	26	9
Rescue College	35	19	24	15	23	8	7	5
Total	**53**	**66**	**55**	**55**	**61**	**50**	**98**	**51**

Source: EASS Department of Development database

3.5.3. The employees' international mobility and participation in international projects

The academy has taken systematic action for the **development of academic and non-academic staff by means of international activities**. For the given purpose, various educational programmes (Erasmus+ and Dora Pluss) and also the expert exchange opportunities are implemented. The employees primarily attend CEPOL (the number of EASS employees participating in trainings: 2015 – 10; 2016 – 6; 2017 – 6; employees on assignments abroad: 2015 – 2; 2016 – 4; 2017 – 4) and FRONTEX trainings. At present, the academy´s employees participate in 6 Frontex development workgroups as experts with 3 of them related with the development of the Master´s curriculum.

In 2017, there were altogether 258 assignments abroad and 87 employees participated in mobility activities, i.e. 32% of employees. Mobility was undertaken by 47 people of the academic staff, i.e. 55%. The most active ones were the employees of ISI (79% of employees) and FC (67%). The mobility rate remained below 50% in CJ. Then again, international communication in CJ has become increasingly more dynamic thanks to the EPTA membership and also to the academic staff exchange (inbound and outbound). Internationalisation is funded partly by the academy's budget, however, more than half of the employee mobility is based on external funding marking a considerable relief for the academy's budget.

Table 15. The aim of development plan 2025 and performing indicators

Indicator	2015 level	2016 level	2017 level	2025 level
Proportion of employees contributing to international cooperation	30%	32%	32%	≥ 40%

Source: EASS development plan 2025

Slightly more than half of the trips are connected with work meetings. Others are related with conferences and trainings, exchange programmes, missions and study visits.

It is worth noting the academy's participation in Estonian bilateral **development cooperation**, primarily in Ukraine, Georgia, Kosovo (Twinning), Moldova, Afghanistan (EUPOL mission) and in connection with Eastern Partnership. For instance, a smoke diving training system was established in Moldova (2013-2014), trainings for developing firefighters' professional and management skills in Afghanistan (2013-2014), the basis for handling domestic violence problems in Georgia (2012-2014), the development of the academy of the Ministry of Finance in Georgia (2013-2015), supporting the development of the humanitarian demining training system in Ukraine (2016-2017), participating in the work of the council of border guard school in Tajikistan and developing the internal security school in Kosovo in cooperation with the Finnish Police University College by establishing internationally accredited curricula on vocational and higher education level (2012-2014 and 2016-2019). Similarly, we have two ongoing development cooperation projects until the end of 2019. In Moldova, the focus is on increasing the response and lifesaving capacity, while in Lviv, Ukraine, we cooperate with the local life safety university to develop their professional higher education in the area of humanitarian demining.

Over the years, the academy has developed a particular **network of foreign lecturers** who are regularly included in the instruction, primarily in the Master's studies. Internationally renowned lecturer Martin Surl (United Kingdom), Mattias Zeiser, Heinz Albert Stumpen (Germany), Peter Ruzsonyi (Hungary), Mark Galeotti (Czech Republic) cover the topics of crisis communication and management, current topics in criminal and penal policy, security and international crisis regulation, current security threats and comprehensive national defence in the curriculum. In the academic year 2017/2018, EASS hosted 12 **foreign lecturers** with five of them teaching altogether 92 academic hours on the Master's level. New foreign lecturers come to Estonia through **Erasmus**+ academic staff exchange programme and other international cooperation projects. In 2017/2018, nine lecturers visited EASS in connection with Erasmus programme, in the present academic year there have so far been two foreign lecturers. EASS additionally does foreign cooperation in research and development (for further information see 3.11.2).

Table 16. The aim of development plan 2025 and performing indicators

Indicator	2015 level	2016 level	2017 level	2025 level
The number of foreign academic staff	4	3	9	≥ 12

Source: EASS development plan 2025

The academy also contributes to providing its **academic staff with experience in international cooperation**. The academy's experts are regarded highly in the area of implementing innovative educational technology and e-learning at large. For instance, within the Frontex grant, a curriculum and study materials were developed for the course „Profiling and 2nd Line Interview During Border Checks". The grant includes six lecturers from Lithuania and three from Estonia. The pilot course was conducted in 2018. In the Erasmus+ project a study material („Training and Preparedness of the Baltic Sea Region (LTU, LVA, EST, POL) Police Officers in Usage of a Single Model of Application of Physical Force") on the use of physical force is being developed. The project includes four lecturers from Latvia four from Lithuania, four from Poland and five from Estonia (see also Chapter 4.3). Unfortunately, the inclusion of another lecturers in international cooperation is sometimes limited due to insufficient foreign language skills.

Through **development cooperation projects (altogether 22), EASS has partnership relations with almost 20 internal security technology companies, 25 universities and research centres all over Europe** (for more details see 3.11.2).

Strengths
- A wide international cooperation network supporting academic and research development.
- EASS has a clear role in the integration and cooperation projects of Eastern Europe (third countries) and Western Europe (old world).
- EASS has strong competence in the educational technology of internal security that is regarded highly by the partners.
- Combined and supported mobility possibilities for students, similarly possibilities for short-term mobility funded by the academy.

Areas of improvement and planned development activities
- To further expand the inclusion of the academic staff and their participation in international cooperation. – To continue with the employees' foreign language studies and its enhancement (see also 3.6.2).
- More active communication between EASS students and Erasmus+ exchange students. – In autumn 2019, the selection of academic subjects that can be participated by both foreign and local students is broadened, a motivational system for tutors will be devised and foreign students will be included in the joint sports and recreational activities on the Erasmus coordinator's responsibility.

3.6. ACADEMIC STAFF

3.6.1. The composition and tasks of the academic staff

The **academic staff** of EASS include the **lecturers** (professor, associate professor, lecturer, assistant, vocational teacher) and **researchers**. The staff lecturers include both full-time lecturers selected by the council and temporarily invited **visiting lecturers** (who work at the academy either part-time or full-time on the basis of employment or service relationship (see Chapter 3.2.1)). Some of the visiting lecturers, however, are **non-staff lecturers** whose workload is usually small and who work on a contract under the law of obligations on an hourly wage.

The volume of instruction of the non-staff visiting lecturers amounts to about a quarter of the volume of all instruction and their inclusion has featured an upward trend in recent years. As the non-staff visiting lecturers
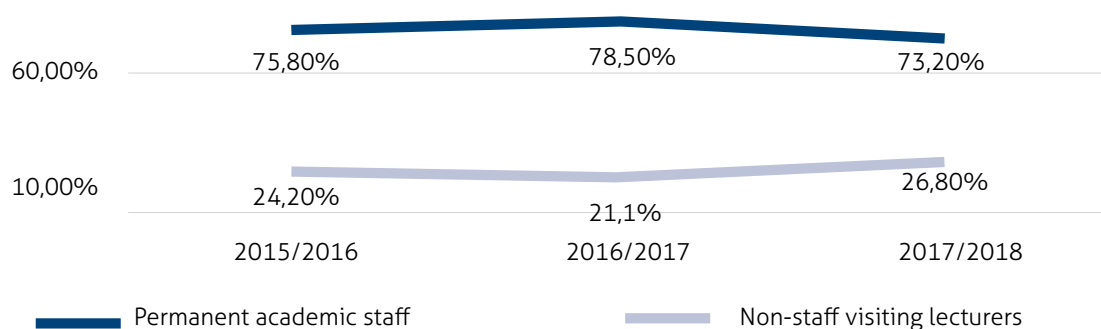

Figure 4. The volume of instruction by academic staff
Source: EASS General Department database

have a high professional qualification and they are the best specialists with practical experience from our partner institutions, the amount of instruction conducted by them is optimum for arranging high-quality instruction.

The number of permanent academic staff has remained stable in the past years. As the academy provides instruction mostly in the curricula of professional higher education and levels 4 and 5 of vocational education and contributes to the increase of the quality and volume of research, development and innovation, the majority of the permanent academic staff includes lecturers. There could more permanent academic staff with the highest qualification working at EASS.

Table 17. The structure and number of permanent academic staff at EASS (as of 01.09)

	2014	**2015**	**2016**	**2017**	**2018**
Permanent staff	82	82	83	80	82
Incl. full-time selected lecturers (proportion among staff lecturers)	64 (79%)	73 (89%)	72 (87%)	67 (84%)	61 (74%)
Professors	1	0	0	1	2
Associate professors	4	5	4	3	0
Lecturers	47	48	48	45	40
Assistants	16	16	20	22	30
Vocational teachers	14	13	11	9	10
Academic staff with a doctoral degree	6	6	5	7	5
Academic staff with a Master's degree	53	55	54	52	49
Average age of academic staff	48	47	46	47	46

Source: EASS General Department database

As in addition to the stability of the number of full-time academic staff, also the number of students has been quite stable, the ratio of students and lecturers has been relatively steady in the past years. About 12 students per one full-time lecturer (in addition there are non-staff visiting lecturers) allows the instruction to be partially conducted in smaller groups allowing the academy to ensure the quality of practical training in the best possible manner.

Table 18. The ratio of students and full-time equivalent permanent academic staff

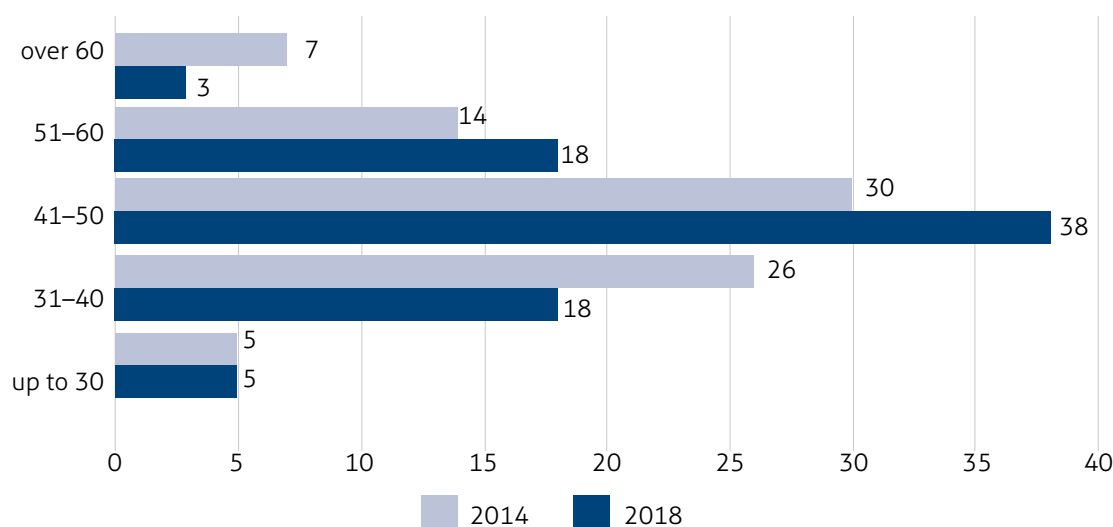|	**2014/2015**	**2015/2016**	**2016/2017**	**2017/2018**	**2018/2019**
Number of students per lecturer	12,8	12,1	12,3	12,8	12,7

Source: EASS General Department database

Figure 5. The age distribution of academic staff (as of 01.09).
Source: EASS General Department database

The average age of the academic staff at EASS has remained stable under 50 years of age. Although the number of employees below the age of 40 has somewhat decreased, the majority of employees are between 31-50. The small proportion of employees under 30 is largely due to the fact that most academic positions at the academy require the status of a service official (police, rescue and prison officers) and generally also earlier experience in the given field (Figure 5).

The **main tasks** of the academic staff are **conducting and developing instruction**, **research, development and innovation activities** (hereinafter RDI) and **other activities** (professional development, participation in the development work within the academy, supporting the organisational culture, shaping and maintaining the academy's reputation, promoting the speciality and social activities). The academic positions with RDI obligation include professor, associate professor, lecturer and researcher. Although the proportions of the employees' main tasks are approved ("Principles for planning the study activities and calculating the lecturers' work load at the Estonian Academy of Security Sciences" (in Est.), the workload planning system is flexible, allowing the manager and employee to agree on changes in the proportion of the main tasks. For instance, they could agree on diminishing the proportion of instruction in case the lecturer's engagement in RDI exceeds the prescribed limit. In order to facilitate the adaptation period of a new lecturer, the proportion of their instruction may be reduced up to 30% of the standard workload in the first academic year.

Table 19. The proportions of the main tasks of academic positions

	Instruction (contact hours in acad. year)	Research, development and innovation	Other activities
Professor	Up to 30% (200-250)	At least 60%	At least 10%
Associate professor	Up to 50% (250-300)	At least 40%	At least 10%
Lecturer	Up to 70% (350-450)	At least 20%	At least 10%
Assistant	Up to 90% (450-600)	-	At least 10%
Vocational teacher	Up to 90% (650-800)	-	At least 10%
Researcher	Up to 10%	At least 80%	At least 10%

Source: EASS General Department, Principles for planning the study activities and calculating the lecturers' work load at the Estonian Academy of Security Sciences

3.6.2. The development and evaluation of academic staff

The aim of the academy's development plan 2025 is that its academic staff consist of the **best experts** of their field with a **high qualification and international experience** and **teach in an open and multicultural learning environment**. The selection of the best specialists of the field has been supported by the increased competition for academic positions in the past years.
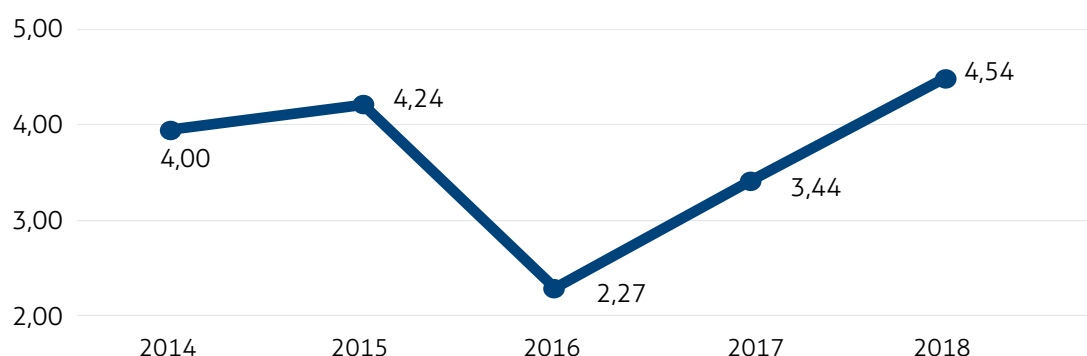
Figure 6. The average competition for the positions of full-time academic staff.
Source: EASS General Department database

The **development of the academic staff** is conducted in cooperation with the lecturer and their immediate manager. The possibilities for supporting professional development have been described in "Principles of supporting the professional development of the employees of the Estonian Academy of Security Sciences". The aim set in the development plan is to increase the number of **academic staff with a doctoral degree** and the proportion of

lecturers doing work practice. Practice here stands for the lecturer's purposeful activity in a respective institution connected with the area of their academic, research and development work. During the practice, the lecturer's basic salary is retained while they are released from their standard work responsibilities. A **doctoral school** is established for exchanging experience and continuing their studies on PhD level, a sabbatical term may be taken to complete the doctoral studies, and the active participation in the doctoral studies is considered as a part of the lecturer's main work responsibility, that is, research, development and innovation activity. In 2018, altogether 10 lecturers of EASS are continuing their doctoral studies.

Table 20. Aims set in the development plan 2025 and performing indicators

Indicator	2015	2016	2017	2025 target level
The proportion of permanent academic staff members who have done work practice in the taught area in the past three academic years.	Not measured in the given respect	Not measured in the given respect	49%	≥ 70 %
The number of full-time or part-time academic staff with a doctoral degree	8	9	7	≥ 16

Source: EASS Development Plan 2025

The academic staff develop themselves professionally in an **international environment** through mobility (ERASMUS, FRONTEX and CEPOL) and international cooperation programmes (for further information see Chapter 3.5.3) and by participating thus in research, development and innovation (for further information see 3.11.2). About 30% of the academic staff contribute to the work of professional associations and unions or other councils and decision-making bodies (see Chapter 3.12.3). The proportion of academic staff participating in **external and internal trainings** has increased year by year reaching about 300 attendances in a year. The focus in internal trainings has been on the development of teaching skills, foreign languages skills, digital competence (for instance, 15 trainings in 2017 concentrated on developing digital skills) and module-based learning.

Table 21. The participation of academic staff in internal and external trainings of EASS

Year	2013	2014	2015	2016	2017
Participants	81	74	66	72	76
Attendances	297	295	221	289	290

Source: EASS General Department and CCE database

The success of the teaching skills development is illustrated by the students' **feedback on the lecturers' professionalism and skills**. The high rating given in the feedback has been stable. Also, the supervision skills are continuously improved through trainings with further added value provided by the diploma thesis supervision seminars conducted in cooperation with the students. Although the feedback on supervision skills and the quality of the supervision process has been relatively high, some downward trends could be seen in 2017/2018. The reason is more critical feedback on the activity of co-supervisors.

Table 22. Student feedback on the academic staff on a five-point scale

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Evaluation of the lecturers' professionalism and teaching skills in the instruction process	4,57	4,6	4,72	4,68	4,77
Evaluation of the diploma thesis supervision	4,71	4,56	4,68	4,71	4,52

Source: SIS feedback summaries, EASS

In addition to the discussion at the end of their probationary period and performance and development discussions, the permanent academic staff and researchers are assessed at the **evaluations** every five working years. During the evaluation the self-analysis of the academic staff by the main work responsibilities is considered, their instruction and development of instruction is assessed (incl. student feedback), research, development and innovation activity, similarly their participation in trainings developing their teaching and supervising skills as well as the work practice in the taught field are analysed, the sabbatical term conditions and performance and development discussion summaries and other relevant aspects are reviewed (see The procedures of the academic staff evaluation (in Est.)). The evaluation results are used to make decisions regarding the lecturer's development and career or to align the lecturer's activity with the requirements for the respective position.

Strengths

- The number of academic staff is optimum for the achievement of the learning objectives and tasks set in the curriculum and the learning outcomes.
- Visiting lecturers who are the best experts and practitioners of their field are included in the instruction in cooperation with partner agencies.
- The evaluation of the academic staff is comprehensive and systematic and supports the development of the academic staff.
- The academic staff are systematically engaged in self-improvement and development of their teaching skills, they develop their management competence and share the best practices and experience.

Areas of improvement and planned development activities

- Considering the goals set in the development plan, the number of academic staff with a doctoral degree is relatively low. - The immediate manager should motivate and support the lecturers pursuing their doctoral studies or writing their theses, so they would reach the defence of their work. Similarly, it is important to support the lecturers with a PhD degree in planning their career so they would meet the requirements set for the position of associate professor and professor.

3.7. CURRICULUM

3.7.1. Principles for curriculum development

Curriculum development is based on the relevant legal acts (Institutions of Professional Higher Education Act, Universities Act, Vocational Education Institutions Act (in Est.), Standard of Higher Education, Standard for Vocational Education (in Est.), the Estonian and European **educational policy innovations**, the **strategies** of the fields of education and internal security (primarily the Estonian Lifelong Learning Strategy 2020 and Internal Security Development Plan 2015-2020 (in Est.), the Development Plan of the EASS 2025 and the **changing needs of the academy's main partners**, that is the partner agencies. Similarly, **various feedback is analysed and considered** to a large extent: in addition to the feedback given by employers, also the comments by students, alumni and the academic staff are considered, for further information see Chapter 3.3.1.

Curricula are opened, amended and closed pursuant to the Curriculum Statute approved by the EASS Council. The **vocational specialities** that have professional standards (various rescue and border guard professions) may rely on the latter for input and necessary information. In other professional specialities, the **competence** must be **described** and thus also the curricula adjusted. The given work has been conducted continuously **under the methodical supervision** and **in cooperation with the agencies**, for instance, all vocational education curricula and in cooperation with PBGB also the higher education curriculum were updated in 2016/2017, in cooperation with RC and ERC all rescue curricula, and in cooperation with TCB the taxation and customs curricula were updated in 2017/2018.

Workgroups are formed for the **development of new curricula** and **thorough amendment of present curricula** consisting of the representatives of the respective agencies, the head of the curriculum, the heads of the respective chairs, the representatives of the academic staff and the methodologist of the Department of Academic Affairs. The curriculum project compiled by the workgroup is approved by the council of the college/institute led by the head of the respective agency, and also by the learning committee. The final approval to the project is given by the Council of the Academy. All academy's curricula are registered and included in the curriculum database in the Estonian Education Information System of the Estonian Ministry of Education and Research. So far, the workgroups have not always included the representatives of the students. The given option will be analysed in planning the improvement activities.

The academy has developed a particular **methodology of developing and updating curricula** including the following stages: defining the parts of work and tasks, deducing the competence, deducing the modules/subjects, wording the learning outcomes of the modules, formulating the topics, expressing the assessment criteria, selecting assessment methods, defining teaching methods. A common methodological approach ensures the **compliance of curricula with the employers' needs, the comprehensiveness and cohesion of the curricula**, similarly the specificity of the topics, suitability and diversity of teaching methods.

The Curriculum Statute stipulates the academy's requirements for the curricula, similarly the structure of curricula and their components (modules, subjects) and the guidelines for their implementation. The modules are divided into **general and speciality modules**. The transition to the module-based studies has considerably better

connected the theoretical and practical studies (incl. internship) and noticeably decreased the fragmentation within the curricula. On the other hand, it requires also better cooperation between the lecturers teaching the module which is in progress at present.

For the **professional higher education curricula**, the Curriculum Statute primarily stipulates the requirement for **general studies.** The joint modules focus among other things on the relevant topics of internal security such as multiculturalism and crisis management. On the other hand, also new approaches to instruction (joint exercises and lectures) are employed. Every year, there is a specific number of **elective subjects** in the elective module, including subjects in English that can be taken also by Master's students and Erasmus+ exchange students. The options include also languages and supervised trainings of various sports. If students wish to complete the volume of electives or acquire general skills, they can also select subjects from other curricula of EASS or as a visiting student at other Estonian or foreign universities. It is now possible to pass subjects as an exchange student in other universities to a larger degree than before. In each higher education curriculum, there must be at least 4 ECTS of **speciality electives**.

Pursuant to the law, the volume of **internship** in the professional higher education curricula is at least 15% of the total volume of the curriculum including introductory internship of 3 ECTS. Similarly, the volume of and general requirements for the **final examination, final thesis and Master's thesis**: 5-8 ECTS for the final examination, 8 ECTS for the final thesis and 30 ECTS for the Master's thesis.

The professional higher education curriculum may also include the modules/subjects of the vocational curriculum of the same speciality area in case there are overlapping learning outcomes. This is justified as, for instance, both police officers with higher education and vocational education must have some universal skills necessary for all police officers. The same applies to prison and rescue officers. By connecting the curricula of various level, we provide more flexibility, avoid overlearning and motivate students to return to the academy for the next academic level after acquiring one qualification and working for a while. The accreditation of previous learning and work experience in the APEL system is described in 3.9.3.

3.7.2. The main directions in curriculum development

In recent years, there have been several studies and analyses providing valuable feedback on the instruction at EASS. For instance, Praxis Centre for Policy Studies Foundation conducted the <u>analysis of the educational model of the area of internal security</u> (in Est.), <u>the quality assessment of the study programme group</u> was conducted in September 2016 and the <u>alumni and employers' survey</u> (in Est.) was conducted in early 2017.

The following **areas of improvement** have been brought out in the given studies:
- The emphasis on the acquisition of general skills in all specialities by integrating the instruction of general skills with the acquisition of professional skills;
- The increase of interdisciplinarity in instruction enhancing the cooperation and co-learning opportunities of students of various specialities; the need to devise a new, more flexible and integrated education model of the area of internal security;
- The improvement of the graduates' language skills, especially the Russian skills of Estonian-speaking students, but also the development of English language skills among all students;
- The improved integration and balance of theoretical expertise and practical skills;
- Experience of the international dimension in the area.

The above refers to the **need for enhanced integration within subjects and modules** (better connectedness and balance of theory and practise, enhanced integration of general skills into the speciality studies), **between subjects and modules** (more extensive modules combining numerous smaller subjects and topics and also integrating the speciality and language studies into a comprehensive whole etc) as well as **between curricula** and **in the organisation of studies in teaching the students of various specialities**.

In the curriculum development in 2016-2018, the following steps have been taken with regard to the areas of improvement mentioned above:
- **Most curricula** are **no longer based on subjects but on modules.** The task will be accomplished in 2018/2019 with the completion of the new Corrections curriculum and the Master's curriculum of internal security.
- In updating all the curricula, **particular attention has been paid to the integration of general competences into the speciality studies**. For the given purpose, special guidelines "<u>Integrating general competencies into the curricula</u>" (in Est.) have been devised for the developers of curricula. An important role in the work of specialists of internal security is played by communication and cooperation skills, skills to persuade and influence (highly important in prevention work), similarly the ability to cope with stressful situations and setbacks. All these and many other general skills now receive considerably more attention in speciality studies.

- There is a **new section of general studies** in the higher education curricula complying with the changes in the area of internal security and described earlier in the same chapter.
- The **common language instruction system** has been developed with more details given in 3.8.2.
- **New continuing education curricula** have been developed on **qualification level 5 of vocational education** (see Table 2), previously there was only the curriculum of Rescue Unit Leader.
- Updated specialisations have been added to the Master's curriculum: it allows **specialisation in crisis management** or **the institutional work-based direction**. The latter is highly individualised and directly deals with the problems of the given institution, allowing the students to write their thesis on the given topic and also complete the studies on the basis of the given topic.
- In cooperation with PBGB, **a police education model has been devised** (2016) with a more detailed description provided in Chapter 4.1.

The directions of the curriculum development in the following years are described in the EASS development plan 2025, however, a more thorough overview is provided in the **common integrated internal security education model** completed in spring 2018. The given model was conditioned by the need for taking more systematic and flexible steps to confront the new tasks in internal security as well as in the predicted demographic situation marked by considerably smaller number of younger generation than before. The education model was developed in cooperation with contributions from the academic staff of all colleges and the institute, it was discussed in the winter academy in February 2018 as well as in the joint seminar of the representatives of the academy and partner agencies in May. The educational model includes also an **operational programme for 2018-2020**. The model considers all areas of internal security as well as the security studies in secondary schools and continuing education as an integrated whole. **The model focusses primarily on the following aspects:**
- Describing and expanding the learning opportunities in the context of the system of curricula;
- Organising instruction so as to make it as flexible as possible and consider the target groups;
- Further integration of studies between the various areas of internal security.

According to the educational model, the trends in the future of curriculum development and activities are as follows:
- The development of optimum, logical and comprehensive curricula system meeting the basic needs of the agencies.
- Attention is paid to the possible overlaps and common aspects between the curricula of the colleges. **Co-learning** includes both daily instruction with joint lectures and practical training but also special cooperation activities and large-scale exercises.
- In the future, there will also be systematic **joint exercises with students of other higher education institutions**, especially with health care colleges and the Estonian National Defence College.
- **E-learning** support is developed for all updated module-based curricula (see chapter 3.8.2).
- **Cross-academy topic areas** will be defined and **cross-usage of the academic staff** implemented.
- Considering the demographic decline, **developing retraining curricula** to allow the officials to retrain themselves and move from one area of internal security to another.
- The **framework for the internal security related trainings** provided at secondary schools will be updated and connections established with the **training of volunteers** in which the academy has so far made little contribution.

Further information on the activities may be found in the common integrated internal security education model.

Strengths
- The methodology for developing curricula has been devised.
- The employers are directly included in the curriculum development as members of the workgroup.
- The developed flexible police education model has reached the implementation stage that is primarily needed in the light of the imminent demographic situation.
- The integrated internal security education model with the respective action plan has been developed.
- General competences and language instruction have been considered in the curriculum development and instruction, both employers and graduates have stressed the importance of the given aspects in the feedback survey.

Areas of improvement and planned development activities
- The relatively little inclusion of the student representatives in the curriculum development. – Possibilities for their more active inclusion in the work of the Learning Committee, colleges and the Council of EASS will be analysed.

- The inadequate cooperation between lecturers in implementing module-based curricula. – More active support of the academic staff in the given respect by means of training and facilitation of cooperation.
- Cooperation between colleges in organising studies is not sufficient yet. – The continuous application of activities needed for the implementation of the integrated education model of internal security, various specialities and study groups will be provided more possibilities for learning together by coordinating and planning the work centrally.

3.8. LEARNING AND TEACHING

3.8.1. The planning of student places and enrolment of students

The study places are planned pursuant to the Minister of the Interior's Regulation No 16 of 16 April 2013 of "Principles for planning the state-commissioned education and the allocation of operating subsidy in the area of government of the Ministry of the Interior" (in Est.) forming the basis for the minister's directive to confirm the minimum number of student places at EASS for each academic year. The student places are divided into student places covered either with open competition or with institutional referral. The eventual number of student places is based on the needs of PBGB, RB, ERC, MoJ and TCB and the negotiations with MoI and the approval of EASS. In the past five years, the number of student places pursuant to the directive has been as follows:

Table 23. State-commissioned student places (RKT) in 2014–18

Agency	Speciality	public competition					institutional referral				
		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Vocational education											
PBGB	Patrol Police Officer		25	25				0	0		
PBGB	Police Officer*	50			50	50	0			25	50
PBGB	Border Guard	25	25	25			0	0	0		
PBGB	Offence Proceedings Officer				0	0				15	15
MoJ	Prison Guard	10	10	10	10	10	90	65	65	50	50
MoJ	Information and Investigation Officer				0	0				24	12
MoJ	Case Manager					0					30
ERC	Dispatcher-Call taker	0	0	20	20	15	20	20	0	0	0
RB	Rescuer	0	0	0	0	0	60	80	80	60	80
RB	Rescue Unit Leader	0	0	0	0	0	24	30	15	15	15
RB	EOD Technician					0					7
ERC	Dispatcher				0	0				12	0
Higher education											
PBGB	Police Service	25	50	50	50	50	50	50	50	50	27
MoJ	Corrections	30	30	20	20	0	0	0	0	0	0
TCB	Customs and Taxation	35	40	30	30	25	0	0	0	0	0
RB, ERC	Rescue Service	0	25	0	0	15	25	18	18	16	17
Master's studies											
	Internal Security	35	40	30	30	30	0	0	0	0	0
TOTAL		210	245	210	210	195	269	263	228	267	303

	New curricula, not previously available
	Curriculum no longer active
Police Officer*	The names of the curricula in 2014 and since 2017 are identical but completely different in content

Source: MoI information system Postipoiss, Delta, EASS Department of Academic Affairs

As could be seen in the table above, the **total number** of state-commissioned student places has remained **relatively stable** over the years **albeit the fluctuation in specialities**. There are more students in vocational education curricula with institutional referral, while there are more student places for open competition in higher education. The student places covered with open competition has featured a downward trend: there were 245 places in 2015 while only 195 in 2018. However, the past years have featured an upward trend in student places with an institutional referral.

It has become a frequent tendency that not all study groups are opened every year as the employer requires training for its employees on a needs-basis. The number of vocational student places has increased slightly as in the past two years there has been a commission for several new vocational continuing curricula and in 2018 for the distance learning curriculum of police service. The increased commission for the speciality of a police officer is

due to the fact that about 900 police officers (around a quarter of the total number of officers) will have the right to retire in the next five years.

The number of student places generally meets the needs of the employers and is feasible for EASS with regard to the workload of the academic staff and the infrastructure. For improved reaction to possible changes in RKT, it could have a longer perspective, for example, three years instead of one.

The **rules and requirements for the enrolment** are regulated by "The conditions and procedure for enrolment at the Estonian Academy of Security Sciences" (in Est.) that are amended and updated every academic year as necessary. Since 2019, we will extend the enrolment period considerably and start already in February. The selection of the students with an institutional referral is made by the agencies and the immatriculation takes place on the basis of the referral letters.

Despite the continuing demographic decline in Estonia, the **competition** among young people (the average age of applicants is around 22 years increased by the students with an institutional referral) for **student places in higher education** has been **relatively stable** in the past years standing at **4.1** in 2018. It was lower by 0.6 points compared to the previous enrolment, but similar to the indicators in 2015 and 2016 (Figure 7). The academy makes an effort to get the best students, including Russian-speakers (described in greater detail in 3.12.2). The most popular specialities over the years have been customs and taxation and police service with the competition for a student place respectively 8.68 and 4.62 in 2018. Compared to other institutions of professional higher education, the academy's indicators are competitive, for instance, the most popular speciality in 2018 in Tallinn Health Care College was Midwifery (7.36 applicants per student place), Production and Production Management in Tallinn University of Applied Sciences (7.6), Air Force Military Leadership in the Estonian National Defence College (5.0) and Air Traffic Services in the Estonian Aviation Academy (12.3).
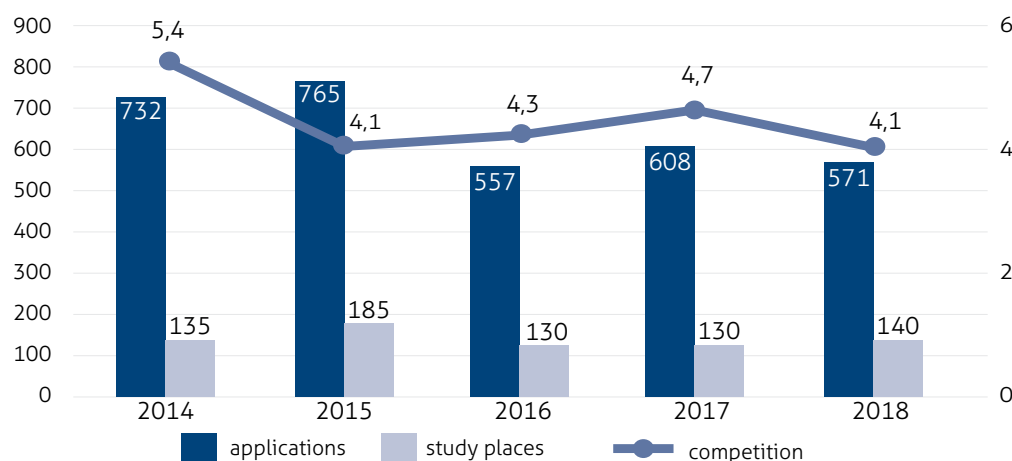
Figure 7. The number of applications and student places and competition in the **higher education open competition (incl. Master's studies) in 2014–2018.** *Source: EASS Department of Academic Affairs*

The number of applications and also competition for the **vocational education student places filled in open competition** has decreased slightly, however, there are nevertheless **almost three applicants per one student place** (Figure 8). The most popular speciality is Police Officer (3.52 applicants per student place in 2018), there are fewer applicants for Prison Officer and Emergency Call Taker curricula (1.4 and 1.8 applicants respectively).

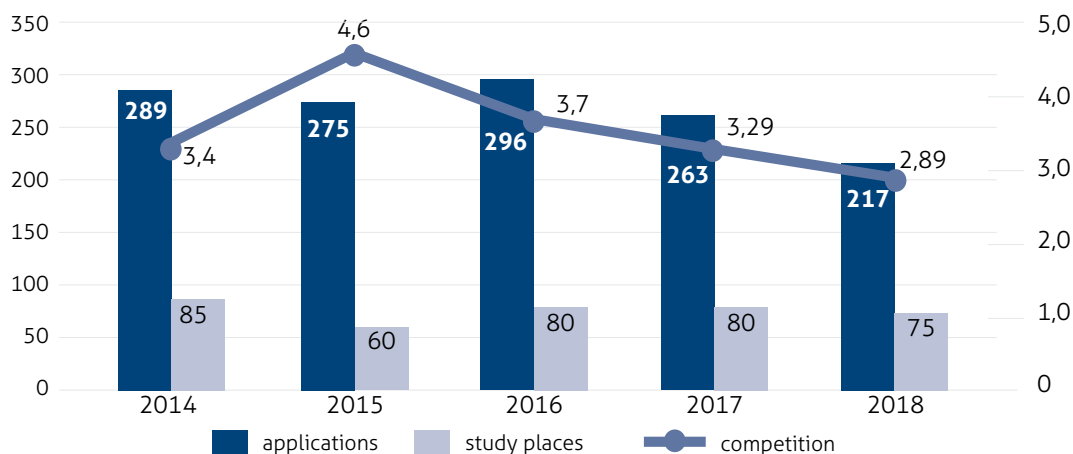*Figure 8. The number of applications and student places and competition in the* **vocational education open competition in 2014–2018.** *Source: EASS Department of Academic Affairs*

In order to ensure the sufficient number of applicants in **the open competition** (with the competition showing downward trends), the **application process is highly flexible providing a number of alternatives**, similarly **systematic marketing activities** are undertaken. In addition to the tests in July, there are also two preliminary test periods in April and May to prove the Estonian language skills and take the physical tests. The first period is arranged during the school vacation and the second on a Saturday. In 2018 for the first time, preliminary tests were organised also in East Viru County with every fifth student of the academy now coming from there. The professional suitability interviews and background check conducted in summer allow the academy to select motivated candidates suitable for work at a state institutions. The professional suitability assessment committees include representatives of both EASS and the employer. According to the rules for student admission, the applicants have the right to earn extra points for excellent results in sports and for completing the internal security training at a secondary school (for the latter, see 3.12.2)
.

3.8.2. Planning, organising instruction and methodical updating of instruction

The planning and organisation of instruction at EASS are regulated by "Curriculum Statute" and "Study Regulations". The planning of an academic year is based on the operational programmes of the curricula, the academic calendar (in Est.) and the instruction schedule (in Est.), the latter are approved by the vice-rector of academic affairs in the previous academic year in April. For the optimum and student-centred planning of timetables, principles for devising timetables (in Est.) have been established. The **planning of instruction is primarily student-centred** to make instruction diverse, versatile and with equal workload throughout the academic year. In case of study groups with an institutional referral, the planning of instruction also considers the employer's wishes, for instance, the distance learners of police service go to school at the beginning of the week while the students of rescue service have classes at the end of the week. Some study groups begin their instruction in the middle of the academic year to disperse the absence of one employer's employees from their official duties.

The **instruction** includes **face-to-face learning**, **e-learning** (showing continuous upward trends) and **independent work**. All means of instruction are described in and regulated by the document "Principles for planning the study activities and calculating the lecturers' work load at the Estonian Academy of Security Sciences" (in Est.).

Since 2016/2017, a thoroughly updated **language instruction system** has been implemented. The curricula stipulate the language skills requirements for the graduates of higher education: Estonian languages skills at the level of C1 (proficient), English B2 (advanced) and Russian B1 (communicative level). The language skills levels in vocational education vary by curriculum, for instance, the required level of Russian and English is A2. A system of elective subjects is established for the improvement of students' language skills with the students beginning with compensatory courses at a relevant level. They need to reach the prescribed level and pass the professional foreign language course by the end of their studies. For the acquisition of Russian and Estonian language skills (for Russian-speaking students), supplementary possibilities have been provided: an intensive course of Estonian in the summer before the studies in Tallinn and a summer course in Russian in Narva. Similarly, **content and language integration learning (CLIL)** is applied with a particular subject taught in a foreign language with the participation of both speciality and language teacher. As a new approach, a writing centre was established at the language centre in 2017 with the students provided with the opportunity to get feedback to their written texts. Similarly, they offer language consultations via Skype (e.g. during internship).

A highly important role in the instruction is played by **internship**. The good organisation of practice is paid considerable attention at the academy with the respective internship guidelines established. In the past three years, the main place of internship is East Viru County both following from national considerations (to increase the presence of national structures in the given area) and also from the language practice perspective (students can practise their Russian skills in the primarily Russian-speaking environment). The academy has begun with **East Viru County practise base** with an on-site practise coordinator. An important role in the success of internship is played by the **practise supervisor** assigned by the practise institutions whose task is to supervise the work practise, advice the intern directly and provide feedback in the practise institution. As the internship of EASS students takes place at particular employers, it has allowed the regular training of practise supervisors on the topics of outcome-based education, supervision and providing feedback etc. Only in the ESF project "The internship system of the specialities of internal security – a common view to the future", (in Est.) altogether 380 practise supervisors were trained from September 2017 to September 2018. During the project, best practice for good practices (in Est.) were established that can be used by every practise supervisor. In addition, an online environment (in Est.) across the specialities was established to support the preparation, organisation, assessment

of and providing feedback on the internship including e-courses supporting the process that may be accessed by all parties connected with the internship at EASS and practise institutions.

According to the survey conducted in connection with the basic training of practise supervisors, they are mainly motivated by their wish to share professional knowledge and experience with the interns (63%). As a supervisor, one must keep himself up to date with the professional knowledge, while getting also feedback and new innovative ideas, thus the next important motivators included self-development (46%), the possibility to communicate with various people (23%) and the training of a new employee and colleague (19%). The students' satisfaction with the internship has remained stable at a high level in recent years fluctuating between 4.77-4.90 on a five-point scale.

There is an annual tradition to acknowledge the best internship supervisors with EASS letters of appreciation given to them at formal events of their agency. Also **internship curators** at colleges and **internship coordinators** at the practise institutions are responsible for organising the internship.

High-quality **simulation environments** are used in the instruction at EASS allowing the imitation of real-life situations. Vitally important situations are solved in the various fields of the specialities of rescue and police, including crisis management and regulation, border crossing etc. The aim is to expand the use of simulators in the given subjects and also in other modules and subjects. The implementation of **methodological innovations** in the instruction has increased in the past years. New technologies have been taken into use, with increasingly more attention paid to the means and methods suitable for today's students: smart devices, drones, geoinformation. For instance, in case of topics related with the inspection of the scene of accident, a traffic accident is filmed with a drone, a 3D model created of it and given to the students to conduct a comprehensive analysis. There are plans for the near future to film study videos also with a 360° camera. Various technology and solutions can also be used for assessment, for instance, the examination in the subject of compulsory enforcement of tax arrears was taken by the taxation and customs speciality students using a mobile phone. Some subjects making use of recent technology are also conducted in English and these are thus available also for foreign students. All the given innovations allow a more creative approach and also increased variety in instruction that, in turn, also develop students' creativity and entrepreneurship, leading them to use active learning methods more and also to take greater responsibility of their studies not only now but also in the future with regard to the paradigm of lifelong learning and career planning. Then again, the methodical innovation and diversification of instruction must be actively continued to further improve the quality of instruction and increase the students' motivation and interest in their studies. Similarly, EASS aspires to become one of the first higher education institutions of internal security in Europe to use hybrid and augmented reality learning environments.

In order to increase the proportion of students' independent work and flexibility, the curricula are **digitised**. According to the goal set in the EASS development plan 2025, 90% of the modules and subjects should have digital support (in autumn 2018, the percentage is expected to be ca 60). At present, intensive development work is underway to provide all updated and module-based curricula with digital support on Moodle in the next 2-3 years. In order to achieve the objective, the number of educational technologists has been increased: there are now three full-time employees with every college assigned their partner technologist who can provide support whenever necessary. Also the volume of training provided for lecturers has considerably increased (for further information see 3.6.2).

Altogether **393 unique e-courses** have been created in 2006-2018 to support the flexibility of subjects or modules. Naturally, not all e-courses are still used as both curricula and subjects and modules have changed. At present the vocational curricula of the emergency call taker, emergency dispatcher, prison officer and police officer have full e-support, in other words, all modules of the curriculum have an e-course. In addition, many lecturers have created several learning objects in recent years amounting to 38 in 2015. At present, there is no longer detailed statistics on learning objects as now they are generally a part of a comprehensive e-course with no separate use.

Altogether six e-courses created at the academy have received the **e-course quality label** issued by HITSA innovation centre in 2013-2018 (Philosophy of Science, Compulsory Enforcement of Tax Arrears, Tax Law and Tax Procedure, Development of Policing and Operational Strategies in Europe, State Information Systems and Data Protection, Effective Management of Operational Work for Rescue Unit Leaders). Thus, it may be concluded that the means created at EASS are competitive in comparison with the e-learning means of other higher education institutions.

3.8.3. Satisfaction of interest groups and the graduates' competitiveness on the labour market

The academy's development plan considers the feedback **given by students, graduates and employers** and has set specific goals with steps taken to achieve them. As could be seen in the table below, the satisfaction of various target groups with the studies varies by the role of the person (which is only natural), however, relatively close to the target levels set in the development plan.

Table 24. Indicators set in EASS Development Plan on the satisfaction of various parties with the quality of instruction

Indicator	2015 level	2016 level	2017 level	2025 level
Students' satisfaction with the studies	So far collected qualitatively	4,71	4,72	≥ 4,7
Alumni's satisfaction with the acquired education remains stable two to four years after graduation	Has not been collected systema-tically	Has not been collected systema-tically	4,15	≥ 4,2
Employers' satisfaction with the education provi-ded by EASS	3,97	-	3,95	≥ 4,0

Source: EASS Development Plan 2025, Department of Academic Affairs

Students provide **feedback to all subjects/modules** on SIS immediately after the completion of the subject (ca 64% of students provide feedback). In the past years, the overall assessment of the academic staff's competence has been 4.72-4.76 and the achievement of learning outcomes 4.68-4.69, thus remaining relatively high. Students gave higher ratings to unbiased treatment (4.78) and the availability of information on subjects (4.76), with regard to the achievement of learning outcomes also their active participation in instruction (4.72) and the clarity and comprehensibility of the requirements for passing the subject and the wording of the learning outcomes (both 4.71). They were less satisfied with the feedback received by the lecturer (4.67) and teaching methods (4.6). The academy will deal with the latter aspects in the following years.

In the <u>alumni and employers' satisfaction survey</u> (in Est.), the **alumni (whose average rating to the acquired education was 4.15)** rated quite highly the academic staff and the level of instruction, the internship, final thesis supervision and the physical environment of the instruction. They were less satisfied with the balance of theory and practice as well as the cooperation between various specialities in the academic process. Both **employers (whose rating to the provided education was 3.95**) and alumni gave lower ratings to language (Russian 2.9, English 3.4) and management skills (3.2) but higher ratings to the professional theoretical knowledge (3.9) and practise (3.9).

The **competitiveness** of the academy's alumni is **confirmed by their high employment** and **decent salary** after graduating from both vocational and higher education curricula (see 1.3). The academy has regularly collected data on employment since 2015. Out of the 311 graduates in 2016/2017, altogether 304 were employed as of 01.10.2017, i.e. the **general employment** of the graduates of the given year was **97.7%,** with 291 (**94%**) of them working **in the studied field**. The employment in the studied field was higher among graduates of vocational education (99%), somewhat lower in case of higher education graduates (90%). When interpreting the employment statistics, it is important to consider that most of the graduates have the obligation to work in the given field at least for a period equal to their period of studies or else they need to partially reimburse the study expenses (for the latter topic see 3.10.3).

In spring 2018, EASS conducted a supplementary study on the **employment of graduates in the past 4 years** revealing that out of 464 graduates of 2013/2014 who no longer bear the study expenses reimbursement obli-gation, altogether 444 still worked as of 01.03.2018, i.e. the **general employment is 95.7%** (see Appendix 2). Altogether 382 (82.36%) of them worked for an internal security institution, and together with the private and other public sector institutions, altogether 406 graduates **(87.5%)** have found a job in the given professional field. This indicator substantially exceeds the goal set in the development plan: the proportion of graduates employed in the field of security five years after graduation is at least 80%.

To compare: according to the alumni survey of Estonian higher education institutions in 2015, the general employment of graduates two years after graduation was 84%, employment in the studied field among graduates of professional higher education was 81%. Thus, EASS indicators are clearly above the average Estonian indicators on employment.

Strengths

- Increasingly more versatile state commission from MoI taking into consideration the needs of the agencies that is compiled in cooperation with the academy.
- The enrolment procedure is flexible and provides temporal and geographical alternatives.
- The academy has a flexible approach to the organisation of studies in keeping with the agencies' needs with regard to the time of instruction and form of studies.
- Instruction is diverse and considers the areas of development, one focus in developing general skills is on foreign language instruction.
- The academy focusses on internship arrangement and is intensely concerned with its improvement. Further attention has been paid to the practise in East Viru County in order to improve the students' Russian skills.
- The academy's priority is the creation of digital support for all new curriculum modules, also other innovative technological solutions are implemented.
- Both the students' general employment and employment in the studied field are exceptionally high.

Areas of improvement and planned development activities

- As MoI's state commission is made only for one year, it does not provide a long-term perspective. – MoI should implement measures to commission student places for at least three years.
- The study groups of some less popular specialities are not filled either with the open competition or institutional referral. – MoI should consider the adequacy of the state-commissioned student places and the academy as well as the agencies should implement various measures to improve the recruitment to reach various target groups and provide them with flexible study options.
- The teaching and assessment methodology as well as giving feedback is not yet sufficiently timely or diverse. – Various methods and learning means should be systematically developed, including digital study means and forms.

3. 9. ASSESSMENT OF STUDENTS

3.9.1. General principles of assessment in modules and subjects

In vocational education, assessment is based on the Minister of Education and Research's Regulation "The common assessment system, the basis for assessing the achievement of learning outcomes, assessment methods and criteria and the descriptions of marks used in vocational education" (in Est.), in case of **higher education** "The common assessment system on the higher education level with the requirements for awarding a degree with distinction (cum laude)" (in Est.).

The modules and subjects end with a credit test or examination, the form of assessment is included in the curriculum and it is formed on the basis of the aim and learning outcomes of the module or subject. In vocational education, the proportion of **undifferentiated assessment** is larger in keeping with the logic of awarding occupational qualifications that mostly evaluates the achievement of the threshold level in acquiring the learning outcomes. There is more **differentiated assessment** in higher education curricula: subjects and modules ending with an examination amount to 57% in higher education curricula, with 43% ending with a credit test.

The academic staff of chairs and centres have in cooperation described the **exam and credit test assessment methods and criteria in higher education** in the general and subsections of the module programmes, syllabi of the subjects as well as in the calendar plans. The **vocational** students receive information on the assessment tasks and criteria in the operational programme of the modules. The **assessment methods and criteria are directly derived from the learning outcomes** to ensure that they are connected and versatile and support the student in acquiring the skills and knowledge. The syllabi and operational programmes with the assessment methods and criteria are available on SIS and in case of e-courses also on Moodle. Before the final approval, they are also approved by the Department of Academic Affairs where the uniformity of learning outcomes, assessment tasks, methods and criteria is checked thus providing the basis for professional and objective assessment. The academic staff have received

training for developing assessment skills, however, more attention should be paid to it regarding new and visiting lecturers.

The **time of examinations/credit tests** is planned and registered on SIS. In case of failure, the student may take the exam or credit test maximum twice. In terms of time, the exams and credit tests leave a realistic period of time for preparation. In case the student has doubts whether the lecturer is unbiased toward them, they can apply for an **examination committee for the second retake of the exam or credit test**, in this case the performance will be assessed by an independent three-member committee without the lecturer teaching the subject or module. In recent years, there have been no applications for examinations before a committee and the students' rating for the unbiased treatment has been high (for further information see Chapter 3.4).

Learning outcomes are assessed on the basis of **formal and summative assessment**. Formative assessment stands for the lecturer's verbal feedback with the aim of providing the student with supportive feedback during the learning process and, if necessary, changing the process of achieving the learning outcomes before the summative assessment. The given form of assessment is particularly important in case of practical tasks and assignments, presentations and also during internship. Summative assessment measures the achievement of the learning outcomes described in the curriculum, module or subject. For the given purpose, it is attempted to find the best way to demonstrate the skills, knowledge and attitude. Summative assessment may be a practical work or a test on the achievement of knowledge, the final mark may also be formed out of the assignments submitted in the module/subject.

3.9.2. Assessment of internship and final exams and diploma theses

The general principles of assessing the internship are regulated by the Internship guidelines of EASS, the operational programmes of the modules or the internship programmes. The students can find all documents concerning the internships (incl. assessment) on SIS and the online environment for internship (in Est.).

The **fulfilment of the internship tasks is assessed and provided feedback by the supervisor directly** during the internship, while the undifferentiated **final assessment** takes place during the practice defence. The defence is based on the submission of compulsory documents (internship diary, report, the supervisor's evaluation etc). The defence of the internship is assessed by the defence committee including the representatives of the academy and the employers. The internship may be done and defended usually only once. In order to **increase flexibility** and support the students, the practise defence committee can in exceptional cases decide to prolong the deadline for doing the internship up to one year. In the curriculum of Correction, the internship may also be assessed as a comprehensive system with the student allowed to prove the achievement of learning outcomes throughout their period of studies until the defence of their final internship.

At the end of higher education studies, students **take the final examination or defend the final thesis** (**incl. Master's thesis)**. In students' own estimation the final thesis is a good prerequisite for enrolling at MA studies and making contacts outside the academy. Among the advantages of the final exam, students listed the opportunity to put themselves to a test in a practical and stressful situation before commencing their work. The vocational curricula end with a final exam. **If the curriculum is based on a professional standard, a professional examination is taken as the final exam** pursuant to the rules and procedure of the professional examination approved by the professional council. EASS is the body awarding occupational qualifications in border guard, rescue and law enforcement specialities.

The **assessment and organisation of the final and Master's thesis** is regulated by the procedure for final thesis (in Est.) and the procedure for Master's thesis (in Est.). The aim, learning outcomes and volume (8 ECTS) of the theses of all professional higher education curricula are identical to ensure similar quality requirements for all specialities. Similarly, the syllabus of the final thesis (in Est.) is common to all, establishing the assessment criteria. The assessment criteria are regularly reviewed and updated, if necessary. The assessment criteria were last updated in autumn 2017 due to the amendment and supplementation of guidelines for writing academic papers (in Est.).

The preparation for **writing the final thesis** is supported by the common compulsory **subjects/modules** in the professional higher education curricula (Introduction to Research 3 ECTS; Research Methodology 2 ECTS; Written and Verbal Self-Expression 4 ECTS) and **electives** during the study period (e.g. Information Retrieval in Research Databases 2 ECTS; Data Analysis in Excel and NVivo 2 ECTS etc). In FC, the final thesis is preceded by the compulsory course paper of the curriculum in their second year of studies. There is no final thesis in the College of Justice, however, students get the experience of conducting a research and academic writing in the compulsory subject "Research Seminar" (5 ECTS). The writing of Master's thesis in the MA curriculum is supported by the research work module 15 ECTS, they can additionally complete the above-mentioned subjects as electives. The academy arranges regular seminars for **people writing, supervising and reviewing final theses** in order to clarify the requirements

and the roles of various parties in the writing process. **The best final thesis of the academy** receives the annual scholarship of the Estonian Rectors' Conference of Universities of Applied Sciences, the academy additionally awards the best final thesis of each college. The **best Master's thesis** is awarded the private scholarship of the former rector Priit Männik.

The **organisation of final exams**, including the assessment is regulated by the procedure for final examinations (in Est.) establishing all features related with the final exams. The **contestation of the assessment of the final exam and thesis** follows the procedure set in section 11 of study regulations.

The **development work of final theses and exams** has been continuous. Upon the study group evaluations in 2016, the academy's self-assessment report highlighted the fact that final exams are too theoretical and there is a need for the specification of the assessment of exams. In consideration of the student feedback, the time for taking the final exam subsections in Corrections has been dispersed. Similarly, the chronology of the subjects supporting the writing of the thesis has been improved and integrated with the theses thus forming a comprehensive final thesis module. Also defending the thesis or taking the final exam as an extern was made more flexible – both could be done up to two times and free of charge. The most recent traditional student feedback seminar on final exams and theses was conducted in February 2018.

3.9.3. Accreditation of prior and experiential learning (APEL)

The APEL process and assessment is regulated by the terms and procedure of accreditation of prior and experiential learning. In order to ensure proper and accurate submission of APEL applications, information hours are organised in colleges. There is also a guideline for application, RC has additionally compiled materials to support the transfer of internship and to facilitate the writing of an analysis of the experiential learning from work experience in the light of the learning outcomes of the internship. Applicants are counselled by the academic affairs specialists. Despite the above, the APEL applications sometimes lack justification.

APEL application and assessment takes place on SIS. Students find the writing of the analysis of the experience gained the most challenging. The volume of combined applications has increased year by year (see Table 25) in which the practising officials try to get accreditation for their prior studies, work experience and continuing trainings for passing the subjects/modules.

APEL applications are mainly submitted by the distance learning students of police and rescue service whose applications make up 90% of the total number of applications and who mainly apply for the accreditation of subjects passed at the academy but also for the work experience primarily to cover the internship. As the specialities of internal security are taught in Estonia only at EASS, it is a fact that the earlier studies have been completed in the same school, there are also few students who have studied earlier in some other university.

Evaluation committee members have gained more experience in the principles of outcome-based instruction and APEL and can make more substantial analyses of the applications, therefore also the number of granted applications has decreased – 66% in 2017/2018. It has been also supported by the relatively stable composition of the APEL committees who have a good command of the curriculum and the respective learning outcomes. The thorough evaluation of application is also facilitated by the requirement to explain the decision. However, the **applications are mainly rejected due to changes in the curricula**. If earlier it was possible to transfer the studies completed at the academy one to one, the curricula have now changed considerably in terms of content and structure. There are extensive modules in the curricula and often it is not possible to transfer the entire module and therefore, the application is featured in statistics either as partially granted or rejected.

Table 25. Volume of APEL applications in three academic years.

Academic year	2015/2016				2016/2017				2017/2018			
APEL applications	Volume (ECTS)	Completely approved (ECTS)	Partially approved (ECTS)	Not approved (ECTS)	Volume (ECTS)	Completely approved (ECTS))	Partially approved (ECTS)	Not approved (ECTS)	Volume (ECTS)	Completely approved (ECTS))	Partially approved (ECTS)	Not approved (ECTS)
APEL applications	1960	1870	0	90	2827	2607	2	214	668	424	27	198
Based on earlier studies	39	39	0	0	8	8	0	0	68	29	7	31
Based on continuing training	659	587	30	30	632	510	4	115	652	376	58	208
Based on work experience	729	551	75	52	1293	791	95	359	2613	1577	143	711
Total	**3387**	**3047**	**105**	**172**	**4760**	**3916**	**101**	**688**	**4001**	**2406**	**235**	**1148**

Source: EASS study information system

Strengths

- The representatives of the employers are included in the assessment process as members of the assessment committees of internship, final exams and final theses.
- The training and motivation of internship supervisors is an ongoing process with the emphasis of assessment and feedback as an important part of the training programme.
- The professional examination is taken by students as the final exam in vocational specialities with a professional standard. Also in case of some higher education specialities, the professional exam may be taken at EASS as an institution endowed with the rights to award qualifications.
- Pursuant to their needs and interests, the police service students are provided a flexible opportunity to choose to complete their studies either by defending the final thesis or taking the final exam.

Areas of improvement and planned development activities

- New academic staff and visiting lecturers do not sometimes know the latest assessment methodology. – It is important to introduce the assessment methodology and its connection with the achievement of learning outcomes to the academic staff early on so they could adequately assess the students from the very beginning.
- The relevance and depth of APEL applications are inadequate. – It is important to provide APEL applicants continuous counselling and explain the expectations for the content and thoroughness of the applications so that it would meet the requirements for proving the achievement of learning outcomes.

3.10. SUPPORT SYSTEMS FOR LEARNING

3.10.1. Principles for the counselling and support system

A complex system has been established at the academy for counselling and supporting the students. Its operation is described in the instructional material "The learning support system to support the student's development and coping" (in Est.). The implementation of the system is coordinated by the development manager of the Department of Academic Affairs who is responsible for the induction events for the first-year students, coordinates the counselling activities of the academic affairs specialists of the colleges and the cooperation with Rajaleidja (career service and counselling) centres. A considerable part of the activities is undertaken in the academic units.

On the college level, the **academic affairs specialist** is the first point of contact for the student to turn to with any of their problems. There are 9 such specialists at EASS, each of them covering about 3-5 study groups and 100 students. The academic affairs specialists advise students mainly on the issues related with daily organisational matters (schedule, classrooms, general and urgent information regarding instruction and organisation of studies, the process of the final thesis, scholarships etc), but also in other issues (communicate with potential drop-outs and students taking an academic leave, provide information on accommodation, sports facilities, library and other extracurricular activities). If necessary, the academic affairs specialists refer the students to other competent specialists. The academic affairs specialist cooperates with the group leaders (with the activities based on group leader guideline (in Est.). The Police and Border Guard College has assigned also a **lecturer as the group leader** of a study group. Also **internship curators and discipline specialists** work with the students.

For career and psychological counselling, EASS has established a good cooperation with Rajaleidja centres where young people can take a personality test and get individual feedback on it. The contact people at Rajaleidja can provide counselling both individually and in groups, incl. career and psychological counselling. Since 2016, more than 30 students of the academy have used individual counselling at Rajaleidja. Since October 2018, students can go directly to the psychologist's appointment paid by EASS.

There are very few **students with special needs** at EASS due to the specificity of the taught specialities: there are health and physical requirements for many of the positions in the field of internal security. Some special needs, however, are acceptable in the specialities of taxation and customs and emergency call taker, and the academy is ready to support them, if necessary. The new study building also includes all the possibilities for people with reduced mobility.

Counselling for foreign students is arranged by the senior specialist of international relations of the department of development (see section 3.5.2). **Librarians** provide students with advice on finding the necessary study and research materials, information retrieval in various databases, writing the references in final theses etc.

The underlined support system satisfaction survey (in Est.) conducted among students in spring 2018 showed that **students were satisfied** with the services provided by Rajaleidja (80%, not satisfied 7%), support provided by the library (80%, not satisfied 3%), support and counselling by academic affairs specialists (79%, not satisfied 7%), support and counselling by the department of academic affairs (67%, not satisfied 4%), access to necessary study materials (86%, not satisfied 3%), information flow needed for instruction (64%, not satisfied 11%), classrooms and technical equipment (58%, not satisfied 16%), sporting opportunities (satisfied 56%, not satisfied 15%), joint events (75%, not satisfied 4%). The scholarship system (70%) and other benefits (55%) were considered motivating.

Students are not satisfied and wish career counselling (70% of the respondents) and psychological counselling (49%) on site at the academy, better wifi availability in dormitories (49%, while 16% are satisfied) and study buildings (28%, satisfied 37%), the abolition of the reimbursement obligation in case they do not commence work in the studied field as an official (36%, while 35% did not consider important), better uniforms and other equipment (24%, while 44% were satisfied). On the other hand, **improvements have been made already in many of the areas mentioned**: students can go to the psychologist's appointment, career counselling in colleges is expanding in cooperation with partner agencies (RC, FC), wifi connection in dormitories has improved, the supply of uniforms has improved (in FC in particular) etc.

All in all, 65% of the respondents found that they have received sufficient support and counselling while studying at EASS, only 7% of the students did not agree with the statement.

Participation in instruction is compulsory pursuant to section 83 of the study regulations and this is followed. The academic affairs specialists also monitor the **students' progress in their studies** and attempt to interfere in time in case of problems and also to prevent it or help with respective support services.

The **proportion of students discontinuing** their vocational and higher education studies at EASS is relatively low compared to other schools: 9.1% in professional higher education in 2017 and 10% in vocational education (Table 26). The proportion of dropouts increased in 2017 compared to 2016, however, remaining below the indicators of 2015 and 2014. On the other hand, the number of students discontinuing their Master's studies is on the average Estonian level, exceeding it in some years and remaining below in other years (only 10.7% in 2016).

Table 26. Proportion of dropouts in comparison with the average indicators of other Estonian schools

	Average of Estonian vocational schools %	Average of the vocational education at EASS %	Average of Estonian universities of applied sciences %	Average of professional higher education at EASS %	Average of dropouts in MA studies in Estonia %	Master's studies dropouts at EASS %
2014	21,8	14,8	15,4	9,6	14,2	20,2
2015	20,3	14,2	16,2	8,9	16,5	18,1
2016	19,2	9,2	16,1	7,4	14,7	10,7
2017	19,5	10	14,5	9,1	14,4	15,2

Source: MoER, Haridussilm

The dropout rate has been very low in FC (ranging between 1-7% in the past three years) and PBGC (ranging between 5-8%). It has been considerably higher in the CJ vocational curriculum (exceeding the average level in Estonia twice – 42.6% in 2016 and 48.3% in 2017) and higher education curriculum (32.5% in 2017). Also the indicators of RC in 2017 were higher than usual – 14.3% in vocational education and 21.6% in higher education.

The analysis of **the reasons for discontinuing studies** reveal that full-time students left mainly due to the unsuitability of the speciality, distance learners due to family matters and also low learning motivation. The latter come to study with the institutional referral and the applicants' learning motivation has not always been thoroughly studied at the agency. In RC in 2016/2017, the number of students not submitting their final thesis increased dramatically and also the number of exmatriculated students in CJ for not passing their final exam. Also in Master's studies, the main reason for dropping out is the students' inability to submit their thesis for defence, as writing a research while working full-time is not feasible for everybody. In order to increase the number of graduates, the academy deals with the prevention and reduction of the reason for dropping out, especially with regard to the defence of final theses. For the given purpose, the order of subjects is changed to make them better aligned with the process of writing the thesis and start earlier. The organisation of the final examination extending over several days at CJ has already been made clearer and more transparent. Similarly, action has been taken to **invite dropouts back to school** to allow them to complete their studies flexibly either as an extern or in distance learning in case the majority of the studies had already been completed. So, for instance, altogether 13 former students of correction took their final exam as externs in the College of Justice in 2017 and thus graduated. The **completion of studies**

as an extern has been made considerably more affordable and flexible since 2016/2017: students no longer need to pay for it and they can take the final examination or defend their final or Master's thesis twice, if needed. As the instruction at the academy is usually conducted on the basis of course system, the possibilities for part-time studies are limited and it is possible primarily only in Master's studies (which generally is not used) and since 2018 also in the curriculum of taxation and customs.

The **students' average period of studies** is given in Table 27 below. The average period of studies considers the students beginning their studies in 2013/2014 who reached graduation by the end of 2017/2018.

Table 27. Average period of studies in higher education by curricula and level of higher education

Curriculum		Nominal period of studies (in ac. years)	Average period of studies (in ac. years)
Customs and Taxation		3	3,12
Correction		3	3,04
Rescue service		3	3,31
	Daytime		3,38
	Distance		3,24
Police service		3	2,74
	Daytime		3
	Distance		2,48
Total professional higher education		3	3,06
Master's of internal security		2	2,62

Source: EASS SIS, 06.07.2018

The average period of studies of students in professional higher education curricula is almost equal to the nominal period of studies – 3.06 years. The variance is very small in specialities of Customs and Taxation and Correction – 0.12 and 0.04 years respectively. The deviation is the largest in rescue service – 0.31 years, even larger in daytime learning (0.38) and smaller in distance learning (0.24). The prolongation of the period of studies is usually related with problems in writing the thesis that takes longer than expected. The reverse anomaly may be detected in the speciality of police service where the average period of studies is shorter than nominal – 2.74 years. This is only possible thanks to distance learners who come to study after graduating from the vocational curriculum of patrol police officer or border guard curriculum and acquired also some work experience. As several competencies in the given curricula overlap, students may apply for APEL accreditation of some learning outcomes and can thus continue their studies after the first year with the third-year students. Therefore, the students come to complete their studies earlier. The reason for the prolongation of studies in Master's curriculum is also the failure to complete the Master's theses on time.

The **period of studies in vocational curricula is mostly equal with the nominal period of studies** as only few students prolong their studies in such short curricula.

The **reasons for a relatively low number of instances of exceeding the nominal period of studies at EASS are as follows**: instruction is organised on the basis of course system, not subject system; there is almost entirely full-time studies; participation in classes is compulsory, many students taking an academic leave do not return to school and discontinue their studies and thus do not become a part of the statistical sample (the same applies to students prolonging their period of studies who do not get a diploma).

3.10.2. Possibilities for sports and recreational activities

Students at EASS can do sports free of charge and take part in the academy, institution and student competitions. The academy organises competitions in skiing, basketball, floorball, track and field, cross-country running, volley ball, swimming, table tennis, indoor rowing, bench press, Fitness Five, futsal, orienteering, badminton, disc golf and chess. Traditional events include the **autumn sports day** with over 200 participants and the **academy's anniversary competitions attended also by the alumni**.

The academy's teams and competitors in the given and other sports participate in the **police and prison service championships** and **Estonian Academic Sports Federation championships** and student amateur sports championships, international student competition **SELL games** organised alternatively in Finland and Baltic

countries, **student world championships and Universiade**. The academy has been awarded medals in Estonian and international competitions, for instance, EASS ranked 8th in the medal table among 62 universities in the SELL games in Tampere in 2016. There is no official league table on the sports results among Estonian higher education institutions, however, when summing up the rankings in different sports, EASS tends to rank quite at the top, in 3rd to 5th positions immediately after the large universities (Tartu University, Tallinn University, Tallinn University of Technology). PBGC teams have repeatedly taken top positions also at police service championships, including men's football and volley ball in 2017. The student of the College of Justice Andra Aho won gold at the Muay Thai World University Championships in August 2018.

The academy has also developed various forms of recreational activities. The traditional events include the annual **group leader academy** and **dance academy**. Two new traditions were established in 2017: the **joint theatre visit** and an **anniversary hike** lasting for several days.

Students of EASS select their **student council members** to represent students in their relations with the academy, Estonian and international organisations, institutions and persons (pursuant to the Student Body Statute of EASS (in Est.). The role of the student council is considerable in organising sports events and the joint activities of the academy, similarly in introducing the academy to different target groups. Student representatives also participate in the work of the academy's decision-making bodies and committees.

3.10.3. Scholarships and other benefits

As EASS is a school with a highly special status similarly to ENDC, the benefits system of the higher education institutions of internal security and national defence have been arranged in a largely similar manner and differently from other universities. **The benefits of the EASS students are considerable in comparison to other Estonian vocational and higher education institutions**. Contributions to the benefits are made by the state, agencies and the academy.

The academy awards the **main scholarship, supplementary scholarships and special scholarships**. The scholarship system acknowledges also social activity and good academic performance.

Free food is provided for all full-time vocational students enrolled with open competition and the police officer students with an institutional referral. Free food is provided for students in the higher education daytime curricula in Rescue, Police and Border Guard College. The students of the speciality of correction cover their food expenses out of the motivating study grant.

Free accommodation in the EASS dormitories is provided for all full-time vocational students enrolled with open competition and the police officer students with an institutional referral and higher education curricula of Police and Border Guard College.

Free uniform is provided for all daytime students. Wearing a uniform during instruction is compulsory. **Travel fees** are reimbursed for the vocational students.

Further information on scholarships and other benefits is given in Appendix 3.

As EASS students have considerably larger benefits than students of other vocational and higher education institutions, the subsection 3 of § 27 of the Institutions of Professional Higher Education Act stipulates the **obligation of the reimbursement of study costs of studies in an institution of professional higher education in the field of internal security** (with a similar requirement for students in an institution of professional higher education in the field of national defence) if the student discontinues the studies without a good reason or is exmatriculated due to unsatisfactory academic results or a disciplinary offence or did not commence work at a public institution of their studied field within three months after graduation or left there without good reason before three years have passed. This is further regulated by the Minister of the Interior's regulation "Procedures for calculation of study expenses and the level of reimbursement (in Est.)". **The reimbursement requirement is now outmoded**. It is confirmed by the survey conducted in 2018 among alumni who graduated from EASS in 2014 and whose three-year work obligation is over (the study results are described in 3.8.3). MoI in cooperation with EASS is preparing to change the given procedure to decrease the strictness of the present act and allow the graduates more freedom in working for various public institutions in the area of internal security or elsewhere in the public sector. The amendment will hopefully enter into force in September 2019.

Strengths
- The support system implemented at EASS is complex and effective, illustrated by the relatively low dropout rate and the average period of studies that only moderately exceeds the nominal period of studies.
- There are good sporting facilities at EASS resulting in good results of the students in numerous competitions of various level.
- Compared to students of other Estonian vocational and higher education institutions, the students of EASS have considerable benefits.

Areas of improvement and planned development activities
- In some colleges, the student dropout rate is higher than average at EASS. – Reasons for dropping out will be analysed (also in case of students with institutional referrals) and further prevention measures will be devised to decrease the dropout rates.
- Too many students cannot finish their final or Master's thesis. – The process of writing the final and Master's thesis must be further improved by supporting it with subjects of research methodology, leaving sufficient time and providing professional supervision.
- In some specialities, the number of failures at taking the final or professional exam is unexpected. – The assessment assignments and criteria of exams as well as their organisation will be reviewed and aligned with the methods and set requirements used earlier in the instruction.
- The study costs reimbursement system is too strict. – The study costs reimbursement system will be made more flexible and reasoned, allowing the students to work in the entire public sector after graduation.

3.11. RESEARCH, DEVELOPMENT AND INNOVATION

3.11.1. The aims and organisation of research, development and innovation activities

The **aim of EASS research, development and innovation activities (RDI)** is to support the instruction, the development of the academic staff, the development of the content of instruction and new methods. EASS is the active partner of the agencies and ministries related with internal security in developing applied research studies, innovation projects and study means and materials for professional self-development. **Three strategic directions** have been verbalised to support RDI activities in the EASS Development Plan:
- We develop the capability to conduct applied research according to the needs of the area of administration of the Ministry of the Interior and other state agencies, and in consistence with the changes in the security environment. We involve both local and international expertise, and students.
- We start using new (digital) technologies and learning tools and thus become the first area-specific institution of professional higher education in Europe that uses mixed reality learning environments in the learning process.
- The main direction of the development activities involves the implementation of the knowledge obtained through research and experience which helps to create new learning tools and instruments, introduce the use of academy-related processes, systems and services, or enhance these significantly in the extent of the educational and research disciplines worked on at the academy.

There are 3 main performance indicators related with RDI activities of EASS (Table 28). As could be seen in the table, there is primarily room for improvement with regard to applied research. The other performance indicators have been either achieved or very nearly achieved.

Table 28. Performance indicators of RDI activities of EASS in relation to the goals of the development plan for 2025

Indicator or EASS performance indicator	Level 2015	Level 2016	Level 2017	Target level 2025
Number of completed applied research studies	7	13	8	≥ 12
Number of RDI projects with external funding	17	16	22	≥ 20
Number of scientific publications (articles according to ETIS classifiers) and learning tools	24 (8)[1]	21 (9)	17 (4)	≥ 20

Source: EASS Department of Development

The implementation of RDI activities is based on the principles approved by EASS Research, Development and Innovation Committee (CoRDI) on 7.11.2016:
- RDI activities are systematic, sustainable and flexible and consider the changing environment;
- RDI supports the quality of internal security and safety and contributes to the area at large;

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[1]   ETIS classifiers: scientific publications 1.1;1.2;1.3;3.1;4.1;5.1 and study materials (proportion in the brackets) 2.4;6.2

- The results are presented, published and implemented;
- The research directions and areas are current and in keeping with the development needs of the area of internal security;
- RDI activities value the international dimension and cooperation on an international level;
- RDI activities facilitate and/or enhance the use of new technological applications;
- The research activities comply with ethical norms and good academic practice;
- The management of RDI activities is founded on broad-based cooperation with the employers and other partners of the academy.

A more detailed organisation of research and development at EASS is stipulated in the document "Research, development and innovation process" (approved by the Research, Development and Innovation Committee decision on 18.04.2017). The quality assurance system of the research, development and innovation activities is established in the Principles for quality assurance at EASS and its Appendix 2.

A research and development committee led by the vice-rector of development has been established to **organise RDI activities** who approves the principles of RDI activities and the long-term directions of research and development activities and assesses the initiatives in the academy (RDI projects) as well as the project-based initiatives supported or commissioned by external partners. A distinct role in organising and implementing research is played by the **Institute of Internal Security (ISI)** which according to its statutes is responsible for organising research activities in cooperation with other academic units, providing among other things methodological supervision of instruction and research. ISI is the first point of contact and quality check in case of external commissions for applied research. ISI also publishes and edits the academy's scientific journal. Internal research studies are generally initiated and conducted by academic units independently.

Since 2016, we expect all academic staff starting from lecturers to be **actively involved in and contribute to RDI activities** (see Chapter 3.6.1). Particular RDI activities are agreed on with the immediate manager and fixed in the EASS workload table or implementation plan. The success of the academic staff's RDI activities is assessed and guided **during performance and development discussions and assessments** (see also 3.2.1). For the enhancement of research, two researchers were employed at ISI in 2016 in the field of strategic communication and psychological defence and also migration and radicalisation. With the increased expectations, there is also a need to increase the number of researchers. For the better organisation of RDI activities, there is an informative page on the academy's intranet including the necessary information for the academic staff and administrating the entire RDI activity in the digital environment.

In 2018, a **drone centre** was established at EASS with the aim of developing the use of unmanned aerial vehicles, the respective control technology and trainings in the area of internal security. Responsibility for the establishment and implementation of the drone centre is assumed by the manager of the drone centre. The centre's aim is to develop topics related with drones, integrate them into the instruction and arrange the respective theoretical and practical training. The drone centre will be a kind of a contact point for the agencies of internal security, the development body and provider of continuing training in the given field. It deals with the topics of general aviation and aviation safety, operating a drone and data collection, integrating drone data into the management process of an event, the use of drones for criminal purposes and the respective countermeasures, GIS information products (2D/3D map layers, data analysis and synthesis) based on drone data.

In 2016, the **RDI project system** was implemented based on the recommendations made in the self-assessment study of RDI system "The Development of RDC Motivation System and External Funding at EASS" conducted at the academy in 2014 (I. Saar, A. Valk etc). The updated project-based system allows to include more resources in RDI activities making the decision-making processes clearer and unambiguous by means of verbalising the quality and performance criteria. Upon the successful completion of a project, RDI committee has the right to award a **performance pay** pursuant to the terms of innovation performance pay recognising the high quality of the work and the participants. At present, altogether 16 projects have received a positive decision by the committee, including, for instance, fire safety experiments (confirming the qualities of the constructional fire safety solutions of buildings discussed also in research studies "The Analysis of Contemporary Possibilities for Calculating the Fire Safety of Wooden Constructions" and "Standard Solutions for Constructing up to Eight-floor Wooden Buildings"); the police manual "Politsei käsiraamat" (Police Handbook) Ü. Vanaisak 2017; the organisation of the European Internal Security Research, Innovation and Education Conference SRIEE2017 etc.

Pursuant to the recommendations made in the previous institutional accreditation, **a research, development and creative activities development plan until 2015** was devised. The new strategy and grant system formed the basis for the increase of RDC quality and quantity. With the new development plan in 2016, the academy decided to forsake sectoral development plans and instead bring the main strategic directions of the academy into a common development plan with RDI activities and focal points in structural units separately defined and approved by the RDI committee. The research areas are approved by the representatives of the agencies, for instance, they can express

their expectations regarding graduation thesis topics as the basis for initiating development projects or applied research. Specified topic areas are described by structural units in Appendix 4.

In addition to the above, there are also **more universal development and innovation activities**, such as the improvement of instruction (didactics), innovative educational technologies and learning environment development that are all applied across the structural units. Considering the ongoing processes and technological development, the academy aims at focussing on areas of internal security such as:

- **radicalisation and terrorism –** an important topic all over the world and also in the EU. The technological development opens new aspects and the common Europe without borders marks the need to look into the topic in greater depth as all member states are required to take a stand;
- **cyber security and the collection and privacy of mass data** – the development in the field has transformed daily life beyond recognition and similarly also the assurance of security and safety have changed. The dilemma related with the collection and privacy of mass data will probably affect all areas of life. A small e-state like Estonia has an extensive need for studies related with the security and safety of the given area, on the other hand, also a greater responsibility for conducting such studies;
- **hybrid and strategic communication** – here the main research problem is concerned with the nature of hybrid conflicts and the respective dangers as not every hybrid activity is immediately a hazard although it may seem so at first sight. Recommendations on what kind of hybrid methods Estonia could use to ensure its security.

As so far, the given topics have not been systematically studied in Estonia, also MoI expressed its interest in the academy initiating the discussion of the topics while devising its new development plan. At present, there is an agreement on the fifth chapter of the new internal security development plan considering the research, development and innovation activities in the given area.

3.11.2. Research, development and innovation activities and their results

Pursuant to the specificity of EASS, the results of RDI activities are in the form of study books and other learning materials, applied research studies as well as development and cooperation projects. The results of RDI activities are reflected in various publications.

From the perspective of ensuring the quality of instruction, writing **textbooks and other study materials** at EASS as the only higher education institution of internal security is an important output of the RDI process. In the given area, intensive cooperation is done with sister institutions and agencies of the field of internal security all over Europe.

Almost 40 textbooks and other study materials have been published since 2014 with some of them commissioned by the agency and used also in continuing education. The most noteworthy academic units in compiling study materials are RC and PBGC. Some examples of textbooks published in recent years include:

- Politsei käsiraamat. (Police Handbook) Vanaisak, Ü (2018);
- Korrakaitseseadus: kommenteeritud väljaanne. (Commented edition of Law Enforcement Act) Laaring, M; Pars, S; Kranich, H; Nuka, E; Kiviste, J; Mikiver, M; Roosve, T; Vanaisak, Ü (2017);
- Karistusõigus: Ülesanded ja kaasused. (Penal Law: Exercises and Case Studies) Pulk, J (2017);
- Päästetöö juhtimise taktikalised alused I ja II juhtimistasandile. (Tactical Bases of Rescue Work Management for Management Levels I and II) Mumma, A; Tammik, A (2017);
- Füüsilised tõendid isikuvastaste kuritegude lahendamisel. (Physical Evidence in Solving Offences Against the Person) Aaspõllu, A; Tiks, T. (2015);
- Maksuvõlgade sissenõudmine. Üldmenetlus. Õpik mittejuristidele. (Collection of Tax Arrears. General Procedure. A Textbook for Non-lawyers) Randlane, K (2016).

The other important area of RDI at the academy is **applied research and respective projects**. These are primarily commissioned by the ministries or agencies, however, some are also initiated by the academy. Since 2015, altogether 29 research studies have been completed relatively diverse in terms of topics and volume. The largest number of studies has been conducted in the field of rescue commissioned by RC and also ERC. There have been studies also in other areas, for instance, the development of measurements for the MoI development plan of internal security, the study on the IT training and also the physical abilities of EASS students etc. The most important applied research studies in the past three years are listed in Appendix 5.

Some examples of applied research studies in recent years include:

- The development of indicators for the MoI development plan of internal security 2015-2020. The study was conducted by A. Kasemets and E.-M. Asari (ISI). The study was completed in 2016, commissioned by MoI with the aim of providing an optimum selection of indicators in the new development plan that

would form the basis for the measurement of the performance and quality of the aims and activities of the development plan;

- The analysis of contemporary possibilities for calculating the fire safety of wooden constructions. The study was conducted by A. Just, A. Valge, R. Jalas, R. Pulk, R. Jalas, I. Talvik. It was completed in 2017. The results of the study included recommendations for amending the present legal act concerning the use of wood in building construction as a constructional material;
- Standard Solutions for Constructing up to Eight-floor Wooden Buildings. The guidelines were compiled by A. Just (EASS and TUT), R. Pulk (EASS), J. Kliimask and T. Friedenthal (Engineering office Pluss), M. Piik ja R. Jalas (Rescue Board) in 2017. The guideline was compiled in cooperation with the Estonian Academy of Security Sciences and the Estonian Wooden Houses Cluster to enhance the competence of local wooden building manufacturers in the area of constructing wooden buildings up to eight floors without fire risk;
- The training of PBGC students of EASS in information systems. The study was conducted by P. Vennikas, R. Rohuniit, R. Savimaa in 2017. The aim was to determine the skills and knowledge related with information systems and data protection that EASS graduates need to manage successfully in their daily work at PBGB and the students' compliance with the requirements;
- The methodology for selecting the fire safety inspection subjects. The study was conducted by A. Valge, K. Luht, H. Käerdi, F. Angelstok. It was commissioned by the Rescue Board and completed in 2016. A methodology considering various risk factors was devised that allows to select between buildings with greater hazard risks or – in case of fire – with more serious consequences.

The most successful RDI area at EASS is undoubtedly the participation in **development and development coopera-tion projects**. The given projects are usually externally funded, their overall number is relatively high and reached the goal set for 2025 in the development plan in the past years (see Table 28). The number of projects with external funding has shown a clear upward trend since 2016. At present, there are **22 ongoing projects** with the overall budget of **1,975,932** euros (the external funding). The period of the given projects is 2016-2019. There have also been 7 RDI projects within the academy since 2016. In order to improve the project arrangements, the projects are processed and evaluated on the intranet.

Several projects of the academy have received high acknowledgement: in 2012, the Estonian Association for Quality selected the EASS virtual reality learning environment implementation project in the area of crisis management as the best innovation project in the public sector. It was followed by the main prize of the innovation competition of Nordic and Baltic countries "*Innovation of Innovations 2012*".

The most remarkable **extensive ongoing development projects** with external funding include the following: TARGET, Driver+ and ROBORDER (see Appendix 6). In the given projects, EASS is a partner. In addition, there is also a number of projects related with the areas taught at EASS, e.g. the development of CLIL methods, asylum procedure, prevention of radicalisation and various projects related with large-scale exercises and the respective organisation. There is an interesting ongoing project in Kosovo where EASS in cooperation with Tampere Police College is developing an educational institution similar to EASS.

The **number of publications** is an important indicator in assessing institutions of higher education. The statistics of the past five years according to ETIS classifiers is given in Appendix 7. In 2014-2017, altogether 168 publications by EASS employees were published. There were 15 articles in the highest category 1.1, 18 articles in 1.2 and 17 in 1.3. **In 2017, 0.78 publications were published per a full-time equivalent member of academic staff with research obligation.** There has been a remarkable number of study books and other study materials that were already discussed above. There have been few monographs and dissertations, there are no specific research publications (dictionaries, lexicons, atlases, identification guides, criticism) and popular science books.

The quality and international dimension of the academy's RDI activity is also supported by the **continuous publication of the academy's scientific journal**. There was an important breakthrough in 2013 and EASS Proceedings achieved the ETIS classifier 1.2. The peer-reviewed scientific journal **Proceedings of Estonian Academy of Security Sciences** with an international editorial board is published in English and it is included in the EBSCO research database. So far there have been 17 issues with the most recent one "From Research to Security Union" (2017) completed in support of the conference Security, Research, Innovation and Education Event, SRIEE2017 and its foreword contributed by the European Commissioner for the Security Union Sir Julian King. Altogether 141 articles have been published in the EASS Proceedings by 170 authors, with 58 of them related with EASS. Since 2013, the academy has published a collection of articles (classifier 1.3) to bring together the research studies and articles of the academy. After an update in 2018, the latter will be published as a thematic collection of articles.

A particular challenge for the academy is the **inclusion of students in the research activity**. The main focus here is on Master's students with **thesis topics** suggested by **MoI and the agencies**. A quality label for Master's studies is the **acknowledgment of student research at a national competition**. In 2015, the acknowledgment in the area of social and cultural studies was awarded to the Master's thesis "The Relation between the Penalty for Speeding and Traffic Behaviour in Estonia" by the graduate of Master's studies Kaisa Kajo in the same year. Also the research works of the academic staff have been acknowledged: in the national competition of research studies in educational sciences in 2016, the first prize in the Master's theses category was awarded to the thesis "Teaching the Topic of Contamination in the Vocational Curriculum of Emergency Call Takers at the Estonian Academy of Security Sciences" by lecturer of the Rescue College Stella Polikarpus in which the author developed the module of contamination for the instruction of rescue officers of EASS in 2018. The **students** are included in **various cooperation and development projects**, e.g. organisation of experiments and tests (fire safety tests, hosting foreign delegations or implementing new methods in the project Target).

An important role in the inclusion of students and colleagues is played by the **annual innovation day** where we introduce the results of the academy's applied research studies and the innovative solutions related with security and organise a voluntary innovation competition participated by the academic staff, students and representatives of agencies, other universities and the private sector. The academy supports and helps to implement the best ideas. The professional language learning environment "Keelerobot" ("Language Robot") based on speech recognition that was presented on the innovation day was selected the best language development project in Estonia in 2012 and a year later the best language learning project of the decade in Estonia. The winner in 2015 was the mobile app "Maksud sinu taskus" ("Taxes in your pocket") invented by FC students and available on Google Play (400 downloads, rating 4.4) and in 2016, the joint project of the lecturers and students of the Rescue College "Tuleohutus pole enam raketiteadus" ("Fire safety is no longer a rocket science") with the given learning assignments still used both in the academy and also in the internal security course in general education institutions. In 2018, EASS organised an idea competition in the MoI administrative area focussing on the innovative technologies and their implementation in daily work.

The aim of the area of RDI is to include more colleagues in the respective activities. The given shortcoming is alleviated with the research seminar tradition established in 2017/2018 and the sharing of experience in doctoral studies among colleagues (for the latter, see also 3.6.2). The task of EASS is to plan RDI activities more realistically in order to meet the deadline of their completion.

Strengths
- A particular application and support system for RDI activities has been established and implemented.
- RDI activities are directly related with the issues of internal security, the employees of the agencies are included in the projects.
- The academy's RDI activities have a considerable international dimension, various ambitious projects have received international recognition.
- The publication of the only Estonian research collection in the given area on an international level (classifier 1.2).
- The results of RDI activities are constantly implemented in instruction, an important role is played by the publication of learning materials of the area in Estonian.

Areas of improvement and planned development activities
- The participation of the academic staff in RDI projects and activities is uneven with more active and passive academic units clearly discernible. – The qualification of the academic staff must be increased (more people with a doctoral degree) and their ability to contribute more to RDI activities and to a more equal extent; to recruit more researchers who could also initiate applied research studies and topics across EASS.
- RDI activities tend to exceed the given deadlines. – The activities must be planned more carefully and the workload between instruction and RDI activities distributed more flexibly.

3.12. SERVICE TO SOCIETY

3.12.1. Development trends of continuing training

Continuing training is a part of the academy's principal activity – **instruction in internal security**. The organisation of continuing in-service training by the academy is based on the principles of the organisation of continuing education, procedures for providing continuing education, regulation of collection and consideration of feedback, and other procedures established in the academy and relevant legal acts.

The Centre for Continuing Education was established in 2015 (the Civil Service Training and Development Centre ATAK operated at the academy in 2003-2015) focussing on the in-service training of internal security. The organisation of continuing education at the academy is network-based with the employees of the colleges, the institute and the Centre for Continuing Education included in the activities (altogether 9 colleagues). The majority of **continuing education (80%) is organised in colleges** equipped with the appropriate competence. Such organisation is flexible while the common basis assures the quality and allows the trainings to be approached in a uniform manner. The Centre for Continuing Education coordinates trainings, organises trainings for the academy's employees and also interdisciplinary trainings for the public sector and other target groups. The academy is a member of the Estonian Network for Universities Continuing Education.

The academy focusses on topics that are directly related with degree studies curricula. **Nearly 80% of all trainings are organised for the agencies of the area of administration of the Ministry of the Interior and other partner agencies** with cooperation agreements (PBGB, RC, Prison Service). In case of the given agencies, the academy is responsible for organising most of their continuing education allowing the agencies to free their resources to focus on their main activity. The academy similarly organises training for the Ministry of Interior's entire area of administration as the ministry's partner. Thus, for instance, there have been trainings for middle managers since 2016 and for first-line managers since 2018, and also the inclusive technology course TehnoLoogika for all managers. The academy's customers include increasingly more also other organisations responsible for security and safety (public agencies, inspections, security companies, the municipal police, defence forces) and large private and state companies (Tallink Grupp AS, AS Tallinn Airport).

The volume of continuing education in training days has increased by 38% in the past three years, the number of participants by 28% (Figure 9) and the financial scale by 15%. In 2017, the volume of continuing education in training days exceeded the goal set in the development plan. The annual number of participants in continuing education was not reached in 2017, however, it was exceeded in 2016. Based on the data from recent years, it may be said that the volume of the academy's continuing education is increasing. **Approximately 110 people per one full-time permanent staff member participated in continuing education in 2017, altogether 1.3 academic hours per participant.**
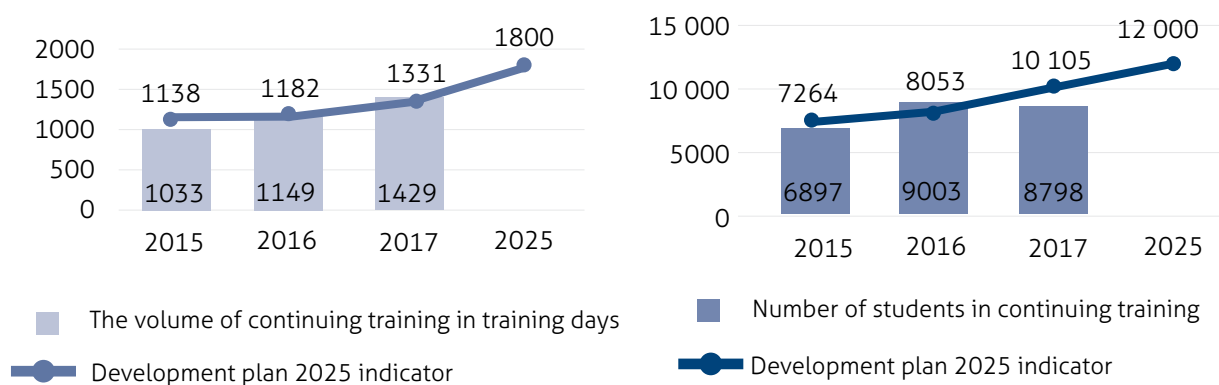
Figure 9. The volume of continuing education in training days and the number of participants in the training in 2015-2017. Source: EASS General Department database, CCE database

In addition to **the improved organisation of continuing education and the satisfaction of participants and customers** (see 3.3), the academy also focusses on **new topics** and not only in the area of the basic skills and knowledge of current officials. For instance, the new areas of activity include the basic training e-course in crisis management providing the officials of state and local government institutions and private sector employees with the elementary knowledge of crisis management, similarly there is a safety training course for teachers. Pursuant to the amended Citizenship Act (September 2018), the academy will organise Estonian language training courses since 2019 for people who have resided lawfully in Estonia for at least five years, meet the citizenship application requirements

and wish to apply for Estonian citizenship. The academy attempts to include **various target groups in various forms**. There are special training courses for people with a vocational or higher education acquired earlier who wish to work for the Police and Border Guard Board. In the past three years, altogether 166 new police officers have started their work there after completing an eight-week training course. The academy has similarly opened some of the Master's studies courses for participants, altogether 19 people acquired thus new knowledge in the past academic year. So far, little attention has been paid to the training of volunteers.

The alumni and employers' feedback survey (in Est.) conducted in 2017 also included their **satisfaction with continuing education**. The highest rating by the respondents was given to the inclusion of the best experts of the field as trainers and the use of relevant teaching methods (4.0 and 4.15 respectively on a five-point scale). The results of the survey were discussed with the human resources managers in October 2017. The meeting emphasised the increase of the volume of continuing education in the future, the need for prevention and flexibility, focus on the new training courses bringing together various agencies. They supported the perspective of the implementation of e-learning that EASS is promoting in the given area of administration. They also stressed the need for the implementation of APEL in continuing education and more extensive information exchange on the trainings of various agencies, including on the academy's website. The given comments have been considered in the development activities.

3.12.2. Promoting the area to the wider public and the internal security course in general education institutions

An important role in presenting the academy's work is played by **publishing**. From 2013 to 2018, the academy's press has published almost 40 textbooks/study materials that are all available online on the academy's digital shelf (some of them are also available in print). Other research publications are discussed in chapter 3.11.2. The academy's monthly newspaper **Verbis Aut Re** was published in 1992-2016. The first issue of the journal bearing the same name came out in spring 2017 and is now regularly published three times a year. EASS has published also two anniversary publications (2013 and 2017) and a translation of "Putin's Propaganda Machine" (Herpen 2016).

For the wider promotion of the area of internal security, the academy initiated the **series of public lectures "Turvaline Eesti" (Safe Estonia)** in autumn 2017 with the aim of discussing the aspects of internal security and safety. The lectures take place once a month in the central library in the city centre for up to 50 people including civil servants, teachers of national defence, history and social studies, the employees and alumni of the academy.

EASS is an acknowledged organiser of conferences in the field of internal security hosting the most extensive **conferences** in the Ministry of the Interior's area of administration. Since 2013, we have organised in cooperation with some partners the traditional autumn conference on a current topic in the field (in 2018, it took place in spring). The number of conference participants has doubled over the years (see table 29). Also migration forums were organised in six consecutive years until 2016 when the Ministry of the Interior transferred their organisation to Tallinn University. Similarly, the academic units have their conference traditions. The Financial College has organised its annual conference with almost 100 participants since 2008, the Language Centre organised the international conference on content and language integrated learning in 2012-2014 and the given tradition will be revived in 2019. In 2017, the Rescue College organised a conference on the fire safety of wooden buildings participated by about 100 construction specialists. In addition to the above, EASS has also organised CEPOL trainings/conferences/events in Estonia funded by CEPOL and in cooperation with the European Commission, EUROPOL and other law enforcement education institutions of the EU member states with the number of participants and experts soaring in 2017 (2014 – 45, 2015 – 45, 2016 – 38, 2017 – 198).

Table 29. EASS annual conferences 2013–2018

The academy's annual conference	Time	Number of participants
"Hybrid Threats in Law Enforcement Context"	15 –16 May 2018	150
"Security Research Innovation and Education Event" (SRIEE)	14–15 November 2017	489
"Common sense vs insanity: What do we need to know about radicalisation?"	30 November 2016	285
"The time not to be silent: strategic communication in a crisis situation"	25 November 2015	311
"Networked Security"	19 November 2014	184
"Connecting Security"	20 November 2013	233

Source: EASS Department of Development

For the work with basic and secondary school students, the academy has developed various forms of cooperation with also EASS students included in the organisation. Every summer, **children's camps** are organised with the Women's Network of Estonian Police, the academy participates in the implementation of the programme "**Protect yourself and help the other**" for basic school children and also supports the activity of Valga Patriotic Education Centre. Together with its partner agencies, the academy also organises **internal security days** in various regions in spring including both basic and secondary school students. In addition to large-scale events, the academy also undertakes annual school visits and introduces its activities and learning possibilities within the project "Tagasi kooli" (Back to School). Almost 1400 students all over Estonia are estimated to participate annually in the events organised or supported by the academy.

Internal security courses in general education institutions were initiated in 2010 with initially only four secondary schools involved. In 2018, the training takes place in 12 secondary schools with half of them located in the Russian-speaking region of Estonia in East Viru County. Every other secondary school in East Viru County participates in the project, and in autumn 2018, the internal security course is increasing with three new groups added. The number of students in the past academic year was 459 which is more than the number of students in the largest college of the Academy – PBGC. In the four years, the number of students has almost doubled (2013 – 271). A different model is implemented at schools: the number of courses in various schools (pursuant to the Estonian national curriculum of general education, the volume of a course is 35 hours) varies from five to ten courses within the three years of secondary school. In Narva and Kohtla-Järve, the instruction also includes two courses of professional Estonian language training. The instruction is conducted in cooperation with PBGB and RB, with TCB included in 2018.

Almost a third of the graduates of internal security courses will come to the entrance exams of the academy with half of them eventually beginning their studies at EASS. The assessment committee may award the students with extra points at the enrolment for the completion of internal security training. The **number of Russian-speaking applicants has considerably increased**, exceeding already a third of all applicants in 2018 thus confirming that the internal security studies do have a positive effect on the integration of the Estonian society. From a forward-looking perspective it is important to have specialists whose mother tongue is Russian and whose unique language skills are essential for ensuring Estonian internal security. The total number of applicants from East Viru County forms about a fifth of all applicants including the highest number of Russian-speaking students.

In early 2018, the first study of the preliminary course "The analysis of the EASS internal security course curriculum, its organisation and quality" (in Est.) was conducted including a questionnaire of both students and teachers, the coordinators at schools and the graduates of the course. The survey included more than 350 respondents. The satisfaction rate was high: 76% of the respondents said that the topics were well selected, in balance, interesting and provided a good overview of the content of the daily work of the police, border guard and rescue service. The most positive feedback was given to the practical sections of the training, the camps in Paikuse and Väike-Maarja. On the basis of the survey, the following improvement activities have been undertaken or implemented: updating the syllabi, specifying the assessment criteria, compiling teacher books, continuing with the teacher training.

3.12.3. Other activities of the academy directed to the society

The academy's employees contribute to the **work of professional bodies**, consultations. This is one of the tasks of the academic staff acknowledged in the assessment system. Approximately 30% of the academic staff and also support staff participate in the work of international organisations, the decision-making bodies of internal security agencies, professional qualifications committees and social councils and decision-making bodies (e.g. Estonian Qualifications Authority, Estonian Association for Advancement of Vocational Education, Estonian Taxpayers Association, Estonian Criminology Society, Estonian Academic Sports Federation, FRONTEX Research Council, Estonian Academic Legal Studies Society, the editorial board of Riigikogu Journal etc).

Together with its predecessors, the Estonian Academy of Security Sciences have almost 11,000 alumni as of 2018. The current **alumni association** was established in 2014 (see the statutes of the alumni association (in Est.). The chairman of the board of the alumni association is a non-voting member of the Council of the Academy. The primary work format of the association is the general meeting, while information is regularly shared in social media. As of the end of 2017, the alumni association has only 41 members.

The alumni and employees' survey (in Est.) conducted in 2017 confirms that the **alumni** are an **underexploited potential** in the academy's development – altogether 71% of the alumni responding to the survey have not cooperated with EASS after graduation, on the other hand, more than half of the graduates (62%) find that they get enough information about EASS. The alumni are interested in cooperation that is related with their work and position, e.g. they would like to contribute to the organisation of internship, shaping the attitudes and values of their future colleagues.

Outside instructional hours, the academy rents the sports facilities for the **local community**. The **academy's library** with its around 65,000 records is open for the internal security agencies, thus also for the alumni. In order to broaden the cultural horizons of the academy's members, the library celebrates the Estonian Language Day and Library Day with interesting discussions and exhibitions, the professional literature exposition is updated monthly. The **exhibition of the history of the Estonian police forces** is located in Paikuse study centre.

3.13.4. The regional dimension of Estonian Academy of Security Sciences

The academy has two **study centres outside Tallinn**: since 1990, police education has been provided in **Paikuse**, Pärnu County, and since 1993, rescue education in **Väike-Maarja**. Paikuse Police School and Väike-Maarja Rescue School joined the academy in 2004. The given schools provided vocational education and the present training centres provide practical training for all students of the academy in the given fields and also for the participants of continuing education. The volume in the regions is relatively extensive: in 2017, there were 98 students in daytime studies and 11 in distance learning in Väike-Maarja, while altogether 1698 people attended continuing education. The respective numbers in Paikuse are 205, 170 and 497. Thanks to the increased appreciation of practical studies, there have been considerable investments in the given study centres in recent years (for further information see 3.2.3.1).

The academy's study centres are **important local employers**, thus providing employment for about 40 people both in Paikuse and in Väike-Maarja. They also carry a symbolic value for the local identity and increase the sense of security of the local people. It is not unimportant that the centres also bring **visitors to the area, including foreign visitors**. For instance, in 2017, there were three major international exercises in Väike-Maarja with 325 participants with almost half of them from EU member states. In summer 2018, there were also training courses and exercises for almost 200 people from 18 countries.

The students in the study centres are actively involved in the local community, primarily in organising sports events, for instance, there is the Jüriöö running race in Paikuse with 200 participants, as well as events promoting safety, for example, the traffic monitoring at the beginning of the school year. There is also good cooperation with the local educational institutions. In case of more resource-intensive events (searching for missing persons), the police station in Pärnu also includes the students at Paikuse.

In summer 2020, the academy will open its **study centre in Narva** near the border between the Republic of Estonia and the Russian Federation with 96% of its population speaking Russian as their mother tongue. The construction of the complex will begin in early 2019. The aim of the study centre is to increase the presence of the state in the region and the sense of security of the local people, and also the availability of the Estonian higher education in the border town. The study centre will be used by the internal security agencies and also the Defence Forces. The complex will have a dormitory for 260 people and a training centre with a shooting range. The eight-lane swimming pool in the complex will also be available for the local people and thus considerably improve the sporting facilities in the town. The establishment of the study centre in Narva will allow the colleges to send even more students for a longer period to do their internship in the region. The concept of the study centre in Narva confirms that its establishment and development will allow the academy to expand the curricula partially to Narva (customs and border guard education) and to enhance the Russian language instruction, e.g. the use of tandem language learning. Almost every student in the higher education curricula spends about 3 months of their studies in Narva.

Strengths
- The academy is actively, systematically and successfully involved in promoting the area of internal security by involving various target groups from basic school students to internal security enthusiasts.
- The internal security course in general education institutions and the internal security days are a distinctive example of the promotional work of professions, extensive and purposeful cooperation between higher and general education institutions, and also between the higher education institution and the employers. Similarly, it has brought a considerable number of Russian-speaking students to the academy.
- The continuing education has been organised in a purposeful manner with consideration of the interests of agencies and other organisations requiring similar services.
- The academy's activities have a considerable regional dimension thanks to the practical training centres in Paikuse and Väike-Maarja, the centres also contribute to the local community.
- The well-considered action plan for the academy's study centre in Narva includes various parties and supports the integration of the Estonian society.

Areas of improvement and planned development activities

- Depending on the partner agency, the contribution of colleges to the organisation of continuing education is highly different: FC is underutilised, while the lecturers of PBGC and RC are overburdened. – To sign continuing education cooperation agreements consistently in May when the workload of the academic staff is planned.
- The alumni are still relatively passive. – To devise a specific action plan for the inclusion of the alumni association for 2019. The inclusion of the alumni association is also enhanced by the completion of the new infrastructure in Kase Street.
- EASS is not involved in training volunteers. – To discuss with partner agencies about the possibilities and need for the academy's contribution in 2019.

4. SELF-ASSESSMENT OF THE CURRICULUM OF POLICE SERVICE

Name(s) of the curriculum (curricula), studies	Police Service curriculum (professional higher education)
Structural unit responsible for the curriculum	Police and Border Guard College
Main author of the curriculum self-assessment report, head of curriculum	Merle Kutser Kadri Ann Salla

4.1. POLICE AND BORDER GUARD EDUCATION MODEL

The action programme of the Government of the Republic of Estonia for 2015-2019 stipulates the analysis of the training of police officers. As a result of the analysis, a **new police and border guard education model** was developed in cooperation with the Police and Border Guard Board describing all levels of police education from 4 to 7. Since the academic year 2017/2018, the curriculum system at the Police and Border Guard College has been as follows:
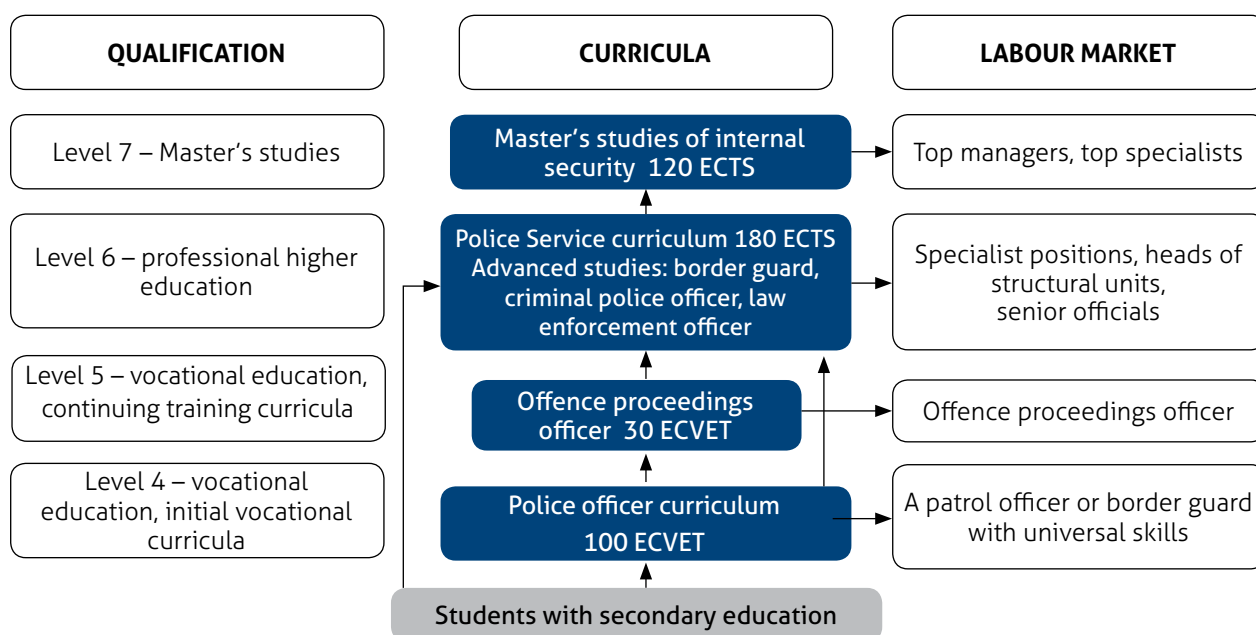
QUALIFICATION	CURRICULA	LABOUR MARKET
Level 7 – Master's studies	Master's studies of internal security 120 ECTS	Top managers, top specialists
Level 6 – professional higher education	Police Service curriculum 180 ECTS Advanced studies: border guard, criminal police officer, law enforcement officer	Specialist positions, heads of structural units, senior officials
Level 5 – vocational education, continuing training curricula	Offence proceedings officer 30 ECVET	Offence proceedings officer
Level 4 – vocational education, initial vocational curricula	Police officer curriculum 100 ECVET	A patrol officer or border guard with universal skills
	Students with secondary education	

Figure 10. Police and border guard curricula system since 2017/18

The updated police education model is considerably more flexible than the earlier one, it is based on the ideology of lifelong learning and allows the student to commence studies on several occasions. The basic curriculum in the **vocational education** is the **curriculum of the police officer** providing the skills to work as a patrol officer and border guard (until 2016 there were separate curricula for Level 4 patrol officers and border guards) and the continuing vocational curriculum of Level 5 **offence proceedings officer** for people who have acquired the basic policing education. The model is open with regard to Level 5 curricula. Commissioned by PBGB and the resources available, new curricula may be opened. On the higher education level, the model includes the **professional higher education curriculum of police service** (Level 6) and the **Master's curriculum of internal security** (Level 7, provided at ISI).

The **police service** curriculum includes an extensive section of **general studies** providing the students with **universal policing skills** that partially overlaps the curricula of Levels 4 and 5. Based on PBGB's commission, the basic studies include the skills of both a police officer and border guard. The police service curriculum has three specialisations: **border guard, law enforcement officer** and **criminal police officer**. The specialisations are devised on the basis of the police work competence descriptions and new ones may be added, if necessary. The police

service curriculum is available in the form of both daytime studies (student admission based on public competition) and distance learning (institutional referral).

4.2. CURRICULUM PLANNING AND MANAGEMENT

The planning and development of curricula are based on the principles described in section 3.7.1 of the report. The police service **curriculum was updated** in the academic year 2016/2017 on the basis of the **police and border guard education model**. The content of the instruction is based on the border guard occupational qualification standard (Level 6, in Est.) and the **descriptions of the competence in the main activities of PBGB** (the areas of law enforcement and criminal police officer with no occupational qualification standards). The competence was described in cooperation between PBGB and EASS. The police service curriculum includes also the competence of the **Frontex common core curriculum (CCC 2017) for border and coast guard basic training in the EU**. Upon updating the given curriculum, also the relevant legal acts, the requirements of EASS and feedback from the target groups were considered. The curriculum has been compared to the curriculum of the Finnish Police University College with regard to the general studies and basic training. The police service curriculum and the one in the Finnish Police University include similar basic skills (e.g. the use of physical force, emergency vehicle driving). The general studies of the police service curriculum are the same as in all academy's professional higher education curricula (see 3.7.1). There is no separate general studies module in the curriculum of the Finnish Police University College, the topics similar to the issues included in the academy's general studies module are integrated in the speciality modules and they are more specific to the speciality. EASS chose the general studies module suitable for various curricula in order to provide the students of various specialities of internal security with more common ground and the possibility to study together. The police service curriculum has also been compared to the Frontex core curriculum (CCC 2017). The police service curriculum largely covers the competence of the general studies and land border module of the Frontex module. In the common estimation of the authors of the curriculum, the police service curriculum considers the employer's needs, it is current and in keeping with the ongoing changes in the society and the goals and content of the curriculum are mutually consistent (see Appendix 8 "The Police Service Curriculum"). The learning outcomes of the curriculum comply with the learning outcomes of the higher education standard (see Appendix 9 "The comparison of the learning outcomes of the curriculum with the learning outcomes of the higher education standard").

The updated curriculum is based on modules (see Appendix 10 "The scheme describing the interconnections between the modules and subjects of the curriculum"; Appendix 11 includes five programmes of the modules of the police service curriculum). In the earlier version of the curriculum, there were 34 subjects in the general and speciality studies and also specialisation subjects (11-12) and electives. Now there are 18 modules (incl. one elective module of general studies and one in speciality studies). Modules provide better cohesion in the curriculum by integrating separate subjects into one whole. Also internship is integrated into the speciality modules. The modules are logically sequenced in the **implementation plan of the curriculum**. In order to **create cohesion** within and between the modules, common cases have been employed. For instance, the case of vehicle inspection is discussed in the modules of Implementation of Direct Coercion and Security Tactics, Protection of Public Order, Misdemeanour Proceedings and Commencement of Criminal Proceedings. In the given case, the vehicle is stopped on suspicion of drink driving, the person is questioned and the identity verified. In case it is a citizen of another state, also the basis for staying in the country is checked. The event ends in a misdemeanour proceeding. Thus the students can easily establish the connection between the various aspects of police work (tactics, communication, application of the law, conducting various operations).

Various **general skills** have been **integrated** into the learning outcomes of the various modules of the police service curriculum. For example, the development of **creativity** and **entrepreneurship** are supported by the learning outcomes and teaching methods in which the student must solve problems, provide various solutions and also implement the plans with responsibility taken for the respective results (solving a situation requiring police intervention, solving problems in a community, drafting a plan for creating and maintaining relationships of trust and networks with members of the community, risk assessment). **Analytical skills** are developed with the compilation of various analyses (service area analysis, analysis of the skills and knowledge acquired during the internship, case studies analysis, planning career opportunities at PBGB), communicative and cooperative skills in conducting teamwork assignments, communication trainings, solving various communicative situations on calls, developing listening and interrogation skills. The use of **CLIL** (in 6 subjects/modules in 2018/2019) supports the **acquisition of foreign language skills**.

The **quality assurance of the curriculum** is based on the quality assurance principles of EASS (see section 3.3). The **internal assessment of curricula** is conducted every three years with the head of the curriculum bearing the responsibility for it. The **improvement activities** of the quality of the curriculum are planned in the EASS implementation plan with the feedback by students, alumni, employers and lecturers considered. As the instruction on the basis of the new curriculum began in autumn 2017, there is no feedback on the curriculum as a whole. The comparisons and analyses in the given self-assessment report are based on the feedback provided for the previous version of the curriculum and the first academic year of the new version. All the curricula of the academy, including the police service curriculum **passed the curriculum quality assessment in 2016** and received the right to conduct studies for seven years. The recommendations of the quality assessment of the study programmes were verbalised into the tasks of the academy's implementation plan (in Est.) with some of them already accomplished and some still in progress. Examples have been given in the present self-assessment.

The performance indicator goal set in the academy's development plan for 2025 is that the satisfaction with the acquired education is 4.2 among the alumni and 4.0 among the employers. According to the results of the alumni and employers' satisfaction survey (2017) (in Est.), the PBGC alumni's satisfaction with the acquired **knowledge is 3.9** and **skills 4.0**. The employers' satisfaction with the alumni's **knowledge is 3.4** and **skills 3.5**. If the alumni's rating on their skills is equal with the goal set in the development plan and only 0.1 points lower in case of knowledge, then the employers' satisfaction is considerably lower than the goal set for 2015. The **alumni** were the least satisfied with their international experience in the field (3.5), professional Russian language skills (3.8) and managements skills (3.7). The line managers were the least satisfied with the professional Russian language skills (2.7), management skills (2.8) and planning and organisational skills (3.0). The improvement activities originating from the given survey were similarly included in the academy's implementation plan.

Some examples of the **curriculum development** based on the feedback:

- The study programme group assessment report decision (2016) included the following recommendation: "the **international component** of the curriculum must be enhanced by including visiting lecturers and facilitating participation in Erasmus programmes. The curriculum should establish possibilities for long-term mobility". Similarly, the alumni and employers' satisfaction survey (2017, in Est.) pointed out the alumni's low satisfaction with their knowledge of international experience in the sector. The differences in the judicial area of various countries also restrict the training of police officers in foreign higher education institutions. In order to increase the international component in the curriculum, the updated curriculum includes the cross-border cooperation (in English) with plans to include foreign lecturers in the instruction (the module will be taught for the first time in 2019/20). The curriculum also includes an elective subject "Internship abroad" with 7 ECTS allowing the students to use Erasmus internship programme possibilities. Furthermore, general subjects to the amount of 10 ECTS passed in a foreign higher education institution through the Erasmus programme may be considered in the fulfilment of the curriculum (see also 3.5.2).
- According to the alumni and employers' satisfaction survey (in Est.), the satisfaction with **professional Russian and English skills** was low. The need for the improvement of the graduates' language skills had been brought out also by the earlier analysis of the educational model of the area of internal security (2015, in Est.). As an improvement activity, EASS has established a new **language instruction system** (see 3.8.2). The curriculum includes altogether 8 ECTS of Russian language electives and 5 ECTS of English. In addition, support in the Russian language tuition has been provided during internship since 2018. In the updated curriculum, the instruction is conducted in English in one module ("Cross-border Cooperation") and two electives.
- According to the alumni and employers' satisfaction survey (in Est.), the satisfaction with the management skills acquired during the studies was low. In order to support the development of management skills, the updated curriculum is added a module "Organisation and management of police work" (5 ECTS).

The curriculum development directions for the following years have been established in the EASS development plan 2025 and in greater detail in the common integrated internal security education model (see 3.7.2). There are plans for joint project weeks for the students of the colleges with **joint training exercises**. In the present academic year, there will be a crowd control training with students of CJ (6 academic hours); strike training with the students of RC and CJ (8 academic hours), and a cooperation seminar with the students of RC, Tallinn Health Care College (ambulance) and ENDC (16 academic hours). There are plans to further increase the proportion of joint training exercises. The need for joint training exercises was pointed out also in the survey of the students' satisfaction with the support services (2018, in Est.). In order to execute the implementation plan of the integrated internal security education model, cooperation with other higher education institutions needs to be further enhanced (TTHK, ENDC).

Also the following development activities are planned:
- Identifying **possible overlaps and intersections** in the curricula of various colleges to provide further possibilities for joint learning;
- For the development of an optimum, logical and comprehensive curriculum system meeting the needs of PBGB, **there will be discussions with PBGB on creating new curricula for Level 5 and continuing training courses**.

Strengths
- A police and border guard education model and curricula have been developed that consider the latest educational and international trends and are open for further development work. The curricula meet the needs of PBGB.
- The academic staff, representatives of the employers and a student representative through the council of PBGC are included in the creation and development of the curricula. The curriculum development considers the feedback of various target groups.

Areas of improvement and planned development activities
- Cooperation with other colleges and higher education institutions in developing the curricula and arranging joint training exercises is not sufficient. – The implementation of the activities stipulated in the implementation plan of the <u>integrated internal security education model</u> in cooperation with other colleges and partner universities.

4.3   THE DEVELOPMENT, COOPERATION AND INTERNATIONALISATION OF THE ACADEMIC STAFF

The instruction of the police service curriculum is conducted by **permanent academic staff** of PBGC and other EASS academic units but also by **non-staff lecturers** (see Appendix 12 "<u>The academic staff of the curriculum of police service</u>"). As of October 2018, there are 54 permanent academic staff members providing instruction. The average age of the academic staff is 47.3 years. The scarcity of young lecturers is due to the fact that about half of the academic staff include experienced police officers, that is, specialists with particular qualifications and prior work experience. As to the permanent academic staff providing instruction in the police service curriculum, three of them have a doctoral degree and 36 a Master's degree. At present, there are five lecturers attending doctoral studies and two Master's studies. **The workload of the academic staff is based on the norms established at EASS (see 3.6.1). The head of the chair and the lecturer agree on the workload at the beginning of every academic year.** As to the above, it may be concluded that the number of academic staff is sufficient for achieving the goals and learning outcomes of the curricula and ensuring the quality of the instruction. Only the availability of speciality lecturers with a doctoral degree is limited as lecturers are generally recruited from PBGB where the number of employees with a doctoral degree is small. Thus it is important to support the doctoral studies of lecturers already included in the staff (see section 3.6.2).

Table 30. Permanent academic staff providing instruction in the police service curriculum as of October 2018

Qualification	With a PhD	With an MA degree	With higher education	Women	Men	Average age
Permanent academic staff	3 (6%)	36 (67%)	15 (28%)	23 (43%)	31 (57%)	47,3

Source: EASS general workload table, General Department.

The **non-staff lecturers** providing instruction in the police service curriculum are employees of PBGB who are the best practitioners in their field and have long-term cooperation experience with the college. In order to ensure the high quality of instruction, the non-staff lecturers are included in the training system of the academy's employees (see 3.2.1). The non-staff lecturers teach primarily those specific subjects/topics for which PBGC has no academic staff with the respective expert knowledge and it would not be feasible to include such a lecturer in the permanent staff due to the small capacity of the instruction (incl. Basics of Forensic Medicine, Border Guard Units Management). The proportion of the face-to-face instruction by non-staff lecturers in the entire instruction is optimum.

Table 31. Proportions of face-to-face instruction with the academic staff teaching the curriculum

Academic year	2015/2016	2016/2017	2017/2018	2018/2019
Number of permanent academic staff	44	45	44	54
Number of non-staff lecturers	31	35	60	54
Proportion of instruction by non-staff lecturers	15%	18%	17%	16%

Source: EASS general workload table.

The **recruitment** of lecturers is conducted by means of public competition or direct offer (incl. rotation regulated by § 61 in Police and Border Guard Act). The number of applicants for the position of **full-time academic staff** has remained rather small as there are few specialists in Estonia with a given qualification. The representatives of the employer are included in the process of selecting academic staff, they get acquainted with the candidates' data, observe the demonstration lesson and give their opinion of the applicants. Rotation was one of the recommendations included in the curriculum quality assessment decision (2016). Since 2017, altogether three lecturers have come to work at the college from PBGB by rotation as a result of the agreement between the PBGB and EASS management board. Also finding suitable **non-staff lecturers** is based on the **cooperation with the agency** helping EASS to find the best applicants among their staff and providing them with flexible working hours to organise the instruction.

Table 32. Competition for the elected academic staff of the curriculum of Police Service

Competition for the elected academic positions	2015	2016	2017	2018
The curriculum of Police Service	3,5	3,4	1,7	6,8

Source: EASS personnel records

The **feedback** given to the academic staff is considered at their **performance and development discussions, assessment** and **re-election**. The lecturer's work is assessed as a whole, however, the student feedback plays an important role in the evaluation (see 3.6.2). Over the years, the **student satisfaction with the permanent and non-staff lecturers' professionalism and teaching skills has been high**. The feedback allows us to conclude that the lecturers' work is marked by high quality. In addition to numeric rating, feedback is collected also in the form of **commentaries at the end of the subject/module** and during **focus interviews** (see 3.3.1). The heads of chairs also observe classes. The head of the chair also discusses the problematic issues given in the feedback which forms the basis for the changes in the teaching methods and the selection of continuing education training for the lecturer.

Table 33. Feedback on the permanent and non-staff lecturers teaching curriculum and comparison with the average at EASS

The lecturer's skills evaluated by the students	2015/2016	2016/2017	2017/2018
Evaluation to the professionalism (permanent academic staff)	4,74	4,74	4,76
Evaluation to the professionalism (non-staff lecturers)	4,85	4,78	4,83
EASS average (professionalism)	4,74	4,75	4,78
Evaluation to the achievement of learning outcomes[2] (permanent academic staff)	4,65	4,61	4,72
Evaluation to the achievement of learning outcomes (non-staff lecturers)	4,81	4,73	4,82
EASS average (achievement of learning outcomes)	4,72	4,65	4,71

Source: SIS feedback summaries, EASS.

The development of academic staff is described in sections 3.2.1 and 3.6.2 of the present report. Altogether 22 lecturers of the police service curriculum (41%) have participated 73 times in trainings **developing teaching and assessment skills** in 2013-2018. Prior to beginning the instruction work, **new lecturers** pass an introductory training with a mentor appointed, if requested. As practical classes are generally taught by several lecturers, one way to develop teaching skills is to **learn from colleagues** and **share the best methods and experience**. In order to enhance

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[2] In case of the achievement of the learning outcomes, evaluation is given to the comprehensiveness of the wording of the learning outcomes, the support of teaching methods in achieving the goals and the clarity of the course requirements.

international cooperation (incl. the instruction of foreign students of the Erasmus programme), **foreign language courses** are conducted for the academic staff, there is also the possibility to participate in international language courses through CEPOL. Altogether 23 lecturers of the police service curriculum (43%) have participated 50 times in the English language trainings in 2013-2018. Raising the awareness of the lecturers on the available foreign language courses was one of the recommendations made in the quality assessment decision (2016). Pursuant to the principles of supporting the professional development of the employees of EASS, all **academic staff** must do **internship** for at least one month in a five-year period. The requirement took effect in 2017. Altogether 14 speciality lecturers (52%) have done their internship at PBGB in 2012-2018. From 2018/19 onwards, the internship will be included in the workload of those lecturers who have been away from the active police work for 2-3 years. The need for and results of internship will be analysed at performance and development discussions and assessments.

The curriculum quality assessment (2016) included a recommendation that lecturers should **keep themselves up to date with the latest trends in the speciality** by using the scholarship programmes. Until now, none of the speciality lecturers have used the given possibility. However, it may be stated that the speciality lecturers are familiar with the changes in the area both on the local and international level. The academic staff use various means for it: internship at PBGB; contributing to the development of legal drafts and legal acts in the area; participating in workgroups, external trainings, seminars, conferences, international weeks of partner schools, various projects, exchange programmes and Erasmus mobility. In 2015, 12 lecturers of PBGC (50%) were on **assignments abroad**, 12 (46%) in 2016 and 15 (58%) in 2017. They have taught classes in foreign countries (e.g. judges, prosecutors and police officers in Georgia, students in Bulgaria and Romania). One of the lecturers has participated in OSCE observation missions in Ukraine as an observer (2015-2017). Both permanent staff and non-staff lecturers are included in **Frontex workgroups** creating curricula and e-courses in cooperation with experts from other countries (e.g. first-level border control e-course). The contacts from the international communication are used in the supervision of student graduation theses (e.g. conducting questionnaires in foreign countries). The new knowledge and skills acquired from conferences, seminars and workshops are integrated into the instruction (e.g. the teaching methods used in the workshop at Legionowo police training centre in Poland (2017) to teach shooting at and from a vehicle have been implemented here). Although the lecturers' contribution to international cooperation is sufficient and the experience is integrated in the instruction, the alumni and employers expressed little satisfaction with their international experience. In order to increase the students' satisfaction, the international sources, comparisons and experience need to be highlighted more in instruction.

The academic staff have participated in various **development projects**. The most recent successful projects include "Well-functioning asylum procedure" (2014-2015), Erasmus+ project "Foreign language study materials for border guards" (2015-2016), Erasmus+ project "Cross-border Police Cooperation" (2015-2017), Erasmus+ project "Training and Preparedness of the Baltic Sea Region (LTU, LVA, EST, POL), "Police Officers in Usage of a Single Model of Application of Physical Force" (2017–2018) and the project "Profiling and 2nd Line Interview during Border Checks" completed with a Frontex grant (2017-2018). Also students have been involved in the projects (see section 4.4) and altogether four study materials have been compiled within the projects in 2015-2018.

The table below features the number of **RDI activities by the academic staff** of the police service curriculum according to ETIS classifiers in the past three years. The **textbooks and other study materials** with a significant role in the RDI activities (17 units) are primarily used for independent work but also in face-to-face instruction. PBGC lecturers have received performance pay for innovation on 5 occasions (4 text books and 1 e-course) in 2017-2018. The lecturers have also supervised 8 Master's theses in 2013-2018.

Table 34. RDI activities of lecturers teaching the curriculum 2015–2018

Publication classification (ETIS):	Total
1. Articles in journals	
1.1. Scholarly articles indexed by Web of Science Science Citation Index Expanded, Social Sciences Citation Index, Arts & Humanities Citation Index and/or indexed by Scopus (excluding chapters in books)	3
1.2. Peer-reviewed articles in other international research journals with an ISSN code and international editorial board, which are circulated internationally and open to international contributions	11
1.3. Scholarly articles in Estonian and other peer-reviewed research journals with a local editorial board	5
2. A book/monograph	
2.1. Monographs	1
2.3. Dissertations published in a series of dissertations (excluding manuscripts)	2
2.4. University textbooks	8
2.5. Published research project report or study	3

3.1. Articles/chapters in books published by the publishers listed in Annex (including collections indexed by the Thomson Reuters Book Citation Index, Thomson Reuters Conference Proceedings Citation Index, Scopus)	5
3.2. Articles/chapters in books published by the publishers not listed in Annex	5
3.5. Articles/presentations published in local conference proceedings	2
5. Published conference abstracts	
5.2. Conference abstracts that do not belong to section 5.1	10
6. Other publications	
6.2. Textbooks and other study materials (excluding university textbooks)	9
6.3. Popular science books	7
6.6. Articles in other journals and newspapers	7
6.7. Other creative activities	4
6.9. Critical book reviews	1

Source: Overview of RDI areas of EASS, ETIS.

The academic staff have participated in **applied research studies** (see also 3.11.2). Commissioned by MoI, a study was conducted on the organisation of the training of assistant police officers in 2016. PBGC has additionally contributed to the study commissioned by MoI on the measuring and monitoring of internal security development plan of the Ministry. In 2017, the applied research study "The training of PBGC students of EASS in information systems" was conducted in cooperation with PBGB. Despite the above examples, the lecturers' contribution to RDI activities needs to be increased.

Strengths
- The students' feedback on the quality of instruction is high: the average rating for three academic years is 4.75.
- The organisation of versatile and purposeful cooperation with the employer (rotation system, inclusion of the best practitioners).
- The lecturers have versatile possibilities for self-improvement, incl. internship at PBGB, participation in trainings and international cooperation.

Areas of improvement and planned development activities
- Contribution of academic staff to RDI activities could be greater. – To increase their contribution to and the inclusion of students in RDI activities, to support the academic staff in doctoral studies.
- All full-time academic staff who work permanently at the academy have not completed internship at PBGB yet. – To plan regular internships for the academic staff to ensure their professional knowledge is current and updated.
- The speciality lecturers have not participated in long-term mobility. – To find more possibilities to learn and teach in foreign countries by using also the scholarship programmes and integrating the acquired international experience more into the instruction.

4.4.   LEARNING, TEACHING AND ASSESSMENT

The students of police service curriculum make up 59% of all students of PBGC. As of September 2018, there are 10 study groups in the curriculum with 263 students, 151 of them studying in daytime studies and 112 in distance learning. Male students constitute 67% and female students 33%. The average age of the students of daytime studies is 21 years, the average age of distance learners is 32.

The planning of study places, the organisation and terms of admission are described in section 3.8.1 of the report. The public competition application and admission conditions (incl. assessment criteria of professional suitability) are available for applicants on the academy website. The assessment committees evaluate the applicants' compliance with the given requirements. The applicants can receive explanations regarding the admission test results from the chairman of the assessment committee. Thus, **fair access** to education is ensured. The open competition applicants' **motivation and suitability** for police work are evaluated during the professional suitability

assessment interview that is preceded by the **background check by PBGB**. In the recent years, the competition for the study places of the police service curriculum has remained relatively stable (4.31 applicants per student place in 2015-16; 4.06 in 2016/17 and 4.62 in 2017/18). The study places for institutional referral have been filled every academic year.

The selection of specialisation for the students admitted with open competition is based on the employer's needs, the student's performance and wishes, and the capabilities of EASS. The specialisation decision is made at the end of the fourth term. The students with an institutional referral already start with a particular specialisation.

The **organisation** of instruction is described in section 3.8.2 of the report. The satisfaction survey of support systems (2018, in Est.) brought out the students' high **satisfaction with the support by the academic staff**: 84% of the respondents were satisfied with the lecturers' support and only 2% (1 respondent) were not. The **students' feedback on the instruction** (incl. the teaching methods to achieve the learning outcomes) has been stable and high over the academic years.

Table 35. Student participation in feedback questionnaires and evaluation to the quality of instruction

Academic year	2014/2015	2015/2016	2016/2017	2017/2018
Evaluation to the quality of instruction (overall rating)	4,72	4,81	4,81	4,81
Evaluation to teaching methods	4,77	4,80	4,8	4,79
Student participation in the feedback questionnaires	91%	80%	72%	67%

Source: SIS feedback summaries, EASS.

In their feedback, students have expressed criticism on the sequence of subjects. In the updated curriculum, various subjects have been convened into modules and the topics are planned in their logical sequence. It is the aim of the college to pay more attention to the development of **cooperation culture within the module**. For the given purpose workshops are organised 2-3 times in a semester for the lecturers teaching the module to plan the instruction process together to ensure the agreement between the topics and methods and also provide the best conditions for achieving the learning outcomes.

The **selection of teaching methods** is based on the aim and learning outcomes of the module/subject. As professional higher education is aimed at the acquisition of professional competence, the emphasis is on practical exercises. The seminars and practical classes constitute more than 60% of the instruction at the academy. A large part of **practical classes** (30% of all face-to-face instruction) is conducted in **smaller groups** (12-13 students) – this way the lecturer can devote more time to each student. If necessary, there are **several lecturers in the class** (e.g. in weapon study). The feedback by students and alumni has repeatedly included the students' wish to develop their practical skills more (e.g. filling in various documents, formalising the scene of traffic accidents). In the new version of the curriculum, the **theory and practical work are more integrated** in the modules. The theoretical classes also include discussions and groupwork. There are different kinds of practical assignments, e.g. on calls students solve an incident as a member of the patrol team using the entire patrol equipment and an emergency vehicle. There is a person in need speaking a foreign language (language teacher) and an intoxicated offender. By using the various legal, tactical and communicative skills and technical means, they find an opportunity to end the incident and fill in the necessary documents. The practical exercises are conducted in a **simulation environment** (e.g. crisis management and patrol work coordination in various events). A part of the practical classes take place in a **real work environment** allowing them to relate the competence acquired at school with the real police work (e.g. participation in the search for a missing person and police operations, securing large-scale events, checking people and vehicles in Tallinn port). The students have also been included in the PBGB training exercises (e.g. training exercise "Amok").

Since 2015/16, the third-year students of daytime studies can **work part-time at PBGB, if they wish**. The feedback by PBGB on their skills and attitude has been positive. According to students, working for PBGB is a good chance to reinforce the skills and knowledge acquired at school. In the academic year 2016/17, altogether 33% of students worked part time (0.25 workload), in autumn term 2017/18 altogether 50% and spring term 61% of students.

PBGC has the **necessary facilities and equipment** for the practical classes and **the academy continuously contributes to their development and acquisition**. In 2017, the shooting range in Paikuse was reconstructed allowing shooting in three directions. Thus, it is now possible to practise simulated situations that are closer to actual events taking place in police work where they are attacked from several directions and need to use covers and various methods of movement while also cooperating with the patrol partner. In 2018, a three-storey tactics building was completed in Paikuse where students can practise approaching a building by a car, entering buildings and residences, passing corners and moving on the stairs. The future plans include the extension of the driving

practise area and skid-pan area (2019-2021) allowing them to practise assignments in a more realistic environment, at higher speeds and connect them comprehensively with law enforcement tasks.

The **volume and tasks of independent work** are described in the syllabi/module programmes. The volume of independent work for 1 ECTS equals 12-14 hours in professional higher education and 16-18 in distance learning. In case of topics with little opportunity for independent work (e.g. weapon study, stopping a vehicle), the independent work for 1 ECTS is 6 hours. The tasks of independent work are versatile: for example, in legal studies the independent work is related with reading various legal acts, professional textbooks, commented editions and decisions of the Supreme Court and making respective presentations and analyses. Independent work also includes solving various cases and preparing proceeding documents and files. The **requirements of independent work** are introduced to students at the beginning of every module. Students of distance learning have said in their feedback that the volume of independent work is too large and not always related with the objective of the subject. In order to get a better overview of the situation, a summary of the content and volume of independent work in the curriculum was made (2016) and the heads of curricula discussed the relevance of the independent work with the lecturers at their performance and development discussions. In the feedback provided in 2016/17 and 2017/18, there are only few critical remarks about the independent work. On the other hand, students have pointed out that the independent work assignments were useful and they always received constructive feedback from the lecturers.

Students of daytime studies stated in their feedback that the **study load** was the lowest in the third year and suggested that the study load evened out throughout the period of instruction. There is no such feedback yet on the updated curriculum, as the students studying according to the new curriculum are only in their second year, however, the module-based structure and changed content of modules ensures a more balanced distribution of the study load.

A comprehensive digital support is being established to organise instruction and support independent work (see 3.8.2). As of September 2018, 60% of the modules of the curriculum have a digital support. According to the support service satisfaction survey (in Est.), 83% of students are satisfied with the access to necessary study materials. The students prefer that the all materials are available only in one environment. Thus, with the completion of digital support, study materials are no longer uploaded on SIS and they are collected in the Moodle environment.

The compulsory **internship** of police service curriculum takes place at PBGB. The internship organisation is described in section 3.8.2. Pursuant to student feedback, the volume of the internship of daytime students was somewhat increased in the new curriculum. In the previous curriculum, the internship volume was 29 ECTS. In the new curriculum, the volume of the internship of border guard and criminal police officer specialisation is 31 ECTS (17% of the total volume of the curriculum) and 32.5 ECTS (18%) for the law enforcement specialisation, there will additionally be "Internship of Policing" of 2 ECTS (for students who take the final exam) and an elective "Internship abroad" of 7 ECTS. In the old curriculum, the first internship was at the end of the fourth term while in the new version it is already at the beginning of the third term. In the academic year 2015/16, **internship in East Viru County** was initiated to increase the presence of Estonian state institutions in the region and support the students' Russian language learning. Specialisation internship is usually conducted at the student's future workplace. Students are registered as employees of PBGB during their internship and they have the right to exercise state supervision and proceed offences. The student **feedback to the internship has been very good**, as they stress the need to reinforce the theoretical knowledge.

Table 36. Student feedback on the internship

Academic year	2014/2015	2015/2016	2016/2017	2017/2018
Evaluation to the internship	4,60	4,58	4,58	4,61
Student participation in the feedback questionnaire	98%	100%	100%	100%

Source: SIS feedback summaries, EASS.

Students rate the work of the internship supervisors highly (4.78 in 2016/17 and 4.80 in 2017/18). In 2017/18, there were altogether 242 internship supervisors supervising PBGC students in four different structural units of PBGB. Within the project "The internship system of internal security specialities – a common view of the future" (see 3.8.2), 38 (16%) PBGB internship supervisors received basic and continuing training in 2017-2018.

The **assessment principles** and organisation of instruction are described in 3.9.1 of the report and the **internship assessment principles** in section 3.9.2. A fifth of the subjects and modules in the police service curriculum end with an exam, four fifths with a credit test. The proportion of **undifferentiated assessment** is high as in the speciality subjects and electives it is more important to assess the acquisition of the learning outcomes than the level of their acquisition. The decision to prefer undifferentiated assessment also considered the student feedback. The criticism

has been the severest with regard to the differentiated assessment in language courses. In language instruction, the students need to achieve a certain level and the use of differentiated assessment is not justified. Based on the student feedback, language courses end with a credit test. The lecturers jointly plan **assessment tasks and criteria** that are introduced to all students at the beginning of the module and the lecturers base their assessment on the given criteria. The assessment methods comply with the learning outcomes (e.g. one of the assessment methods of the learning outcome "applies a relevant type of misdemeanour procedure, imposes a punishment or a fine or terminates the proceeding, prepares the documents and misdemeanour file reflecting the proceedings decision" is the compilation of the misdemeanour file). The lecturers use also **formative assessment**, making recommendations so that the students would know what else they should do to achieve the learning outcomes. Students assess the lecturer's fairness and the received feedback on SIS. It all ensures the transparency and objectiveness of the assessment. The **student feedback** on the assessment, unbiased treatment and getting feedback has been consistently high over the years and mostly above the average of the academy.

Table 37. Student evaluation of receiving feedback and assessment

Academic year	2014/2015		2015/2016		2016/2017		2017/2018	
	PBGC	EASS	PBGC	EASS	PBGC	EASS	PBGC	EASS
Students were treated fairly	4,85	4,77	4,83	4,85	4,87	4,82	4,86	4,83
I received feedback to my activities in the subject	4,75	4,68	4,74	4,66	4,78	4,68	4,77	4,73
The conditions for passing the subject were clear (incl. assessment)	4,80	4,73	4,79	4,71	4,80	4,70	4,82	4,75

Source: SIS feedback summaries, EASS.

The organisation of the final thesis and final examination is described in section 3.9.2 of the report. The **assessment committee** of the final thesis and exams includes representatives of both EASS and PBGB. The preparation of the cases for the exam and topics for the theses is conducted in cooperation between PBGB and the academic staff. Most students choose to take the final exam (96% in 2015/16, 84% in 2016/17 and 93% in 22017/18). The final thesis is usually selected by students who intend to continue their studies on the Master's level. The decision to take either the exam or write a thesis is made by the beginning of the fifth term. In their feedback, students have mentioned that there was little time left to write the thesis. Since 2016, the thesis topics are confirmed by the beginning of the fourth term so that students could start their work earlier. The students' **feedback to the thesis supervision** has been stable and **relatively high** over the years. In their feedback, students have suggested that the number of students per supervisor be limited. Pursuant to the feedback, the supervision workload has been dispersed.

Table 38. Student evaluation on the graduation thesis supervision

Academic year	2014/2015	2015/2016	2016/2017	2017/2018
Police service	4,41	4,58	5,00	4,65

Source: SIS feedback summaries, EASS.

The methods of **preventing academic fraud** are described in the chapter 3.4. For the technical prevention of plagiarism, the academic assistants check all theses with the plagiarism detection software. No violations have been discovered so far. EASS has a functional **complaint procedure system** (see section 3.4). The contestation of the decisions related with the organisation of studies is regulated by Chapter 11 of Study Regulations. In the period 2015-2018, assessment has been contested by one student. When asked if the **assessment of instruction helped** the students to achieve the skills and knowledge needed at work, 79% of the PBGC graduates answered affirmatively in the alumni study report (in Est.) which is somewhat higher than the EASS average result (72%).

The **international mobility of the students** is summarised in section 3.5.2 of the report. Erasmus+ programme is used for **long-term mobility** and PBGC students have used the opportunity to study in Slovenia, Bulgaria, Holland and Great Britain, and to do their internship in Germany. Students are advised and supported in issues of long-term mobility by the senior specialist of international relations. The long-term mobility indicator of PBGC students has

increased in the past academic year and exceeds the average indicator of the academy. On the other hand, there is still some way to go to achieve the goal set in the EASS development plan (≥ 4% by 2025). One way to increase the mobility indicator is to encourage students to participate more in **internship abroad**.

Table 39. Student participation in international mobility

Academic year	2014/2015	2015/2016	2016/2017	2017/2018
The total number of students in international mobility	21 (9,9%)	27 (10%)	33 (13%)	29 (10%)
The total number of students in long-term mobility	-	4 (1,8%)	2 (0,8%)	8 (2,8%)
Proportion of EASS long-term mobility	1,1%	2,6%	0,7%	0,6%

Source: EASS Delta directives.

PBGC students have mostly participated in **short-term mobility** (elective "International Policing") that requires them among other things to participate in the instruction of a partner educational institution. The destination countries of short-term mobility are Germany, Poland and Finland. The students' feedback on mobility has been high (4.57 in 2015/16, 4.42 in 2016/17 and 4.95 in 2017/18). Its added value includes English language practise and the opportunity to communicate with students from various countries.

Students are included in the research, development and innovation activities. For instance, students have contributed to the Erasmus+ project "Joint training of the use of physical force" (2017-2018) by developing the self-defence curriculum, similarly they participated in the project "Cross-border police cooperation" (2016-2017). In cooperation with PBGB and EASS, students of PBGC also participated in the project "Development of existing urban design, planning and crime prevention methods and introduction of new ones to improve living environment safety" in the EU Commission ISEC programme and in the research group "Crime prevention through designing a safe environment" (2015).

Almost all **graduates** of the police service curriculum **start to work in the area of internal security**: 100% of the graduates of daytime studies and 94% of distance learners in 2016, respectively 98% and 94% in 2017 and 95% and 98% in 2018. **Four years after graduation** (see also section 3.8.3), altogether 91% of the graduates of police service speciality work in the given professional field. Thus the employment and professional stability indicators of PBGC are high.

There is a complex system established at EASS to **counsel and support students** (see chapter 3.10.1) and PBGC is a part of it. In issues related with the organisation of studies, students can turn to the **academic assistant** (three at PBGC). The support system satisfaction survey (in Est.) showed that 80% of students were satisfied with the support and advice provided by academic assistants (EASS average 79%) and 3% of the respondents were not satisfied. The academic assistants also monitor the students' academic progress. Each PBGC study group additionally has a lecturer as their **curator** whose task is to advise students, support the team-building spirit and thus also their academic progress. Leading specialists of degree studies, **internship curators** (three in PBGC), counsel students in issues of internship and career. As the majority of the internship of the students of daytime studies takes place in East Prefecture, one of the internship curators is located there. Study results have shown that 62% of students are satisfied with the support and counselling of the internship curators (EASS average 56%) and 8% were not satisfied. The head of the college arranges a formation at least once a month to pass on important information and acknowledge the best achievements (e.g. for sports results, participation in police operations).

The **average period of study** of the students is analysed in section 3.10.1 of the report. The **proportion of students discontinuing** their studies at PBGC is lower than the average at EASS. The analysis of the **reasons for discontinuation** showed that **students of daytime studies** mainly left due to the unsuitability of the speciality. The decision to drop out of EASS is often made during the first weeks of instruction or after the introductory internship (100% of the voluntarily exmatriculated students in 2015/16, 44% in 2016/17 and 20% in 2017/18 left EASS in the first two months of studies). In order to facilitate the adaptation to the instruction, induction days are organised for the first-year students during their first week at school. **Distance learners** generally discontinue their studies for family reasons and due to the low learning motivation. The number of dropouts among distance learners was the highest in 2017/18 (16). It was due to the fact that referral was given to all PBGB employees submitting the application and their learning motivation was not analysed. The interviews for distance learning applicants were restored in spring 2018 to evaluate their learning motivation.

Table 40. Proportion of dropouts in PBGC higher education studies

Academic year	2014-2015	2015-2016	2016-2017	2017-2018
Proportion and number of dropouts in day-time studies at PBGC	4,4% (4)	3,1% (3)	8,2% (10)	5,5% (8)
Proportion and number of dropouts in distance learning at PBGC	4,9% (7)	6,5% (9)	6,9% (10)	10,9% (16)
Proportion and number of dropouts at EASS	10,1% (97)	10,4% (92)	14,5% (131)	11,5% (106)

Source: EASS, Departement of Academic Affairs.

The organisation of **the accreditation of prior experience and learning** (APEL) is described in section 3.9.3 of the report. Students of PBGC mainly apply for the accreditation of the subjects passed during their vocational studies at EASS but also their knowledge and skills acquired with work experience. The majority of distance learners have previously completed a vocational curriculum (86% of the entrants in 2015/16, 81% in 2016/17 and 98% in 2017/18), hence the high number of respective applications. As the police service curriculum is essentially centred around the speciality, the accreditation of skills and knowledge gained in other universities is rarely possible, i.e. only single topics can be accredited, not entire modules. The same applies to the accreditation of the skills and knowledge gained in foreign universities. The latter may be considered only in the elective module of general studies. The instruction based on the new curriculum began only in 2017 and the students studying according to the given curriculum have not yet studied at foreign universities, thus we have no respective examples. The number of combined APEL applications increased in 2017/18. As the structure of the new curriculum is different from the previous PBGC curricula, the acquisition of learning outcomes may be proven by combining the skills and knowledge gained in earlier studies and work experience. Students have had difficulties in writing the analysis of the skills and knowledge gained from work experience, therefore also the number of rejected applications increased. There are information hours to help students to fill the application, similarly advice is given by the academic assistants.

Table 41. Credit points applied and accredited with APEL in PBGC

Academic year	2015/2016				2016/17				2017/18			
APEL applications	Volume³ (ECTS)	Completely approved (ECTS)	Partially approved (ECTS)	Not approved (ECTS)	Volume (ECTS)	Completely approved (ECTS)	Partially approved (ECTS)	Not approved (ECTS)	Volume (ECTS)	Completely approved (ECTS)	Partially approved (ECTS)	Not approved (ECTS)
Based on earlier studies	1447	1394	0	53	2244	2143	2	95	276	117	27	112
Based on continuing training	14	14	0	0	2	2	0	0	37	20	7	9
Based on work experience	444	372	30	30	467	417	4	43	589	348	58	173
Combined	729	551	75	52	1177	765	95	269	2387	1405	143	656
Total	**2634**	**2331**	**105**	**135**	**3890**	**3327**	**101**	**407**	**3288**	**1890**	**235**	**950**

Source: EASS SIS

Strengths

- Very high student satisfaction with instruction and the academic staff.
- EASS has sufficient resources for developing instruction (several lecturers in the classroom, small groups) and development of the learning environment (tactical shooting range, extension of the tactics building), that supports the quality of practical instruction.
- Good cooperation with the employer in organising internship, selecting topics for graduation theses, preparing the assignments for the final exam, and assessing the final exams and theses.
- Very good internship organisation.
- During their instruction, students are included in the activities of PBGB (e.g. police operations), they

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3   The difference between the total amount and decisions is due to the interim correction of applications. The ECTS figure of the calculation of volume is registered in SIS statistics as of the date of the confirmation by the student. The statistics of the application approvals is registered on the date of the approval by the committee.

also have the opportunity to work part-time at PBGB after their second year of studies.
- The majority of graduates start their work in the field of internal security and remain in the employment for a longer period of time.

Areas of improvement and planned development activities
- The implementation of module-based instruction must be completed. – Improvement of the cooperation culture within the module, organisation of regular workshops with the lecturers teaching in the same module planning the process together.
- All police service modules and subjects do not yet have the digital support. – By the end of 2020, the electronic learning environment and digital study materials on Moodle will cover the entire curriculum.
- Students lack international experience and knowledge. – To facilitate student mobility (internship abroad); to integrate international sources into the instruction and study materials, the lecturers need to highlight international experience and respective comparisons.
- The infrastructure in Paikuse needs further development. – To complete the construction of driving training area for the practical training of students and continuing training of practising police officers by 2021.

5. APPENDICES

Appendix 1. Performance indicators stipulated in EASS Development Plan 2025

Appendix 2. The employment of graduates of 2013/2014 four years after graduation as of 01.03.2018

Appendix 3. Scholarships and other benefits

Appendix 4. Areas of RDI activities of EASS by structural units

Appendix 5. Applied research studies of EASS 2015–2017

Appendix 6. Annotations of some development and cooperation projects

Appendix 7. Numeric indicators of EASS publications according to the classifiers defined by Estonian Research Information System in 2014 - 2017

Appendix 8. Curriculum of Police Service

Appendix 9. The comparison of the curriculum learning outcomes with the learning outcomes of the higher education standard

Appendix 10. A scheme describing the interrelations between the modules/subjects of the curriculum

Appendix 11. Five module programmes of the Curriculum of Police Service

Appendix 12. The academic staff of the curriculum of police service