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

Tallinn 2020

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LIST OF ABBREVIATIONS

AA	game disain and development
AEA	Association of Estonian Accountants
CB	creativity and business innovation
CRIPHE	Council of Rectors of Institutions of Professional Higher Education
CW	contract for work
DMS	document management system
DPHE	project 'Development of Professional and Higher Education Meeting the Needs of the Labour Market'
EBS	Estonian Business School
EC	employment contract
ECTS	European Credit Transfer System
EE	Enterprise Estonia
EHIS	Estonian Education Information System
EHRA	Estonian Hotel and Restaurant Association
EKKA	Estonian Quality Agency for Higher and Vocational Education
ENUT	Estonian Women's Studies and Resource Centre
EQF	European Qualification Framework
ESF	European Social Fund
EstQF	Estonian Qualification Framework
ETAG	Estonian Research Council
EUAS	Estonian Entrepreneurship University of Applied Sciences
EURAM	European Academy of Management
EURASHE	European Association of Higher Education Institutions
EVEA	Estonian Association of SMEs
FL	financial solutions management
FN	financial management
GD	graphic design
HM	human resources management
HARNO	Education and Youth Authority
IA	institutional accreditation
IBA	international business administration
IM	IT management
ISCAP	Polytechnic of Porto. Porto Accounting and Business School
ITL	Estonian Association of Information Technology and Telecommunications

KJ	quality management
LG	logistics
MAG	Master's studies
MER	Ministry of Education and Research
NIHD	National Institute for Health Development
NOBANET	Nordic-Baltic Network for Internationalization of SMEs
NORDPLUS	Nordic Council of Ministers' programme of lifelong learning
ORDA	Organisation of Research and Development Act
OSKA	System for Coordinating Skills Development
PARE	Estonian Human Resources Management Society
PBGB	Police and Border Guard Board
PHE	professional higher education
PJ	**personnel management**
R&D	research and development
RDCA	research, development and creative activities
RE	restaurant management
RPL	recognition of prior learning
RT	robotics
SE	software development
SIS	study information system
SJ	strategic management
SMEs	small and medium-sized enterprises
SPACE	European Network for Business Studies and Languages
SR	Study Regulations
SU	start-up entrepreneurship and enterpreneurship
TR	marketing
TTK UAS	TTK University of Applied Sciences
TU	tourism management
VIKO	Vilniaus kolegija/University of Applied Sciences
VT	web technology

FOREWORD

The Estonian Entrepreneurship University of Applied Sciences (EUAS) is pleased to present to the international evaluation committee this self-evaluation report for institutional accreditation (IA). Well-thought, well-functioning and managed planning, implementation, management, results assessment and constant development is a prerequisite for the successful functioning of the core and support processes of a higher education institution. In the report, we have critically assessed three core processes of the higher education institution: teaching; research, development and creative activities (RDCA); service to society and the auxiliary support processes (internationalisation, strategic management, management of human resources, financial management, infrastructure management, IT, marketing).

Being the only private institution of professional higher education in the landscape of institutions of professional higher education and an institution of professional higher education with the highest number of international students, we are fully aware of the expectations of a high quality and of our responsibility as the ambassador of private and professional higher education in Estonia. Regular participation in thematic assessments and study programme group assessments, which have taken place annually in recent years, and in institutional accreditation has contributed to the quality of our activities. To promote a quality culture and support the development of our core and support processes, we as a higher education institution have consistently participated in mandatory as well as voluntary quality improvement projects. The consistent assessment of the activities and the defining of areas that need improvement have served as a basis for shaping a sustainable and strong organisation. In addition, we have set ourselves a strategic goal of obtaining the EQUIS international quality certificate.

In creating and developing study programmes, we rely on various labour market needs surveys (e.g. the assessments of the Skills Development Coordination System (OSKA) and the US Bureau of Labor Statistics), assessments made by the umbrella organisations (e.g. the Estonian Employers Confederation, the Estonian Association of Information Technology and Telecommunications, the Estonian Human Resources Management Society) and on visions (e.g. Smart and Active 2035) for the purpose of supporting the general competencies of the student (e.g. OECD Skills Strategy 2019, the Estonian Quality Agency for Higher and Vocational Education report 'Strengths and development needs of higher education in Estonia against the background of the results of the quality assessment of study programme groups,' the requirements of the European Qualification Framework (EQF) and level 6 of the Estonian Qualification Framework (EstQR). The study programmes have been prepared in cooperation with the experts of the specialisation from small, local as well as international undertakings. Our approach to teaching and learning is practical and allows for acquiring sets of knowledge, skills and attitudes, which are expected of specialists and managers in Estonian and European labour market. Being a small and flexible private institution of professional higher education, we can contribute to the fostering of higher education and internationalisation of higher education, which meets the needs of undertakings in Estonia.

As the Rector, I would like to thank the entire team of EUAS and the IA work groups that contributed to the preparation of EUAS's self-evaluation report for institutional accreditation. This process gave us a chance to critically assess the higher education institution as a whole, develop teamwork as well as involve more members than ever before in the development of the school.

I hope that the report clearly mirrors the activities of EUAS to all of the external interested parties as well. We are prepared to introduce the substance and organisation of our study programmes to the interested parties and are grateful for all constructive comments that will help us further improve our activities.

Enjoy!

Kind regards,

Mait Rungi

Rector

Estonian Entrepreneurship University of Applied Sciences

1. ESTONIAN ENTREPRENEURSHIP UNIVERSITY OF APPLIED SCIENCES

1.1. History in brief (2016–2020)

Next, an overview of the main events in the core fields of the school between 2015 and 2020. TA more detailed overview has been given in Annex 1 'EUAS history in brief.'

1.1.1. Teaching

In 2020, we will focus on providing instruction in our study centres in Tallinn and Tartu; in 2019, we added 'Cleveron Academy' robotics studies on the premises of AS Cleveron in Viljandi to the mix. In addition to the aforementioned, in the spring semester of 2015 we introduced study organisation that considerably increased the autonomy and discretionary powers of the heads of specialisations. The school adopted the so-called managerial management model (2015–2019). Today we are back to using the management model traditionally used by higher education institutions: the rector, vice rector of academic affairs, research director and head of development and partnership relations.

We are fully committed to supporting the studies of our successful students. On 19 June 2017 the Ülo Pärnits education fund was established by a decision of the supervisory board of AS Mainor in memory of the founder and long-term rector of EUAS in order to promote lifelong learning and practical studies. Four scholarships in a total amount of no less than 10,000 euros are granted annually. In August 2018, the master's studies scholarship programme was established in order to offer development opportunities for the best graduates of our professional higher education studies and for other outstanding students for conducting research and in order to support the development of new young teaching staff. Every year, up to five new tuition-free student places are made available.

From 2015 to 2020 we have successfully completed various national evaluations. On 20 June 2017, our business studies were given the highest possible recognition by an international committee, which emphasised the practicality of the study programmes, the high employment rate of the alumni, good opportunities for work during the studies, qualified and dedicated teaching staff with practical experience, a modern teaching methodology, close cooperation with employers and student satisfaction. In the summer of 2017, the IT study programme group received a three-year accreditation in the course of the first assessment.

On 5 May 2020, the Higher Education Assessment Council of the Estonian Quality Agency for Higher and Vocational Education granted the computer science and information technology study programme group the right to provide instruction for a period of three years as a result of a repeat assessment, declared the accessory conditions of assessment of the quality of the study programme group of business administration and governance as fulfilled and a decision to carry out the next quality assessment in seven years remained in force. In 2018, EUAS participated in thematic assessments of the learning and teaching and practical training system of international students. In the same year, the practical training process recognition process initiated by Innove (now the Education and Youth Authority (HARNO)) was completed and EUAS was recognised in the framework thereof.

1.1.2. Research, development and creative activities

In the field of RDCA, the focus is on the applied research of the undertakings of Ülemiste City of which the Ülemiste City economic survey regularly carried out since 2016 and the Ülemiste City growth environment radar, which is under development, are the most well known. In the course of the Ülemiste City economic survey a change in the key economic indicators of the campus has been monitored since 2014. As for the Ülemiste City environment growth radar, a compact, understandable and well-visualised solution for the presentation of trends characterising the development of Ülemiste City and enabling the making of forecasts being developed. For three years, a customer satisfaction survey of the Ülemiste Shopping Centre, which has a very large sample, has been carried out.

In the field of RDCA, it has become a tradition to organise an annual international science conference. Between 2015 and 2020, conferences have had the following titles:

- 2016 – Design and brand for the industry;

- 2017 – Organisational and social capital as a key for future success;
- 2018 – Entrepreneurship and employability;
- 2019 – Intuitive & Scientific Management & Decision-Making;
- 2020 – How to Avoid Getting Stuck in Today's World.

1.1.3. Serving society and cooperation with undertakings

In 2016, we started a series of events titled 'From the higher education institution to the company' which is aimed at introducing our best master's theses to undertakings, thus generating practical value for them. The first event held in 2016 was titled 'Global talent hunt – what is good to know?'. By now, eight events on very different topics have been held. For instance, 'Social capital in the company,' 'Smart city – to the benefit of the company or in the way' or 'How to switch into a higher gear in Estonian economy?'.

In addition, we have closely cooperated with undertakings over these years. For instance, in the autumn of 2017, a cooperation model was created with ABB Grupp, the best practical training company in Estonia in 2016, where future employees of ABB studied in the EUAS special study programme of financial management and completed practical training in ABB in English in the course of several months. In 2019, this cooperation became available to the students of human resources management and logistics as well.

In addition, in April 2019 we launched the Cleveron Academy in Viljandi in cooperation with AS Cleveron in order to provide higher education in technology in a study programme of robotics, which is one of a kind in Estonia. In 2020, the Cleveron Academy was awarded the title 'Deed of the Year 2019' (the Estonian Association of Information Technology and Telecommunications) and the 'Education Deed of the Year 2020' (Ministry of Education and Research).

Simultaneously, we have contributed to the activities of various umbrella organisations and in the framework thereof we organised the first human resources management hackathon in February 2020 in cooperation with the Estonian Human Resources Management Society in order to increase the management quality of employees and find innovative solutions in the management of people.

1.1.4. Internationalisation

Step by step we have done everything to become increasingly international and to involve more international students in our studies. In the autumn of 2016, we were the first professional higher education institution in Estonia, which opened in cooperation with ISCAP and VIKO the professional higher education study programme 'Creativeness and business innovation' with 180 ECTS workload, which is fully based on an international body of students. In the autumn of 2017, we opened 'International business administration,' our first master's programme fully based on an international body of students.

In February 2018, studies started in a new English study programme titled 'Software development and enterprise.' The study programme created in cooperation with Ericsson Estonia, Playtech, Kühne-Nagel Estonia, Ektaco and Columbus Estonia was aimed at alleviating the lack of IT specialists in Estonia. In 2019 came the time to conclude cooperation agreements with three large Indian universities to simplify the studies of Indian students in Estonia, the learning of Estonian and remaining to work in the local IT sector and in the same year EUAS and Ülemiste City established a Nordic and Baltic business and education network named 'Building Educational Cooperation in Smart City' with partner schools from seven countries.

1.1.5. Infrastructure

In October 2017, a student hostel for 80 students was opened in the building next to the Tallinn study building, which was meant for accommodating international students pursuing regular studies in EUAS. In order to reduce the deficit of dormitory places in Tallinn, a third storey was added a year later, bringing the number of beds to 144. The tenants are mainly EUAS's international students but it is also popular among the students of other Estonian universities (TalTech, University of Tallinn, EBS).

EUAS keeps improving the working conditions of its staff. For instance, in 2018 the rooms in the basement of the Tallinn study building were reconstructed into work rooms and the heating system and the ventilation system were replaced. This, in turn, gave the opportunity to transform the vacant premises in the first floor of the building into recreation and work rooms. A small kitchen for warming up food and rooms for group work and recreation were added for students. A modern library equipped with convenient workplaces is also important.

1.2. General

EUAS was founded in 1992 and it is an establishment of the AS Eesti Ettevõtluskõrgkool company (see Annex 1. EUAS history in brief). The manager of EUAS is AS Mainor (see Figure 1), which is 100% owner of the school.
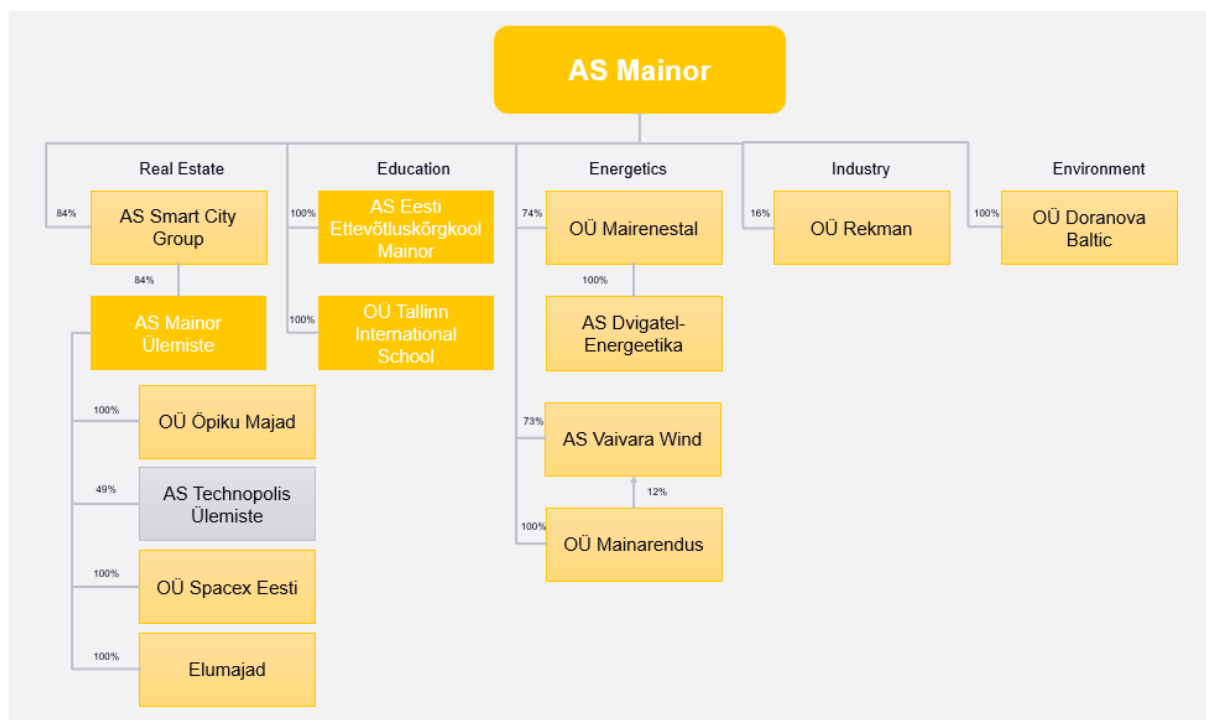
Figure 1. Structure of AS Mainor

AS Mainor is a group of undertakings engaged in developing a smart city of the future, Ülemiste City. AS Mainor considers it important that education institutions and companies cooperate closely to create a successful city of the future – in this way, EUAS as well as IST have been integrated into the developments throughout the campus. Ülemiste City is a modern business district where in 36 hectares over 400 innovative companies with approx. 12,000 employees operate as of November 2020, including EUAS.

According to the articles of association, the activities of EUAS are managed by three permanent steering bodies: the supervisory board of AS EEK, the management board of AS EEK and the supervisory board of EUAS. The supervisory board of AS EEK meets regularly in accordance with the annual work plan approved, directs and supports the activities of the management board of AS EEK, provides the respective funds and exercises supervision.

The management structure of EUAS was changed in 2018–2019. The management board of EUAS which, according to the articles of association of EUAS has one member (see Annex 2. Articles of Association of EUAS), is responsible for the strategic and operative management of EUAS as well as for the economic sustainability of the school and the undertaking: Mait Rungi (EUAS rector). To plan and manage the academic activities of EUAS, the supervisory board of EUAS has been formed in accordance with the Higher Education Act and the articles of association of EUAS, which is aimed at supporting the management board of AS EEK in setting and attaining the goals and objectives related to the primary activities of the school.

According to the statistics of 2020, we are the largest private higher education institution in Estonia. We are an international higher education institution with 1,636 students (Estonian Education Information System 10 October 2020) from 35 countries. 52% of them pursue their studies in Estonian, 24% in Russian and 25% in English programmes. The higher education institution has three study centres and 70 full-time employees. In the study programme groups of business administration and governance, information technology, arts and personal services, instruction is provided at the level of professional higher education (hereinafter PHE) and in the study programme group of business administration and governance also at the level of master's studies (hereinafter MAG).

The slogan of our school is 'Capital for life!' Our mission inspired by this slogan is to shape an entrepreneurial way of thinking and our vision is to be a recognised, reputable and innovative education, research and development institution.

To complete the mission and attain the vision, we promote enterprise-based studies, applied research and creative activities, pursue regional and international cooperation with local authorities, undertakings and educational establishments and follow the fundamental values of our organisation:

- responsible and caring – we take a responsible attitude towards work and studies, value the organisation and the development of its members. We notice and take into account the needs, expectations, activities and achievements of our colleagues, students, alumni and partners on a daily basis;
- science-based and entrepreneurial – we create an environment that supports the entrepreneurialism and creativity of and the acquisition of knowledge by students, which is based on a scientific approach and applicability. In cooperation with the members and external stakeholders, we initiate and effectively implement improvements and changes in the organisation and society;
- innovative and open – we are open to new ideas and solutions and apply them effectively. We establish and foster cooperation relationships with various partners at home and abroad. We grant equal access to the studies to all motivated and capable people interested in them.

To complete the mission and attain the vision, EUAS has set the following strategic goals (2023) based on the fundamental values:

- to provide the best realistic and practical higher education with an organisation of studies convenient for the student and with a well-thought methodology;
- to be an equal research and development partner for large undertakings in Estonia and Europe;
- to become a community of international talent;
- to be the centre of the mental dimension of Ülemiste City;
- to be an excellent workplace.

In the studies, we are focused on the promotion of entrepreneurship and entrepreneurialism and on studies that support working during the studies. We operate in Estonia as a responsible supporter of the addition and adaptation of smart labour force, above all, IT labour force. By promoting lifelong learning we as a higher education institution consider it important that higher education remains available in regional centres and in all of the age and social groups. In Tallinn, we are located in the campus of Ülemiste City.

The mission of Ülemiste City is to develop an attractive knowledge-based work, development and living environment with an international reach, which would increase the competitiveness of individuals and undertakings in the world, bring talents home to realise themselves and inspire the birth of new business models. We want to be the most preferred partner of the undertakings of Ülemiste City in developing the organisation and the team, a community of international talents and the mental centre of the campus where there are top-class conditions for studies and work.

EUAS's staff can be divided into academic and non-academic staff. Based on work tasks, academic and non-academic staff are divided between the structural units (see Figure 2. EUAS structure).
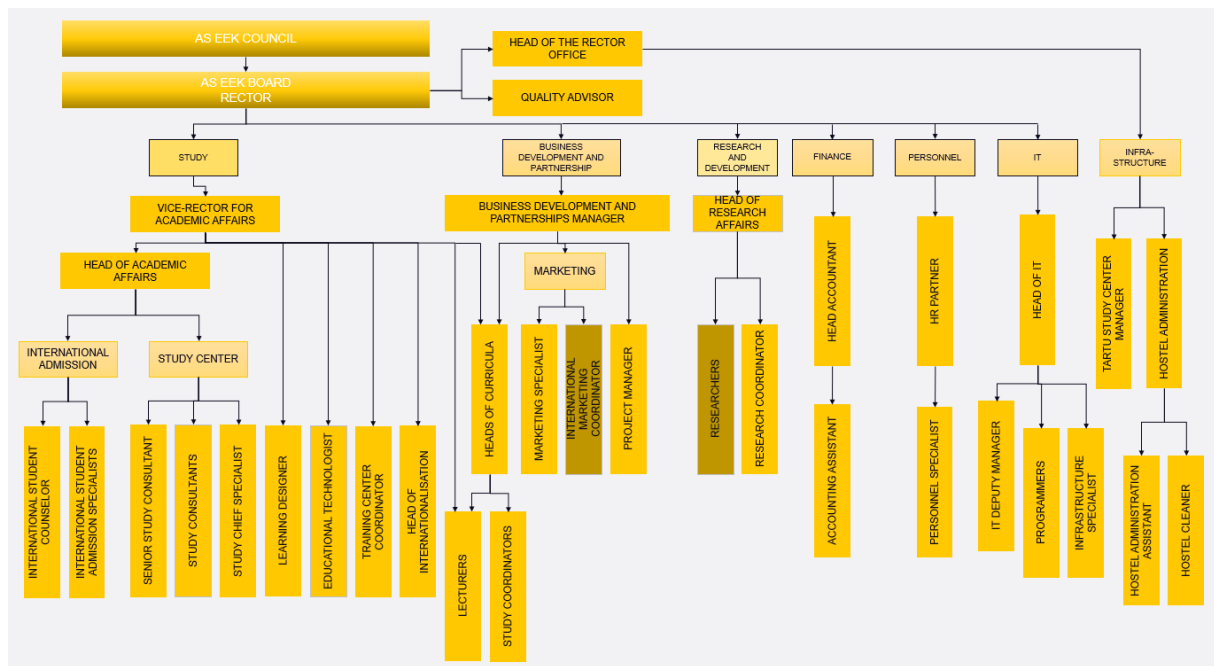
Figure 2. Structure of EUAS

The function of the academic staff lies in teaching and RDCA based on EUAS's strategic goals. The task of the employees of the support units is to ensure the functioning of EUAS as a whole, the supporting of development and the interlinking of parts.

In mapping our role, we rely on the principles of a triple-helix model (see Figure 3).
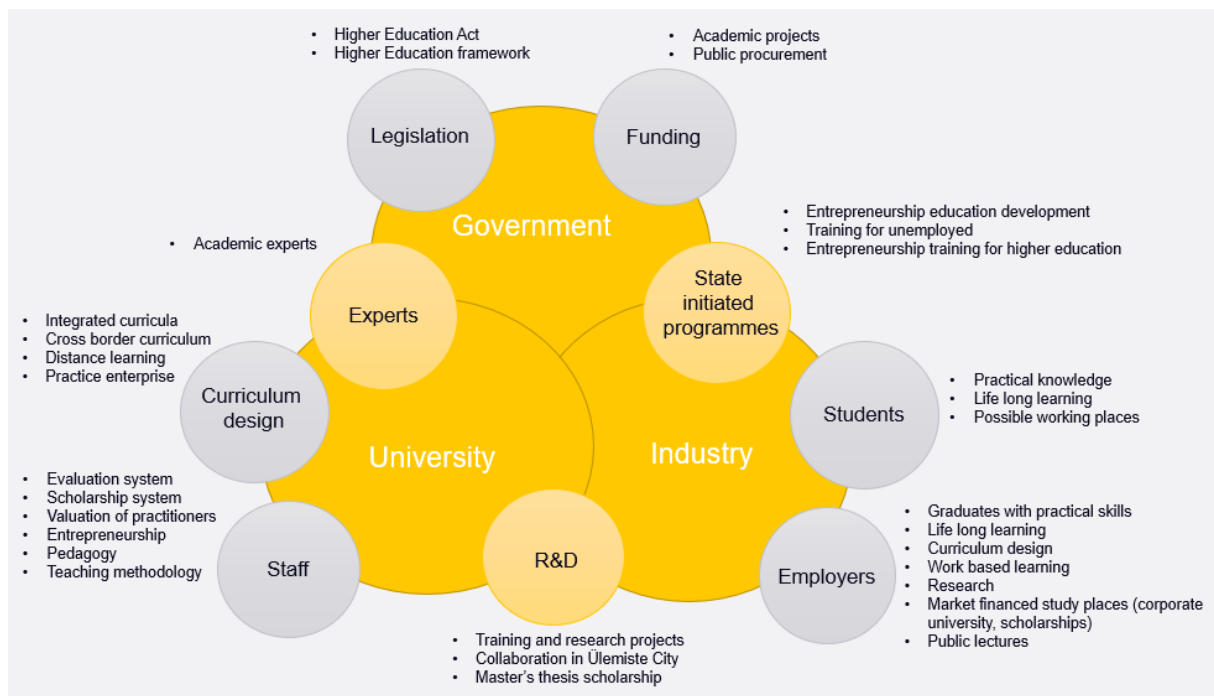
Figure 3. EUAS stakeholders

On the basis thereof, our main stakeholders include the government, the university and the industry. Based on these three largest groups of stakeholders specific interests are identified which, in the case of the state include legislation (the Higher Education Act, Higher Education framework) and financing (academic projects), in the case of the business circles include the student (practical knowledge, lifelong

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learning, possible working places, etc.) and the employer (graduates with practical skills, lifelong learning, curriculum design, work based learning, research, market financed study places, public lectures, etc.), in the case of the academic world include curriculum development (integrated curricula, cross border curriculum, distance learning, practice enterprises) and human resources development (evaluation system, scholarship system, valuation of practitioners, entrepreneurship pedagogy, teaching methodology, etc.). The inter-field interests include R&D (training and research projects, collaboration in Ülemiste City, master's thesis scholarships), academic experts and state-initiated programmes (entrepreneurship education development, training for the unemployed). To attain the mutual interests, activities reflected in the development plan, field strategies and action plans of EUAS.

In order to strengthen the link between the teaching and research and development activities of the school and practice as well as for ensuring the methodological quality, indicators have been introduced to assess the attainment of the goals (the goal for 2023):

- the school has 1,800 students (as of 10 November 2020, 1,636 students) of whom 35% are in a programme where the language of instruction is English;
- 70% of the Estonian alumni of the school have taken up a job that calls for higher education;
- the percentage of international students that have graduated from the school and have stayed in Estonia to perform a job that calls for higher education is the highest among higher education institutions in Estonia;
- the school as an undertaking produced annual excess income that the school uses for developments serving Ülemiste City and Estonian society;
- the school has the highest salaries in the specialisation in the higher education sector in Estonia;
- the student and staff satisfaction in the school is the highest in the higher education sector of Estonia;
- the school has developed research directions, thereby retaining focus on studies, the practicality of the studies and a close connection to the private sector.

We consider it very important to measure the attainment of the strategic goals and, on the basis thereof, indicators have been set for the goals of the existing development plan, which were set in 2019. Table 1 sets out the main links between the strategic goals of EUAS and the indicators. The quality work group of the Council of Rectors of Institutions of Professional Higher Education (CRIPHE) is engaged in improving the system of the common quality indicators of the activities of professional higher education institutions whereby additional criteria stemming from institutional accreditation give input as well.

The attainment of the target level of the indicators is assessed once a year. Regular measurement of the indicators gives feedback on the implementation of the development plan and allows for directing in annual action plans the focus on the goals the attainment of which has become stuck or needs additional resources.

Table 1. EUAS key indicators, their start and target levels

No	Strategic goal	No	KPI	Regularity	Timetable	Responsible person	Indicator Base 2019	Indicator Target
			Learning					
1	Viability, practicality, comfort	1	EUAS lectures have at least master´s degree and 60% of them have doctoral degree. 90% of professional study lectures are practitioners.	Regular	08.2019	Heads of curricula	Percentage of lecturers with a degree 47% (MA 34%, PhD 13%). Percentage of practitioners appr 20%	Percentage of lecturers with a degree 60% + Percentage of practitioners 90% +
		2	All leading lecturers have passed teaching methodology training and more guest lecturers have passed teaching methodology training than last year	Regular	End of academic year	Business development manager, learning designer	In the past four years 35 have completed initial teacher training and 24 of them are still involved in school	Leading lecturer 100%
2	Research and development patnership with Estonian and European corporate companies	3	There are more candidates from Estonia and abroad approved by the head of specialty (applied higher education) than last year	Twice a year, after admission	10.2019 02.2020	Marketing specialist	Measured for the first time at 2019/2020 study year	Annual admission 600
		4	Students feedback on learning, courses and lecturers (average is better than last year up to 80%)	At the end of every semester	autumn	Rector, heads of curricula	Aggregated feedback spring 2018 71% (-55% SI)	Average 80%
		5	Reducing the total number of dropouts below 15%	Regular		Board	24%	<15%
3	Great workplace		**Science**					
		6	Total number of articles each year more than the previous year and at least 25 per year / one article (1.1, 1.2, 3.1) per person with RDCA burden per year	Regular, last year's results in January	01.2020	Head of research affairs, rector	6 articles in a year (2018)	25 articles in a year
		7	At least 2 new researches in a year	Last year's results in January	01.2020	Head of research affairs, rector	2 new (2019)	4 new
4	International talent community		**Cooperation with companies**					
		8	The number of partners, activities, substantive cooperation (scholarships, internships, curriculum development, public recognition, etc) is higher than last year	Once a year	12.2019	Board	3 scholarships (ABB), 20 scholarships (Cleveron), 15 (national TURE), Helmes, Nordea, Mainor	Every curriculum has its own scholarship program
5	Intellectual center of Ülemiste City	9	At least 20 sales meetings with new or existing customers per year	Once a year (at the beginning of the year)	02.2020	Board, marketing specialist	4 new meetings	20 meetings
			Management					
		10	Positive net profit	Once a year	Spring	Board	185 000 €	>0 €
		11	Employee satisfaction with work and working conditions is higher than 60% of the total scale	Once a year	Spring 2019	Board	Work environment 80%	Satisfaction higher than 60%

1.3. Aggregated data on students

Table 2. Overview of EUAS students (applied higher education)

Curriculum		15/16	16/17	17/18	18/19	19/20	20/21
Business administration, EST **898**	Students	898	608	547	544	449	511
	Admission	139	118	124	166	124	144
	Drop-out	7	19	17	32	18	N/A
	Graduates	52	56	39	58	47	N/A
Business administration, RUS **122477**	Students	289	271	260	251	242	266
	Admission	80	72	61	78	75	77
	Drop-out	17	6	8	19	9	N/A
	Graduates	29	27	19	10	23	N/A
Web design and digital graphics, EST **126497**	Students	92	112	140	149	143	140
	Admission	43	55	48	35	40	40
	Drop-out	10	4	11	6	8	N/A
	Graduates	-	8	1	9	22	N/A
Web design and digital graphics, RUS **139097**	Students	13	28	40	54	64	81
	Admission	12	13	20	23	32	34
	Drop-out	1	3	5	5	7	N/A
	Graduates	-	-	-	10	6	N/A
Tourism and restaurant business, EST **147817**	Students	-	19	46	60	53	36
	Admission	-	16	34	27	9	6
	Drop-out	-	0	9	8	2	N/A
	Graduates	-	-	-	-	19	N/A
Quality management, EST **140740**	Students	7	20	28	43	50	60
	Admission	7	17	16	13	18	21
	Drop-out	2	2	2	2	1	N/A
	Graduates	-	2	-	1	10	N/A
Game design and development, ENG **181157**	Students	-	-	14	24	37	47
	Admission	-	-	18	16	18	21
	Drop-out	-	-	5	3	3	N/A
	Graduates	-	-	-	-	4	N/A
Creativity and business innovation, ENG **187797**	Students	-	-	45	72	136	157
	Admission	-	46	58	33	45	44
	Drop-out	-	-	30	12	11	N/A
	Graduates	-	-	-	-	3	N/A
Software development and entrepreneurship, ENG **166997**	Students	-	-	-	38	69	89
	Admission	-	-	6	30	26	16
	Drop-out	-	-	7	8	7	N/A
	Graduates	-	-	-	-	-	N/A
Robotics software development **207866; EST**	Students	-	-	-	-	20	18
	Admission	-	-	-	-	20	-
	Drop-out	-	-	-	-	2	N/A
	Graduates	-	-	-	-	-	-
Other curriculums	Students	187	304	122	105	52	9
	Admission	98	67	-	-	-	-
	Drop-out	17	13	9	8	7	N/A
	Graduates	67	99	27	22	10	N/A
Total	Students	1486	1362	1242	1340	1315	1414
	Admission	379	404	385	421	407	403
	Drop-out	54	47	103	103	75	N/A
	Graduates	148	192	86	110	144	N/A

Number of students - EHIS data as of 10.11.
Accepted - SIS data according to the curriculum version conclusion of the agreement 30.05-10.11
Interruptors - SIS data according to the curriculum version in the first year period 11.11-30.09
Graduated - SIS data according to the curriculum version in the period 01.10-30.09

Table 3. Overview of EUAS students (master's study)

Curriculum		15/16	16/17	17/18	18/19	19/20	20/21
Enterprise management, EST 80515	Students	52	52	58	66	55	62
	Admission	6	12	19	16	20	25
	Drop-out	0	2	3	5	0	N/A
	Graduates	9	9	7	10	15	N/A
Enterprise management, RUS 118637	Students	35	38	44	43	36	35
	Admission	8	13	21	14	18	15
	Drop-out	0	2	3	3	4	N/A
	Graduates	13	7	9	6	11	N/A
International business management, ENG 118657	Students	-	-	50	99	119	125
	Admission	-	-	58	31	35	21
	Drop-out	-	-	28	2	3	N/A
	Graduates	-	-	-	26	31	N/A
Total	Students	87	90	152	208	210	222
	Admission	14	25	98	61	73	61
	Drop-out	0	4	34	10	7	N/A
	Graduates	22	16	16	42	57	N/A

Number of students - EHIS data as of 10.11.
Accepted - SIS data according to the curriculum version conclusion of the agreement 30.05-10.11
Interruptors - SIS data according to the curriculum version in the first year period 11.11-30.09
Graduated - SIS data according to the curriculum version in the period 01.10-30.09

Table 4. Overview of EUAS students (applied higher education and master's study)

		15/16	16/17	17/18	18/19	19/20	20/21
Applied higher education and master's degree	Students	1573	1452	1394	1548	1525	1636
	Admission	393	429	483	482	480	464
	Drop-out	54	51	137	113	82	N/A
	Graduates	170	208	102	152	201	N/A

Number of students - EHIS data as of 10.11.
Accepted - SIS data according to the curriculum version conclusion of the agreement 30.05-10.11
Interruptors - SIS data according to the curriculum version in the first year period 11.11-30.09
Graduated - SIS data according to the curriculum version in the period 01.10-30.09

1.4. Aggregated data on employees

Table 5. Overview of EUAS staff

	2015	2016	2017	2018	2019	2020
Academic staff (ordinary teaching staff) in total	**32**	**33**	**35**	**38**	**35**	**33**
incl. professor emeritus	0	0	0	0	0	1
incl. professor	6	6	6	8	6	5
incl. associate professor	4	5	7	6	5	3
incl. senior lecturer	0	0	0	0	2	4
incl. lecturer	22	22	21	23	21	20
incl. senior research fellow	0	0	0	0	1	4
incl. research fellow	8	9	15	16	14	12
incl. women (%)	62	67	69	63	63	67
incl. men (%)	38	33	31	37	37	33
incl. with PhD (%)	22	30	23	29	29	33
incl. with a master's degree (%)	75	64	69	63	63	64
Academic staff (FTE)	15.3	13.7	14.7	16.2	15.3	15.1
Average age	51.3	49.2	48.8	49.5	50.8	51.0
Average length of employment (year)	8.8	8.5	8.7	7.8	8.4	8.6
Total administrative staff	**40**	**42**	**43**	**52**	**56**	**54**
incl. women (%)	75	74	70	73	77	80
incl. men (%)	25	26	30	27	23	20
incl. PhD (%)	10	14	12	12	9	13
incl. with a master's degree (%)	48	48	47	48	46	46
Administrative staff (FTE)	27.8	29.5	31.1	39.6	43.1	41.6
Average age	40.3	39.9	39.1	39	39.7	40.7
Average length of employment (year)	6.5	6.5	6.2	5.1	5.2	4.5
Ratio of administrative and academic staff	**1.25**	**1.27**	**1.23**	**1.37**	**1.6**	**1.64**
Total staff	**54**	**54**	**55**	**67**	**71**	**70**

1.5. The process of self-assessment

The institutional self-evaluation report has been prepared by the institutional accreditation work group of EUAS, which was formed in 2020. Sub-groups were led by:

1. Ly Hõbe – Vice Rector for Academic Affairs, head of work group, sub-chapter 'Learning and teaching';
2. Mait Rungi – Rector, sub-chapters 'Strategic management,' 'Resources' and 'Research, development and creative activities';
3. Eneken Titov – Quality Adviser, sub-chapters 'Culture of quality,' 'Internationalisation' and 'Evaluation of students';
4. Kristel Oitmaa – Head of Business Development and Partnership Relations, sub-chapter 'Serving society';
5. Kerli Kaldoja – Head of Academic Affairs, sub-chapter 'Study support systems';
6. Olga Uhabakin – Human Resources Partner, sub-chapter 'Teaching staff';
7. Mare Kurvits – Professor, sub-chapter 'Academic ethics';
8. Marit Kuusk – Study Designer, sub-chapter 'Study programme.'

The work group was supported by Elisabeth Tamm. Nearly three-fourths of the ordinary staff of EUAS participated in the work groups and they all made a strong contribution to the preparation of the analysis. The remaining members of the higher education establishment have contributed to the day-to-day development of the higher education institution and to the preparation of the self-evaluation report by making proposals and comments and sharing their knowledge.

2. MAIN STANDARD-RELATED CHANGES BASED ON RECOMMENDATIONS MADE IN THE LAST INSTITUTIONAL ACCREDITATION

Next, changes triggered by the recommendations made in the last institutional accreditation are indicated.

- **Organisation management and operation**

Recommendation 1. The employees should demonstrate their entrepreneurial spirit more.

Changes: The fundamental values of the higher education institution are entrepreneurialism, innovativeness and openness which serve as the underlying basis for managing the institution, involving the staff and improving them on a daily basis. Many of our teaching staff and employees participate in various activities of entrepreneurship and entrepreneurialism studies in and outside the school. For instance, they participate in business (e.g. heads of the specialisations) and in organising various business conferences (e.g. Women's Entrepreneurship conference), participating in hackathons as participants or moderators as well as in the management and day-to-day work of various umbrella organisations (EVEA, Estonian Human Resources Management Society, etc.). Since 2016, our teaching staff have been actively involved in the entrepreneurship programme (Edu ja Tegu) as mentors, experts, instructors and researchers. In teaching, we rely largely on visiting teaching staff/practitioners from successful Estonian undertakings and in recruiting new employees (e.g. the vice rector for academic affairs and the head of development and partnership relations) we value their prior business background. In addition, we offer our members a chance to participate as an active partner in local (e.g. events related to the development of Ülemiste City) as well as in international projects.

- **Teaching**

Recommendation 2. More systemic day-to-day improvement of modules and courses

Changes: Since 2018 the school has a study designer who supports teaching staff in describing the learning outcomes in course syllabi as well as in course programmes and in developing the study programme as a whole. We have established the statutes of the study programme, which give a detailed overview of the activities related to the creation, development, management and closure of the study programme and of the organisation of study programme councils. The basis for the work of the study programme councils includes regular student feedback questionnaires at the end of the semester and academic year as well as overviews of changes in the external environment. Study programme councils are held regularly once a year and it is a conscious and rooted process. In addition, we support our teaching staff by organising teaching methodology events (e.g. the development and fostering of distance learning (CRIPHE's visionary conference, experience cafes, etc.)).

- **Research, development and/or other creative activities**

Recommendation 3. Monitoring the needs of society and the labour market for RDCA should be more systemic.

A requirement of RDCA is that the needs of the labour market and society are relied on. In their task-setting, the reachers and research groups rely on the needs of the labour market to offer value-creating applied research for undertakings. To make successful sales offers it is important to know and understand the needs of undertakings. This is achieved in close cooperation with the students by analysing the graduation theses and master's theses topics of the students who are simultaneously practitioners, with undertakings to whom offers are made (e.g. in 2019 to ABB, Codeborne, Roche, GlaxoSmithKline, Tele2, etc.; in 2020, to Technopolis Ülemiste, Helmes, Telia, ABB) and with academic staff that participate in the work of various umbrella organisations (e.g. preparation of the OSKA report, Estonian Human Resources Management Society, EVEA, etc.). In addition, labour market surveys are examined in order to use them in development, public procurement is monitored on a weekly basis and international conferences are taken part in actively (e.g. the EUAS business conference, EURAM, EURASHE, the Estonian Qualifications Authority, annual conferences of sectoral organisations, etc.), in order to have an overview of the future trends in the external environment.

Recommendation 4. EUAS should clarify the RDAC requirements applicable to the higher education institution.

In organising RDCA, we rely, above all, on the needs of the labour market, undertakings and society. For the purpose of clarifying the RDCA requirements we actively participate in the work of various associations that shape the RDCA strategies. For instance, our representatives participate in the work group attending (2020-2021) to refreshing the Organisation of Research and Development Act (ORDA) and in improving the opportunities of professional higher education via the Council of Rectors of Institutions of Professional Higher Education (CRIPHA). We are familiar with the RDCA requirements necessary for the goals of a professional higher education institution and we have established respective and higher-aiming goals for our own RDCA.

Recommendation 5. Prevention and establishment of plagiarism should be more systemic.

We value adhering to the generally recognised ethics (incl. academic ethics) principles. The purpose of academic ethics is to ensure the development of the studies and research and society's trust in the teaching staff, researchers and the truthfulness of the research results.

Given the importance of ethics (including academic ethics) in higher education, we have drawn up a code of ethics as well as academic ethics principles for all of our members. We encourage all of our students, teachers and employees to report any and all cases of plagiarism. To ensure adherence to the academic ethics principles and raise awareness of the unacceptability of plagiarism, we have prepared the 'Procedure for identifying and reviewing plagiarism' (see Annex 22), which regulates the principle of detection of plagiarism and the reviewing of plagiarism in a student paper suspected of plagiarism and introduced the procedure to our members. To detect plagiarism, the teaching staff has been provided with the opportunity to automatically check written work submitted via Moodle using the plagiarism detection system URKUND. A more detailed overview of detection of plagiarism is given in Chapter 6 and of results in Table 15.

- **Serving society**

Recommendation 6. EUAS should use its marketing communication more effectively in order to display its activities outwards more.

Being a private higher education institution, we consider it important to introduce our activities to the public. For that purpose we seize opportunities to contribute to society via shaping the public opinion with news and opinion pieces in which we are assisted by our external communication partner Dalton. We communicate our main actions, including training courses and events of interest to the general public consistently on the school website, via social media channels, as press releases, via internal mailing lists and in a monthly newsletter. In addition, school-related events or important information is sent to the monthly newsletter of Ülemiste City, which is sent to undertakings residing in Ülemiste City. In addition to communication in three languages in different social media channels, our best information carriers and ambassadors are the school administration, the teaching staff, the heads of the specialisations, practitioners-students and international students who share information on events and on the school with their network of contacts.

Annually, we take part in various competitions to promote our new initiatives and achievements and inform the public thereof. We introduce our research achievements via a business contest and the series of seminars titled 'From the higher education institution to the company.'

3. STRATEGIC MANAGEMENT

3.1. Strategic management

National priorities, the needs of the labour market and society and the expectations of owners serve as the basis for planning the activities of EUAS and for the strategic management of EUAS. All of the processes in the organisation are based on EUAS's vision and mission, organisational values (see item 1.1) which, together with a SWOT analysis (see Table 6) serve as the basis for the development plan (see Annex 3).

Table 6. EUAS SWOT analysis

Strengths	Weaknesses
• Development of entrepreneurialism and entrepreneurship studies via applied and practical studies and teaching staff consisting of practitioners • Organisation of studies which supports learning and working • Involvement of undertakings in teaching (practical training places, scholarships, Cleveron Academy, study programme councils) • Trilingual (Estonian, Russian, English) competence in teaching and organisation of studies. • Interdisciplinarity in study programmes • Workplace-based studies at the level of higher education • Diverse and studies-supporting IT solutions ('the fly', SIS) • Technical and substantive capacity for distance learning • Supporting the student (personal communication and counselling) • A convenient and good student hostel • A stable and growing body of students (the largest private higher education institution) • Passing of regular evaluations • Sustainable operations and financing • A strong owner and the centre of the Ülemiste campus • Active cooperation with higher education institutions (CRIPHE) and specialisation and professional associations • Involvement in and contribution to the development of the education and economic policy	• International student homogeneity • Teaching staff's readiness to conduct research • Little international mobility (outbound) • Share of teaching stuff holding a PhD • Lack of human resources required for developments • Excessive workload
Opportunities	**Threats**
• Creation of master's studies in the ICT study programme group in the higher education institution • Expansion of the source countries of studies in Russian • Creation and application of short-term programmes (nano degrees) • Participation in international pathway programmes • Additional involvement of undertakings in funding (scholarships, corporate higher education institutions, etc.) • Offering applied research for companies and the public sector • Closer cooperation with the undertakings of Ülemiste City • Application for the international business school accreditation • Increasing international student heterogeneity • Additional rooms in the education complex of Ülemiste City. • Becoming a university	• Change in the labour market expectations (demand for specialisations, readiness for e-learning, etc.) • Reputation problems of private and professional higher education • Education policy of the state • International student and labour force policy of the state • National and international economic situation • International epidemiological situation

The development plan serves as a basis for the sectoral and performance-based action plans of the structural units where the expected results are achieved by following the fundamental values of the organisation. The attainment of the strategic goals is assessed based on the key performance indicators and action plans are assessed based on the expected results (see Figure 4).
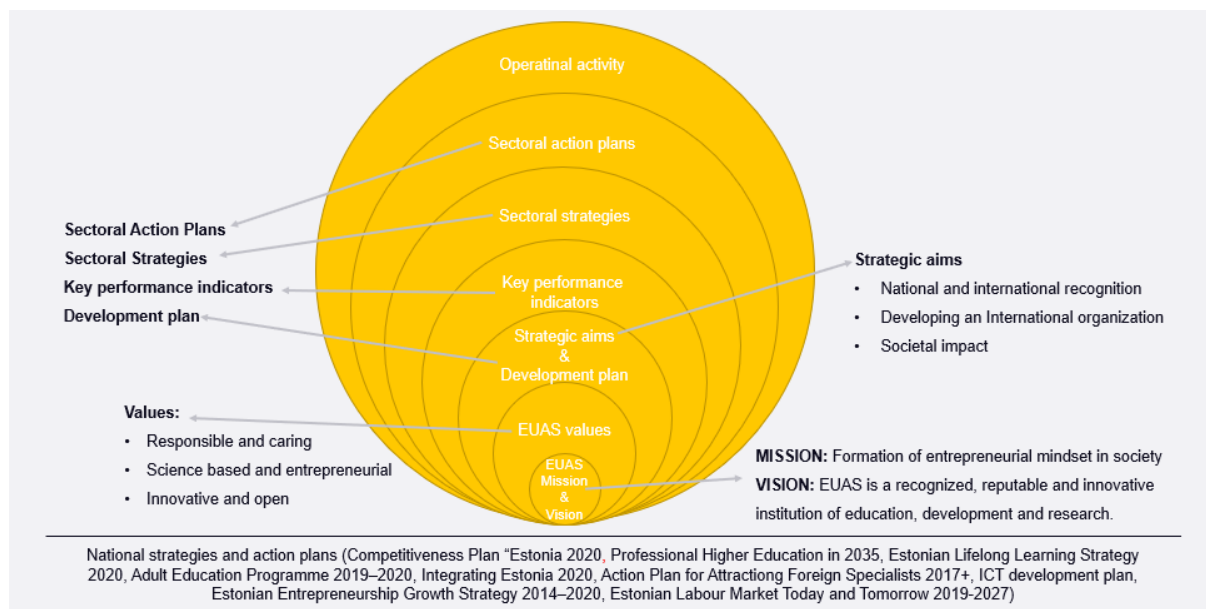
Figure 4. Development and implementation of EUAS strategy

Upon carrying out a SWOT, threats and opportunities arising from the external environment and the related strengths and weaknesses of the higher education establishment are analysed in the next five-year period. In order to attain the goals and objectives set in the development plan, annual sectoral action plans are drawn up and indicators required for the assessment of development are agreed on.

Relying on our strengths and based on the needs of society we have formulated the objectives and indicators of our primary activities (i.e. learning and teaching, research, development and creative activities (RDCA), serving of society, including cooperation with undertakings and management).

Main study indicators:

- the share of teaching staff with a degree (at least 60%, see Table 5) and practitioners (at least 90%);
- the competence of the leading teachers in the teaching methodology with regard to which we wish to attain 100% participation in respective training courses;
- approved annual increase of applicants (see Table 21);
- achieving a student satisfaction level of at least 80% (see Table 23);
- total number of drop-outs under 15% (see Table 4).

Main indicators of RDCA:

- a person engaged in RDCA publishes at least one EEIS 1.1, 1.2 and 3.1 article a year (see Table 27);
- the school starts at least two new projects every year (see Table 26).

Cooperation with undertakings is very important for the school, we work towards getting more internship places, scholarship and study programme involvements. The higher education institution holds at least 20 sales meetings a year in order to establish new cooperation relationships.

In the field of management, the goal is to make a profit and attain a staff satisfaction rate of at least 60%.

3.2. Involvement of the members and stakeholders of the higher education institution in management

The development plan is made for five years but it is revised annually. The development plan work group consists of the rector, vice rector for academic affairs, the head of development and partnership relations and the quality adviser. In addition to the members of the work group, employees of the higher education institution are involved in the preparation of the development plan and in the preparation of the action plans of the specialisations arising therefrom, giving them a chance to have a say in various stages of preparation of the development plan (EUAS self-evaluation, goal-setting, preparation of action plans, analysis of the implementation of the action plans). In addition to the aforementioned activities, EUAS has a tradition to hold events for the entire staff twice a year where one of the topics is always related to a strategic goal (e.g. the topic of the 2020 autumn seminar was 'Institutional accreditation'; the topic of the 2020 winter seminar was 'Cooperation with Ülemiste City').

In addition to designated structural units there are permanent committees and work groups that are engaged in specific topics and processes (e.g. study programme councils, the APEL committee, the ethics committee, the appeal committee, etc.). Members of standing work groups are chosen in accordance with the purpose of the work group and, where appropriate, representatives of external work groups (students, employers, partners) are involved. In addition to permanent work groups, there are temporary work groups that are usually formed for implementing improvement actions, development of new solutions and/or giving an expert assessment (e.g. written papers work group, work group on good service practice, attestation process work group, work analysis work group of the department of academic affairs, work analysis work group of heads of specialisations, etc.). The need for a temporary work group becomes evident based on various feedback analyses and/or changes in the development.

In order to manage the school and the study programme better and have a say in the developments of higher education, we cooperate with undertakings and various external partners: other higher education institutions, umbrella organisations, state authorities, national initiatives and programmes, etc. For instance our representatives participate in the Estonian Service Industry Association, EVEA (the largest organisation representing employers in Estonia, over 5,000 members), ITL, EHRA, the Estonian Purchase and Supply Chain Management Society, Estonian Human Resources Management Society, the Designers Association, etc. We participate in national programmes (e.g. Entrepreneurship education programme, DPHE) in the framework of which we cooperate with most of the higher education institutions in Estonia. In addition, EUAS actively participates in the management of the CRIPHA (in academic year 2020/2021, the CRIPHA is chaired by the rector of EUAS) and in work groups (rectors, vice rectors for academic affairs, quality managers, development managers), jointly with whom various proposals for the development of higher education have been made. We also participate in the work of various associations that share national higher education strategies, e.g. the Education Qualifications Council of the Estonian Qualifications Authority, the Advisory Committee on the Internationalisation of Higher Education and Research in Estonia, the work group on the marketing strategy of the internationalisation of higher education in Estonia, the work groups on the amendment of the Higher Education Code, the work groups on development of job-based studies, the work group on the Smart and Active Estonia 2035 education strategy, the work group on the development of interoperable information systems of higher education institutions in Estonia, the steering group and the funding work group of the Organisation of Research and Development Act (ORDA), etc.

3.3. Summary

Strengths
• Various stakeholders and the entire team are involved in creating and implementing the development plan/strategy of the higher education institution. EUAS Mainor draws up a strategic development plan (currently, the development plan 2018–2023 applies) and annual action plans for its units along with goals and objectives, deadlines, teams and persons in charge.
• The higher education institution regularly monitors and analyses the external environment in cooperation with external stakeholders and, based on the information obtained, initiates new actions.
• The strategic aims of the higher education institution are regularly introduced at the internal events of the school (e.g. the August seminar, the January seminar, departmental meetings).

- The higher education institution regularly assesses the attainment of the set goals and objectives. An indicator system has been developed and is regularly monitored. Separate goals and objectives have been set for the units and the attainment of the goals and objectives is regularly monitored at the meetings of the council of AS EEK and at the meetings of the management.
- The indicators have improved year by year.

Areas of improvement	Planned improvement activities
• More systemic involvement of the stakeholders (students, alumni, visiting teaching staff, undertakings, etc.) in the creation of the development plan would ensure a more diverse development plan and the support of the stakeholders in implementing the plan.	• Even though students are involved in the activities of the school via the participation of their representatives in various representative bodies (e.g. the council, study programme councils, ethics committee of EUAS) and giving feedback (at the end of the semester, at the end of the academic year), the student council will be restored in order to involve all of the students more systemically. The work of the student council has been disturbed due to the characteristics of the student body. The average age of the students of EUAS Mainor is 28–30 years and Estonian and Russian-speaking students tend to participate in session studies and not attend school on a weekly basis but once every three weeks and they come from all over Estonia. The students whose language of instruction is English focus on getting used to the new cultural space in the first years and, thereafter, on finding a job. Due to working students, session studies and cultural differences, the extracurricular joint activities have decreased. However, the students have shown initiative in restoring the student council, which the school fully supports. • While undertakings are a group of external stakeholders that is the most involved in the activities of the school via cooperation in umbrella organisation as well as in Ülemiste City, we are planning on involving representatives of other higher education institutions in the creation of the development plan (e.g. professional higher education institutions, universities and their colleges).
• Introduction and promotion of the fundamental values serving as the basis for the development plan among our members.	• Given the characteristics of professional higher education and the proportion of practical training, many practitioners are involved in specialisation teaching and their workload varies a lot (e.g. 0.5–5 ECTS) and their main job is outside the higher education institution. Even though we provide them with study organisation, education technology, information technology, psychological, etc. support on equal grounds with the ordinary teaching staff and invite them to the events and training of the school, the desire of the visiting teaching staff with a smaller workload to participate in the activities of the higher education institution differs significantly. In connection therewith we have planned further brainstorming sessions in order to think of further ways of strengthening the bond between such teaching staff and the school. • Increasing and improving involvement in the existing public events (e.g. the Expat Day, Me and Mainor, study programme councils, the anniversary of the school, the emergency situation challenge, joint events of the specialisation, a warm-up, a joint hike, celebrating calendar anniversaries such as the Women's Day, Men's Day, etc.). EUAS Mainor follows the main values of the higher education institution in its management and team. Due to the increasing share of distance learning and telework and stakeholders loosely connected to the higher education institution (e.g. visiting teaching staff, international students), the communication of values is complicated. Therefore we wish to improve the informing of students and visiting teaching staff of the values as well as of the day-to-day activities of the school via joint events and recognition (e.g. the study and RDCA motivation system, best teacher awards).

4. RESOURCES

4.1. Funds

Our main economic and effectiveness indicators have constantly improved in the last three years. As the owner, AS Mainor has reinvested the profit of the higher education institution by developing applied research and strengthening the economic situation of the school. The higher education institution is self-sufficient and on a solid financial basis in its activities (see Table 7).

Table 7. Main financial, staff and study indicators (2015–2019)

	2015	2016	2017	2018	2019
MAIN ECONOMIC INDICATORS					
Total operating revenue (thous. EUR)	**2,233**	**2,581**	**2,896**	**3,901**	**4,448**
Change in operating income year on year (%)	-7%	16%	12%	35%	14%
incl. sales revenue from formal education (thous. EUR)	2,120	2,246	2,476	3,210	3,826
incl. sales revenue from supplementary training (thous. EUR)	72	168	158	184	69
incl. sales revenue related to R&D (thous. EUR)	10	22	20	25	12
incl. targeted financing income (thous. EUR)	24	132	141	208	214
incl. rent income of the dormitory and rooms (thous. EUR)	-	-	93	265	318
incl. other operating income (thous. EUR)	7	13	8	9	9
EBIDTA (thous. EUR)	**-89**	**111**	**257**	**387**	**405**
Operating profit (thous. EUR)	**-344**	**-22**	**116**	**192**	**169**
Net profit (thous. EUR)	**-403**	**-57**	**100**	**185**	**169**
Assets (thous. EUR)	**2,124**	**2,225**	**2,529**	**2,760**	**3,208**
Owners' equity (thous. EUR)	**489**	**433**	**533**	**718**	**887**
STUDENTS					
Total students	**1573**	**1452**	**1394**	**1 ()548**	**1525**
Admitted	**393**	**429**	**483**	**482**	**480**
EMPLOYEES					
Number of employees[1]	**54**	**54**	**55**	**67**	**71**
Number of full-time employees (FTE)	**43.1**	**43.2**	**45.7**	**55.8**	**58.4**
EFFECTIVENESS RATIOS					
Net profit margin (%)[2]	-18,40	-2,40	3.60	5.00	3.81
Return on equity (ROE) (%)[3]	-151,20	-12,30	20.70	29.60	21.10
Return on assets (ROA) (%)[4]	-21,40	-2,60	4.20	7.00	6.00
Current ratio = current assets / current liabilities [5]	0,23	0,26	0,76	0,66	0,87
Equity ratio (%)[6]	23,00	19,00	21,10	26,00	28,00

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[1] No. of staff with an employment-contract as of 31 December. In addition, the visiting teaching staff works on the basis of contracts for work and authorisation agreements

[2] Net profit margin (%) = net profit / sales revenue * 100

[3] Return on equity (%) = net profit 2019 /((owners' equity 2019 + owners' equity 2018/2)*100

[4] Return on assets (ROA) (%) = net profit 2019/ ((assets 2019 + assets 2018)/2)*100

[5] Current ratio = current assets / current liabilities

[6] Equity ratio = owners' equity/Total liabilities and owners' equity * 100

The good economic indicators of recent years arise from various important endeavours:

- successful admission of students: our admissions have increased since 2014 in spite of charging tuition for our study programmes in the midst of tuition-free higher education in Estonia;
- the development of studies and organisation of studies: increasing cooperation with employers and their involvement in the restructuring of the study programmes, an individual approach to the student (e.g. traffic lights), information hours (at least three times a year), the system of heads of specialisations (clear responsibility for the student - the student's main contact person from the admission interview to graduation, owner of learner-centered processes), development and application of scholarships and tuition support schemes, development of job-based studies, introduction of large-scale Estonian courses (12 ECTS) in programmes where the language of instruction is English; the establishment of the Cleveron Academy corporate higher education establishment in cooperation with AS Cleveron (2019);
- the development of research: direct sales meetings with undertakings, the development of a motivation system, continuing cooperation in applied research with Ülemiste City and other undertakings;
- the development of the work organisation: a change of the management structure (2015, 2019), a completed work analysis and application of the results thereof in increasing work effectiveness (incl. clarity about the roles and responsibilities), description of processes (2015–2016, 2020), improvement of teamwork (2015–2016), supporting staff professionalism via training courses, modification of the qualification requirements, improvement and attestation of the procedure for attesting teaching staff, increasing the competitiveness of remuneration;
- development of the environment: completion of the construction of EUAS's dormitory for 144 students (2018), improvement of the working conditions via putting the basement into use by the teaching staff and the support structure (2018);
- Involvement of the targeted funds of the EU: we are the only professional higher education institution that besides universities participates in the entrepreneurship development programme (Edu ja Tegu); carrying out workplace-based studies in the Tourism and Restaurant Business study programme.

AS Mainor, the owner of EUAS, has decided to support R&D from 2018 to 2023 with up to 1,000,000 euros, which ensures that the research activities of the school are taken to a new qualitative level.

To attain the goals and objectives arising from the development plan, the higher education institution has prepared and implemented action plans and provided them with budgetary funds. In financial year 2019, the strategic goals of the school, along with the attainment of the budgetary funds, were as follows:

- to offer the best realistic and practical higher education with an organisation of studies convenient for the student and with a well-thought methodology – the labour expenses budget of EUAS in 2019 was 2,455,00 euros (57% of the total costs) of which the costs of provision of formal education amount to 40% (989,000 euros).
- to be an equal research and development partner for large undertakings in Estonia and Europe – RDCA labour costs of EUAS budgeted for 2019 amounted to 195,000 euros, operating costs (work trips, organisation of a conference, master's scholarships, etc.). 120,000 and services (counselling, language editing, statistics) 24,000. Total costs 339,000 euros, which amounts to 8% of the overhead;
- to become a community of international talent – study programmes with English as the language of instruction account for a quarter of our students. International students are serviced by the International Office that employs two people who focus on the admission of foreign students (including documents, interviews, etc.) and an international student adviser (the admission of students in Estonia, accommodation, visa issues, resolution of everyday problems, finding internship opportunities, etc.).
- be the centre of the mental dimension of Ülemiste City – we have divided this goal into sub-activities. Above all, supporting the personal development of the employees of the campus via lectures open to the members of the community and via offering training credit to the employers having leased premises at the campus of Ülemiste City. The training credit project was piloted

in the autumn of 2020 and in the framework thereof we offered training to the extent of 67 ECTS. In addition, we support student practice in the undertakings of Ülemiste City and involve representatives of employers and undertakings in formal education and in study programme councils as visiting teaching staff. Third, we carried out applied research for undertakings of Ülemiste City (e.g. AS Mainor, AS Mainor Ülemiste, AS Tehnopolis Ülemiste, Ülemiste shopping centre, to the extent of a total of 27,000 euros) and involve talents in the business development of employers (for instance, in 2019, three study tours were carried out in the framework of the Nordplus project, which involved students and teachers from the higher education institutions of Nordic and Baltic countries). The head of development and partnership relationships, the head of research and 12 heads of specialisations tasked with cooperation within their specialisation are responsible for cooperation with the undertakings of Ülemiste City;

- to be an excellent workplace – in addition to the salary, we also contribute to the working environment and to the events aimed at the employees (summer seminar, winter seminar, thank-you dinner, children's Christmas party, etc.), in order to increase our employee satisfaction with their work and, thus, their contribution to the day-to-day work.

4.2. Human resources

In the field of human resources, we have established the following indicators (see also Table 1. EUAS key indicators, their start and target levels):

- The teaching staff working in EUAS hold at least a master's degree and at least 60% of the teaching staff hold a PhD. At least 90% of the teaching staff of the specialisation are practicing specialists – see item 4.2.1.

- All of the leading teachers have completed training in the teacher methodology and the share of the visiting teaching staff that have received teaching methodology training is higher than in the preceding academic year – see item 4.2.2.

- The staff satisfaction with the work and the working conditions is above 60% on the total scale' – see item 4.2.3.

Activities related to the human resources are indicated in the following drawing (see Figure 5). A more detailed overview of the development of the teaching staff is given in Chapter 8 and illustrated in Figures 21 and 22.

Figure 5. Human resources work and development

4.2.1. Staff recruitment and remuneration

In the higher education institution, the qualification and remuneration system is provided for in the Human Resources Policy (see Annex 4. Human resources policy) which sets out the positions, their quality requirements and salary grades for academic and administrative staff.

As regards the list of academic positions, the division given in the Higher Education Act has been followed and in the case of these positions the principles of calculation of the salary of ordinary teaching staff as well as visiting teaching staff have been indicated. One of our goals is to be an excellent workplace. To attain this goal we strive towards the highest salaries and satisfaction rate in the Estonian higher education sector by 2023. We remunerate employees based on the goals, objectives and indicators set out in the development plan, comparative data of other higher education institutions and the principles set out in the human resources policy. Since the establishment of the development plan in 2018, the salary fund has considerably increased annually (Table 8).

Table 8. Changes in the salary fund budget (2016–2020)

Indicator	2016	2017	2018	2019	2020
Number of employees	54	55	65	71	70
Number of full-time employees	43.2	45.7	55.8	58.4	56.3
Labour expenses budget (thous. EUR)	1,580	1,742	2,064	2,455	2,926

In the case of academic positions, the full study load amounts to 80 ECTS a year, whereby 80 ECTS x 26 hrs/ECTS = 2,080 hours. In the case of the professor position, it is assumed that studies account for 30–50% (24–40 ECTS), RDCA for 40–60% and other activities related to the main tasks for 10–30% of the workload (see Annex 4. Human resources policy). The range of the gross salary of a professor is 2,200–3,000 euros, which exceeds the average of the Estonian professional higher education institutions and falls short of the average salary of a university professor.

Our goal as an institution of higher education is to offer applied and practical instruction. To attain the goal, we involve ordinary teaching staff as well as visiting teaching staff (practitioners) in teaching. Ordinary professional teaching staff whose main place of work is EUAS Mainor support the studies with their relevant scientific qualifications in carrying out the study programme via fundamental, main and research methodology, etc. courses and modules. To enrich the studies and add practical value, teachers-practitioners that are experts in their field are found in cooperation with various employers. We consider it a form of cooperation that supports studies and strategic development.

For performance of work we conclude employment contracts (ECs), authorisation agreements (AAs) and contracts for work (CWs). Employment contracts are made with ordinary teaching staff. Members of the teaching staff whose main workplace is not our school are considered visiting teaching staff. Short-term contracts are concluded with the teaching staff that are practitioners for the purpose of teaching specific courses in order to ensure the flexibility of the study programme and the correspondence thereof to the rapidly changing environment. The same recruitment requirements apply to ordinary and visiting teaching staff (see Annex 4. Human resources policy).

4.2.2. Development and supporting of employees

It is important for EUAS Mainor that our staff are able to constantly educate and develop themselves and therefore we offer our staff various internal training courses and allow them to participate in open training in Estonia and abroad. A more detailed overview of the development of the teaching staff is given in Chapter 8.

The training budget has grown annually, exceeding a half of the monthly salary fund in recent years. Table 9 gives an overview of the volume of opened training courses.

Table 9. Training costs (2016–2020)

	2016	2017	2018	2019	2020
Actual costs (EUR)	8,229	6,882	16,042	18,598	11,852*

*10 months

We have created our Training Centre (formerly called the EUAS Study and Teaching Development Centre) for the purpose of developing teaching skills, supporting conscious learning and teaching and providing internal training. The purpose of the training centre is to support, above all, the development of the teaching and supervision competencies according to the analysed training need and the agreed

training plan, the basic teacher training (from September to December, follow-up training in the spring semester), digital competency training and training for the supervisors and reviewers of student papers (see Annex 5).

One can analyse and develop their teaching competence in cooperation with a mentor teacher. The purpose of the mentorship programme is to develop the professional and personal development of mentees, supporting them in working at the institution of higher education. All of the employees that value development are expected to join the programme, regardless of the experience and length of employment – both starting employees as well as experienced employees, both the ordinary teaching staff as well as contract-based visiting teaching staff. Participating in the mentorship programme supports adaptation to the (new) role and the organisation, helps to increase the likelihood of success and reduce the likelihood of failures and to improve cooperation within the organisation. EUAS has three teaching staff mentors at present.

People take part in open training courses, above all, in the case of specialisation-specific courses. The employee finds a training course that meets their development needs and coordinates their wish with their direct supervisor.

In matters related to the performance of the day-to-day work tasks, the teaching staff are supported by heads of specialisations who bring the teacher up to speed with the goals and objectives of the study programme(s) and with the learning outcomes and the contribution of the other colleagues in attaining them. In addition, one can consult an education technologist in matters concerning e-learning, a study designer and the head of academic affairs for the purpose of obtaining teaching methodology support, the head of research and the RDCA coordinator for solving issues related to research activities, etc. The school is small, the answers are clear and the competencies of the colleagues are known to everyone. An important work principle is direct and cooperation-supporting communication.

Important support to the teaching staff and administrative staff includes their participation in external cooperation – in projects that usually involve seminars, the sharing of experience, the development of language skills, etc. in the mobility programmes of Erasmus and Dora, participation in conferences and specialisation-specific work groups.

Based on our strategic goals of transforming the school into an internationally accredited university, being an equal research and development partner for large Estonian and European undertakings and becoming a community of international talents, one of our biggest tasks is to be a responsible supporter of the addition and adaptation of smart labour force to Estonia. It is important to increase the international dimension of the studies and RDCA by fostering cooperation between EU Member States and third countries, develop intercultural understanding and coexistence in international cooperation, give Estonian and international talents a chance to learn from one another, exchange and share their values, experiences, knowledge and skills.

Thus, it is important to make teacher mobility possible and to that end we focus on taking advantage of the opportunities offered by the Erasmus+ programme and expansion of the respective agreements; we introduce the Erasmus+ programme (including study travel and practice) to the students and teachers of all of the specialisations, especially in the field of IT. The teaching staff of the higher education institution participate in the activities of the higher education institutions and undertakings of the EU and Eastern Partnership for the purpose of exchanging and acquiring knowledge/experiences and for the purposes of offering lifelong learning. EUAS has ERASMUS+ mobility agreements with 36 higher education institutions.

Our goal is to increase the number of employees who have spent a period teaching and training abroad (at least 3–4 teachers/employees per semester). Nine employees engaged in outbound mobility 2019–2020. Seven people have visited EUAS by way of inbound mobility.

4.2.3. Staff satisfaction

Employee satisfaction is measured regularly using satisfaction surveys and compared with the target level of the indicator. The areas on which feedback is asked concern the school as a whole (incl. the sense of responsibility of the undertaking, the mission, the vision, the reputation, the ability to develop, innovativeness, competitiveness of salaries, remuneration formation), the direct supervisor (inclusion,

recognition, support, caring), human resources work (existence of instructions, transparency and justice of recruitment), work (correspondence to expectations and skills, challenges related to the job and development opportunities) and the working environment (existence of necessary and reliable information, caring for colleagues, employee friendliness, joint events).

In recent years, we have gone through great changes in managing the higher education institution, restructuring our activities as well as in opening new branches and forms of study, which are reflected in a satisfaction survey and results thereof (see Table 10).

Table 10. Comparison of results of EUAS staff satisfaction surveys (2013–2019)

Field	2013		2014		2016		2019	
	Expectation	Assessment	Expectation	Assessment	Expectation	Assessment	Expectation	Assessment
The school as a whole	3.44	2.69	3.46	2.82	3.45	2.79	4.22	3.83
Direct supervisor	3.23	3.08	3.24	2.95	3.60	2.94	4.41	3.73
Human resources management	3.32	2.86	3.28	2.89	3.39	2.67	4.05	3.45
Work	3.40	3.08	3.53	3.02	3.51	3.12	4.33	4.00
Work environment	3.52	3.03	3.55	3.11	3.48	2.98	4.45	3.99
Total	**3.4**	**2.94**	**3.44**	**2.96**	**3.49**	**2.92**	**4.31**	**3.85**

It appeared from the employee satisfaction survey conducted in the spring of 2019 that the level of satisfaction among the team of the higher education institution has risen in comparison with the results of the survey conducted in 2016. A comparative survey was carried out also after an important period of major changes.

In 2019, they were the most pleased with enabling flexible working time, the work and recreation rooms and the development ability of the undertaking. They were mostly worried about the competitiveness of the salary and the involvement of the staff in decision-making. The action plan aimed at increasing the employee satisfaction rate includes identification of the market levels of salary (professional higher education institutions and universities) and the revision and adjustment of the salary ranges of various positions and unit prices. In addition, all the managers have been encouraged to involve employees in order to ensure diverse solutions and better quality.

If you look at a change of the results of the satisfaction survey in comparison with past surveys you will see that in most of the fields (5/6) the differences between the expectations and the assessments given have improved over time/over the previous survey, while aspects pertaining to the direct supervisors have remained at the same level. In the last survey carried out in 2019, the aggregate satisfaction was 3.85 on a five point scale.

4.3. Infrastructure
4.3.1. Location

Owing to our location, our students and teaching staff can take advantage of the opportunities of the Ülemiste City business campus. The Ülemiste City is a modern business district with over 400 innovative undertakings with approx. 12,000 employees (incl. EUAS) as of November 2020. The goal of Ülemiste City is to develop an innovative city of the future spread out on 36 hectares into the largest knowledge-based business environment in the Baltics, which accumulates top-level work, life and leisure opportunities, attracts talents and, thus, forms a community of international talents. Besides work premises, the campus also develops residential premises. There is a hotel at the edge of the campus, which allows EUAS to provide various accommodation conditions besides its hostel to its guests and employees.

The campus is logistically very easily accessible, it is located right next to an international airport, national connections are supported by a train stop and a long-distance bus stop at the airport. Intra-

Tallinn good logistics is ensured by a tram connection to the city centre and regular bus services connecting different districts of the city. The campus can be accessed easily on foot, by cycle and by car.

The campus has a kindergarten where the language of instruction is Estonian, English and French, an Estonian and international school, family doctors and dentists, a sports club, cafés, restaurants, a grocery, car rental companies and car washes. At the edge of the campus, there is the Ülemiste centre, one of the largest shopping centres in Estonia (Baltic Real Estate Awards 2020: Best Shopping Center). The campus has the International House of Estonia, which is a service centre aimed at foreign specialists and their families, the employers recruiting them and people returning to Estonia. The Ülemiste Health Centre brings together experienced top specialists of various fields of health who offer high-quality and evidence-based first-level family health care and specialised doctor services. All the services are available for our students and staff.

The events held at the campus (incl. conferences, sports events, community events, etc.) are easily accessible for our students and employees. The campus newsletter and communication on screens as well as in the social media is intermediated directly to the EUAS channels of the students and staff.

The developer of the campus has started constructing the education complex that unites a number of education institutions operating at the campus, creates synergy between them and gives additional opportunities in the form of classrooms also for EUAS.

4.3.2. Physical study environment

EUAS instruction is provided in Tallinn, Tartu and Viljandi. The owner of the Tallinn study building is AS Mainor Ülemiste with whom a long-term lease contract has been concluded. The study building in Tartu belongs to EUAS. The total area of the study buildings at our disposal amounts to 2,650 m^2 (Tallinn 1,800 m^2, Tartu 850 m^2), which is sufficient for today's study activities. A detailed overview has been given in Annex 6. In Viljandi, the studies take place on the premises of AS Cleveron with a total area of 274.4 m^2, where in addition to a classroom there is a special practice area with the necessary equipment and a test field for students where they can test their robots (see Table 11).

Table 11. EUAS study infrastructure

Study building address	Useful area (m^2)	Lecture halls and seminar rooms		Study laboratories		Number of stationary or portable video projectors
		number	No. of student places	number	No. of student places	
Suur-Sõjamäe 10A, Tallinn	1,712	22	619	3	64	20
Pepleri 6, Tartu	850	8	200	1	12	8
Reinu tee 48, 71020 Viljandi	274.4	1	20	1	20	1
Total	**2,836.4**	**31**	**639**	**5**	**96**	**28**

All of our study buildings are in a good condition, equipped with sufficient presentation equipment, a fast wireless internet connection and online video conference facilities, which are also used for video lectures. We constantly update all of our IT solutions according to the changing environment (see Annex 7. IT action plan for academic year 2020/2021). Almost in all of the study rooms of the Tallinn study centre there are technical facilities (the so-called 'fly') for direct broadcasting of lectures. We support Zoom and EUAS Meet for distance teaching and learning. EUAS Meet is a distance teaching and learning tool created by the school on the basis of the JITSI platform.

In the summer of 2018, extensive repairs were made in the study building in Tallinn in the course of which the heating and ventilation system was replaced (see Table 12).

Table 12. EUAS teaching staff work rooms

Indicator	Unit
Number of work rooms of teaching staff	17
Number of workplaces furnished for teaching staff	53
Useful area of teaching staff work rooms (m^2)	576.5

The studies of international students in the English language of instruction usually take place from Monday to Wednesday in the regular study form in the Tallinn study building of EUAS. Studies in Estonian and Russian take place in the form of session studies from Thursday to Sunday. Study sessions are held once every three weeks. Acting in such a way it is possible to teach approx. 2,000 students with the given infrastructure. We wish to stay a flexible and cosy boutique higher education institution with 1,800 students, which means that the study infrastructure is currently sufficient. Nevertheless, EUAS is planning a computer class in the education complex to be constructed at the Ülemiste City campus.

4.3.3. Support infrastructure

The academic affairs department is open for students and counselling on the five working days of the week as well as during the evening hours or lecture hours at the weekend. The staff of the department of academic affairs (the academic affairs specialists) are competent to support students and teachers, besides matters concerning the organisation of studies, also in matters related to study rooms and equipment and they have also completed the required first aid training. The students and teaching staff are supported by an education technologist in matters pertaining to electronic study environments and by the employees of the IT department in technical IT matters. During the emergency situation declared in 2020, we provided students and teaching staff with psychological counselling in three languages of instruction free of charge.

The Tallinn school building also has a library (see Annex 8. EUAS library and Annex 9. EUAS library's work organisation). There are coffee and water vending machines in all of the study buildings and a snack vending machine in Tallinn. There is a sufficient number of no-charge parking places in the vicinity. Upon determining the start times of studies, the public transport schedules are taken into account. The study buildings are insured and equipped with the required fire safety equipment and first aid kits.

A place in the dormitory is created for international students and ensured for all the interested persons for the first semester (see Annex 10. The work organisation rules of the hostel located in the house next to the Tallinn study building and connected to the study centre via a gallery. The dormitory was opened in the autumn of 2017. In academic year 2017/2018, the dormitory had 82 places but after the expansion work carried out in 2018 it had 144 places. Rooms are available in three price classes (150 euros/month, 200 euros/month and 250 euros/month) based on the room size and, depending on the room or a set of rooms, there is a co-used kitchen corner, washing facilities and a toilet. The school is represented in the dormitory at all times via daytime and nighttime receptionists who solve various issues related to tenants. In comparison with other higher education institutions, our services are equal or better.

4.3.4. Procurements

In procuring services consumed by our core processes and support processes we follow good practices, the codes of ethics of the group of AS Mainor and EUAS and the procurement rules of the fields (e.g. IT procurement rules (see Annex 11), principles of ordering translation services (see Annex 12), principles of procurement of marketing services (see Annex 13), etc.). EUAS has annually budgeted investments for improving the infrastructure (see Table 13).

Table 13. Actual total investments of EUAS via procurements (thous. EUR)

Budget	2016	2017	2018	2019	2020*
Study Information System	16,581	28,367	38,589	44,056	61,350
IT infrastructure	26,838	38,381	83,521	74,990	42,883
Physical study environment	5,538	11,712	158,021	50,804	74,640
Total	**48,957**	**78,460**	**280,131**	**169,850**	**178,873**

10 months, from January to October

Our general procurement process provides for holding a price-based competitive tender in the case of physical assets and for holding a competitive tender with the best price-quality ratio in the case of intellectual services. Physical assets include, for instance, IT assets, matters pertaining to the repairs of the infrastructure and to the outdoor advertisements where, depending on the field, minimum limits as of which a lowest bid procurement should be organised are established. In the case of intellectual services (e.g. advertising campaign, education-specific translation, communication agency), the price is not the only criterion. The quality of the service demonstrated in the course of past cooperation is also important.

In the case of IT procurements we make a one-year framework agreement for the acquisition of minor assets, but assets worth over 2,000 euros are acquired on case-by-case basis via procurements. In the case of an annual framework agreement, the CIO chooses the most advantageous bidders based on the online environments of up to ten sellers at whom a targeted procurement is aimed. Translation services are ordered centrally and translation partners are reconsidered annually.

4.3.5. Paperless procedures

In our core processes and support processes, we use and encourage paperless processes that are based on the SIS developed and upgraded by the school's own IT people. EUAS Mainor SIS has attracted positive attention from other schools.

The SIS supports the study activities of the student and communication with the school as of the admission until the graduation of the school. An applicant is directed to the SIS after they have filled in an admission application on the website and the next steps take place in the SIS: taking a test and scheduling an interview. Once a person has been admitted as a student, they gain access to the SIS as well as the schedule, correspondence with the school, invoices received and are able to submit applications and see decrees related to studies.

The team of the higher education institution can take care of many matters via the SIS which, depending on the user rights, can grant access to the document management system (DMS), customer relationship management (CRM), trip applications and reports, the hostel management program, the self-analysis of attestation and development conversations, the guidelines required for work, the documents to be signed, the accounting of the study load, etc.

In order to ensure the correctness in the field of finance and respond to the audit norms, the principles of approval of invoices have been set in addition to the code of ethics and the procurement rules. It follows from our internal rules that an invoice issued by us should have a payment term of at least ten days and a specific contact person in EUAS with whom the accounting department can check the invoice. Invoices are sent to e-mail address arved@eek.ee.

4.4. Marketing

Our internal and external communication is aimed at all of the in-house and external parties in all of the processes of the fields of operation of the school – formal education, supplementary training, applied research, serving of society.

4.4.1. Internal communication

Internal communication is in three languages in EUAS: Estonian, Russian and English. The target group of internal communication includes: students, teaching staff, visiting teaching staff, heads of specialisations, administrative staff. The marketing department is responsible for effective internal communication, which receives input from all of the departments (see Figure 6).
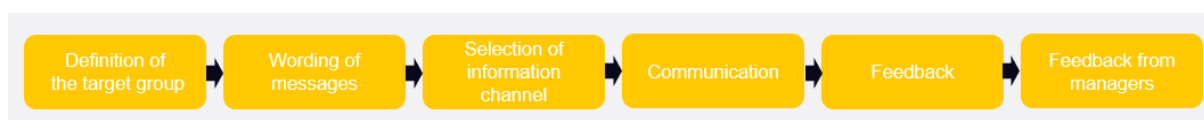
Figure 6. Internal communications process

The exchange of information related to formal education is aimed at students and teachers and include direct exchange of information between individuals or groups and general and/or case-based as well as automated exchange of information.

The main internal communication channel between the school and the student is the SIS which allows for communicated general information related to the organisation of studies (the section 'Notes and notices') and an overview of the past and ongoing courses required for day-to-day studies (the section 'Schedule') along with all of the necessary information (e.g. information about the location: the lecture hall and/or the distance learning environment, a link to the environment and the recording) and changes in the course schedule. In addition, the entire necessary information is available on the study programmes and course programmes as well as various feedback and satisfaction questionnaires.

In the SIS, you can enter the course websites in Moodle where all of the materials related to completing the course are located. Using Moodle, it is possible to provide students with course materials, communicate in matters pertaining to the course (forum) and take tests.

For the purpose of case-based communication, a student can physically or electronically contact the department of academic affairs, the head of the specialisation or the teacher. Internally, we have made an agreement that the teaching staff, heads of specialisations or employees of the department of academic affairs reply to students' questions about the organisation of studies and to their letter within five working days.

Work-related information aimed at teaching staff and administrative staff is diverse. Our internal communication is democratic, two-way and balanced with the aim of inviting our membership to actively participate in communication. Regarding internal communication, solutions have been developed based on the type and channel of information (see Table 14).

Table 14. Internal communication segments and channels

Information	Channel	Person in charge
Personal	E-mail, telephone, lists, SIS	Information holder
General	E-mail, lists, SIS, website, social media	Marketing
Information for the school		
Minutes of meetings of the supervisory board and the management	DMS	Marketing
Minutes of regular meetings	DMS	Marketing
Minutes of special meetings	SIS	Chair of the meeting
Strategic management (strategy, action plan, etc.)	Internal seminars, DMS	Management
Project-based information	ownCloud	Project manager
Documents	DMS	Head of field

An overview of the satisfaction of our employees with internal communication is given in Table 15.

Table 15. EUAS staff satisfaction with communication (2013–2019)

Field	2013		2014		2016		2019	
	Expec-tation	Assess-ment	Expec-tation	Assess-ment	Expec-tation	Assess-ment	Expec-tation	Assess-ment
The company has purposeful and managed external communication	3.29	2.42	3.20	2.40	3.22	2.39	4.03	3.94
Human resources instructions, rules and procedures are available	3.13	3.39	3.17	3.51	3.22	3.11	4.00	3.73
Information required for the performance of work is ensured	3.94	2.87	3.91	2.91	3.94	2.78	4.78	3.45
Communicated information is trustworthy	3.94	2.94	3.94	3.06	3.89	2.89	4.81	3.94
Information is communicated in a timely manner	3.87	2.52	3.83	2.57	3.83	2.39	4.69	3.36

Strong internal communication aimed at the primary activity serves as a basis for successful external communication. The school publishes a monthly newsletter aimed at the staff of the school and its input regarding the news and events occurring at the school is given to the monthly newsletter of Ülemiste City as well.

4.4.2. External communication

External communication is aimed at all of our parties and we provide it in three languages (Estonian, Russian and English), following our visual identity (see also Table 16). External communication types and channels.

Table 16. External communication types and channels

Channel	
Direct communication	Newsletter (e.g. Ülemiste City)
	Mass mailing
	Organisation of events aimed at undertakings (e.g. a business conference, from the higher education institution to the company)
Presentations	Participating in research conferences and seminars
	Educational fairs
	To establish/initiate cooperation relations and projects with companies, including vocational and specialisation associations
Media	Printed media (opinion stories, articles, advertisements)
	Television and radio (e.g. interviews)
	Foreign media
	Digital screens at the school as well as in the office buildings of Ülemiste City.
Social media	Websites (eek.ee, eek.rus.ee, euas.eu)
	Facebook (in Estonian and English)
	LinkedIn (in Estonian and English)
	Instagram and YouTube

Regarding external communication, the higher education institution cooperates with communication agency Dalton; before that we used the services of KPMS. The agency helps the higher education institution with marketing events (e.g. a business conference, from the higher education institution to the company (see Figure 7).
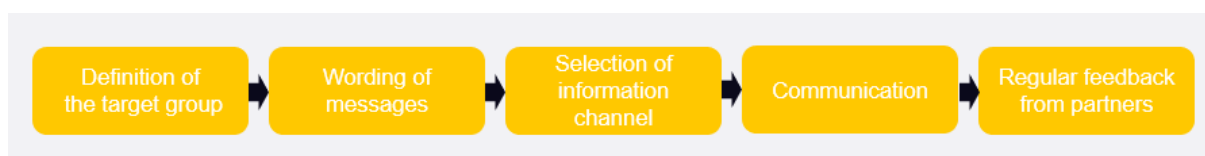
Figure 7. External communications process

We regularly and systemically participate in charity, popularise our school via opinion stories, various events and representation in specialisation and professional associations (see Annex 14. Popularisation of the activities of EUAS).

We consider it important to introduce our activities via various channels and as a result thereof shape an entrepreneurial attitude towards life in society. Given that we offer study programmes in three languages (Estonian, Russian and English), we also cover all of our information, including (popular) science articles on economics and business aimed at a broad audience, on the school website as well as in social media channels in three languages.

The number of unique visits to the website of the school has increased annually, exceeding 10,000 in 2019. Social media channels are a successful channel (the Estonian Facebook page has over 6,500 followers and Instagram has nearly 850 followers). The website of the school is under constant development, mediating the courses of the Open Higher Education Institution, jobs and internships and future/past events.

We actively participate in major education fairs in Estonia and abroad in order to introduce with the help of our students and alumni/alumnae the specialisations offered.

The management and teaching staff of the school regularly publish articles in printed and digital media as well as in the newsletters of specialisation associations where the message reaches the target group right away. According to a survey conducted in 2019 by TNS Emor, EUAS Mainor had the highest reputation among private higher education institutions in Estonia.

4.4.3. Marketing

We have built our marketing activities nationally and internationally in the form of activities that support our main processes such as studies, research, development, creative activities and serving of society (see Figure 8).

Figure 8. Marketing process

In planning our activities, we rely on, above all, the goals and objectives defined in the development plan and on the action plans of the fields by responding to changes in society (see Table 17).

Table 17. Overview of marketing activities and key indicators (2015–2020)

Indicator	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Number of students (EHIS)	1573	1452	1394	1548	1525	1636
incl. number of international students (SIS)	6	26	112	295	444	476
Number of applications (SIS)	729	839	1834	2574	3487	2521
incl. international candidates (SIS)	8	20	550	1866	2629	1664*****
	2015	**2016**	**2017**	**2018**	**2019**	**2020**
Budget (thous. EUR)	91	100	140	140	188	230
Team size	1	1	1	2	3	3(1)
Unique website visitors yearly	0*	0*	131254	147798	191402	277381
Number of website visits yearly	426406	484048	486594	631153	785290	927457
Total number of Facebook followers by year ** (EEK Mainor, EUAS and EEK Tartu FB pages together)			7600		8761	
Total number of Instagram followers ***	882 (total number of followers according to December 2020)					
Total number of Linkedin followers by year ****	1,264 (total number of followers from account creation to end of 2019)		1699			

* Google Analytics does not show website traffic statistics for unique visitors before 2017.
** Facebook shows statistics for followers for the last two years.
*** Instagram shows follower statistics for up to the last 30 days
**** Linkedin shows statistics for followers for the last year
***** 2020 a. the curriculum version does not include winter admission

We engage in active marketing and notification activities in order to ensure the awareness of the target groups of our goals and objectives, the services provided and national and international recognition. We cooperate with external marketing partners (incl. international organisations, embassies, the Ministry of Education and Research, the Ministry of Foreign Affairs) in order to introduce the school as well as shape Estonia's reputation.

4.5. Summary

Strengths
• The resources of the school (the academic and support staff, financial situation and infrastructure) ensure the sustainability to provide professional higher education, master's programmes, supplementary training, applied research and serve society.
• Our nationally accredited study programmes are of interest to people and offer opportunities for self-development. In the last five years, the number of students has remained stable or increased in a situation where the number of students admitted to other higher education institutions has decreased and increased over time.
• We have strong academic staff for providing high quality instruction.
• We have enough funds for the purpose of supporting RDCA (the budget of the higher education institution, the readiness of the parent company to invest additional funds, the refinancing of the profits in RDCA and other things).
• While our infrastructure is suitable for the provision of the number of students which we have set a strategic aim at with education, we keep developing the physical infrastructure of the school (e.g. additional premises in the education complex in Ülemiste City).
• Well-developed technical systems (e.g. SIS, DMS, EUAS Meet) and technical capacity to support the main processes.

Areas of improvement	Planned improvement activities
• Goals and objectives have been set for various indicators (e.g. staff satisfaction, the qualifications of the teaching staff, the teaching methodology) the target levels of which have not been achieved yet.	• The suddenly changed environment (COVID-19, the increased workload due to the transition to distance learning, uncertainty as regards the attainment of the goals of the admission of students and possible illnesses of students) calls for full attention to the staff satisfaction. Thus, we constantly need to make an effort for the sake of retaining the members and reducing staff turnover. • To continue with the annual training courses for novice and advanced teaching staff, supervisors and reviewers and, as a result thereof, retain and improve the quality of the teaching methodology. Additionally, we offer various distance learning courses and greater education technology assistance (an increase of 20% in the workload) and diversity (more IT technology assistance in addition to education technology assistance).
• Increasing outbound mobility	• Implementation of the internationalization agenda • Greater promotion and facilitation of international (especially outbound) mobility
• Supporting the existing evaluation system with technical means	• Developments in SIS

5. CULTURE OF QUALITY

5.1. General principles of quality management

In quality management we rely on the definition that the quality of education is the ability of the education institution to meet the needs of the students, employers, society and other stakeholders that have been defined in the development plan/strategy of our school.

Quality management is based on seven interlinked principles (Figure 9) that are applied throughout the activities of the school.
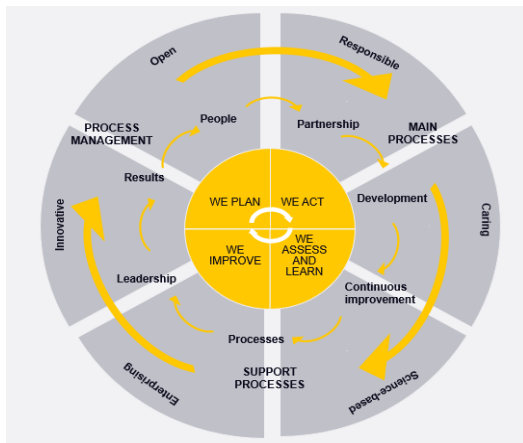
There is a circle of constant improvement in the middle of the school's quality management system. This means that in carrying out all of our processes we rely on planning and implementing each process carefully based on the needs and expectations of the interest groups and on analysing and assessing the activities and results. We have learned from the past and use what we have learned in improvements.

In addition to the principle of constant improvement, the following quality management principles and the values our school serve as the basis for the implementation of all of the processes.

Figure 9. Model and main principles of the school's quality management system

- Partnership – creation, development and retention of partnership relations. The choice of partners is justified and purposeful. Success comes from cooperation.
- Development – constant learning and development, development of the members and contribution to the development of external interest groups. Organisational learning and sharing of experiences and knowledge.
- Constant improvement – bringing about changes and creating chances for improvement using organisational learning and innovation. Implementation of improvements and their assessment.
- Processes – the activities have a start and end, clear persons in charge and an order of priority. All of the activities of the school are bound into processes that, in turn, are entwined in order to ensure that the school functions successfully and the expected results are attained.
- People – people are in the centre of all activities – the student is in the centre of the study process, the staff are in the centre of the management processes. We create long-term value for our stakeholders. Keeping the demands and satisfaction of the interest groups in mind is the best manner for increasing their loyalty and for ensuring the sustainability of the higher education institution.
- Leadership – the inspiring leadership of the executives of the higher education institution towards a common goal. The actions and personal example of managers are important. Leadership forms the working environment where the members can focus on the attainment of goals and objectives.
- Focus on the results – attaining results that all of the important interest groups of the higher education institution are pleased with. Establishment, attainment and assessment of meaningful goals and objectives.

The school has three main processes of which our focus as a higher education institution is on the study process. Thus, we have set more detailed norms for the quality of study and define it as an indicator that assesses how well we support the development of the student in a direction that is important for the student, the employer and the broader society.

- In planning the studies we make certain that they are modern and of practical value. For that purpose we involved practitioners. We have set a key indicator that 90% of the study of the specialty has been conducted by practitioners.
- We value the diversity of the teaching methods and studies and the use of a student-supporting teaching methodology.
- We consider cooperation between teachers important (several teachers teach a course/module and their activities are purposeful and integrated).
- The student receives formative as well as summarising feedback in the framework of each course/module; the main purpose of the feedback is to support the development of the student (e.g. formative feedback to the students).

- Constant monitoring and self-analysis and improvement actions stemming therefrom are carried out for the purpose of improving the quality of study (see self assessment of separate curriculums).
- The documents regulating the studies are up-to-date and relevant; thereby every course is clear, well-described and student-centred (incl. learning outcome-based) course programme.
- Modern and learning-supporting materials are available to the student in every course.
- The development of general competencies is integrated into the studies – learning skills, communication and cooperation skills, IT competencies, entrepreneurialism, etc. (see Annex 15. Study programme statutes).
- All of the parties (incl. the student) have an overview of how the study activities are organised and what the roles and tasks of the parties are – there is an understanding of the whole and of cohesion.
- New study programmes (study programme groups) are justified by the needs of the market and what the school is able to offer (incl. a cost-benefit analysis) and positively stand out in terms of the field of study, the methodology and high quality.
- Study programme development is a constant process that is led by the head of the respective specialisation who involves various parties (student, alumnae/alumnus, teacher, employer representative, etc.) and development is based on the needs of the labour market and the results of the analysis (see Annex 15. Study programme statutes).
- The study programme forms a whole and is output-based, cohesive and in accordance with the goals of the school and the objectives of the study programme.
- We develop the studies substantively, based on evidence and in terms of the teaching methodology, which is supported by smooth organisation of studies and the keeping of promises.
- We encourage and support the communication between the student and the school. The study methodology and organisation of studies support the working student. Feedback received from the students is valued and acted on. Student complaints are resolved by the Board of Appeal.
- We cooperate with specialisation associations, undertakings, other higher education establishments, legislators, etc. with the aim of making the studies more practical, attractive and more aligned with the needs of the student/employer.
- Constant development and evolution of the teaching methodology.
- Ensuring the quality of teaching is the most important activity and it is supported by central actions – RPL, SIS, training, RDCA, attestation, etc.

5.2. Processes and their quality

Based on our primary activity and the strategic goals of the organisation our core processes are studies, research, development, creative activities and serving of society. In order to be successful in our main activity, the main processes are supported starting from the management of human resources, accounting and financial management up to the administration of the information technology solutions and the infrastructure. The process-based approach is also supported by the structure of the organisation, which can be divided into academic and administrative functions. For the reasons stated above, the following steps have been taken:

- The organisation of the studies has been brought under the area of responsibility of the vice rector for academic affairs. The vice rector for academic affairs along with the head of academic affairs is responsible for the journey of the student in the school starting from their admission up to their graduation. To ensure clarity, transparency and unambiguity to everyone, basic documents describing teaching and studies have been established (e.g. admission rules (see Annex 16), international admission rules (see Annex 17), the academic calendar and study regulations (see Annex 18)), which are updated where necessary based on the day-to-day feedback received from the parties involved (students, teaching staff, heads of specialisations, administrative staff) or based on the results of student feedback and a satisfaction survey and input from the academic council or study programme councils, but not less than once a year.

- The development of RDCA is in the area of responsibility of the head of research who contributes to the development of the academic staff in every way and ensures the compliance of the RDCA with the academic ethics principles of our school.
- Serving of society is a field that is contributed to by each employee of our school, but the head of development and partnership relations is responsible for coordinating the activities.

The heads of the respective units are responsible for the support processes supporting the main processes:

- Human resources are managed and personnel is accounted by a human resources partner in cooperation with the rector and other heads of unit. The human resources partner establishes the principles of the choice, training, development and motivation of people, updates them based on the feedback received and changes in the external environment.
- Financial accounting is carried out by an accountant together with the CFO of the group. Their input serves as the basis for regular changes in the management of financial flows as well as in the assessment and accounting of tuition and study service fees.
- The Head of IT department together with his colleagues and the education technologist ensure that our school is equipped with technical tools and that we are able to provide students with modern education in our lecture halls as well as virtually.
- The head of the infrastructure is responsible for the school and hostel environment (see also item 4.3), in order to ensure a cosy and safe learning and work environment for all of our members.

Based on internal agreements, the process owner reviews the core and support processes at least once a year, based on an analysis of feedback received from various parties and by making changes, where necessary, in order to ensure correspondence to changes in the internal and external environment and attain the goals and objectives set.

5.3. Carrying out and effectiveness (incl. impact) of internal and external evaluation

EUAS carries out regular internal assessments, which support strategic management, and we regularly participate in various external assessments. The internal and external assessment system of the higher education institution is described in the document 'EUAS Mainor's quality management system' (Annex 19). In the framework of internal assessment, study programmes, courses, school management, school operation and attained results are assessed.

Study programmes are assessed annually under the supervision and coordination of the heads of the specialisations by the councils of the study programmes. The council of the study programme includes, in addition to the head of the specialisation, representatives of the students, teaching staff, employers, alumni/alumnae and of the unit in charge of the organisation of the studies. Upon assessing study programmes, an assessment is made of the study programme as a whole, the correspondence of the study programme to the goals and objectives and learning outcomes of the programme as well as the needs of the labour market and the future trends of the fields. Based on the results, a study programme development plan, division plans and amendment proposals concerning courses and a new version of the study programme for the academic year starting in the autumn are drawn up and submitted to the vice rector for academic affairs and the academic council for approval. The changes and study programme versions approved by the academic council are entered in the SIS and the implementation of development plans is commenced. The head of the specialisation approves study programmes drawn up on the basis of the goals and objectives of the study programme and course cards. Additional information on the assessment and development of the study programmes has been indicated in the study programme development process as well as in the EUAS study programme statutes that regulate the preparation, development, management and closure of study programmes (Annex 15).

An assessment of the management, operation and results of the school is carried out annually, in the course of an external assessment or, if there are no external assessments during the year, in the course of an intra-school self-evaluation. The EFQM 2020 model is used for the self-evaluation. The analysis has been carried out using the RADAR methodology.

External assessments are carried out regularly in the school; thereby the school participates in mandatory assessments (institutional accreditation, thematic assessments, etc.) as well as in voluntary assessments such as, for instance, the higher education institutions' quality assurance project, Committeed to Excellence (C2E), the Estonian Management Quality Award competition, the Deed of Quality, the International Innovation Competition, the RPL and the quality assessment of the practical training/internship process, etc.

In the last ten years, the higher education institution has participated in a total of eight voluntary external evaluations. The school has decided to participate also in an external European Quality Improvement System (EQUIS) evaluation to be carried out in 2023. Internal and external assessments help to map the school's strengths and areas in need of improvement and the results are used as input in planning the improvement activities. The impact of the improvement actions is assessed ongoingly as well as in the course of the internal assessment of the next period and the results are taken into account in adjusting the actions and in the planning phase of the next period.

5.4. Feedback system

The structure of the feedback system is based on the principle of constant improvement. Given our stakeholders and core processes, the planning, collection, analysis and application of feedback is part of all of the processes (Figure 10).
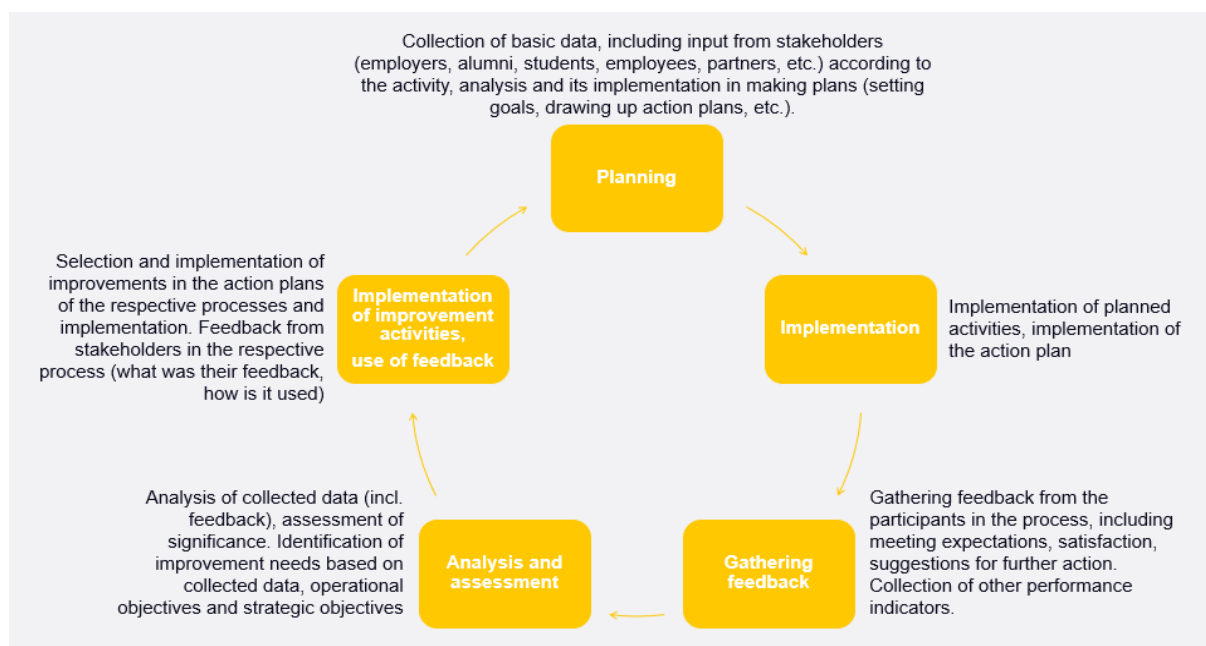
Figure 10. Feedback as part of the activity processes

Feedback is regularly collected from students, staff and employers. A feedback survey calendar has been prepared for the involvement of these main stakeholders (see Annex 20), feedback platforms collecting questions about activities related to the parties have been prepared and the possibilities of each feedback have been considered, e.g. Figure 11 on the application of the feedback received from the practical training/internship supervisors.
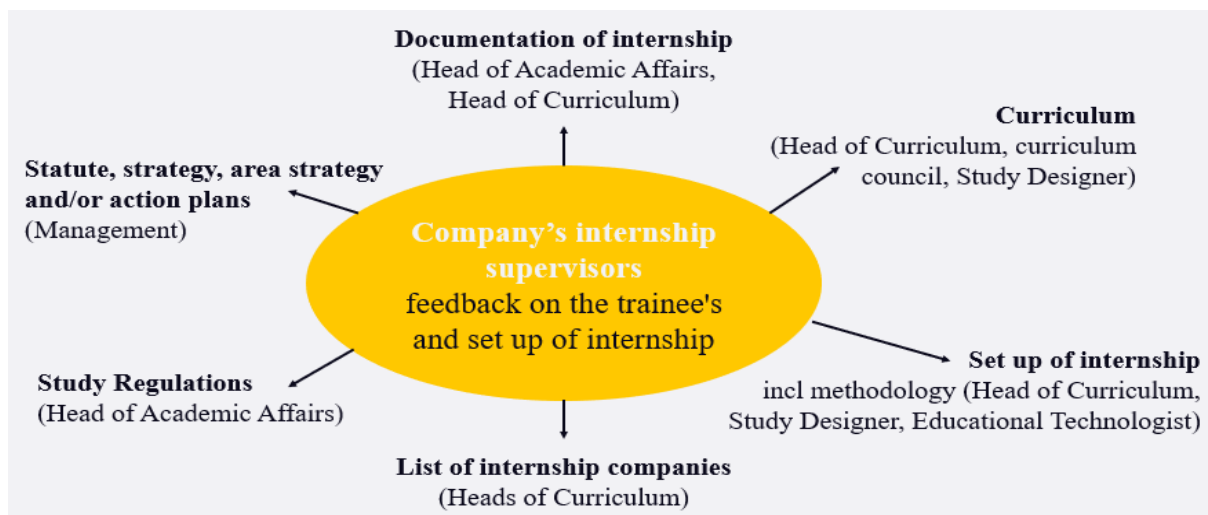
Figure 11. Implementation of feedback of practical training supervisors

In addition to regular feedback surveys, EUAS follows the principle that participant/stakeholder feedback is asked about the activities and events in order to learn from experience as much as possible and use what we have learned in subsequent activities.

5.5. Summary

Strengths
• A quality system where there are process descriptions, the agreed reliance on the PDCA circle and where a high general awareness of quality has been attained among the members.
• The clarity and regular implementation of the study programme development process along with the application of the results both formally (documents) as well as substantively (teaching).
• A conscious analysis and application of the benefits and results of external assessments.
• Systemic management quality: strategy – goals and objectives – indicators – action plans – implementation – assessment and analysis – improvement activities.
• Clear definition of studies as a core process and of the quality thereof, regular analysis of the results and impact indicators and application of improvement activities corresponding to the results and indicators.
• Systemic and regular feedback surveys and the application of the results.

Areas of improvement	Areas of improvement
• Better regularity of internal assessments and cohesion with the indicators of management quality.	• Carry out internal evaluations in a simplified form on an annual basis and use the results as an input for summarizing the academic year and planning a new academic year.
• Collection of the indicators.	• Electronic collection and submission of the input required for the study programme councils (partially already available in the SIS but some is collected manually via other channels such as e-mail messages, limesurvey, etc.). • Automation of the collection of the indicators.
• Raising the awareness of new employees or employees with changed responsibilities in quality matters and greater involvement in quality assessments.	• Thematic seminars about internal and external evaluation for all staff. • Application for the international business school accreditation by 2023 and employee envolement.
• Extension of feedback research methodology and target groups (support and main processes).	• Harmonisation of the topics of the feedback survey, the expansion of the target groups in order to cover all of the core and support processes. Expansion of the methodology of the feedback surveys (incl. channels and data collection methods).

6. ACADEMIC ETHICS

Our vision is to be a recognised, reputable and innovative study, research and development institution. To realise this vision, it is important to follow the generally recognised ethics (incl. academic ethics) principles. The purpose of academic ethics is to ensure the development of the studies and research and society's trust in the teaching staff, researchers and the truthfulness of the research results.

To reach an agreement on acceptable ethical principles and codes of conduct, to raise awareness of the ethical norms that we follow when we communicate with one another, our cooperation partners, owners and society and to recognise, prevent and solve ethically complicated situations, we follow the Code of Ethics (incl. the principles of academic ethics, see Annex 21), which is based on the Good Research Practice. Both documents are aimed at the members of our school (students, teaching staff and administrative staff) and available in the SIS.

We encourage all of our students, teachers and other employees to report any cases of intolerable and unworthy action or for the purpose of dealing with a problem that calls for counselling. In the case of teaching staff and employees the information on the need to interfere is given to the direct supervisor first and, if necessary, from students to the ethics committee in writing. Such intolerable or unworthy actions include, for instance, cases involving the activities of our student or teaching or administrative staff member in or outside the school, which is not based on our values and ethical convictions or harms the reputation of the school.

The ethics committee consists of five members: the vice rector for academic affairs (chair), two teachers who represent the academic staff, a representative of the students and a representative of the administrative staff. Members of the ethics committee, except for the chair, are elected by the management by way of a public survey held in the intranet of EUAS. On a proposal of the ethics committee, the rector has the right and duty to, depending on the gravity of the mistake, decide further steps to be taken by the school (e.g. a reprimand, decree). At least once per semester, the chair of the ethics committee gives our members a non-personalised overview of the activities of the ethics committee.

In connection with cultural differences the dissemination of the ethics principles in international studies and adherence to these principles is a more sensitive subject than in monocultural space and therefore we pay attention to supporting the teaching staff and the students in understanding cultural differences. To support the teaching staff, we carried out a training course titled 'Prevention of conflicts in a multicultural higher education institution' in 2019, where the instructor was Pärtel Preinvalts from the Police and Border Guard Board. We planned on holding a similar course for students as well, but due to the restrictions established in connection with the spread of COVID-19, the course was placed on hold. Given the importance of the topic, the training has been planned as classroom training for the spring semester of 2021.

The students have been informed and are aware of the need to follow the principles of academic ethics because the topic and its importance is discussed at various stages of the studies. Topics related to business and management ethics are discussed in business and management ethics lectures. The requirements applicable to research, including the refrainment from and the unacceptability of plagiarisation are introduced and reminded throughout the study programme, for instance, in courses on the methods of research and academic writing, in completing the business processes module and in other courses that involve more extensive written homework. The preparation of written papers is supported by the EUAS guidelines on written assignments (see Annex 22) where the meaning of plagiarisation is discussed in one sub-chapter and instructions on how to avoid plagiarisation are given.

To detect plagiarisation, the teaching staff has been provided with the opportunity to automatically check written work submitted via Moodle using the plagiarisation detection system URKUND. URKUND is a plagiarisation detection system the right of use of which we acquired in 2017 as a member of the HITSA URKUND consortium. Material introducing URKUND and information on the use thereof is available to the teaching staff in the SIS and in Moodle and the education technologist advises them on the use of the system.

To ensure adherence to the academic ethics principles and raise awareness of the unacceptability of plagiarisation, our school has prepared the 'Procedure for identifying and reviewing plagiarisation' (see Annex 23), which regulates the principles of detection of plagiarisation and the reviewing of plagiarisation in a student paper suspected of plagiarisation.

In addition, we attend to each field's ethics on the process basis – in training supervisors we discuss research and supervision ethics, the recruitment and selection process has been brought into compliance with statutory ethics requirements. For instance, in academic year 2017/2018 the focus was on training both Estonian-speaking as well as Russian-speaking supervisors of student papers (see Table 18).

Table 18. Coverage of academic ethics principles in internal training (2017–2020)

Date	Training	Instructor
12.12.2017	Seminar: using URKUND to detect plagiarisation	A. Rumm
16.01.2018	Graduation thesis process and requirements	T. Õunapuu
30.01.2018	Completion of the empirical part of the graduation thesis – collection and analysis of data	M. Zimmermann, T. Õunapuu, P. Einpaul
13.02. 2018	Preparation of the theoretical part of the graduation thesis: academic writing and ethics	A. Rumm, P. Einpaul
06.02.2018 20.02.2018 06.03.2018 13.03.2018	Training on supervising graduation theses in Russian	J. Kipina, O. Nezerenko, T. Õunapuu
24.04.2020	Data analysis in graduation theses	T. Õunapuu, M. Zimmermann

As a result of the training the use of the plagiarisation detection program URKUND rose considerably between 2017 and 2019 among the teaching staff (see Table 19).

Table 19. Detection of plagiarisation (2017–2019)

Academic year	2017	2018	2019
Number of uses of URKUND	4370	7279	8465
Growth (%)	100%	167%	194%

In the spring of 2020, a plagiarism check was carried out for all of the master's theses of the International Business Administration programme the language of instruction of which was English. Thirty-three master's theses were checked and a suspicion of plagiarisation arose in the case of five of them. The students and their supervisors were notified thereof. Two students appealed against the school's opinion.

Based on the obtained results, in the following study period, in-depth attention was paid to avoiding plagiarism. The subjects "Master Thesis Seminar" and "Research Methods" were suitable for the curriculum's purpose. Before the master's theses defence in winter 2020, the URKUND check of plagiarism was repeated (see table 20).

Table 20. Detection of plagiarisation (2020)

Study period	2020 spring-summer	2020 autumn-winter
Number of URKUND checked master thesis	33	31
Number of plagiarisms detected	5	1
Percentage of detected plagiarisms	15 %	3 %

This time 31 master thesis out of 51 submitted master's theses were randomly checked, of which one master thesis turned out to be plagiarism.

Generally, the plagiarism in the final and master's theses is checked by reviewers, if necessary, they are supported by the Head of Master programm or Head of Curriculum. Relevant information is included in the review document. The students are also informed about the control and the student's responsibility

in case of plagiarism. Criteria for the extent and consequences of plagiarism are set out in the Procedure for identifying and reviewing plagiarisation (see Annex 23).

The procedure for contesting decisions related to studies, i.e. the appeal procedure has been described in the SR (see Annex 18), which is introduced to the students in a course of self-management as well as in information hours carried out by the heads of the specialisations.

According to the procedure in force, the student has the right to, if they disagree with a study result or a study organisation decision, address the decision-maker (i.e. the teacher or a staff member engaged in the organisation of studies) directly and ask for an explanation or a reason for the mark. If the answer or reason does not satisfy the student, the student has the right to submit a written appeal to the head of academic affairs within seven working days after the communication of the result or the study organisation decision. The head of academic affairs may set up a committee of three members for hearing the appeal (see Annex 24. Procedure for appeal). The committee hears the appeal and submits a reasoned opinion to the head of academic affairs within seven working days. The head of academic affairs makes a decision to grant or deny the appeal within ten working days after receiving the appeal. If a study result is appealed, the appeals committee will not change the mark but can make a proposal to reassess.

A procedure for filing and hearing appeals has been created and implemented for the purpose of the transparent and objective hearing of the appeals of the members of the higher education university (incl. discrimination cases). Under this procedure, every member of EUAS Mainor can send an appeal to eetika@eek.ee, which is administered by the chair of the ethics committee. The chair of the ethics committee takes letters of explanation from the parties involved, calls the ethics committee and then later formulates a reasoned opinion by consensus. The rector of the school decides on the steps to be taken by the school based on the decision.

6.1. Summary

Strengths
• Our students are informed of the principles of academic ethics.
• Awareness of the principles of refraining from academic fraud is integrated into studies because teachers and Heads of Curriculum emphasise the importance of refraining from academic fraud
• We have trained supervisors and reviewers in academic ethics issues and in preventing them in students' written works.
• We have created and introduced to our members a code of ethics as well as the principles of academic ethics which are mandatory for the members of the school
• A register of cases of academic ethics violations has been created.

Areas of improvement	Planned activities
• Since our school is a multicultural school in terms of the students and teachers, it is necessary to improve the consolidation of the values of the school among members having a different cultural background.	• Training courses/seminars for the students and teachers in order to understand the differences between cultures and to avoid ethical problems arising therefrom.
• The monitoring of course-based plagiarisation (i.e. gathering data into a central system in order to identify so-called serial plagiarisers).	• Monitoring of substance-based plagiarism (ie collecting data in a central system to identify so-called serial plagiarists). To this a continuous, systematic and e-solution-based automatic written work control system will be established using the plagiarism detection program Urkund • Gathering the best practices and sharing them in cooperation with the students and teachers in order to prevent academic fraud. • To consistently acknowledge the importance of the academic honesty of the students and to support the development of academic honesty as the only possible attitude in studies.

7. INTERNATIONALISATION

7.1. Purposes of internationalisation

One of the four development priorities in the development plan of our school 2018–2023 (see Annex 3) is internationalisation. To develop internationalisation, we have prepared an action plan (see Annex 25. Internationalisation Action Plan), which clearly indicates the horizontal nature of the activity and the internationalisation of the school as a whole (the activities run horizontally through all of the fields of activity of the school) and is directly related to three core processes of the school:

- studies – international study programmes, international teaching staff, providing the teaching staff and administrative staff with international experience, taking the international dimension/level into account in the substance of the studies (topics, methodologies, samples) as well as expansion of the content of courses (e.g. not simply taxation but international taxation, etc.);
- RDCA – in addition to the traditional support activities of RDCA (for instance, international conferences, publications, etc.), we are planning on various joint research efforts with our foreign cooperation partners (e.g. VIKO, ISCAP, etc.). An international research conference and the publication of presentations made at it has been initiated, etc.;
- serving society – international projects aimed at a general increase of knowledge in society (e.g. open lectures by foreign teaching staff) and/or aiming services or products at specific stakeholders outside the higher education institution (e.g. the intermediation of talents to the Ülemiste campus in the framework of Nordplus Smart City, the creation of a market survey service for SMEs and the intermediation thereof to Scandinavia in the framework of Nobanet), etc.

Therefore, internationalisation does not have a separate key indicator but internationalisation activities contribute to the attainment of all of the indicators. However, internationalisation has activity indicators based on which the school carries out an analysis of the implementation of the action plan at least once a year in order to establish goals and priorities for the next period. We divide internationalisation-supporting activities into six categories and we measure all of the categories via the attainment of results (see Figure 12).

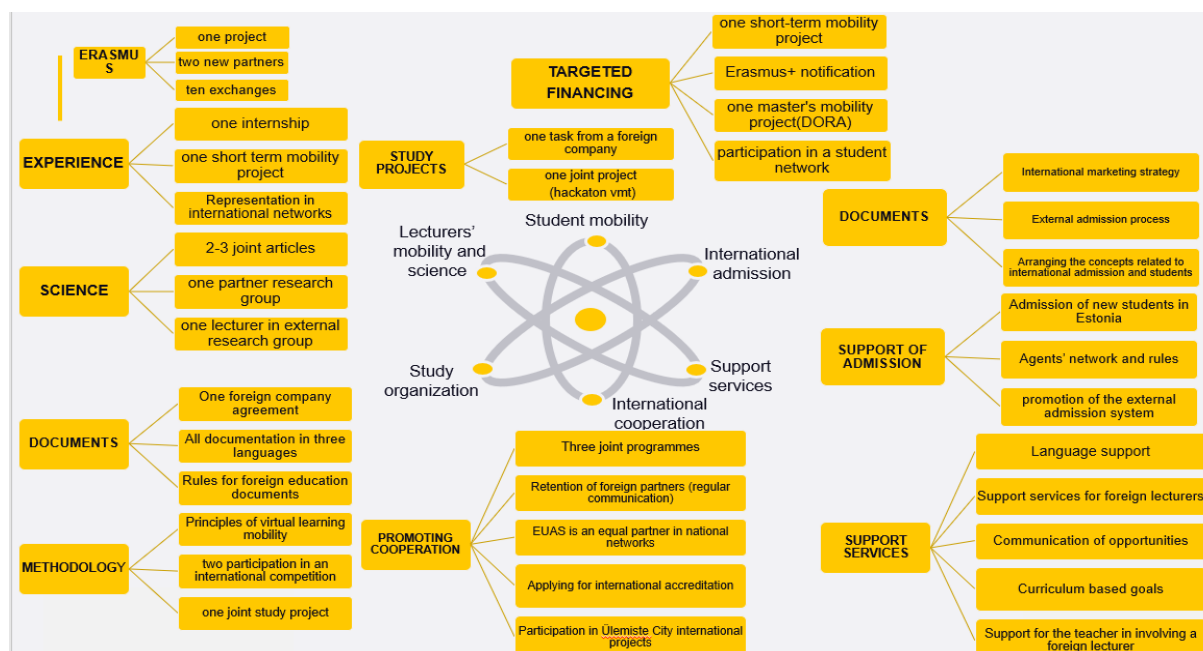Figure 12. Activity categories supporting internationalisation and expected results

All of the internationalisation activities have a link to Ülemiste City as well – cooperation is pursued with the local international undertakings, the International House of Estonia, the Tallinn International School and others. We contribute in every way to be a community of international talents and the mental

centre of Ülemiste City. One of our key strategic principles and goals is to develop and intermediate workforce (talents) for the undertakings of Ülemiste City.

Given the corporate profile of Ülemiste City, there is often a lack of international workforce. As a result thereof we have developed study programmes (e.g. software development and entrepreneurialism) the graduates of which are welcome to take up a job among the IT companies at the campus. We have arranged visits to companies for the (international) students and job-shadowing days, etc. in order to mediate students to international enterprises. We have modified specialisation studies (e.g. the students of financial management in the business administration study programme have a module on the work organisation and competencies of the international service centre) in order to prepare learners better for work in an international enterprise. In addition to the aforementioned and based on the goals and objectives of the owner of the school, AS Mainor, the school is as a competency centre involved in various developments of the campus, which all involve the development of an international work environment and bringing foreign talents to Estonia (e.g. the development of the service concept of the International House of Estonia, etc.).

We are a very active advocate of (higher) education in Estonia and of the openness of business, above all, as regards the movement and engagement of international talents in Estonia. We actively participate in the activities of the Estonian Employers Confederation, EVEA, Estonian Service Industry Association, Estonian Association of Information Technology and Telecommunications and other umbrella organisations and cooperate with the International House of Estonia as well as various other international enterprises in order to support international talents in orientating in Estonia and finding a job in Estonia.

7.2. Marketing aimed at international students

International students can study as students (including as students of a joint study programme), guest students or exchange students. In academic year 2019/2020, we have five specialisations with Russian as the language of instruction (we offer a master's programme in strategic management and formal education in business management, logistics, financial management and web technologies) as well as five specialisations with English as the language of instruction. In English, we offer a master's programme in international business administration and professional higher education in start-up entrepreneurship, creativity and business innovation, computer game design and software development and entrepreneurship.

We are constantly looking for opportunities to make our body of international students more diverse, including finding students from countries whose citizens are not yet represented among our students or of whom there are only a few among our students. We actively cooperate with our foreign teaching staff to find new contacts in their homeland. In 2016, we admitted 64 students from eight different countries. By now international admissions have risen to approx. 200 students from more than 30 countries (see Table 21).

Table 21. Overview of international admissions (2016–2020)

	2016		2017		2018		2019		2020*	
	students	countries	students	countries	students	countries	students	countries	students	countries
Professional higher education	59	7	209	22	133	27	158	28	90	18
Master's studies	5	3	123	9	72	11	74	15	33	11
TOTAL	**64**	**8**	**332**	**22**	**205**	**27**	**232**	**31**	**123**	**20**

* The statistics of 2020 does not include the winter admission of 2020/2021 yet.

Since the autumn of 2018, our students include, for instance, citizens of the US, Japan, Australia, Malaysia and Italy and the student body has become even more diverse.

Since the introduction of studies where the language of instruction is English (the autumn of 2015), the number and diversity of both English-speaking and Russian-speaking students has increased. Figure 13 gives an overview of all of the admitted students that do not have Estonian citizenship (please note that not all of them are students – the figure reflects the admission in the given year).

Figure 13. International student trend 2016–2020
* Year 2020 does not include the numbers of the winter admission.

As part of the internationalisation we focus in our core activity on training local as well as international students, which allows our members to gain new experience as well as improve the quality of the study programmes.

In addition to the usual marketing efforts, we use the help of professional education agents in international marketing. To ensure high-quality cooperation, we have agreed on certain criteria in choosing our cooperation partners – the agent must have impeccable background information, two letters of recommendation from the agent's existing partner schools and high visibility in social media (e.g. Facebook, Instagram). If these criteria are met, we carry out a thorough background check of the agent, communicate with the higher education institutions that gave the agent a letter of recommendation and analyse the existence of the agent's followers in social media. If the agent's impeccable reputation is confirmed, the head of internationalisation agrees on the target segments and markets and the terms of cooperation with the agent and a cooperation agreement is concluded.

In 2017, we have over ten agents worldwide but, given the changes in the external environment as well as Estonian legislation, we are revising our target markets and are about to continue with four contractual agents (Baltic Centre (Latvia), Aspiration Education (Sri Lanka), EduNation (Finland) and Global Avenue (India)). The current agent network does not fully meet our expectations and we need to expand it to new regions and conclude contracts with up to ten active agents across the world. As of November 2020, we cooperate with:

- marketing representatives in Latvia, Finland, Georgia, Ukraine, Belarus, Russia (Moscow, Perm), Kazakhstan, Kyrgyzstan, Bangladesh, Nepal and India;
- online platforms studyadvisory.com, bachelorstudies.com and use the Estonian higher education institutions' joint DreamApply interface called Study In Estonia;
- education fairs: Russia (St. Petersburg, Pskov) Tbilisi, Ukraine (Kiev), India (New Delhi), Latvia (Riga);
- virtual education fairs: Poland, Latin America, East Asia and Southeast Asia.

Depending on the specialisation, international admissions take place once (the academic year starts in September) or twice a year (the academic year starts in September and in February), depending on the international admission process (see Annex 17). The specialisations and their admission deadlines are established in the Admission Rules (see Annex 16), described in the academic calendar and are available on the school websites www.eek.ee (in Estonian), www.EUAS.eu (regarding English specialisations, in English) and www.rus.eek.ee/ (regarding Russian specialisations, in Russian) throughout the year. On working days, international admissions specialists reply to candidates' e-mail messages sent to admissions@eek.ee in the language that the message was sent (Estonian, English or Russian).

In addition to addressing their questions to the head of their specialisation and to the teaching staff, international students can send their questions to the Academic Affairs Department which replies to them in the language of instruction (Estonian, English or Russian). In visa and other migration matters, the students can send an e-mail message in Estonian, English or Russian to arrival.support@euas.eu or get their answers in any of these languages from the International Office between 1:00 p.m. and 4:00 p.m. from Monday to Wednesday in person.

7.3. Organisation of studies and support activities

The studies support internationalisation through the following activities and principles:

1. the studies, support activities and administrative work are available in three languages (Estonian, English and Russian);

2. the main documents (both study organisation documents as well as documents related to human resources work and management) are available to the members of the school in three languages;

3. we develop and update study programmes that are attractive to international students and the graduates of which contribute to the development of Estonian economy (e.g. the software development and entrepreneurship programme);

4. we cooperate closely with various parties (e.g. Enic/Naric Centre (see Annex 26. Verification of documents certifying education), the PBGB, the MER, the International House of Estonia, agents, partner higher education institutions (new forms of study, joint programmes), etc.) in order to support the arrival of international students to Estonia;

5. we support the orientation of international students and teachers through additional activities (see Annex 27. International student orientation programme);

6. we develop and expand cooperation with Estonian and international enterprises for the purpose of integrating international students in the working world (e.g. internship agreements with ABB, scholarships);

7. all of the activities have an international dimension through cooperation with international parties (see Annex 25. Internationalisation action plan);

8. where possible, we integrate international and local learners in the framework of courses of formal education (e.g. some of the study sessions of the course 'Entrepreneurial management' are held jointly for Russian-speaking, Estonian-speaking and English-speaking students) and in projects (e.g. in the framework of the Smart City hackathon, mixed international teams are formed, Estonian-speaking students of human resources management team up with international students in order to help international students find internship opportunities and provide international students with knowledge and skills for applying for a job in Estonia, etc.);

9. in teaching, the teaching staff cooperates with international teachers (e.g. Larissa Curi (Brazil) in the framework of the course 'Narrative'; Laima Jesevičiūtė-Ufartienė (Lithuania) cooperates in the framework of the course 'Entrepreneurial management,' etc.);

10. we expand, train and develop the staff that is involved in ensuring the well-being of international students; the international admissions team has two international admissions specialists and one international student adviser; an international marketing specialist is responsible for international marketing; the international student adviser, the heads of the specialisations, the Academic Affairs Department and the hostel administrator cooperate in order to help international students orientate;

11. we actively initiate international projects that contribute to the improvement of studies and organisation of studies (e.g. the multicultural classroom project aimed at sharing and improving the competencies of teaching an international group among the teaching staff, etc.);

12. we actively involve learners in researching and developing the international study environment. The following student papers have been written:

- Challenges of work-study balance in the example of the international students of Estonian Entrepreneurship University of Applied Sciences (Ananta Roy);

- Socio-cultural and academic adaptation experiences of international students of Estonian Entrepreneurship University of Applied Sciences (Kiran Pariyar);
- A Study on challenges that Asian International Students face when integrating into higher education in Tallinn, Estonia (Md Fahadul Islam);
- International Students' Expectation and Perception About Their Studies at Estonian Entrepreneurship University of Applied Sciences (Rabin Gurung).

7.4. Teaching staff mobility and RDCA

One of the sub-objectives of the strategic goals relating to internationalisation is to increase the international dimension of RDCA by fostering cooperation between EU Member States and third countries. A prerequisite for achieving this goal is to ensure teaching staff mobility and to support cooperation aimed towards innovation and the exchange of good practices, including with the use of opportunities made available by the EU (e.g. Erasmus, DORA).

The participation of teaching and other staff of the higher education institution in study mobility activities is very important to us because it:

- broadens their horizons and supports gaining new skills and knowledge;
- provides the opportunity to experience different education systems and to gather best practices and obtain knowledge for the purpose of improving study activities;
- creates new contacts and connections for expanding research and development activities;
- provides support for increasing, diversifying and expanding study quality in accordance with students' needs.

Based on the positive impact of study mobility, we strongly encourage staff from our higher education institution and partner institutions to participate in study mobility by:

- Sharing information about study mobility opportunities both in person and by holding information study sessions as well as using other communication channels for the purpose of introducing the Erasmus+ programme;
- taking the planned study mobility into account when scheduling and remunerating for the workload of the teaching staff;
- Supporting the reintegration of teaching staff/other staff who have participated in study mobility, and providing them with an opportunity to use their experience in achieving the goals set for the school;
- recognising the study or teaching activities carried out in the course of the study mobility period.

In addition to the aforementioned, we have mapped the processes associated with study mobility activities (Erasmus, DORA) and concluded cooperation agreements with numerous higher education institutions (see Annex 28). On the basis of the concluded cooperation agreements, we are offering our teaching and other staff both teaching and training periods (e.g. opportunities for participating in training events and/or job-shadowing and/or teachers' internships) at partner higher education institutions or other relevant foreign organisations. Additionally, we support their participation in various academic conferences, short-term study and research related international visits (including working in libraries, developing study materials, working with academic supervisors, participating in field work, consultations) as well as their participation in collaboration networks that relate to our priorities.

We prioritise supporting the mobility of those teaching staff, whose lectures have been integrated into the regular study activities of the foreign higher education institution and/or those teaching staff, who use the mobility to develop new study materials, participate in the preparation of international projects or to perform teaching activities / participate in training for the first time.

Before the work trip, the member of the teaching/administrative staff draws up a fixed format teaching/training plan that is coordinated with and approved by our school and the receiving higher education institution/organisation/undertaking. Upon their return, the member of the teaching/administrative staff, who completed the work trip, must submit a standard format report to the head of internationalisation and share their knowledge and experiences with the rest of the school.

From January 2015 to October 2020 (see also Figures 14 and 15), the primary goals of the international mobility of our teaching and other staff have been meetings with cooperation partners, participation in conferences and projects as well as training/teaching mobility.
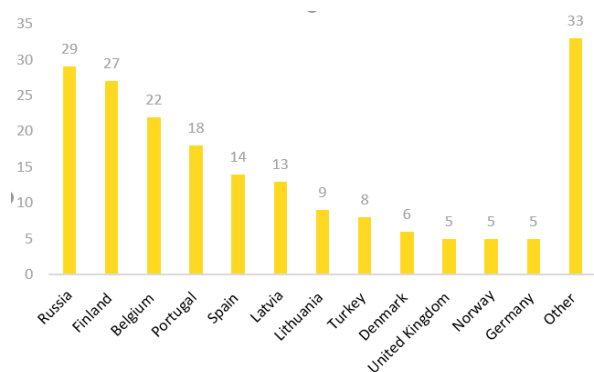
Figure 14. Staff mobility by country (January 2015–October 2020)
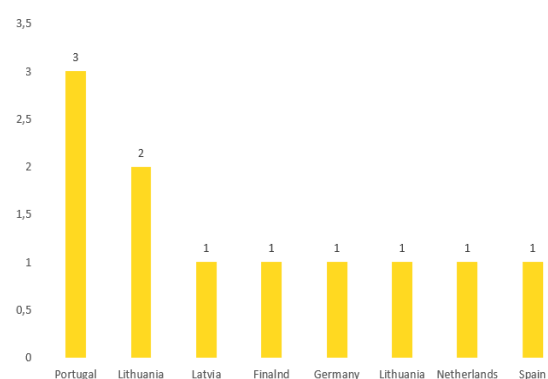
Figure 15. Staff Erasmus mobility by country (January 2015–October 2020)

For example, a total of 48 people participated in DORA Plus Action activities from 2017 to 2020 (spring), of whom 27 participated in a conference, five participated in short courses/seminars and 14 worked in a library (see Figure 16).
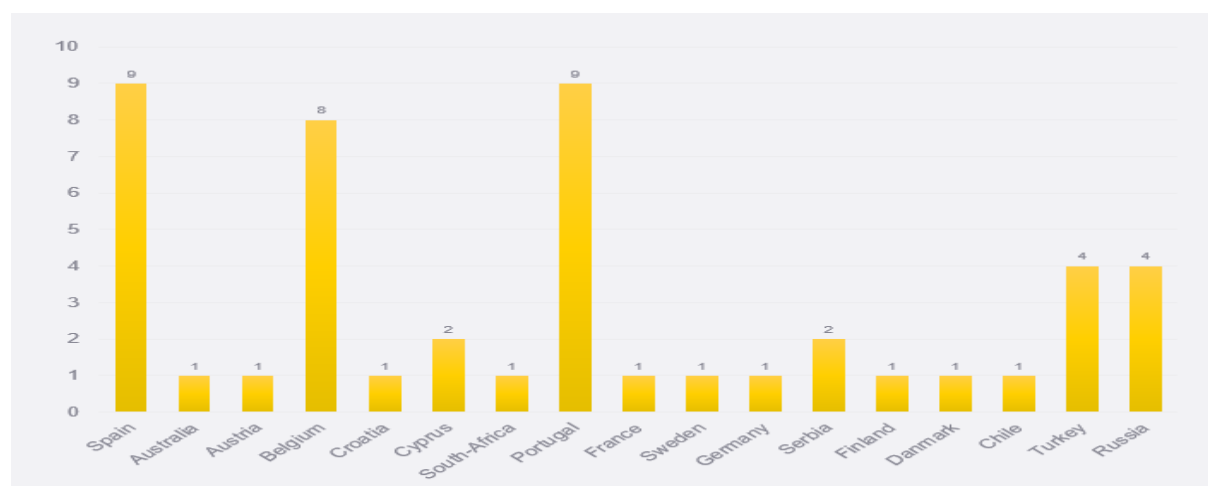
Figure 16. Countries visited in the framework of DoRA plus Action 1 (2017–March 2020)

Teaching staff also cooperate within the framework of research collaboration. We are a member of two international consortia (see Figures 17 and 18) that participate in EU funding applications and cooperate in research activities within that framework.
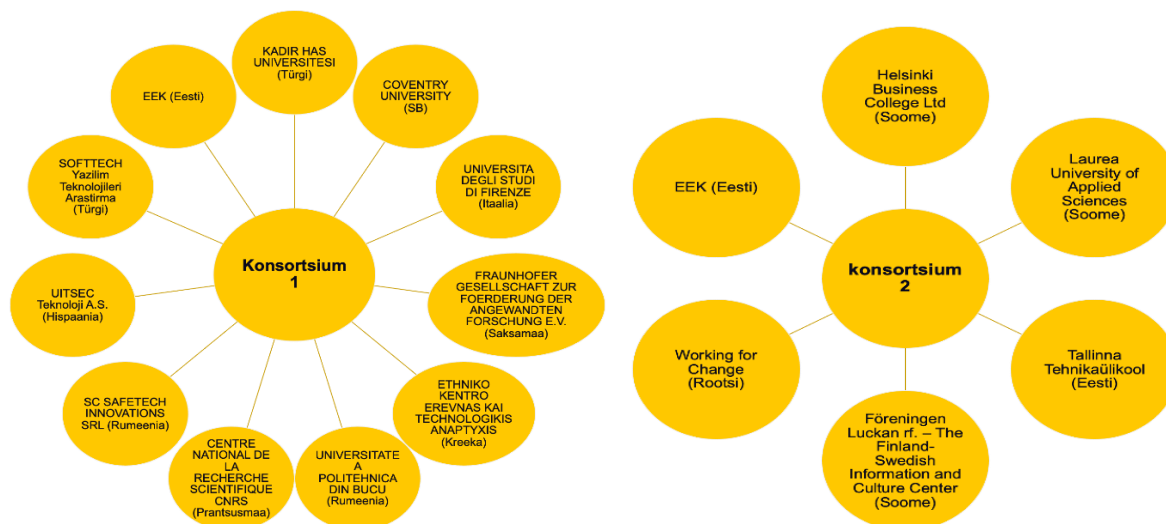
Figure 17. International research consortium 1   Figure 18. International research consortium 2

In response to the call for Horizon2020 applications in 2018 and 2019, we submitted applications H2020-MSCA-ITN-2019 and H2020-MSCA-ITN-20120 together with research consortium 1: Applied Industrial Cybersecurity Program for Critical Infrastructure Protection. In response to the Central Baltic call for applications, we submitted an application together with research consortium 2 in 2018: Multicultural Service Design and, in 2019, we submitted the application Smart Internationalization for Central Baltic Welfare & Health SME's. The total sum of applications submitted is 3.7 million euros in 2018 and 3.3 million euros in 2019. Thus far, the consortia of which we are members have not been successful in the calls for applications.

In addition to the aforementioned, we have written joint articles within the framework of earlier international projects (e.g. Eneken Titov (EUAS) and Maira Leskevica (Kauna Kolegija, Latvia) wrote about international study methodology in the Nobanet project and published an article about on-the-job learning in the Smart City project).

We organise an annual international conference where, in addition to local speakers and researchers, researchers from outside Estonia, who submitted their work to the conference, are regular participants in the conference and invited presenters from foreign universities are regular participants in the plenary sessions. For example, Magnus Hoppe and Kamran Namdar from Mälarden University (Sweden) and Aleksandra Pečiūrienė from Vilniaus Kolegija/University of Applied Sciences participated in the academic conference in 2020. In 2019, Eugene Sadler-Smith from the University of Surrey (the UK) and Maria Milovzorova from the VOENMEH Baltic State Technical University (Russia) participated in the academic conference.

7.5. Student mobility

In addition to supporting the study travel and mobility of teaching and administrative staff, we also provide our students with study periods in foreign universities in accordance with their degree study and personal development needs and practical training in foreign undertakings or other relevant places of work in accordance with their degree studies. We have seen that the provision of such solutions through the use of opportunities provided by the EU (e.g. Erasmus, DoRA) makes it possible to:

- provide Estonian and international students/talents with the opportunity to learn from each other, exchange and share their values, experiences, knowledge and skills by broadening the participants' worldview, improving their foreign language skills, increasing their value on the labour market, fostering openness and awareness with respect to cultural differences;
- support the development of graduates of the higher education institution into socially engaged citizens and responsible entrepreneurs by improving students' self-esteem, initiative, entrepreneurship as well as the students' awareness about their responsibility and obligations both in society and from the environmental perspective.

To offer full support for study mobility, we have mapped the relevant processes and concluded cooperation agreements with numerous higher education institutions (see Annex 28). For instance, as a result of opportunity creation and close cooperation, our students have participated in study mobility in 23 countries in 2015-2020 (see Figure 19).
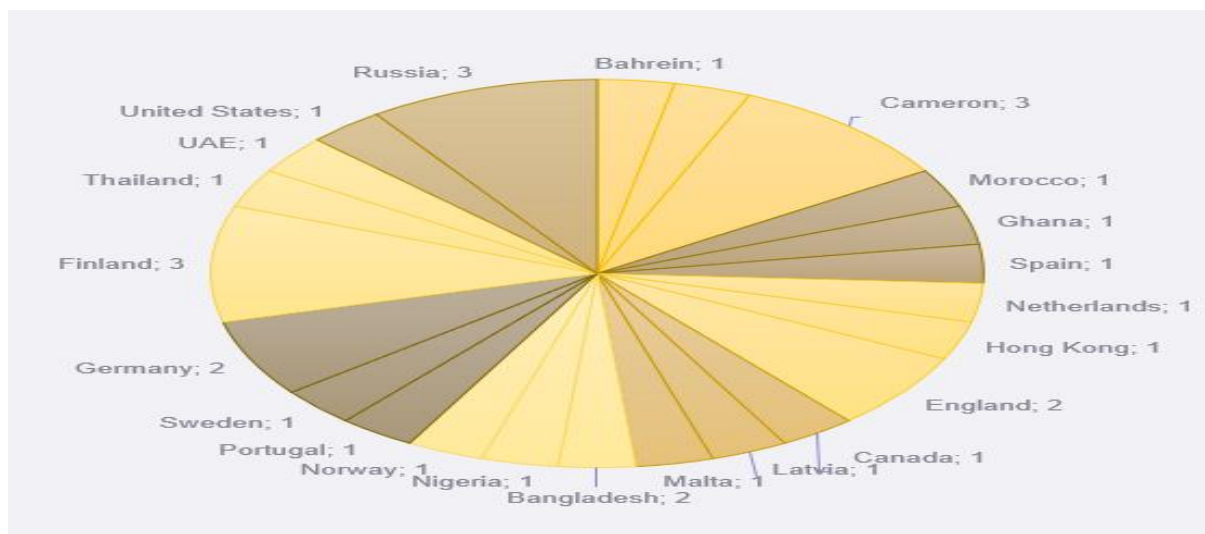
Figure 19. Target countries of international practical training (2015–2020)

Based on the profile of our students (working, often with families), we also provide support for different short-term mobility options in our study system and do so both by sending our student groups to foreign countries (e.g. in the framework of the study course "Creating Successful Brands, Concepts, Products and Services on the Basis of Lifestyle, Culture, Identity and Heritage") and welcoming joint activities with groups coming to Estonia. The NordPlus Hackathon is an example of incoming short-term study mobility that had 65 student participants from higher education institutions in six countries: Aalborg University (13), Norwegian University of Science and Technology (9), Oulu University of Applied Sciences (12), Tampere University of Applied Sciences (11), Vidzeme University of Applied Sciences (9) and Vilnjaus Kollegija (11).

Additionally, incoming study mobility students received by the school are supported by the International Office where an international student advisor ensures the proper admission of students in Estonia, provides support in matters relating to accommodation and visas, offers relevant assistance and helps resolve daily practical challenges, deals with practical training offers and matters relating to student integration etc. In addition to this, students also receive support from the head of internationalisation, who organises the exchange of information required under the programme, and study department staff, who offer support for resolving any study organisation matters (e.g. ensuring equal academic treatment etc.).

7.6. International cooperation – projects, partners and networks

Partners, including international partners, are involved in all activities that fall under the category of internationalisation, including through joint projects and networks, to support all strategic goals. Together with external partners, we regularly participate in international projects and submit project funding applications to different support mechanisms every academic year. Through participation in joint international projects, we have established well-functioning contact networks comprising external partners, who can always be contacted for the purposes of initiating new project ideas. Additionally, thanks to the well-functioning partner network, we receive tens of offers for international cooperation from partner higher education institutions every academic year and the management chooses the most suitable offers based on the following:

- the project supports our primary activities;
- the project supports internationalisation;
- the project supports cooperation with external partners (both higher education institutions and undertakings);

- the project provides added value to its members;
- the project is manageable, considering, above all, available time and manpower resources.

As a preference, we initiate projects in areas that are, in addition to the aforementioned, also related to the programmes taught in our institution. In addition to projects and activities initiated by us, we are also prepared to participate in our partners' international projects that are relevant to our development needs (see Annex 29. Projects with financing and Annex 30. Projects that did not receive financing).

In the period 2016-2020 (first half), we have participated in seven international projects with a total sum of 464,117 euros and the primary partner network is the following:

- Vidzeme University of Applied Sciences;
- Arcada University of Applied Sciences;
- UCL University College;
- Jönköping University;
- Oulu University of Applied Sciences;
- Vilniaus Kolegija / University of Applied Sciences.

To provide our students with higher education that is timely and practical, we cooperate with numerous education institutions, organisations and undertakings both in Estonia and abroad. We are an active member in the following international higher education networks:

- we are collectively participating in the SPACE (European Network for Business Studies and Languages) and EURASHE (The European Association of Higher Education Institutions) networks. Both programmes support the internationalisation of higher education institutions and multifaceted cooperation between European higher education institutions;
- the goal of the e-Nobanet project of NordPlus Horizontal is to establish and disseminate new knowledge for the successful internationalisation of SMEs in the Baltic and Nordic countries. The goal is achieved in cooperation with higher education institutions of participating countries (Estonia, Latvia, Lithuania, Finland, Sweden, Norway, Denmark, Iceland) and SMEs of the region. The school, teaching staff, students and entrepreneurs are all closely cooperating by solving real-life tasks that support the undertakings in their internationalisation process;
- in the EDU-SME project 'Curriculum Alignment and Cross-Border Cooperation with SMEs' (financing from the INTERREG Central Baltic Programme) – the goal of the project is to improve entrepreneurship study programmes for the purposes of improving graduates' competences, which would be better aligned with needs of the labour market, and to create opportunities for supporting the internationalisation of SMEs in cooperation with entrepreneurs and higher education institutions;
- joint study programme with VIKO and ISCAP is an international joint study programme that enables the involvement of foreign students and academics. This is a three-year applied higher education study programme in which instruction is provided in English and across three different higher education institutions: Estonian Entrepreneurship University of Applied Sciences (Estonia), Vilnius University of Applied Sciences (Lithuania) and Polytechnic Institute of Porto (Portugal). Numerous other activities that support studies and mobility have been carried out in cooperation with VIKO and ISCAP (teaching staff exchanges, student mobility, international week, a hackathon etc.);
- Cooperation network of Baltic and Nordic countries for supporting international study – in 2018, we initiated the first project – Multi-HEI (Study Quality in Terms of Multiculturalism). The goal of the project was to evaluate and describe how a multicultural classroom and school environment impacts study quality and to offer possible activities and methodologies to increase the study quality in a multicultural classroom. In 2020, we submitted a follow-up project that also received funding and the goal of the project is to disseminate best practices for teaching in a multicultural classroom. Partners: Utena College (Lithuania); Turiba University (Latvia), Karalius Mindaugas Vocational Training Centre (Lithuania), P. Stradins Health and Social Care College (Latvia), Higher Education Export Association (Latvia);
- we are a member of the Businet international network of higher education institutions and our representatives are participating in the research cooperation workgroup of the network;

- Smart City and Universities Cooperation – in 2019 the Building Educational Cooperation in Smart City project of NordPlus Horizontal was launched and its goal, in cooperation with Baltic and Nordic universities, is to establish and share experiences on topics that are important both for the undertakings in Ülemiste City and the universities, i.e. topics such as entrepreneurship and entrepreneurship studies, IT and digitisation and workplace-based study. The three topics have been chosen based on the principle that all parties, i.e. the universities, undertakings and students, are interested in development and collaboration in those areas. The topics are also suitable as national development and research priorities. In the course of the project, foreign students of EUAS and researchers and teaching staff members working on relevant topics can get involved in Ülemiste City and jointly come up with action plans for developing the three previously mentioned areas.

In addition to the aforementioned projects/programmes, we are participating in the entrepreneurship education programme (Edu ja Tegu) as one of eight Estonian higher education institutions. The programme, which was successfully led by the Ministry of Education and Research in 2016-2020, set as its goal the further development of entrepreneurship study at all education levels and to further ingrain an entrepreneurial frame of mind. Our representatives were actively involved in developing the general model for entrepreneurship study and different research efforts as well as, for instance, developing entrepreneurship study modules for the vocational and higher education study levels. One of the bases for the activities of 'Edu ja Tegu' was internationalisation where best practices (the Netherlands, the UK, EU initiatives, Denmark etc.) were used to develop the Estonian model, which was shared internationally (conferences and meetings in England, Denmark, the Netherlands, Spain etc.). The best experiences gained and the materials and methodologies developed are used in the study programmes of the school. The inter-institution programme Starter is also taking place in the framework of 'Edu ja Tegu' in which both foreign and local students of EUAS and other universities participate in creating and developing business ideas under the supervision of local and foreign teaching staff and mentors.

7.7. Summary

Strengths
• The availability of study programmes taught in English and Russian, cohesion with set goals and areas of study • The ability to ensure trilingual study, support activities and administration • Multifaceted student body and joint activities for the purposes of integrating students from different cultural backgrounds into Estonian life and business environment • Joint study programme with VIKO and ISCAP • A network of international partners for carrying out projects, study, research and admission activities • Staying abreast of and getting involved in social internationalisation processes (supporting Estonia's image as a country that welcomes external cooperation)

Areas of improvement	Planned improvement activities
• Increasing outbound mobility among students	• Adding at least one activity, which supports mobility, per study period in the action plan of each specialisation • Applying for projects that support short-term mobility, including exchange programmes and group mobility • Continued cooperation with Ülemiste City and other universities in organising joint activities (e.g. hackathons) that support internationalisation
• Increasing incoming mobility among teaching staff	• Involving teaching staff in the work and projects of international networks to ensure that the current number of area and course specific contacts increases • Invitations to partner higher education institutions to carry out specific study courses or lectures • Cooperation with the international undertakings of Ülemiste City to involve international practitioners in the activities of EUAS
• Increasing international research cooperation	• Drawing up new applications for research cooperation funding • Publishing joint publications in the course of international cooperation projects
• Involving English-speaking students from Europe and the United States	• Expanding the agent network to European countries and the United States • Involving students and teaching staff from existing target countries in promotional activities in their home countries • Developing promotional materials and social media action plans based on target countries

8. TEACHING STAFF

We have set out the definition of 'academic staff' and any qualification requirements applicable to such staff in the Human Resources Policy of EUAS (see Annex 4). For us, academic staff means persons whose employment duties are related to teaching or to research, development or creative activities or both at the level of higher education. In addition to aforementioned, academic staff may perform additional administrative duties such as study organisation or managing structural units. The academic positions of EUAS include language teachers, teachers, lecturers, senior lecturers, research fellows, senior research fellows and professors (hereinafter academic staff).

Academic staff are subject to the following general competence requirements:

- previous practical work experience when teaching specialty subjects;
- English skills of at least level B1, although level B2 is recommended;
- teaching competence, including pedagogical, didactic and student evaluation sub-competences;
- research competence, i.e. competences relating to planning, carrying out and presenting the results of research, development projects and/or creative activities;
- education technology competence, i.e. competences relating to choosing and using modern ICT resources to support teaching and research activities;

- general competence, i.e. competences relating to management and communication, organisational and social competences, digital competence and teamwork competence.

Qualification requirements applicable to specific academic positions have been provided in the Human Resources Policy of EUAS (see Annex 4).

8.1. Supporting the development of teaching staff

The success and sustainability of the school is based on our academic staff, i.e. ordinary teaching staff and teaching staff engaged in RDCA as well as in-training future teaching staff. The development of the competences of our academic staff is very important to us, which is why we continuously invest in creating the opportunities for such development.

The professional preparation, training and development of new and existing teaching staff, including visiting teaching staff, is a complete and systemic process. This functions on multiple levels in the organisation and is based on the goals set out in the development plan, thus ensuring a connection with the development of the organisation as a whole. We have divided relevant training and development activities into five large areas that are depicted in Figure 20.
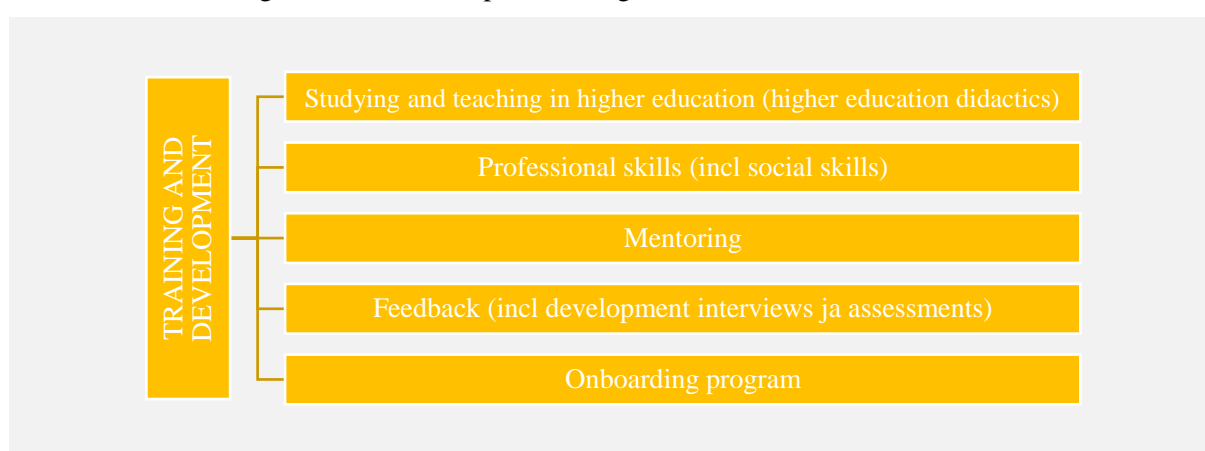
Figure 20. Training and development system

- **Studying and teaching in higher education (higher education didactics)**

Our academic staff can choose between different internal and external training options with respect to professional development. Our goal is to provide the teaching staff with training or workshops on teaching-related topics (teaching methods, developing course programmes, developing e-courses etc.) throughout the academic year (September-June). For instance, the staff can choose to additionally participate in supervising, reviewing and mentoring training as well as in seminars and workshops on digital technologies (creating interactive content for e-courses, digital environments used to create an educator's e-portfolio, training on how to use the Zoom environment and other similar options). An overview of internal training provided to teaching staff has been provided in Annex 5.

We also welcome pursuing and applying for the profession of adult educator. To provide this support, we advise those interested in the profession and bear any expenses incurred in pursuing and applying for the profession of adult educator.

- **Professional skills**

To ensure the development of the professional skills of our teaching staff, we support our teaching staff's participation in professional open training (see Annex 31) and academic conferences (see Annex 32) that develop their social and communication skills (including language training).

- **Mentoring and ongoing support**

To support our academic staff, we provide different types of daily support, including individual consultations, support from the study designer and education technologist in preparing the course programme and teaching activities, scientific seminars, covision meetings, experience cafes and mentoring meetings.

The staff also have access to the education technologist's blog (https://haridustehnoloogkirjutab.wordpress.com/), which publishes introductions of new technologies and applications and short instructions that are based on frequently asked questions.

The purpose of our mentoring programme (or coaching) is to support both new and experienced members of our teaching staff as well as other staff when starting out in a new and important area of work. There are currently three teaching staff mentors at EUAS and, where necessary, there is also an option to participate in external training.

Where the external training directly concerns the work or area of specialisation of the staff member, the organisation covers any training expenses based on an application submitted by the staff member. In other instances, the staff member covers their own training expenses.

- **Feedback (including development interviews and assessments)**

To ensure the quality of teaching activities, feedback provided to the activities of the teaching staff is analysed and current statistics are collected with respect to teach staff members' workload fulfilment, RDCA activities, mobility and professional development. We consider it important to provide feedback to our teaching staff throughout the year as they perform their work duties. The relevant input here may be, for example, student feedback surveys carried out at the conclusion of each semester or feedback on activities serving society (e.g. holding seminars or participating in specialisation associations). With any type of feedback, we follow the principle that each failure deserves another chance and each achievement deserves recognition.

Usually, feedback and statistical data are used in development interviews and, at least once every three years, in carrying out evaluations as well as when making decisions about electing ordinary teaching staff in public competitions. This information is used when making various management decisions (e.g. future career, additional duties, participation in projects as experts and educators etc.).

To assess the staff member's development and discuss the mutual expectations of the staff member and the department head regarding the following period, regular development interviews are to be carried out with staff members in addition to the provision of current feedback (see Annex 33). The purpose of holding a development interview is to support the staff member's development within the organisation based on the competences of the staff member and the goals of the organisation as well as to find the best ways for fostering mutual commitment.

In the course of the development interview, the academic staff member's activities in the previous year are analysed and evaluated, their career and development goals are discussed, including the opportunities for realising such goals and the training needs of the academic staff member, and necessary training is agreed. Additionally, individual development plans are set for the following year on the basis of the previous year's results and feedback is provided to and received from the direct supervisor regarding the previous year.

In addition to development interviews, evaluations are also carried out on a regular basis. Evaluation means the assessment of the work performance of an academic staff member and compliance of the staff member with the requirements applicable to the position for the purpose of supporting the development and career opportunities of the staff member. Evaluations held for determining the suitability of the evaluated staff member for a position take place regularly at least once every three years and are mandatory. Where necessary, an extraordinary evaluation may be organised once a year.

An evaluation is carried out:

- at the initiative of the employer (vice rector for academic affairs, rector) if the time for regular evaluations has arrived (once every three years) or there exist an additional need to check whether the teaching staff member's competences comply with applicable qualification requirements (e.g. receipt of complaints, non-performance of work duties, deficiencies in the performance of work duties);

- at the initiative of the staff member for the purpose of taking the next step in the academic career model (e.g. lecturer -> senior lecturer -> professor), receiving additional work duties (e.g. RDCA, administrative tasks, additional training) or starting their academic career.

When preparing the evaluation, as much data as possible is collected about the work results of the teaching staff member to deliver a just assessment of their activities (see Figure 21).
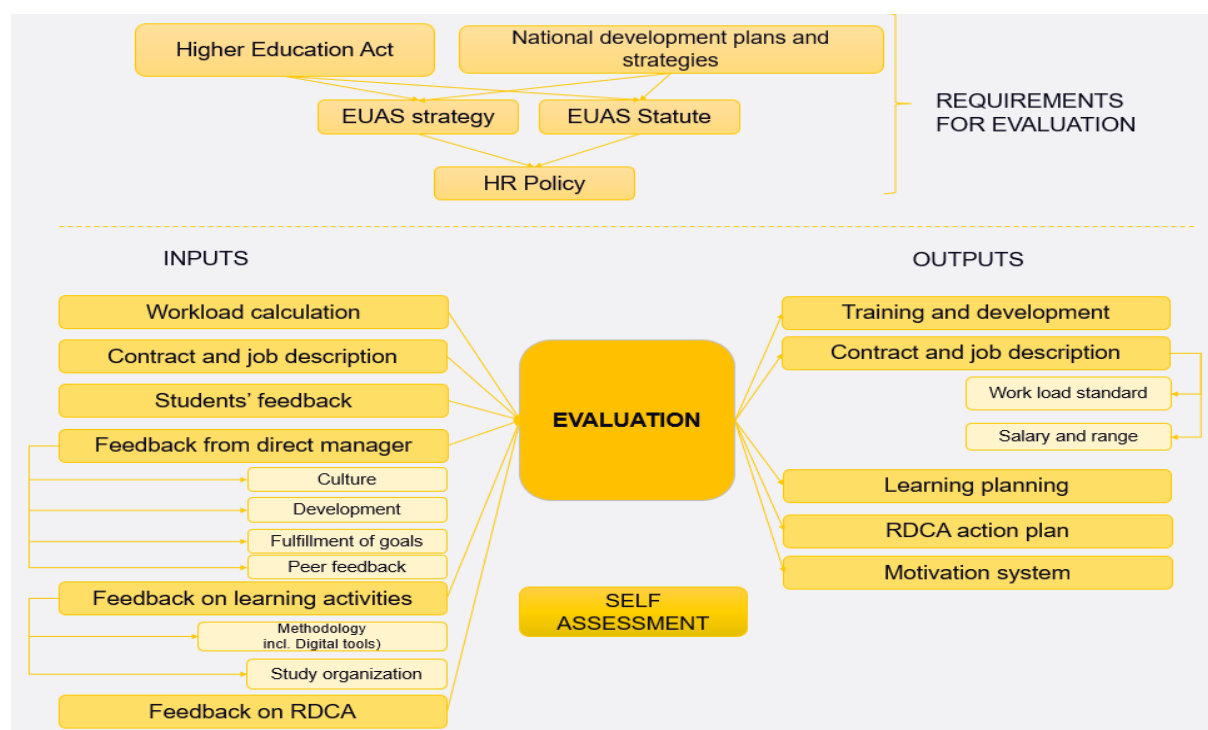
Figure 21. Evaluation inputs and outputs

The previous evaluation took place in May-June 2019 where 13 academic staff members with RDCA responsibilities completed their assessments. The next evaluation has been scheduled to take place in the first quarter of 2021.

- **Onboarding programme**

To support new staff, the EUAS applies an onboarding programme, which helps the new teaching staff member adapt at our school and creates new opportunities for successful cooperation between the teaching staff member and the different units of the school. The onboarding programme consists of three parts:

- A preparatory phase that comprises the formulation of mutual expectations in the final stage of selection and recruitment as well as drawing up the documents required for starting work and introducing the content of these documents to the new teaching staff member.
- An introductory phase where, among other activities, the goals and values of the institution (including its history, the activity indicators of the undertaking, structures etc.) and guidance materials necessary for work (e.g. study regulations, Human Resources Policy etc.) are introduced.
- Learning necessary works skills that includes an introduction to the study information system ÕIS, setting the goals for the probationary period and the initial teaching activities.

The complete formulation process of the training and development plan of the school is provided in Figure 22.

1. INOUT FOR TRAININGS
2. DATA COLLECTION
3. DATA ANALYSIS, DEFINITION OF NEEDS
4. AGREEMENT OF TEACHING AND DEVELOPMENT NEEDS
5. PRIORITIZATION
6. PLAN FOR TRAINING AND DEVELOPMENT
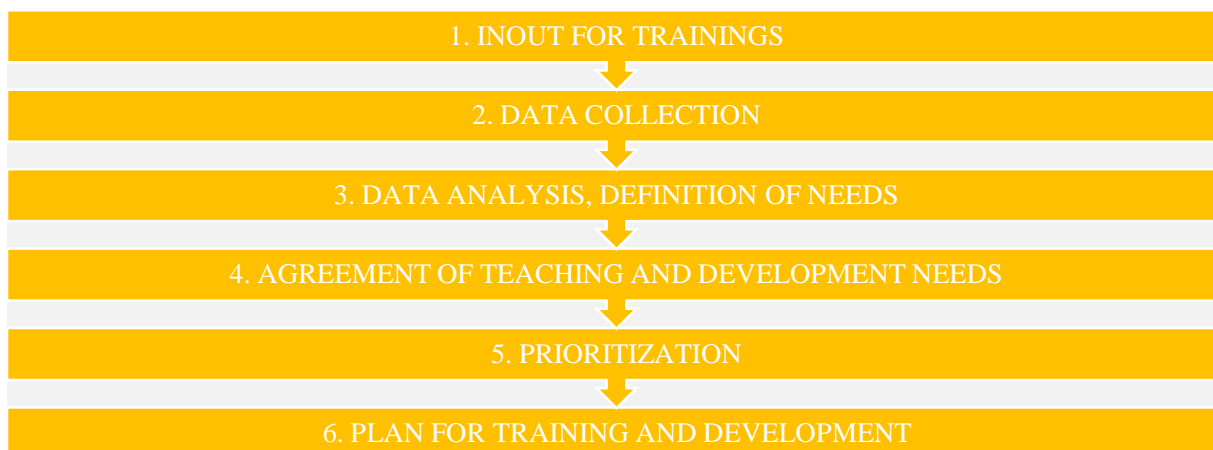
Figure 22. Training and development plan formulation process

The input for training comes from the following channels:

- changes in the external environment (including scientific studies in the field of study methodologies, the development of digital opportunities) – vice rector for academic affairs, study designer, education technologist;
- training required under law (including areas concerned with work and fire safety, first aid and the work environment) – human resources partner;
- training based on the organisation's needs (including the development plan and the action plan) – vice rector for academic affairs, rector, human resources partner;
- training needs accompanying higher education didactics (including cultural training, evaluation, feedback, methods, e-learning environments, work culture, research development etc.) – vice rector for academic affairs, study designer, education technologist, human resources partner;
- development needs of teaching staff (including input from development interviews) – vice rector for academic affairs, study designer, education technologist;
- student feedback – head of specialisation, head of academic affairs, vice rector for academic affairs;
- training based on team or individual needs – vice rector for academic affairs; human resources partner.

Together with the direct manager, the obtained input is reviewed on an ongoing basis and/or in the course of development interviews, the priorities are defined and a specific training and development plan is formulated for a staff member. The training and development plans of staff members are an input for the training plan of the entire institution and form the basis for establishing the budget.

Additionally, we have created various opportunities for ensuring the availability of future teaching staff. For instance, we created the master's studies scholarship programme to prepare and involve new teaching staff. Every year, we choose up to five master's students, who are involved in active teaching and research activities and whose master's theses deal with solving real problems faced by a specific undertaking or the labour market. Students in the master's studies programme are supervised by our best professors and these master's students are supported by way of paying their tuitions and scholarships. The scholarship recipients are also provided with an opportunity to participate in projects, which support the international mobility of students and teaching staff, offered through Erasmus and DoRA.

We have set ourselves the goal of also involving graduates of EUAS in relevant teaching activities. Provided that many of our master's students are practitioners and working in leading positions, we are glad to get them involved in teaching students as visiting teaching staff with lesser or greater workload. With the support of an experienced leading teaching staff member, they can gain initial teaching experience and, if interested, can continue their activities as ordinary teaching staff. Motivated scholarship recipients are also involved in teaching methodology training, the mentorship programme and other activities that support the development of teaching staff.

To ensure that providing teaching experience and knowledge necessary for teaching is not the sole responsibility of a single leading teaching staff member, we support our starting and new teaching staff, including visiting teaching staff, with various training opportunities organised by the school. For instance, almost every year, we have offered an opportunity to participate in the starting teaching staff training. All visiting teaching staff are also welcomed to participate in any internal training and other public training events.

We are happy to say that our teaching staff also value lifelong learning, which is confirmed by the fact that five of our teaching staff are engaged in doctoral studies. In the last five years, five members of the teaching staff have obtained a doctoral degree.

To encourage the professional development of our academic staff, we have established the academic staff career model (see Figure 23).
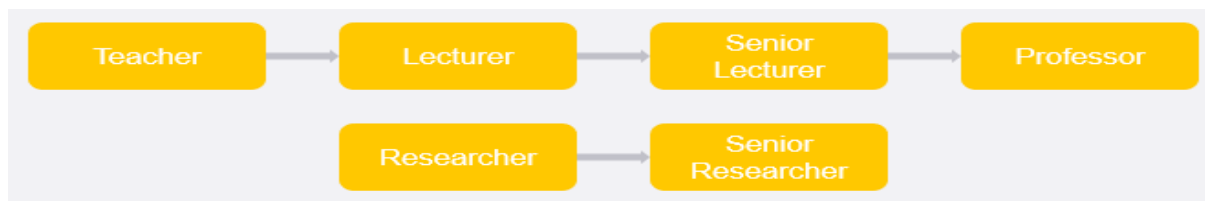
Figure 23. Academic staff career model

In establishing academic positions and formulating the career model, we have based our efforts on Estonian laws and regulations applicable to the field of education (e.g. the Higher Education Act, the Higher Education Standard, the Organisation of Research and Development Act) and clearly set out the requirements applicable to different academic positions in our Human Resources Policy (see Annex 4). Under the Human Resources Policy, academic positions include language teachers, teachers, lecturers, senior lecturers, research fellows, senior research fellows and professors and the move from one position to the next takes place through the fulfilment of requirements applicable to the next academic position.

Although we are focussed on involving and developing young teaching staff, we also greatly appreciate the more experienced teaching staff members, whose knowledge and experiences form the basis for the high and recognised study quality of the school. The average age of our teaching staff is 51 years, the youngest ordinary teaching staff member is 27 and the oldest is 80 years old (see also Figure 24).
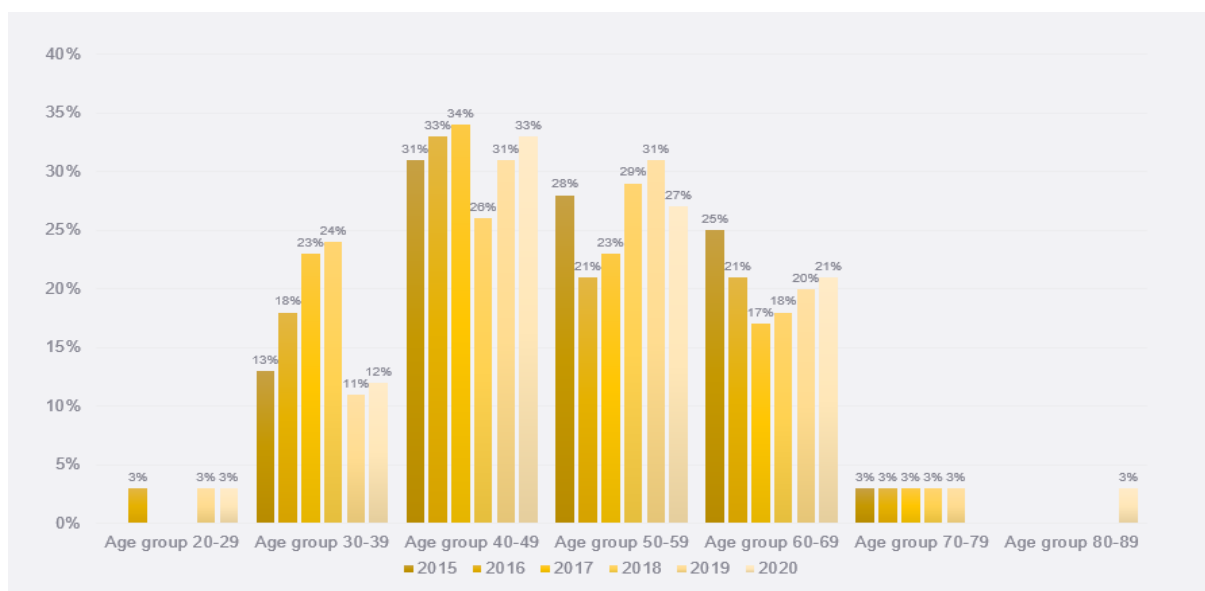
Figure 24. Academic staff age structure

We are also glad to say that our ordinary academic staff members boast a wealth of work experience at our institution (see Table 22).

Table 22. Overview of length of employment of academic staff

Age	2015	2016	2017	2018	2019	2020
up to 1	-	12%	11%	21%	9%	6%
1 to 5	19%	15%	20%	13%	29%	33%
5 to 10	41%	30%	26%	21%	11%	9%
10 to 15	28%	27%	29%	32%	37%	30%
15 to 20	9%	12%	11%	11%	11%	18%
20 to 25	-	-	-	-	-	3%
25 to 28	3%	3%	3%	3%	3%	-
Average (years)	**8.8**	**8.5**	**8.7**	**7.8**	**8.4**	**8.6**

8.2. Qualified visiting teaching staff and practitioners

Given that the school focusses on providing applied education and fostering an entrepreneurial frame of mind in society, we have involved numerous visiting teaching staff from other universities and practitioners from recognised Estonian and international undertakings in our teaching activities. For example, from Telia, Helmes, Fujitsu, Scoro etc.

Where the vice rector for academic affairs and our human resources partner are responsible for the supervision and professional training of our academic staff, heads of curriculums and/or modules are responsible when it comes to visiting teaching staff, including practitioners. The prerequisites for selecting visiting teaching staff, including practitioners, are previous work experience in the area or specialty being taught and completed education at least at the education level they would be teaching.

When concluding specific teaching agreements, the head of curriculum and/or module or, in case of involving practitioners, the teaching staff member responsible for the study course introduces the study course, its contents, place in the study programme, learning outcomes, expectations on study content, study materials etc. Additionally, the study programme and related documents are forwarded and the visiting teaching staff member is involved in preparing the study programme.

To ensure that the onboarding of the visiting teaching staff member is as smooth as possible, we have prepared a Visiting Teaching Staff leaflet (see Annex 34), which is reviewed together with the responsible teaching staff member and/or the head of specialisation and which provides an overview of the most important aspects of cooperation:

- concluding the agreement, i.e. from proposal to contract;
- planning studies, i.e. from contract to lectures;
- teaching, i.e. from lectures to the exam;
- making summaries, i.e. from grading to new lectures.

All visiting teaching staff members are supported by a responsible teaching staff member or a head of curriculum and/or module throughout their teaching periods and visiting teaching staff members are encouraged to ask direct and substantive feedback from the students, who participated in their course, in a manner suitable for them. Additionally, feedback is also collected and forwarded on the basis of the results of the student satisfaction study. At the conclusion of the lecture course, the responsible teaching staff member holds a meeting with the visiting teaching staff member, including any practitioners, to discuss the concluded studies and plan future collaborations.

8.3. Summary

Strengths
• Teaching staff, who are focussed on professional development and continuously improving competences.
• Teaching methodology support and training provided by the study designer and education technologist.
• Multifaceted development of teaching staff and visiting teaching staff through various internal training events and the introduction of offers for open training.
• Mentorship programme to support teaching and other staff.
• Multilingual (e.g. Estonian/Russian or Russian/English) teaching staff ensure a common level for study programmes taught in different languages.
• Knowledgeable involvement of new young teaching staff, including involving our own master's students in teaching activities.
• A clearly defined career model and clearly set out general competences and qualifications required from teaching staff.
• A diverse teaching staff comprised of ordinary teaching staff of various ages with extensive work experience as well as visiting teaching staff and the best practitioners available, who also boast remarkable experience and are involved in the day-to-day aspects of school life and the development of the school.

Areas of improvement	Areas of improvement
• Systemically ensuring the development of teaching staff	• Systemically ensuring the development of teaching staff
• Involving Russian- and English-speaking (visiting) teaching staff in the day-to-day aspects of school life	• Involving Russian- and English-speaking (visiting) teaching staff in the day-to-day aspects of school life
• An even more extensive involvement of visiting teaching staff in the day-to-day activities of the school	• An even more extensive involvement of visiting teaching staff in the day-to-day activities of the school
• A consistent network of practitioners and its expansion	• A consistent network of practitioners and its expansion

9. STUDY PROGRAMME

9.1. General principles of study programme design

A study programme is a basic document of studies that determines the purpose of studies, learning outcomes, nominal duration and volume of studies, conditions for starting studies, list and volume of subjects, short descriptions of subjects and options and conditions, specialization opportunities and completion conditions. Joint study prgrammes are a basic study programmes developed and managed jointly by two or more educational institutions recognized by competent authorities of the respective country. EUAS study programmes are based on the principles of output-based learning and social constructivist learning, as well as the requirements and recommendations of legislation regulating higher education. To support the acquisition of the selected speciality the study programmes are structured substantive modules, wherein the subjects are grouped together into targeted sets, or in exceptional cases, which consist of one subject. The conditions set for the curriculum and its structure are given in the EUAS curriculum statute (see Appendix 15).

Designing new study programmes and development of existing programmes in a manner that takes into account the needs of the labour market and relevant future trends is the natural part of the development of the school as well as an ongoing process. In accordance with the aforementioned, study programmes (including those taught in languages other than Estonian) are developed and opened on the basis of the goals and development directions of EUAS, area specific competences and know-how, labour market needs and trends, higher and vocational education standards, national strategies and other societal expectations. The design and development of study programmes adheres among other things to the principle that graduates should gain the knowledge, skills and dispositions to continue their studies at the next level of higher education and would value lifelong learning.

Based on our goals and development plan, when developing new study programmes

- we focus primarily on the development of the IT curriculum group, in order to fully support the addition of IT workforce to Estonian companies and thus the increase in the value supply of the IT sector in the economy;

- we aim to provide lifelong, practical and labor market-based learning (see Appendix 35), which is why we implement and plan more work-based learning than before.

Starting already from 2013, a study carried out by the Praxis Centre for Policy Studies at the initiative of the ITL showed that Estonian undertakings and other organisations need an additional 7000-8000 new IT experts, above all software developers, by 2020. With respect to IT study programmes offered by Estonian higher education institutions at the time of the study, a lack of attention to general competences (communication, self-management, habits conducive to lifelong learning) and insufficient applicability of studies were emphasised as problems.

Based on the input received, the "Web design and digital graphics" study programme was developed in Estonian in 2014 and in Russian in 2015. This is an interdisciplinary study programme that connects the technological capabilities of fields related to web design with design in the IT sector.

Considering our mission to be a partner primarily for the companies of Ülemiste City, the focus of the development of our IT curricula is on the IT companies of the Ülemiste City, their needs and expectations, and there is also close cooperation with them. The turnover of the Ülemiste City's IT sector is 200 million (of which exports are 74%) and this is more than 50% of the total turnover of the Estonian IT sector. The cooperation with the Ülemiste city (after taking over the IT college by Taltech, ITL and the large companies here were looking for an educational institution to prepare IT specialists with practical skills) began with the opening of the curriculum "Software Development and Entrepreneurship" in 2017. As a study programme taught in English, it is primarily directed towards persons outside Estonia with the goal of increasing the number of foreign students, who are acquiring their higher education in IT in Estonia and who could be recruited into the workforce by Estonian IT undertakings.

In 2017, we also opened the English-based study programme "Computer game design and development", because the development of the gaming industry has great potential for increasing the exportability of the Estonian creative sector, the employment rate of young people and the productivity per employee indicator. The global nature of the industry sector and the primary operating language were the deciding factors in the selection of the language of instruction. Despite having English as the language of instruction, about half the students enrolled in the study programme are Estonian citizens.

Developing and focussing on the development of IT study programmes has also been supported by the observation made by the Estonian Development Fund, Enterprise Estonia and the ITL, which suggests that it is beneficial for Estonian undertakings to join the so-called fourth industrial revolution, i.e. the Industry 4.0 movement. The Industry 4.0 concept stands for increasing the automation of industry qualitatively and using IT solutions to also manage complex processes. New trends that support the same concept include the materials that form the basis for the draft of the "Estonia 2035" strategy, the draft of the "Estonia 2035" strategy, the OSKA report "Estonian labour market today and tomorrow 2019-2027" and other reports and national strategies, which emphasise that:

- the year 2027 will see a shortage of system analysts, software developers, web and multimedia developers, application programmers and system administrators;
- technology, business models and the nature of work are changing at an increased pace. Although the fast-paced development of technology and changing business models create new business opportunities for undertakings, the basis for success is the capability (resources, skills) to implement these new technologies.

Sector-specific know-how and research studies support and form the basis for mapping the needs of interest groups and society. In the development of study programmes, we have used and continue to use OSKA reports, higher and vocational education standards, the 2015 Estonian higher education institutions' alumni study and other studies, reports, articles and area-specific analyses.

We ensure that the teaching, research and development activities of our study programmes are closely connected to the needs and day-to-day practices of undertakings as well as the needs and trends of the labour market. To achieve this, we are in close contact with vocational and specialisation associations (see Annex 36) and the Estonian Employers Confederation. Heads of specialisations and the head of development and partnership relations are responsible for involving employers and sector-specific

practitioners in teaching activities and, through the study programme council, in the development of new study programmes as well as developing and improving existing study programmes. Alumni and students contribute to curriculum improvement by answering feedback questionnaires and participating in curriculum councils. The information obtained from questionnaires is used as input by the study programme council and help us make necessary corrections in our study programmes for the purposes of ensuring that study programmes and, thus, the knowledge, skills and dispositions of our graduates meet the needs of the labour market.

In addition to the aforementioned, our day-to-day teaching, development and research activities are based on several national strategies such as the Estonian lifelong learning strategy 2020, the draft education strategy 2035, the draft "Estonia 2035" strategy and its accompanying analyses and reports etc.

For instance, based on one of the goals of the Estonian Entrepreneurship Growth Strategy 2014-2020, i.e. that Estonian undertakings effectively create new services with high added value, and the goals of the Estonian National Tourism Development Plan 2014-2020, i.e. that Estonian tourism undertakings design new services and implement new business models and that Estonian tourism products become internationally competitive, we provided the students of the now closed Estonian School of Hotel and Tourism Management the opportunity to complete their studies under our study programmes.

In 2016, we opened the Tourism and Restaurant Business study programme where we used, as an additional option, sub-activity no. 8.6 "Creation of additional workplace-based student places" of the ESF supported activities under "Development of Professional and Higher Education Meeting the Needs of the Labour Market" (hereinafter DPHE) to redesign the studies into workplace-based studies. The primary goal of the Tourism and Restaurant Business study programme is to support the Estonian tourism sector in becoming more focussed on service design and knowledge, to provide Estonians, who are interested in the matter, with the opportunity to gain new and innovative skills for establishing tourism and catering undertakings and to provide a larger number of existing Estonian tourism undertakings with the capacity to develop original services with high added value and market these to an international clientele. Considering the collapse of the tourism sector in 2020, but based on the competencies needed to build it in the near future and knowing that the current cooperation models between the sector and higher education no longer work, we have also started developing the tourism and restaurant curriculum based on the renewed workplace learning model.

Satisfaction surveys show that since 2018, student satisfaction with curricula has increased. According to the 2019 survey, the satisfaction of English and Russian language learners decreased, but in 2020 it rose again compared to the 2018 survey. Satisfaction among students in Estonian-language curricula has continued to grow.

9.2. Development of learning outcomes

The learning outcomes of the curriculum, modules and subjects are defined based on the expected learning outcomes of the respective study level described in the Higher Education Standard, school goals, employers' expectations and labor market needs, sectoral strategies and global trends. Learning outcomes describe the competencies that a student has acquired after completing the curriculum or its part(s). See also Figure 25.
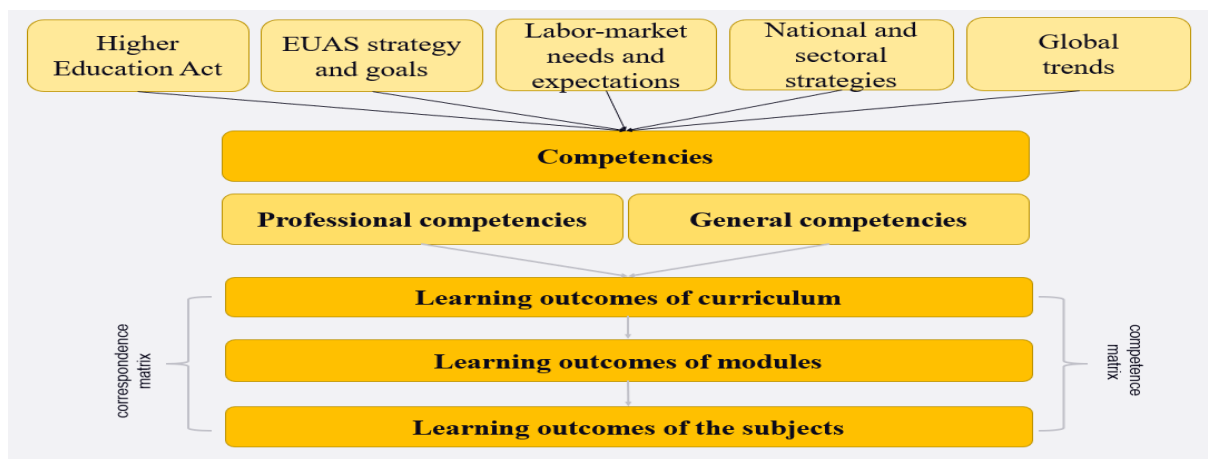
Figure 25. Learning outcomes

One of the measures used for ensuring the compliance of study programmes and learning outcomes implements two types of matrices that provide, on the basis of learning outcomes, a systemic semester-by-semester overview of obtained competences and the compliance of learning outcomes with applicable requirements and needs:

- correspondence matrices - coherence of learning outcomes with the Higher Education Act
- competence matrices, which describe the development of professional and general competencies through the acquisition of subjects.

Our priorities regarding general and future competences are set out in the Annex to the Study programme statutes (see Annex 15). Based on our mission, all applied higher education study programmes include entrepreneurship studies, and the master's studies study programme we support study courses that foster entrepreneurship with the aim of encouraging our students to adopt and develop an entrepreneurial frame of mind in an open civil society.

In order to find out the most important general competencies, we have carried out several studies, a working group for the study of general competencies is operating, on the basis of whose work the categories of general competencies have also been developed. In order to assess the importance of selected general competencies in learning, we have included relevant questions in feedback surveys of various stakeholders (alumni, employers, students) and conducted other surveys (eg Tiina Priestman, 2018). Feedback has shown that the school pays close attention to the development of key competences in teaching, that students develop their key competences in a broad and meaningful way, and that supporting the development of these key competences in curricula is considered important and valuable and supports their future careers (see Figure 26).
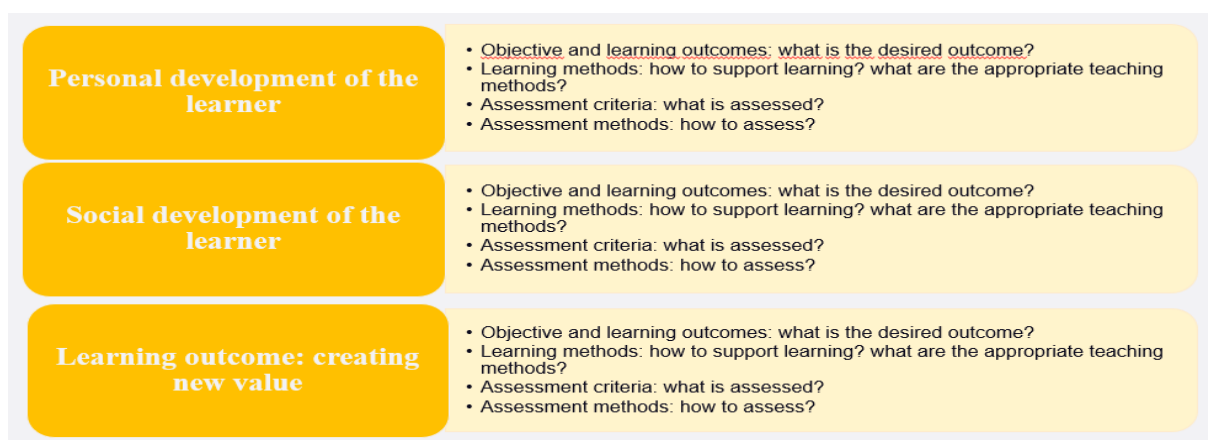
Figure 26. Possible levels of subject targeting, formulation of learning outcomes and assessment based on social-constructivism

9.3. Cohesion between study programme and learning outcomes

When opening new study programmes, the supervisory board of AS EEK receives, among other documents, a comparative analysis of similar study programmes in other (foreign) higher education institutions and a description of the qualifications, the standard of research activities and the specialist competences, which are specific to the branch of study, of the teaching staff implementing the study programme, to emphasise that the study programme is based on current know-how and research in the field (see also Annex 15 Study programme statutes).

Designing and developing curricula, we consider the vertical and horizontal coherence (see Figure 27) of the curriculum and learning outcomes important to ensure that the completion of the curriculum enables the learner to acquire the competencies described in the curriculum objective and learning outcomes.
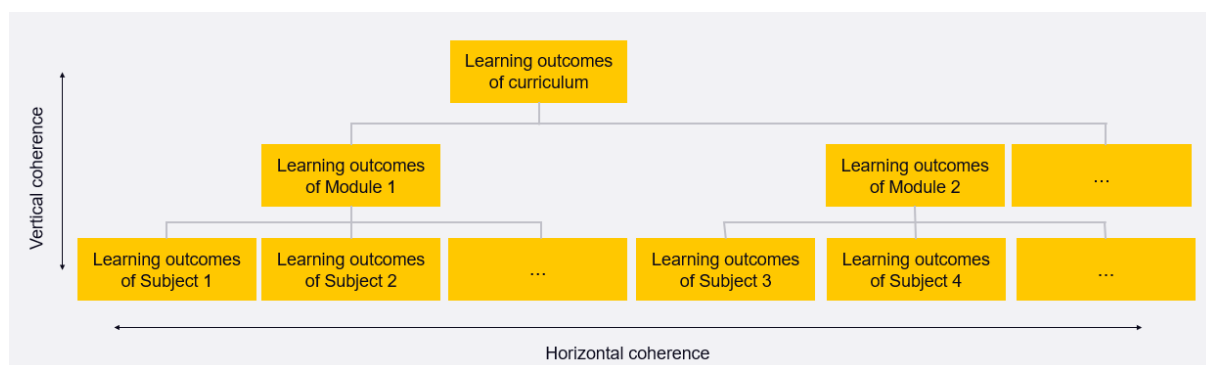
Figure 27. Vertical and horizontal coherence of curriculum

The vertical and horizontal cohesion of the study programmes is monitored throughout the academic year and the standard period of study of the study programme.

- Vertical cohesion. To support the acquisition of the contents of a specialisation, study programmes have been divided into substantive modules in which study courses or topics are united into purposeful and cohesive sets. General and main study modules comprise purposeful sets of study courses that make it possible for a student to acquire and deepen their general, entrepreneurship, research and area-specific competences.
  Specialisation study modules comprise study courses that are directly relevant to the specialisation to ensure the acquisition of competences directly or generally related to the specialisation, which are necessary for starting work in the chosen profession or continuing studies at the next level.
- Horizontal cohesion. The study courses available in the modules allow to acquire the necessary learning outcomes and may also become input for study courses in other modules. Thus, when planning the order of study courses, the chronological cohesion of study courses, the alternation and balance between theoretical and practical study and between independent work and practical training, which are necessary for achieving the goals of the study programme, are observed when planning the order of study courses to achieve horizontal cohesion between modules.

In 2017, we merged the "Start-up Entrepreneurship" study programme, which focusses on developing the competences of start-up entrepreneurs, and the "Creativity and Business Innovation" joint study programmes, which focus on fostering creativity in entrepreneurial environments, into a uniform "Entrepreneurship and Business Innovation" study programme that is taught in English. The main goal of the study programme is to make it possible for students to acquire the competences required for working at different levels of management based on their specialisation and/or operating an undertaking in the Estonian or European economic environment. Following the change, the study courses that were similar and previously under two separate study programmes now form a cohesive whole in the general study modules and both of these extensive specialisations can be acquired under specialisation study. This way, interested persons, who do not wish to participate in formal studies, can concentrate on specific topics in Open Higher Education Institution studies. The opportunity for pan-European study experience also remains in place.

9.4. Study programme development process

The process of creating, opening, managing, changing and closing study programmes is depicted in Figure 28. The process and terms are regulated under the EUAS study programme statutes (see Annex 15).
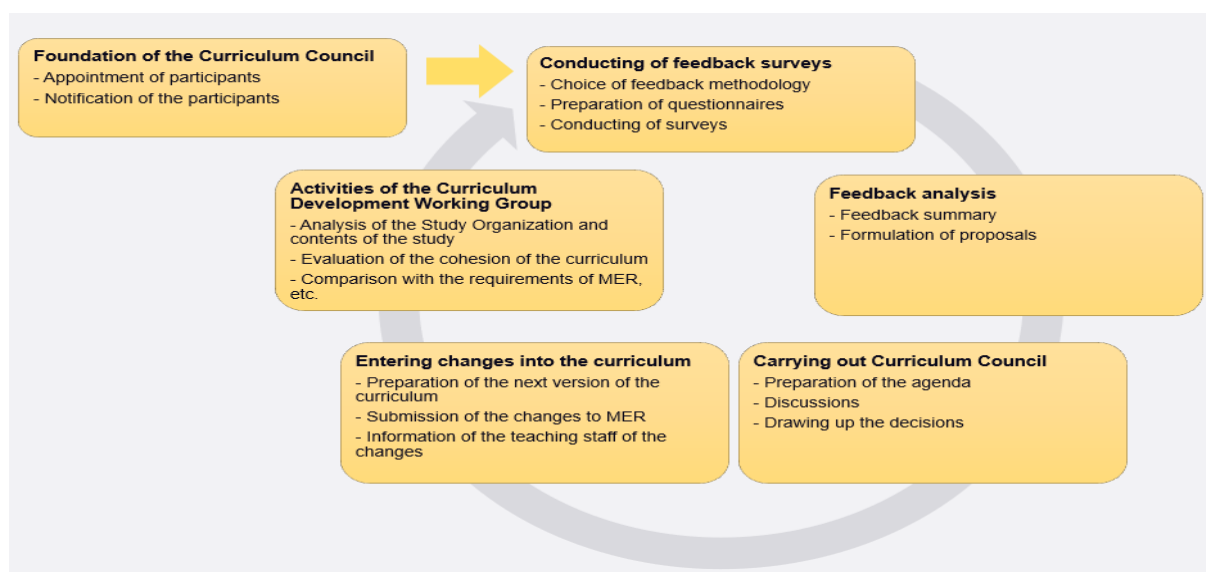
Figure 28. Study programme development process

The development of study programmes is led by the vice rector for academic affairs together with the heads of specialisations and modules and the study designer. As experts in their respective fields, heads of specialisations are open to proposals with respect to developing study programmes and monitor the satisfaction and needs of labour-market, students and teaching staff as an ongoing process for the purposes of collecting input for the study programme council, which is required for preparing the study programme development plan and the improvement and approval of study programme versions.

The changes, study programme development plans and study programme versions for fall semester admissions, which are approved by the study programme council, are submitted by the head of specialisation to the vice rector for academic affairs, who must also evaluate and analyse these and forward them to the academic council for approval. The changes and study programme versions approved by the academic council are entered in the EHIS.

AS Mainor as the owner of the school provides its approval for opening new study programmes, supports the development of new study programmes and the improvement of existing study programmes and monitors their cohesion with the goals set out in the development plan through regular meetings of the supervisory board of AS EEK.

9.5. Summary

Strengths
• The leadership and owner of the school have a clear vision and purpose with respect to designing and creating study programmes. • The work of the study programme councils in the development of study programmes is consistent and productive. • The participation of heads of specialisations and teaching staff in specialisation associations and the involvement of practitioner-teaching staff provides an important input to the development of study programmes with respect to the needs of the labour market. • Curricula are coherent and applicable tools (matrices) provide a good overview of the curriculum as a whole and support the planning and organization of learning activities. • Curricula meet the needs of the labor market and the expectations of employers, and the acquired competencies support students' careers and successful coping in the labor market. • Curricula are output-based, value and support the development of students' professional and general competencies

Areas of improvement	Activities
• Providing the members of the study programme councils with a more structured and focussed input would simplify obtaining an overview of the current situation of study programmes and making suggestions for improvement.	• Involving the study designer to offer even more systemic support to heads of specialisations in developing study programmes and planning teaching activities. • Creating (a) model(s) and (a) process(es) to simplify the work of the heads of specialisations and the study programme council in the development of study programmes. • SIS fixes for the purpose of ensuring easy access to information required for developing study programmes.
• Additional attention must be given to the smoother organisation of workplace-based study, the involvement of supervisors from the workplaces and the creation of a stronger support system.	• Workplace-based learning methodology trainings and projects (incl. DPHE applications)
• Renewing the joint curriculum in line with changes in Europe and the labour-market	• Convening the curriculum council of the tripartite joint curriculum and making proposals for changing the curriculum taking into account the legislation and requirements of the three partner schools

10. STUDING AND TEACHING

When designing study activities, we adhere to the following principles:

- Entrepreneurial people. The students at our school are persons, who knowingly chose their specialisation, are capable of successfully joining the domestic or international workforce and are ready to continue their studies at the next level of study. As a cohesive team, our staff are dedicated, motivated, with the highest ethical standards and in agreement with the values of the school.
- National and international recognition – we ensure that all fields of study are operated at nationally and internationally recognised levels.
- A developing and international organisation – we make sure that our study and work environment is modern, adaptable, well-functioning, attractive and with an increasingly more international membership.
- Social impact – together with our students, teaching and other staff, alumni and partners, we create an impact on the entrepreneurship environment and on society as a whole.

The development plan of EUAS Mainor (see Annex 3) sets out the general goals of study activities that are based on national development plans and laws. Sub-goals and tactical activities are set out in the

action plan for studies (see Annex 37). The attainment of goals is measured by assessing the fulfilment of the action plan and the attainment of indicators relating to study activities.

Instruction is provided in Estonian, Russian and English and at three study centres (Tallinn, Tartu and Viljandi). The organisation of studies is based on the EUAS study regulations (see Annex 18), which is approved by the supervisory board of EUAS, and related additional documents (e.g. the academic calendar, instructions for practical training). Students receive support from well-functioning support systems (see Annex 12), flexible organisation of studies (the opportunity to study on the basis of an individual study plan) and the possibility of applying for RPL (see sub-chapter 11.3).

We analyse our admitted students and their expectations for studies on a regular basis. Admitted students continue to expect the studies to be interesting and multifaceted and the education to be of a high quality and meeting the needs of the labour market. In their expectations, admitted students also prioritise the availability of modern support systems and general competencies.

10.1. Admission of students

We follow the open admissions principle in the admission of students: everyone can become a student if they have the desire and abilities. The majority of admitted students are already working and a need for professional development has arisen in the course of their work. On our side, we seek to disseminate entrepreneurship-related knowledge and skills as widely as possible for the purposes of increasing the number of entrepreneurial people.

The student admission process is regulated under the Admission Rules (see Annex 16), which is approved by the supervisory board of EUAS. To ensure that all applicants have equal opportunities in the admission process, our Admission Rules set out clear and transparent admission criteria. Where necessary, study programmes and/or specialisations may set out additional admission terms that the applicants can review on the specific webpage, which introduces the respective specialisation, on the EUAS website www.eek.ee.

Based on their language of instruction, the student applicant submits their admission application electronically via the EUAS website either in Estonian, Russian or English and then already gains access to SIS where the applicant must add any documents required for registering their application: an identity document with a photo (ID-card or passport), documents certifying their previously acquired education and language skills and a letter of motivation (see Figure 29).

Figure 29. Admission process

Each applicant is individually contacted to carry out the admission interview. The purpose of the admission interview is to assess the motivation of the applicant and their current knowledge regarding the chosen specialisation. Study places are filled on the basis of the written materials submitted by applicants, admission interviews and the fulfilment of any other applicable specialisation-specific admission requirements. The head of specialisation or another person appointed by the vice rector for academic affairs makes the final decision based on assessment results that have been set out in the Annexes of the Admission Rules (see Annex 16) and published on the webpage of the respective specialisation on the EUAS website www.eek.ee.

Already at the time of applying, the applicant can submit an application for the recognition of their previous studies and work experience (VÕTA, see sub-chapter 11.3) and receive a preliminary assessment with respect to the resources needed for continuing their studies at EUAS.

Applicants from outside the EU are subject to a different admission process (see Figure 30 and Annex 17. International admission rules), which is in compliance with the requirements provided for under the Aliens Act and rules established by other authorities that process study mobility, that is available on the EUAS website www.eek.ee.
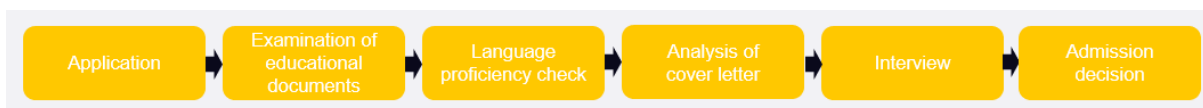
Figure 30. International admission process

Based on the documents certifying the level of acquired education, a member of the admission staff assesses whether the education level of the applicant is sufficient. In case assessing the acquired level of education is possible on the basis of an official database, a member of the admission staff does so by following the same procedure as the Estonian ENIC/NARIC centre. In other cases, admission staff requests the Estonian ENIC/NARIC centre to assess the education level (see also Annex 26). The admission decision is made if the necessary level of education and the sufficiency in the language of instruction and other relevant required knowledge can be certified with respect to the applicant.

10.2. Study process planning

When planning the study process, we adhere to two important principles:

- Equal treatment of students - together with the study department advisor, the student can choose a study load suitable for them based on their individual abilities, needs and resources. Full and part-time study load options are available for each study programme (a more in-depth description is provided in sub-chapter 12.1). Our school supports the studies of students with special needs to the fullest extent possible. In this way, we have provided a lift accessible for the mobility impaired in the Tallinn study centre and we have made it possible for people with special needs to study there. In addition, in the event of permanent loss or reduction of capacity for work, it is possible to apply for a special allowance based on need.
- Studies that are organised using a realistic and knowledgeable study methodology and are comfortable for the students – provided that working students in age 25 and oder are our most important target group, we organise our studies in manner ensuring that the load and frequency of sessions of classroom training, its distribution across the academic year and the internal structure of the sessions are suitable for sustaining the energy, focus and learning ability of the students throughout each session and the entire academic year. In order to enable simultaneous learning and work, classroom learning takes place as session learning from Thursday to Sunday on average every three weeks 12-15 times a year. In addition, students are offered the opportunity to complete the curriculum at a pace suitable for the student, studying part-time as well as in external studies.

Studies take place in accordance with the academic calendar, which is approved annually. The calendar sets out the beginning and end of semesters, school holidays and other important information and deadlines concerning the provision of education. Studies take place in two different study forms: full-time study in English-language study programmes, where face-to-face learning takes place from Monday to Thursday, and distance learning in Estonian- and Russian-language study programmes, where face-to-face learning takes place in the form of session studies from Thursday to Sunday on average every three weeks 12-15 times a year (except for daytime studies in the robotics study programme at Cleveron Academy).

Studies at EUAS are organised in a course system and the subjects that will be taught during the semester are set forth for all study groups in the division plan for the subjects in the study programme. The division plan is compiled so that the study load would be evenly distributed between semesters, leaving the student time for independent study; the subjects proceed in a logical sequence; and the lecture plan can be designed in a purposeful manner. The basis for the preparation of the lecture plan is the division plan for the subjects of the study programme, and, when it comes to preparing the lecture plan for distance learning groups, the study sessions, the latter being approved at the end of the previous academic year. The lecture plan is prepared by the beginning of each semester and is available on our website and in SIS no later than one week before the beginning of the semester. This kind of system also allows working students to participate in studies, as the early publication of the lecture plan provides an opportunity to coordinate class attendance with the employer.

In order to introduce the study organisation and requirements, the subject *Enesejuhtimine kõrgkoolis* (Self-Management in Higher Education) is held for first-year students.

We involve our students in the planning and execution of the study process through participation in study programme councils (see Annex 15. Study programme statutes) to develop the study courses being offered and the study programme as a whole and in the supervisory board of EUAS where pressing academic issues are discussed and regulations applicable to study activities are approved (see Annex 2. Articles of Association of EUAS). In addition, teachers study students' expectations for the subject at the beginning of their studies. Monitor the extent to which the learning meets the needs of the learners during and after the course of the study. According to the received feedback, the necessary changes will be made to the structure, methodology and / or topics of the subject both during the course and when planning the next study. Although students can provide feedback to their head of specialisation on an ongoing basis, we also regularly ask them for feedback regarding the support related to the organisation of studies and various study-related processes (supervision, consultations). Students can anonymously fill out a feedback questionnaire in SIS. The received information and feedback form the basis for improving the study process.

The opportunity to participate in the activities of important units of the school and to provide substantive feedback on the study process and the organisation of studies motivates students to study and to contribute to improving the quality of studies.

10.3. Study methods

In the study process, it is important to take into account the differences in the characteristics of an adult learner and to adopt a just attitude towards students by acknowledging them as equals, because cooperation is the basis for creating value in the form of new knowledge, competencies and attitudes. Taking into account our students' target group and our wish to provide them with practical and applied studies, the organisation of studies is based on modern, purposeful and efficient study methods and resources, which support, among other things, the involvement of students in the study process and the development of a self-managing learner, creativity, entrepreneurship and the development of other general competences.

We encourage our teaching staff to follow a student-centred study approach (see Figure 31).
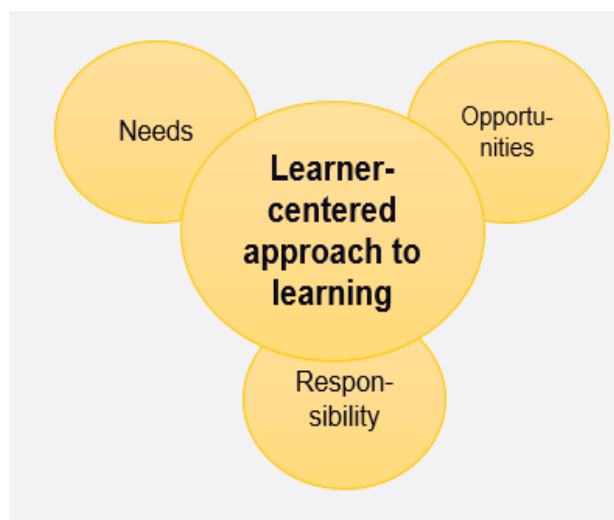
Figure 31. Student-centred study approach

A student-centred study approach focusses on:

- responsibility – learning and self-development are the conscious choice and responsibility of the student;
- needs – observing the interests and abilities of the student. Our practitioner-students deserve an individual approach to guide them towards maximizing their knowledge acquisition based on their individual interests, needs and abilities. To achieve this, it is important to merge desired learning outcomes with different learning styles and strategies when planning and designing study courses
- Opportunities – offering high-quality, modern and flexible study options, e.g. interesting challenges that promote and support students' creativity and innovative thinking, numerous tasks, which develop entrepreneurship and creativity, that allow students to independently manage processes and improve reflexivity.

When choosing teaching methods, we encourage and support teachers, especially in enabling the learner to acquire predefined learning outcomes using the chosen methodology (see Figure 32), but a good choice of teaching methods is also based on the learner's existing knowledge, helps to combine knowledge and skills. Formative feedback and the learner to reflect on himself/herself, is based on the size of the learner group (and in some cases the form of study) and available time resources and other constraints / opportunities (study volume, ECTS) and takes into account the teacher's experience and personal characteristics.

Figure 32. Examples of used teaching methods

Increasingly more often, we are introducing our teaching staff to the application of active study methods that are novel and involve the students. One such method is the flipped classroom method where the student acquires new information independently, usually while at home, and classroom sessions are used for synthesising knowledge through student-student and student-teacher communication. As a method, the flipped classroom provides the students greater freedom and responsibility in the study process and develops, above all, their time management, teamwork and analytical skills. The individual approach to studies that accompanies the method makes it possible to, among other things, provide feedback and correct any misunderstandings quickly.

IT solutions are one of the most important components of modern and flexible study opportunities. For instance, live-streaming lectures, recordings and the use of video conferencing platforms ensures that students also have the opportunity to actively participate in lectures via remote learning. Teachers have also been introduced to the interactive and learner-engaging capabilities of Zoom, Zeetings, Mentimeter, Padlet, and other interactive environments.

The EUAS Live environment, which is available in the Tallinn and Tartu study centres and is related to the lecture plan, performs automatic live broadcasting and recording of lectures. The ability to record lectures makes it possible for students to study in a timeframe suitable for them and to better integrate the studies with their daily work-life. For the purposes of holding video lectures, the IT department has developed a virtual classroom called EUAS Meet, which allows the lecturer to hold the lecture at a location of their choice if they have access to an internet connection and a computer with a webcam and a microphone. A more in-depth description of IT solutions has been provided in sub-chapter 12.5. IT solutions.

10.4. Integrating practical training into specialisation studies

At the professional higher education level, practical training forms an important part of the study programme as it allows to merge the knowledge, skills and dispositions acquired in the course of theoretical studies with practical training through real-life work experience that ultimately reinforces and supplements the studies and helps attain the outcomes of the study programme. Based on the Higher

Education Standard, at least 15% of the volume of a study programme of professional higher education consists of practical training. Practical training takes place as cooperation between the student, the supervisor appointed by the organisation offering a place for practical training (i.e. the practical training institution) and the supervisor appointed by the school.

The student can access any documents (instructions for practical training, assessment sheet) required for practical training in SIS. 4.2. The student submits the instructions for practical training to the practical training institution (see Annex 38. Practical training in an undertaking – information sheet for the practical training institution) and the trainee's assessment sheet (see Annex 39). Additionally, the student submits to the practical training institution the contact information of the supervisor appointed by the school.

The goals and learning outcomes of the practical training are determined on the basis of the study programme. At the professional higher education level, a study programme usually includes two types of practical training: practical training in an undertaking and professional practical training.

Practical training in an undertaking (see Annex 40 Instructions for practical training in an undertaking) takes place after the first year of studies by which time students have already acquired basic knowledge about the workflow and functioning of an organisation. Based on the specialisation, the purpose of completing the practical training is to reinforce the knowledge acquired in different study courses through practical work, to familiarise oneself with the activities related to the organisation and management of work at the practical training institution and to develop the analytical skills relating to self-management in a work environment as well as the skill of providing overviews in accordance with the format and structure of reporting applicable to the functioning of an organisation. Depending on the specific study programme, the duration of practical training in an undertaking is 120-240 academic hours, i.e. approximately 3 to 6 workweeks.

During professional practical training (see Annex 41 Instructions for professional practical training), the student focusses on professional activities in a specific undertaking. The goal of the practical training is to develop the students' professional competences by applying and reinforcing professional knowledge, which was acquired in the course of their studies, in real-life work situations through solving problems and carrying out tasks that are relevant to their specialisation; to reinforce an understanding of how the specific area of an organisation functions, the ability to provide feedback in the form of conclusions and proposals and the skill of critically assessing their ability to manage the performance of professional tasks, which can then be used as input for understanding their future professional development needs.

In the course of the practical training, the student draws up a report of approximately 15-20 pages that includes descriptions and analysis of specific work tasks and results. The practical training report is added to SIS. The supervisor appointed by the school evaluates the submitted practical training report within one week of the respective due date, provides feedback to the student via SIS for correcting and improving the practical training report and forwards information on whether the practical training report can be accepted for presentation. Usually, students find shortcomings in the functioning of the undertaking or, as a newcomer, are able to notice new areas of development and improvement and make specific suggestions for improvement.

In addition to the regular practical training that has been integrated into study activities, we provide our students with the opportunity to study in specialisations that implement workplace-based studies. Workplace-based study is a study format where study activities in an undertaking or institution (hereinafter the workplace) make up at least half of the volume of studies and these study activities are implemented in cooperation between the student, higher education institution and the workplace. The tripartite study agreement sets out the rights and obligations of the parties, including the study load and a more precise organisation of workplace-based study based on the work and rest time regulations applicable to the workplace under the Employment Contracts Act. Where necessary, we provide the student with an individual study plan based on the study programme, which is added as an annex to the tripartite study agreement, taking into consideration the particularities of the workplace, the previously acquired knowledge and skills of the student and any special educational needs they may have. The workplace ensures the student with work conditions that comply with occupational health and safety requirements and the materials and tools required for the proper performance of work and study tasks

issued by the workplace on a basis equally applicable to other employees and ensures the organisation of work and the performance of supervision-related tasks necessary for supervising the student.

Supervisors, who must meet the requirements applicable to visiting teaching staff, are appointed for the student both from the school and the workplace. We provide the supervisors with the proper preparation required for supervising students in workplace-based study based on the specific nature of workplace-based study. The workplace ensures the organisation of work and the performance of supervision-related tasks required for supervising the student.

10.5.   Student feedback

Based on the calendar of feedback surveys (see Annex 20), students are asked to provide anonymous feedback in three surveys:

- feedback on teaching staff and study courses – twice a year at the end of the semester at the initiative of the head of academic affairs;
- satisfaction with the study environment and the organisation of studies – once a year at the end of the academic year at the initiative of the vice rector for academic affairs;
- feedback on the study programme and the importance of competences being taught – once a year in the period from November to January at the initiative of the head of specialisation, who is collaborating with the study designer.

The results of these feedback surveys are used as input for the development of study programmes, the teaching staff's development interviews and training, carrying out evaluations and preparing workload plans as well as for preparing infrastructure and IT action plans. In the table below (see Table 23), we have provided an overview of the feedback that students provided on the study environment and the organisation of studies in 2018-2020.

Table 23. Satisfaction* with the study environment and the organisation of studies (2018-2020)

	2018		2019		2020	
	AM**	SD***	AM**	SD***	AM**	SD***
Studies	6.92	2.20	7.32	2.25	7.49	2.23
Study planning	5.88	2.62	6.80	2.48	7.27	2.28
Support for the organisation of studies	6.66	2.61	7.15	2.51	7.52	2.52
Study programme	6.80	2.27	7.06	2.36	7.53	2.28
Study environment	7.45	2.33	8.15	2.09	8.07	2.16
Professionalism of teaching staff	7.38	2.25	7.77	2.04	7.80	1.98
Organisation of studies (remote)	N/A	N/A	N/A	N/A	7.46	2.50
Teaching staff and content of studies (remote)	N/A	N/A	N/A	N/A	7.61	2.30
Technological solutions (remote)	N/A	N/A	N/A	N/A	7.77	2.30

* Ten point scale
** arithmetic mean (AM)
*** standard deviation (SD)

We strive to continuously improve the organisation of studies and this is reflected in the feedback provided by students as well as in the overall indicators of satisfaction, which have improved from year to year. In 2020, due to the sudden changes that occurred in the external environment, we added questions concerning satisfaction with remote learning and are very satisfied with the feedback we received.

In addition to feedback surveys, students are also involved in the activities of the academic council and study programme councils and can provide their feedback to teaching staff and to the head of specialisation every day.

10.6. Summary

Strengths	
• Well organised induction of new students and individual student service	
• Clear and supportive learning organization activities to proovide high-level teaching opportunities	
• Well-thought-out admission process, including the international admission process	
• Informing learner about the requirements and ways of learning organization activities and awareness of the learner	

Areas of improvement	Activities
• Improving the quality of international reception	• Updating the international marketing strategy to find students in new target countries
• Diversity of teaching methods and implementation of active learning	• Organizing regular trainings for academic staff
• Integrating learning with practice and workplace learning	• New models for work-based learning
• Number of interruptions	• Update and implementation of the interruption prevention system (so-called traffic light)

11. EVALUATION OF STUDENTS

11.1. The process and organisation of student evaluations

Each detail of the evaluation of students is planned in the course of preparing the course programme of a study course (including the instructions for written works and practical training) for which the process based on the tasks of the teaching staff member is provided in Figure 33.
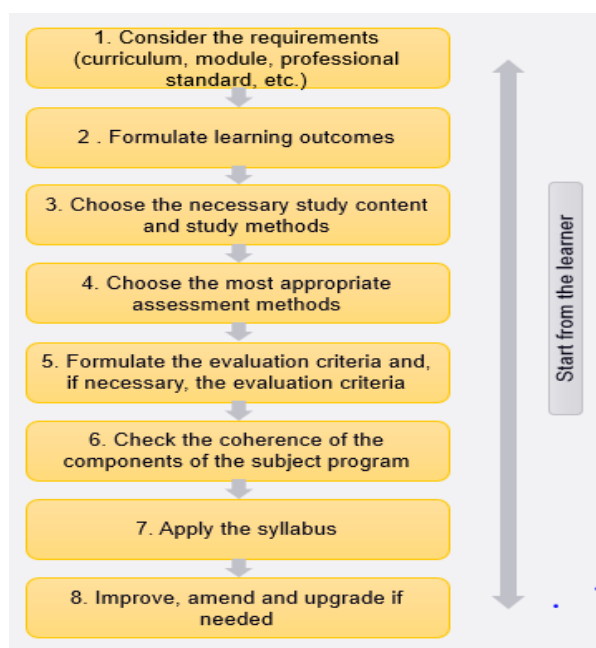
Figure 33. Planning student evaluations

The course programme preparation process forms the basis for providing teaching staff training (including training for starting teaching staff and workshops on preparing course programmes), advising teaching staff (course programme instructions in SIS and consultations with the study designer) and preparing new study programmes. Teaching staff also use this process as the basis for preparing and updating their course programmes.

We have provided a description of the process of evaluating students in the procedure for evaluation (see Annex 42), which sets out both the methodological and the organisational side of evaluation and provides teaching staff with explanations of important evaluation principles. Evaluations are divided into differentiated and non-differentiated evaluations and course- and module-based evaluations.

In preparing study courses, the teaching staff member must also take into account the evaluation system of the study course (evaluation method, evaluation criteria, graded tasks, thresholds and/or grade criteria), enter it into the course programme and introduce it to the students at the start of the course. The study process of all study courses includes both formative and summative evaluations. Formative evaluation mostly consists of feedback that the teaching staff member provides to the student during the study course for the purpose of guiding the student to acquire the learning outcomes on an even higher level. Summative evaluation provides the student with feedback on the level of their competences at the conclusion of the study course.

The organisational aspects of evaluation have been described as an evaluation process that determines both the study organisation activities and the relevant responsible persons to make the substantive

evaluation as comfortable as possible for the member of the teaching staff. The study regulations set out the organisation of evaluation in chapter 5 "Evaluation of learning outcomes".

Since evaluation is an important part of studies, we have tried to make the evaluation process as comfortable as possible for both students and members of the teaching staff, above all, by ensuring the quality of SIS. Evaluation quality is supported by the following developments of SIS:

- Pre-filled course programmes in SIS that already display agreed learning outcomes and the form of evaluation and that allow the teaching staff member to enter any required additional information.
- Fillable course programmes in SIS that displays connections, which are important for constructing the evaluation system of the course, both through instructions (course programme field descriptions and prerequisites for inserted text) and structure (content of learning outcomes and method of evaluation, the mandatory nature of criteria etc.).
- Electronic grade sheets (exam sheets), which are regularly updated, correspond to the actual advances of the student and also display important restrictions when entering the grade (e.g. tuition debt, repeated tries etc.)
- Exam sheet search that is based on the need to, for example, check the student's previous grades and exam times in the same study course before a repeat exam.
- Posting grades, which also relates to calculating the teaching staff member's workload. A study course that concludes with grading is added to the teaching staff member's workload total, while also reflecting the number of students in the course.

Based on feedback received from the teaching staff, the school is also developing an additional interface between SIS and Moodle that would make it possible to automatically transfer grades, which were posted to Moodle, from Moodle to the exam sheet and the teaching staff member would only be left with the task of verifying the grades. Furthermore, we are also planning to make the issuing of exam sheets automatic (at the moment this is done by a study department staff member), which would provide teaching staff with the option of opening and filling out exam sheets in their own study courses. The study department would only verify and confirm exam sheets.

11.2. Evaluation methods and criteria

Evaluation methods are an important part of the evaluation system of a study course/module – an evaluation method expresses how students and teaching staff members receive feedback on the acquisition of learning outcomes. Our evaluation methods are based on learning outcomes, support the student in achieving such learning outcomes, allow the student to actively participate in study activities and in the evaluation of their effectiveness and make use of both formative and summative feedback as well as student self-reflection.

In addition to substantive principles in selecting evaluation methods, we also ask our teaching staff to take into account their available time (amount of ECTS credits, study format, study load prescribed for the students etc.). The appropriateness of the evaluation method with respect to the teaching staff member and the area of studies is also of importance.

The evaluation methods applied by EUAS are very multifaceted and Figure 34 lists the most common selection of applied methods of evaluation.
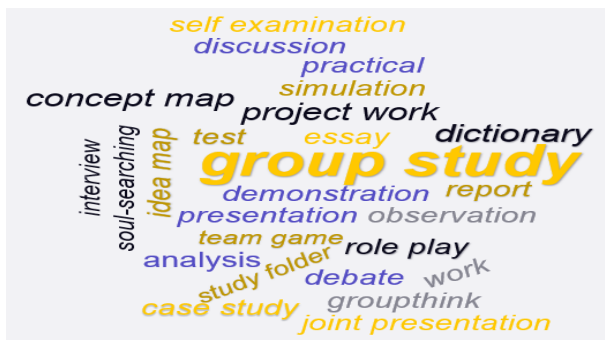
Figure 34. Examples of evaluation methods applied

The study designer supports teaching staff in ensuring that any and all applied evaluation methods, criteria and conditions are in compliance with the EUAS procedure for evaluation.

While general competences are integrated into learning outcomes, these competences are more accurately expressed in evaluation methods, criteria and tasks. Developing and understanding teamwork and self-expression skills constitutes a common aspect of the evaluation and tasks of numerous study courses.

In addition to general and creative study courses, entrepreneurship-related study courses also emphasise the importance of market and data analysis and using information mapping as a basis for developing business ideas, creating business plans and prototypes and presenting these through persuasive communication for the purposes of involving partners, defending one's solutions and also improving these solutions where necessary. These (evaluation) tasks presume reflecting on the data, evidence-based decision-making and the creative and purposeful use of interpretations to achieve the intended plans.

Teaching staff provide each evaluation method with evaluation criteria that are derived from learning outcomes. Evaluation criteria specify the content of learning outcomes in terms of substance, level and context. An evaluation criterion is particularly successful if it also answers the question "How?".

Our practice in wording evaluation criteria is to avoid using evaluative phrases. Put differently, the more objective the wording of applicable evaluation criteria, the more objective the evaluation that is based on them. Both teaching staff and heads of specialisations, who approve course programmes, must ensure that threshold criteria are not lower than the planned level of learning outcomes. We work hard to ensure that evaluation criteria are informative and descriptive, i.e. what level of knowledge and skills are expected from students to attain a specific grade.

Teaching staff collaborate in the evaluation process in different ways and for different reasons:

- preparing for the evaluation – teaching staff members of the same module or area usually gather at the initiative of the head of specialisation to share experiences and plan the evaluation;
- preparing and carrying out the evaluation – a study course/module involves multiple teaching staff members. At the initiative of the responsible teaching staff member, members of the teaching staff develop an evaluation system in which each teaching staff member has clear responsibilities with respect to an evaluation task and/or formative evaluation. The evaluation system is usually also discussed with the head of specialisation and, where necessary, the study designer is involved. Study courses/modules with multiple teaching staff members often also have an evaluation task, which is assessed jointly (e.g. the entrepreneurship studies module where the evaluation task is a business idea that students must substantiate and defend, but feedback on these ideas is provided by all teaching staff members within the limits of their specific topic).
- The evaluation process – the responsible teaching staff member involves other teaching staff members into the evaluation process to provide student with feedback that is more varied (e.g. the entrepreneurial management study course includes a prototyping task on which other members of the teaching staff also provide feedback).
- Evaluation of final and master's theses – teaching staff are involved as supervisors, reviewers and committee members, who all provide feedback on the work based on the agreed evaluation criteria.

11.3. Evaluation of RPL

In our day-to-day activities, we apply a system to recognise prior studies and work experience (RPL). The application of RPL principles is regulated under the EUAS procedure for the recognition of prior studies and work experience (see Annex 43), which sets out, among other aspects, the recognition of

study credits transferred on the basis of prior formal studies, additional studies or training as well as prior work experience and the conclusion of preliminary agreements and the bases for recognition. To simplify the use of the RPL system, we have also concluded preliminary agreements with partner institutions (e.g. Tallinn School of Economics, Tartu Vocational Education Centre) to accept RPL for certain specific study programmes.

The RPL system is used to recognise both study courses and practical training. Since most of our students are already employed or working, the use of RPL is particularly popular for the recognition of practical training. The following can be recognised as counting towards the fulfilment of the requirements of a study programme:

- results of formal studies completed at higher education institution and other education and training institutions;
- results of additional training or study;
- knowledge and skills acquired in the course of work and day-to-day activities.

To provide our students with RPL options, we have designed a process that supports the students and is clearly structured and guided. Students are introduced to the RPL system in information sessions held by heads of specialisations and in the study course 'Self-management.' A study organisation specialist provides advice on any administrative questions that arise with respect to RPL. The head of specialisation or module is the substantive RPL counsellor depending on the study course being transferred.

The submission and evaluation of RPL applications takes place through the use of the technological solution of SIS. As a prerequisite for submitting an RPL application, students must analyse their knowledge and skills in the context of the learning outcomes of EUAS. This is followed by the submission of an electronic application, which lists the study courses to be recognised, together with relevant proof (e.g. diploma supplement issued by another school or other proof provided by the student's place of work). In the context of the learning outcomes of study courses or practical training, it is also possible to recognise previous work experience. To have their work experience recognised, students must submit a standard format portfolio, which is based on the STARR methodology and contains students' self-analysis with respect to the acquisition of learning outcomes. The evaluation of applications and the provision of feedback also take place via SIS.

To support students in using the RPL system, we have drawn up additional guidance materials, i.e. 'Reminder for RPL applicants' (see Annex 44), 'The RPL process scheme' (see Annex 45) and 'Self-analysis form for RPL' (see Annex 46), that students can access in SIS.

The increasing amount of ECTS credits transferred via RPL shows the efficiency of RPL counselling (see Table 24).

Table 24. Review of RPL applications (2017–2019)

Applications submitted for the completion of the study programme	Satisfied applications			Partially satisfied applications			Rejected applications		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Recognition of prior studies	47%	63%	62%	46%	22%	28%	7%	15%	10%
Recognition of prior work experience	87%	94%	94%	4%	2%	2%	9%	2%	4%
Recognition of training	60%	75%	100%	0%	0%	0%	40%	25%	0%
Multi-component recognition	100%	50%	67%	0%	50%	33%	0%	0%	0%
TOTAL	71%	79%	82%	20%	13%	12%	9%	8%	6%

Since the majority of our students have a wealth of prior work experience, transferring work experience as practical training or study courses is a growing trend. For instance, work experience recognition amounted to 1086 ECTS credits in 2018 and 1779 ECTS credits in 2019.

Two main aspects of the RPL process are emphasised as feedback in the student satisfaction surveys:

- The duration of the RPL process. The academic calendar lists three due dates for the submission of RPL applications based on the principle that a student would know, before the start of a semester, whether they must complete a study course or the study course can be recognised via the RPL process. Hence, numerous applications are submitted during one period, which extends the time it takes to provide responses.
- RPL requirements. If students are asked to fulfil additional conditions for the purposes of substantiating the acquisition of knowledge and skills (e.g. additional documents, additional verification of knowledge, an interview with a teaching staff member), the students are no longer motivated to contribute.

Based on feedback provided by students and evaluators, the planned developments of the RPL process include taking a more student-centred approach with respect to due dates when processing RPL applications and processing RPL applications throughout the year in accordance with students' needs. Where the application of additional conditions is necessary, we advise the evaluator to contact the student before applying the additional conditions to clarify whether the student is willing to contribute to the fulfilment of the additional conditions. If the student is not interested in fulfilling the additional conditions, the evaluator should advise that participating in the study course is a better option for the student in comparison with transferring the course using the RPL system.

11.4. Involving and providing feedback to the student

Involving students in the evaluation process is important to us, because it supports a deeper disposition for learning and allows the student to better understand the reasons behind the receipt of specific grades. The skill, ability and habit of a student to plan and provide feedback on their own study activities constitute an essential prerequisite for lifelong learning. Based on the aforementioned, we involve students in the evaluation process in the following ways:

- Formulating the evaluation system of a study course. When planning the course programme, teaching staff have the opportunity to leave the evaluation methods and/or criteria open prior to the start of the study course and word these methods/criteria together with the students on the basis of applicable learning outcomes. In such instances, in the course of creating the course programme, the evaluation methods and/or criteria fields are marked as 'established together with students') and the exact evaluation methods and criteria are added later. The study designer has introduced this particular option to teaching staff in the workshop on creating and developing course programmes and in the course of individual consultations. The use of this option requires that the teaching staff member offers support and encouragement to the students.
- Evaluation process. The most common ways of involving students is mutual evaluation and the provision of feedback. The general study course 'Academic writing and self-expression' where the preparation of a speech and its presentation are among the methods of evaluation can be brought as an example. Additionally, students analyse and provide feedback on their own speeches and those of fellow students. Examples of the use of mutual evaluation also include reviews that one student writes about the work of another during a study course or feedback that one group of students provides on the efforts of another group of students (group-based mutual evaluation).
- Self-reflection as a method of evaluation. One usable method of evaluation is self-reflection where efforts are analysed under the guidance of the teaching staff member and, where necessary, development goals and planned improvement activities are set.

In addition to the value created for the student through the involvement of the student, the use of the aforementioned methods allows to decrease the workload of the teaching staff member as the person providing feedback and to increase the time available for teaching.

Twice a year, students provide feedback on each study course as well as on their studies in general by using study programme and satisfaction surveys. Although evaluation is not covered under specific questions, the use of open questions provides students with the opportunity to bring out the reasons for satisfaction or dissatisfaction with respect to evaluation. In the feedback for academic year 2019/2020, only one respondent out of more than 450 total respondents mentioned evaluation as an area of improvement with reference to a specific course on Moodle. In the same feedback, aspects relating to evaluation have been emphasised as positive on more than twenty occasions. For instance, thorough feedback on a grade and/or homework tasks, a clear overview of the organisation of evaluation, evaluation criteria that support study activities etc.

Any and all areas of improvement brought out by students are discussed in respective workgroups and are also applied where doing so is justified and possible. A head of specialisation discusses feedback provided on a specific study course (including any observations that students made regarding evaluation) with the respective teaching staff member and any improvement activities are set out together. The success of such improvements is discussed with ordinary teaching staff at their next development interview and the same discussion takes place with visiting teaching staff when making summaries about the preceding period. Additionally, the feedback results are analysed by the study designer for the purposes of assessing the training needs of teaching staff and planning the topics covered in teaching methodology training (see also Annex 5. Training provided by the Training Centre (2015-2020))

Important workshops-training events over the past two years that dealt with the topic of student evaluation:

- Since the start of 2019, there have been four workshops and training events about applying for the profession of adult educator, which have had evaluation among the topics covered, in which 32 teaching staff members have participated.
- In 2019, the Teaching staff basic training was held in which 11 members of the teaching staff participated.
- 37 members of the teaching staff participated in three workshops on preparing study course programmes that included evaluation as an important topic.

11.5. Rights and obligations related to evaluation

Students' rights and obligations regarding evaluation have been set out under the study regulations (chapter 5). All professional higher education study programmes include the Self-management study course that introduces students to the study regulations, including students' evaluation-related rights and obligations.

In addition to this, heads of specialisations hold information sessions three times per year for all their study groups where topics related to evaluation are also discussed as a topic. With respect to any misunderstandings, complaints or questions regarding the organisation and content of studies, heads of specialisations are the primary point-of-contact for students. When it comes to specific study courses (including its evaluation), the student must first contact the teaching staff member responsible for the study course and as the next step, where necessary, can contact the head of specialisation. Additionally, the student can turn to the ethics committee (substantiated complaint regarding the unethical nature of an evaluation) or the rector to contest the evaluation results. The rules of procedure of the ethics committee are set out in the EUAS code of ethics (see Annex 21). The procedure for contesting results is set out in Annex 24.

The ethics committee receives up to one evaluation-related complaint and the appeals committee receives approximately 5 to 7 complaints a year of which most concern the result of the defence or pre-defence of a student's thesis or master's thesis. The majority of questions relating to the process of grading or evaluation are resolved via communication between the student and the teaching staff member. In 2015-2020, three students have turned to the MER to contest the grade of their final thesis and one student brought their case to court. In all the aforementioned (except one) cases, the decision was made in favour of the school and it was stated that the school has correctly carried out the respective evaluations.

We have established access restrictions with respect to the personal data of students, including the students' grades. Access to grades is justified where this is unavoidable for work. Rules regarding the information a person has access to/requires due to their position have been set out in the relevant regulations and job descriptions of EUAS Mainor. Access rights are provided by the IT department in accordance with the order of the direct supervisor of a staff member and on the basis of the so-called rights category (e.g. rights of a head of specialisation, rights of an ordinary teaching staff member etc.).

11.6. Summary

Strengths
• e-solutions supporting evaluation (SIS).
• Assessment methods are based on learning outcomes, support the learner in moving towards learning outcomes, enable the learner to actively participate in learning and evaluate its effectiveness, both formative and summative feedback, as well as the student's reflection.
• Lecturers work together on assessment to ensure greater objectivity and harmonization of assessment.
• Methodologically versatile and inclusive assessment methods and tasks.
• Thoughtful and clear RPL process.
• Learner awareness and satisfaction with assessment arrangements.
• Involving the learner in assessment.

Areas of improvement	Activities
• The length of the RPL process and the fixed submission deadline.	• Processing of RPL applications according to the needs of students throughout the academic year.
• Submission of additional conditions to students (if during the evaluation of the RPL application additional conditions are presented to the student to prove the acquisition of learning (for example, additional documents, additional knowledge check, interview with the lecturer), then students are no longer ready to contribute.)	• If additional conditions are required, we recommend that the assessor contact the student before submitting additional conditions to find out the student's wish to contribute to the additional conditions. If the student is not interested in fulfilling the additional conditions, the assessor recommends that the student participate in the study rather than transfer the subject using the RPL system. • Better informing the student when counseling that additional conditions may be offered. • Notifying the student of the setting of additional conditions as a notice on the desktop or by e-mail.
• SIS developments to simplify the formation of grades.	• Additional interface between SIS and Moodle, which would allow the grades displayed in the Moodle course to be automatically transported to the exam page • Automating the issuance of exam sheets
• Continuous informing and support of lecturers in conducting student evaluation.	• We offer teachers the opportunity to participate in trainings on assessment methodology and feedback. • • Providing evaluation procedures with a larger number of methodological examples, covariate groups to share evaluation experience.

12. SYSTEMS FOR SUPPORTING LEARNING

12.1. Academic counselling of students

At the start of and throughout their studies, students receive support primarily from the head of specialisation or the head of the master's programme, but also from other members of staff, e.g. student consultants, head of academic affairs, advisors, the vice rector for academic affairs etc. In their first information session of the semester, the head of specialisation/master's programme provides an overview of the school, the academic calendar, the practical aspects of study organisation, important documents that regulate studies and any study-related events. These information sessions that offer support to students take place at least three times per year. Additionally, the study course "Self-management at a higher education institution" is organised for first-year students at the professional higher education level to introduce the organisation of studies and any applicable requirements. The

goal of the study course is to allow the students to develop general skills, which support efficient studies and the ability to cope with the day-to-day aspects attending a higher education institution. The course focusses on how to better navigate matters relating to the organisation of studies, design their own study environment and manage their studies.

In addition to the aforementioned, we also organise Orientation Week for international students a week before studies begin for the purposes of helping foreign students adapt to Estonian society (see also Annex 27). Orientation Week focusses on sharing practical information about living, studying and working in Estonia, introducing Estonian culture and society and the principles and traditions relating to and the organisation of studies. Orientation Week concludes with a formal opening ceremony.

Students' academic progress and academic success are monitored in accordance with the applicable procedures. All assessment results are entered into the SIS and both the student and authorised EUAS staff can track the student's academic progress on an ongoing basis. Twice a year (at the end of each semester), the staff of the department of academic affairs reviews the academic progress of students. If a student has difficulties in meeting the requirements for full-time work, an employee with the study centre advises the student on the possibilities of completing academic credit points owed and future academic load. Students who have interrupted their studies can receive counselling from a study centre employee and apply for re-matriculation in accordance with the conditions set out in the SR.

In cooperation with the employee of the department of academic affairs, the student can choose a study load that corresponds to his or her abilities, preferences, special needs and resources. In all our study programmes, it is possible to study both full-time and part-time. The requirements for full-time and part-time study load are set out in the SR. We ensure that students studying in the course system have the opportunity to complete their studies within the standard period of study, but if necessary, students can also study full-time according to an individual study plan (for example, after returning from academic leave or student exchange, changing study programme, etc.). When studying on the basis of an individual study plan, the student has the right to choose modules and pass the corresponding subjects in a freely chosen order, taking into account the requirements valid in the study programme.

If a student cannot cope with full-time study or does not wish to study full-time, they can complete the study programme part-time at a suitable pace (see Table 25).

Table 25. The average period of studies in months by study levels

	2015	2016	2017	Average
Applied higher education studies	36,5	40,5	33,7	36,9
Master's studies	23,8	25,7	23,4	24,3

A part-time student prepares an individual study plan in SIS, i.e., chooses the subjects they wish to complete in the given semester (taking into account their abilities, resources and passing prerequisites). If necessary, the student is provided with counselling by an employee of the department of academic affairs in compiling an individual study plan.

We have created the electronic system to collect data from SIS to announce head of curriculum and student himself/herself how high is the students' risk to drop out and for what reasons and direct student to the counselling if needed.

In Estonia the higher education system, the drop-out rate has been one of the key indicator to estimate university's sustainability and effectiveness. Knowing that also some general researches are made to find out the reasons for drop out, we started to critically analyse and create the bases for our system. Unfortunately, as the private university, we found out that general data (mostly basing on public universities) don't describe our situation – the reasons for dropout are different (or their significance is different) and school legislation also impacts the results. Therefore we started to carefully analyse our own data (see Table 26), based on information collected from our students and our system.

Table 26. Dropout by programme 2015-2017

Curricula		Time of concluding the contract (30.05.-10.11)				Interrupts for the entire study period (11.11.-30.09)				Proportion of dropouts I year (%)		
		2015	2016	2017	Σ	2015	2016	2017	Σ	2015	2016	2017
		Applied higher education studies										
Business administration, EST	PJ	44	24	33	**101**	17	8	N/A	**25**	39%	33%	N/A
	TR	42	39	38	**119**	19	10	N/A	**29**	45%	26%	N/A
	LG	21	21	18	**60**	9	8	N/A	**17**	43%	38%	N/A
	FN	32	34	35	**101**	21	12	N/A	**33**	66%	35%	N/A
	IM				**0**				**0**			N/A
Business administration, RUS	ET	39	28	25	**92**	9	10	N/A	**19**	23%	36%	N/A
	LG	27	28	20	**75**	15	8	N/A	**23**	56%	29%	N/A
	FN	14	16	16	**46**	9	4	N/A	**13**	64%	25%	N/A
Web design and digital graphics, EST	VT	19	16	27	**62**	8	7	N/A	**15**	42%	44%	N/A
	GD	24	39	21	**84**	14	15	N/A	**29**	58%	38%	N/A
Web design and digital graphics, RUS	VT	12	13	20	**45**	1	3	N/A	**4**	8%	23%	N/A
Tourism and restaurant business, EST	TU RE		16	34	**50**		8	N/A	**8**		50%	N/A
Quality management, EST	KJ	7	17	16	**40**	3	6	N/A	**9**	43%	35%	N/A
Game design and development, ENG	AA			18	**18**			N/A	**0**			N/A
Creativity and business innovation, ENG	CB	3	39	40	**82**	3	11	N/A	**14**	100%	28%	N/A
	SU		7	18	**25**		2	N/A	**2**		29%	N/A
Software development and entrepreneurship, ENG	SE			6	**6**			N/A	**0**			N/A
Robotics software development, EST	RT				**0**				**0**			N/A
Total		**284**	**337**	**385**	**1006**	**128**	**112**	**N/A**	**240**	**49%**	**34%**	**N/A**
		Master's studies										
Enterprise management, EST	HM	6	12	11	**29**	1	4	7	**12**	17%	33%	64%
	FL		7	8	**15**		3	1	**4**		43%	13%
Enterprise management, RUS	SJ	8	13	21	**42**	0	5	7	**12**	0%	38%	33%
International business management, ENG	IBA			58	**58**			24	**24**			41%
Total		**14**	**32**	**98**	**144**	**1**	**12**	**39**	**52**	**8%**	**38%**	**38%**

Main reason to start the project was need for changing the student counselling more effective and need-based. Mostly the problematic students are noticed only when the problems are already huge and student has lost his/her motivation to deal with it. In this stage, it might be already too late for counselling, because student has made his/her decision to finish studies. Idea bases on the prior researchers about drop-out. As far as we know, there is no systematic and electronically supported drop out prevention system at universities level.

Drop-out prevention system helps to foresee the student's problems and inform study consultants, who then can intervene. Prevention system gives three level alerts:

- "green light" - according to collected data, student is doing fine, may have very little aberrancy in studies.
- "yellow light" – student is having difficulties to keep his/her studying in order and has high probability to drop to the "red side". Needs reasonable attention.
- "red light" - student is "in danger" with high probability to drop out. Needs immediate attention, shouldn't actually reach at this point at all

System creates a summary estimation (0 to 100 %) according to eight criteria or risk-types. Every criterion has certain weight or coefficient (0,1 to 10) - basing on how important is the impact of this criteria to student drop out.

Criteria are:

- previous grades
- tuition depth
- frequency of using LMS
- frequency of using Moodle
- student status (full- time; part –time, academic leave)
- amount of fulfilled study feedback questionnaires
- frequency of using study papers electronic system
- curriculum completion %

There is still going on continuous improvement of system - we analyse the correlation between "traffic lights" data and real early exmatriculation, to improve the weights of criteria and methodology of calculation if necessary. We also research and analyse the reasons for dropping out and use results to improve the system.

Considering that RPL makes up an important part of the study process, we also provide counselling to all students on RPL-related issues. Advice on administrative issues related to RPL is provided by RPL advisers in the department of academic affairs, who are familiar with both study programmes and RPL principles. The tasks of RPL advisers are to advise and support RPL applicants in preparing and submitting RPL applications, collecting the necessary supporting documentation, conducting self-analysis, compiling an analysis of lessons learned, and explaining the higher education institution's RPL regulations and process at the RPL study centre.

As far as possible, we also support the studies of students with special needs. In this way, we have provided a lift accessible for the mobility impaired in the Tallinn study centre and we have made it possible for people with special needs to study there. In addition, in the event of permanent loss or reduction of capacity for work, it is possible to apply for a special allowance based on need.

12.2. Counselling students in the field of practical training and careers

Students can receive academic, career and psychological counselling in Estonian, Russian and English at different levels, based on the questions that they may have. Students, including international students, are advised by an international student adviser, employees of the department of academic affairs, employees of study centres, RPL advisers, heads of specialisations, educational technologists, IT specialists, the ERASMUS coordinator and other employees if necessary. Students can also get a consultation from the teaching staff (either by e-mail or at a pre-arranged appointment) by finding the contact details of the teaching staff and staff on our website.

We have implemented a system of heads of specialisations based on the principle of student-centredness. A head of specialisation (including a head of Master's programme) is an administrative employee who administers at least one specialisation and is the main support person at EUAS for students in that specialisation from admission to graduation. The head of the specialisation is responsible for admission to their specialisation, advises students in that specialisation, teaches (usually specialisation supervisors also give some specialty subjects), processes the written works of students in that specialisation, participates in their defences and conducts information sessions and feedback interviews. The head of specialisation is assisted in supporting the student by other employees (consultants of the department of academic affairs, the Rector's Office, the ethics committee, etc.).

At the professional higher education level, students complete at least two practical training courses within the framework of the study programme, in the course of which they become acquainted with real-life work in a work environment. In addition to the course programme, the practical training is also supported by a manual on the preparation and assessment of the practical training report and the practical training, which is available from SIS. For each practical training, we also provide a school-based supervisor chosen from among our teaching staff, in addition to the company-side supervisor.

Although a large part of our students work and do their practical training at their workplaces, we organise so-called career days in order to offer practical training courses and jobs for our students. At such a career day, students receive consultation from a human resources management teacher, training is given

on how to prepare a CV and cover letter, and students are offered feedback on the documents they have prepared. In addition, we are seeking project funding to develop a new practical training system for international students and to develop apprenticeships in the field of tourism and restaurant management.

From the 2018/2019 academic year, the task of the International Office, i.e., the unit that supports international students, is to provide information and support to international students both on study activities and related topics, such as working outside the school, finding a practical training place and discussing career plans. We have set ourselves the goal of establishing new contacts with employers and practical training places in order to provide international students with jobs and practical training opportunities that are better geared to their abilities and interests. The strong network created during studies outside academia encourages international students and talented students in general to stay and work in Estonia after graduating.

Having set internationalisation as one of our sub-goals, it is important for us to ensure international mobility for our students and teachers, also in view of practical training. We use opportunities offered by the European Union, such as Erasmus, for this purpose. Through the Erasmus programme, we enable our students to study for a period abroad at a foreign university that meet the degree needs and personal development needs of our students. We also arrange for them to participate in practical training abroad in a company or other appropriate workplace corresponding to their degree studies. Although all the necessary information to participate in the Erasmus programme can be found on our website, all interested parties will receive consultation from an Erasmus coordinator with international experience. The Erasmus Coordinator, a position now filled by our Head of Internationalisation, is the liaison between the student and the company hosting the training and advises on the terms and conditions of and opportunities for participation in the programme, the necessary documents and the reporting on the process.

We are also developing additional support measures for our students. During the emergency situation in 2020, we offered free psychological counselling in Estonian, Russian and English, and we are ready to provide our students with references so they can receive the help they need now as well. In addition, a coach has been hired, who will be an important source of support for students' self-development and will contribute to finding self-directed solutions to various problems.

12.3. Support and counselling for international students

In 2016, the International Office was established, the aim of which is to provide comprehensive support to international students, especially in matters not directly related to studies. The International Office unit consists of two international student admissions specialists and an international student adviser, whose tasks are to organise briefings for international students who have arrived at EUAS, share relevant information about the practical organisation of their lives in Estonia and communicate with Estonian government agencies to support student adaptation and studies. In addition, the international student adviser provides advice on coping and career counselling for international students.

The multifaceted support for international students starts in the admission process. An international student who has been approved and accepted by the school is informed of the admission decision by e-mail, which will also explain what they should do next for starting studies. Afterwards, the international student adviser takes over the communication with the student, providing support starting from their move to Estonia until they graduate. The International Student Adviser is also the primary point of contact for international students on day-to-day and practical issues (e.g. health insurance, finding housing, applying for visas/residence permits, public transport, communication with the authorities, etc.).

SIS provides the technical infrastructure for all communication, allowing data and documents to be submitted and uploaded. Every time the newly admitted international student has completed an action in SIS, the international student adviser will automatically be notified. Such a solution makes it possible to avoid excessive time and move forward with the admissions process. After the tuition fee has been paid and a time for a visa appointment at an Estonian embassy has been made, we will issue a confirmation letter to the embassy regarding the acceptance decision. The confirmation letter allows the prospective student to apply for a visa and travel to Estonia. The data concerning accepted candidates

who have reached this stage can be seen in the environment kandidaadid.eek.ee, to which representatives of the Police and Border Guard Board (PBGB) and Estonian embassies have been granted access.

The international student adviser is in constant contact with students for the purpose of both supporting and supervising their arrival. During the admission process, the international student adviser also asks each admitted international student for a photo of the visa received, a copy of their health insurance policy and airline tickets, and enquires about their address of residence in Estonia. If an international student does not have a place to live, the adviser will assist them in finding a place to live, for example by offering the option of living in the EUAS dormitory.

International students arriving in Estonia will be met at Tallinn Airport by other international students now studying at EUAS/completing their practical training. In addition to a warm welcome, the arriving international student will be given an exact schedule for the coming weeks and a map of Tallinn, indicating the school building, dormitory and other important places that may be needed in the first days. Upon arrival in Estonia, the most important points of the study agreement are explained to the international student and the study agreement is signed definitively. The international student adviser then sends a residence permit invitation to the PBGB and instructs the international student on how to apply for a residence permit.

One week before the start of studies, all international students go through an orientation program (Orientation Week), the aim of which is to help international students integrate into the EUAS community and adapt to Estonian society. Orientation Week focusses on sharing practical information about living, studying and working in Estonia, introducing Estonian culture and society and the principles and traditions relating to and the organisation of studies. In future, it is planned to draw more heavily on trainers from induction programme partners (for example, the Work in Estonia programme, PBGB migration advisers, etc.). Orientation Week concludes with a formal opening ceremony.

In cooperation with our staff, social and cultural activities for supplementing the study programme are organised and carried out for international students. These activities include:

- cultural trips to different regions of Estonia;
- participation in events of interest in Tallinn where the working language is English (start-up events, expat community events, etc.);
- excursions in Ülemiste City and Tallinn;
- courses introducing Estonian society and Estonian culture;
- visits to different companies and potential future employers according to the specialisation (e.g. Ericsson Estonia)
- EUAS Expat Meetup – an event for international students and teaching staff members.

In addition to the International Office, the department of academic affairs also provides counselling and support to students, especially in academic matters. International students can seek out staff of the department of academic affairs at the Tallinn Study Centre, which is open every day. All study consultants speak Estonian, Russian and English. In cooperation with the International Office, information on the participation of international students in studies, academic performance and study programme fulfilment is collected. If it turns out that a student's purpose for being in Estonia is not studies, the Police and Border Guard Board (PBGB) is informed immediately. If necessary, the international student adviser also provides support to the PBGB in expulsion proceedings.

Academic as well as career counselling is also offered to international students by the head of the respective specialisation, who provides timely information about the professional and study organisation deadlines, supervises the practical training, announces opportunities to apply for scholarship and take part in various projects and research, etc.

Starting in the 2019/2020 academic year, we increased the volume of teaching Estonian in English-language study programmes: 12 ECTS at the professional higher education level and 6 ECTS at the Master's level. A larger share of Estonian in the study programme creates preconditions for acquiring Estonian at a level that enables coping with basic everyday language situations and thus helps international students to better integrate into Estonian society.

12.4. Teaching materials

To support our students and teaching staff in both studies and RDCA, we offer modern library and information services in our libraries in Tallinn and Tartu. As of 1 October 2020, our library has 3,527 titles (6,223 copies) and four periodicals in the fields of management, information technology, design, personnel and service management. All documents in the library can be found through the electronic information and catalogue system, RIKS. The replacement of the RIKS database with web-based and open-source software is currently underway. The new solution enables SIS users to be synchronised. As a result, there is no need to create a separate account for the reader and self-service can be provided in future.

The design of the library's collections takes place in cooperation with students and teaching staff. Students can express their wish to order books through the RIKS web portal, while teaching staff and employees can do the same via SIS. A newsletter is being developed, set to be published at least once a quarter to introduce new library titles to readers.

In addition to the availability of study and research literature, our school community can view the best graduation papers and Master's theses of our alumni in the electronic database accessible via the library's website. The prerequisite for creating this user-friendly solution was the fact that from 2019, all dissertations and Master's theses will be submitted only electronically.

Our in-house network includes the electronic license databases EBSCOhost and Emerald. In order to increase the availability of educational and scientific literature and databases, we cooperate with the Estonian National Library and the University of Tartu Library. For example, in order to ensure information literacy, first-year students and dissertation writers are provided with information retrieval training (e.g. performing searches in license databases, etc.) in cooperation with the National Library of Estonia and the corresponding teaching staff. In addition, we introduce our students to the possibilities and direct them to use databases on the website of the Estonian National Library, where those interested need to create a user account using their ID card and then log in to the web portal to use the databases. A cooperation agreement is being signed with the library of the University of Tartu to ensure that our students in Tartu can also borrow library resources for home use.

The computer labs of the Tallinn and Tartu study centres are modern and equipped with the necessary software. There are 46 computers in the three computer labs of the Tallinn Study Centre, and 12 modern computers in the computer lab of the Tartu Study Centre. All of our students and faculty have free use of the Office 365 Education software. The need for additional computer programs and licences will be determined in cooperation with teaching staff.

If necessary, teaching staff and, by agreement, students can also borrow laptops from the department of academic affairs for academic use. Copying service and printing are carried out in cooperation with the Print In City service provider, the corresponding copier and instructions for using the service are located in the student area.

Student feedback obtained regularly through a satisfaction survey is considered in furnishing the entire learning environment. While average student satisfaction with the study environment in the 2017/2018 academic year was 7.45, the figure for the 2018/2019 academic year was 8.15 points (on a 10-point scale).

In addition, the active participation of our employees as students in both professional higher education and Master's studies ensures immediate feedback from both them and fellow students. Due to the small size of our school, it is possible to react immediately and flexibly to the feedback received and implement changes.

12.5. Information and communication technology solutions

In order to improve students' learning opportunities and to respond to the ever-evolving external environment, we pay great attention to the use and development of technical and educational technology tools. We have come to an internal agreement that the employees of the IT department are responsible for our information and communication technology solutions in cooperation with the education technologist, who support and advise all stakeholders on these topics. The IT department plans its

activities based on our development plan and the IT sectoral strategy and action plan. The education technologist manages e-learning environments, advises students and teaching staff if necessary, and contributes to all facets of the development of digital competencies of the academic staff.

Our SIS was developed by the IT department with internal resources, which ensures speed, flexibility and independence from external service providers in the development of the system. SIS brings together all the most important functions to support teaching and learning activities, including DHS and the ability to sign documents, CRM and personnel database.

A new, more modular version of SIS is currently being developed, which will enable the expansion of the technological uses of SIS. The new SIS is planned to be rolled out in the autumn of 2021, but the continuous development of SIS will definitely continue in accordance with the changes taking place in the environment, and development proposals can be made by our entire community.

Identification of the user upon logging in to SIS takes place by way of usernames generated for all SIS users and an Estonian ID card, mobile ID or Smart ID. Documents in SIS are also signed using these means of authentication.

We have contributed to the development of SIS so that students can communicate with the school regardless of their physical location and time, and have access to everything necessary for their studies. For example, it is possible to view your study and lecture plan, subject study programmes, study materials and your grades; submit applications, written assignments, RPL application and individual study plan; and also see information related to tuition fees and pay tuition fees.

In SIS, teaching staff can view their lecture plan, enter syllabi and study materials, fill in exam forms, read students' written works, submit reviews, get an overview of their workload and sign their contracts.

In 2019, a free mobile app was developed for both iOS and Android platforms. The app was designed to increase the availability of information related to studies and offer students user-friendly and convenient access to all information from their device: view the lecture plan, familiarise themselves with their study programme and course cards, see their own learning outcomes in their student record, view recorded lectures, and much more. Teaching staff can see their personal lecture plan in the app. As of November 2020, the mobile application has more than 430 active users, and the mobile application is constantly being developed to increase the number of users.

Due to the emergency situation established due to COVID-19 in 2020 and the unexpected transition to distance learning, we also paid more attention to increasing our digital capabilities. To this end, we developed SIS and our own cloud servers so that all studies could be organised using our own resources:

- The learning environment Moodle, which is partially integrated with SIS, continues to be our most important supporter of distance learning. Our courses are supported by e-courses, which are mostly created using Moodle. If necessary, our teaching staff can use Moodle to build a perfect e-course with the help of an educational technologist and academic designer – study materials, group work, forums, tests, tasks, feedback, etc.
- To conduct video lectures, the IT department developed a virtual classroom, EEK Meet, which allows the teacher to conduct the lecture from any location with a webcam, a computer with a microphone and an Internet connection. The student will see a door to the virtual classroom appear in the SIS lecture program. The link is in a familiar location and does not require additional software downloads or involve a learning curve. The teacher can share their screen with the students and add all the participants in the lectures to conversations. In addition to teaching activities, we also use EEK Meet for administrative meetings.
- We use the cloud service EEK Pilv, which runs on ownCloud software to share and securely store files. There are no volume restrictions in the cloud, the entire data warehouse is located on our own servers and is connected to EUAS user accounts. In addition to exchanging files, EEK Pilv also includes a shared calendar service. The personal calendar included in it is automatically kept in sync with the lecture program in SIS for both teaching staff and students.
- All our classrooms are equipped with a modern livecast system. A teacher who does not wish to livecast from their home or office can always come to the school in person and hold the lecture in the auditorium using the EEK Live environment. The live environment is related to

the lecture program, enables automatic livecasting and recording of lectures from the auditoriums of our Tallinn and Tartu study centres. For teaching staff, it is easy to use, because the teacher can switch on livecasting and recording from their SIS desktop.

Figures on the use of the EEK Live environment during the period from 1 September to 24 November 2020:

- livecasts of 3113 lectures for a total of 12,765 academic hours;
- recordings of 2849 lectures for a total of 11,718 academic hours;
- recorded or livecast lectures by 226 different teachers;
- 1417 different students have watched the livecasts and recordings;
- total volume of recordings – 3.9 TB.

Statistics on the performance and use of information systems are regularly monitored on a daily, weekly or monthly basis, as appropriate. Anomalies in statistics are responded to immediately and problems are resolved as soon as possible. General statistics on information systems are presented in Table 27.

Table 27. General statistics on information systems

Activity	Environment	Volume (on average)
Notifications and text messages sent to students	SIS	100 per day
Compilation of examination sheets	SIS	10 exam sheets per day
Operations involving written assignments	SIS	400 operations per month
Student logins	SIS	43,000 times a month
Student logins	Moodle	30,000 times a month
Employee logins	SIS	3500 times a month
Number of parallel users (students)	SIS	40-50 users at a time
Number of parallel users (employees)	SIS	40 users at a time

12.6. Extracurricular activities, including participation in civil society initiatives

In addition to regular studies, we strongly encourage our students to participate in various extracurricular activities and civil society initiatives. For example, as part of our studies, we direct our Master's degree students to show initiative and volunteer in the organisation of their speciality or in an umbrella organisation. Leading a team as a volunteer and without pay encourages people to apply leadership and collaboration skills in a situation where they lack position and power. This also lays the groundwork for further involvement in civil society initiatives. We have also created opportunities for students to volunteer in our conferences and seminars, allowing volunteers to participate for free.

As a school, we value our active contribution to the development of society and involve the EUAS community in it by participating and organising various hackathons to find new and innovative solutions. For example, in cooperation with the Estonian Human Resources Management Society PARE, we organised Estonia's first HR management hackathon, where we brought together companies, HR management experts and students to find innovative solutions in human resource management and improve the quality of company management. The hackathon also provided an excellent opportunity for students to put themselves to the test by tackling work-related challenges in human resource management.

In addition, every year, EUAS hosts the Global Game Jam, a major event for game designers, developers and anyone else interested in the topic, where prototypes of games on a given topic are created within 48 hours. The result can be a digital or non-digital game – from a video game to a board game.

In order to promote entrepreneurship among students, we have joined the business idea development program Starter Tallinn in cooperation with Tallinn University, Tallinn University of Technology, the Estonian Academy of Arts, the Estonian Academy of Music and Theatre and the Estonian Business School. This program includes study sessions under the guidance of experts, mentors and coaches in the field, network-oriented events, etc. In addition, we seek and find opportunities to expand students' horizons and skills and knowledge through experiences gained outside of school, such as participating in the Mid-Atlantic Gigabit Innovation Collaboratory, Inc. cyber security competition.

We support proactive students through various scholarships. Depending on their study results, as well as other attributes, students can apply for scholarships issued by SA Teadlik Valik:

•	Scholarship of the Ülo Pärnits Higher Education Foundation. The aim of the foundation is to promote lifelong and practical learning, and the scholarships are intended to support successful students and teaching staff in their studies or research, including participation in the development of Ülemiste City as a smart city. Scholarships are open to students who study while working, who are active in professional and social work and who have good academic performance and/or present practical, highly valued research. In addition to students, our teaching staff who support lifelong and practical learning with their topical, interesting and methodologically relevant teaching are also invited to apply. Three scholarships of at least 1500 euros are announced each year.

•	Ülemiste City graduation and Master's thesis competition. The scholarships issued in this competition are aimed at students who wish to write their dissertation on a topic proposed by a cooperation partner and with the encouragement of the representatives of Ülemiste City. The amount of the scholarship at the Master's thesis level is up to 2500 euros and the amount of the scholarship at the Bachelor's level is up to 1500 euros.

•	The Master's scholarship program, which aims to offer development opportunities to the finest professional higher education graduates, including international students, and their supervisors and to support the activities of school research groups by conducting important research for the school, AS Mainor, Ülemiste City and other partners. During the academic year, up to five free study places are created together with a scholarship, which will be awarded for two years.

In addition, we offer all students the opportunity to apply for the Successful Student scholarship. The amount of each scholarship is 900 euros per academic year and up to five scholarships are announced. The scholarship is awarded once a year for the next academic year on the basis of the decision of the scholarship committee according to the ranking of study results, but the student's readiness to contribute to various projects related to the school and Ülemiste City also plays an important role.

All EUAS students (including international students) who meet the conditions of the Study Grants and Student Loans Act can apply for a needs-based study grant and an EUAS-based special grant, which is a form of financial support for higher education that takes into account the student's economic situation.

We have supported student and teacher mobility and research, mainly through Erasmus+ and DoRa Plus funding. International Master's degree students and teaching staff can use Dora+ short-term academic mobility support (see Chapter 7). Internationalisation)

Students are regularly asked for feedback on support for study organisation and various study-related processes (supervision, counselling). Students fill in the feedback form via SIS, and the received information is treated anonymously, without being associated with a specific student. Feedback from students is the basis for improving the learning process.

## 12.7.	Summary

Strengths
• The student support system is well-structured and effective.
• Flexible and fast response to student problems and feedback
• Clear roles and responsibilities in providing support activities and counseling
• SIS and IT solutions for convenient and operative cooperation
• Materials and e-solutions that support learning activities
• Involvement of the learner in extracurricular activities
• Versatile support for student induction and adaptation
• Personalised support for students combines with organisational support offered by study consultants and academic staff.
• International students are welcomed and receive the same high level of support and assistance as local students.

Areas of improvement	Activities
• Improve the availability of psychological counselling for students.	• Concluding contracts to provide various psychological counseling opportunities for students

13. RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITIES

13.1. Research

Although we made RDCA one of our goals alongside academic activities and serving society when it comes to developing the school, it is also an important tool for developing the quality of studies and ensuring the sustainability of higher education. Given the globalising world, immigration trends, the expectations and needs of the labour market and the economic environment, we feel that the international dimension must be reflected in all core areas of activity. We are also convinced that it is very difficult for a higher education institution to succeed and develop applied research on its own in the international higher education market. As a result, we work closely to develop partnerships and regular communication with other universities, private companies and the state. The RDCA plan for the 2020/2021 academic year is presented in Annex 47.

Our goal is to develop and serve society by offering companies applied research both on our own and in cooperation with local and international partners. Cooperation with a higher education institution for commissioning needs-based research would make it possible to reduce the fixed costs related to the company's product development and gradually let them go beyond merely subcontracting. When it comes to offering applied research, we focus on studies in EUAS's main fields of study.

As regards international cooperation, we are a member of two consortia that participate in applications for EU funding and carry out research cooperation within this framework (see also Figures 15 and 18). The members of the consortium include universities in Finland, Germany, France, the United Kingdom, Italy, Greece and Turkey, as well as companies in Finland, Sweden, Spain, Romania and Turkey. We have participated in Horizon 2020 calls together with these universities. Because of the epidemiological situation in 2020, the interest of companies in applied research and procurement has decreased (see Table 28).

Table 28. Education and research projects (2019-2020)

Status	Studies		Research		Total	
	Number of projects	Budget (euros)	Number of projects	Budget (euros)	Number of projects	Budget (euros)
2019						
Ongoing	4	99,720	2	30,379	6	130,099
Pending response	0	0	0	0	0	0
Not awarded	5	358,466	3	142,572	8	501,038
Completed	3	74,662	3	31,140	6	105,802
Total	**12**	**532,848**	**8**	**204,091**	**20**	**736,939**
2020						
Ongoing	6	125,655	2	50,580	8	176,235
Pending response	0	0	0	0	0	0
Not awarded	0	0	1	0	1	0
Completed	1	22,620	1	5,400	2	28,020
Total	**7**	**148,275**	**4**	**55,980**	**11**	**204,255**

To hone EUAS's RDCA and highlight priorities, we have articulated the most important principles:

- The goals of RDCA arise from the needs of entrepreneurs and the mission, vision and learning objectives of EUAS.
- The structure of research groups and the research topics of Master's students have been specified and harmonised.

- When it comes to RDCA, we proceed from the needs of the labour market and society (for example, cooperation with Ülemiste City companies) and proceed, among other considerations, from research on the labour market (including studies conducted by EUAS), we use the results in development activities and direct Master's students to study the needs of the labour market in cooperation with various companies and umbrella organisations.
- We have initiated and consider important a system of scholarships for Master's degree students that allows us to guide them to study issues related to the needs of the labour market and society.
- Monitoring of research and/or development needs is carried out through the analysis of various stages of applied research in cooperation with clients and through the study programme groups' development work.
- We prioritise business development. We participate in regional initiatives for business development (e.g. in Ülemiste City we support the developer of the complex with our applied research) and in national programmes that support entrepreneurship education (e.g. Edu ja Tegu).
- We participate in the work of associations that develop various national RDCA strategies (e.g. ITL, Vocational Chamber Education Professional Council, Estonian Higher Education and Research Internationalisation Council, Estonian Research Council (ETAG), ORDA amendment working group, etc.).
- We participate in the dialogue between the state and higher education institutions, for example, we have made proposals to the Ministry of Education and Research to enable short-term mobility, performance funding indicators (including RDCA indicator) and the like. We actively participate in working groups of the Council of Rectors of Institutions of Professional Higher Education (rectors, vice-rectors for studies, quality managers, development managers) to discuss issues related to RDCA requirements.
- RDCA must be open, benefit educational activities and the development of teaching methods, and support entrepreneurship and Ülemiste City. Based on this, public presentations of Master's theses are held on public and salient topics, public presentations of all major research results are held, the topics of students' written works are obtained from companies and public discussions of their research methods are held in Ülemiste City companies, research articles are submitted to domestic and international publications and at conferences, among much else.
- We organise an annual research and entrepreneurship conference to promote research, present research results, provide opportunities for researchers and students to communicate with each other, and stimulate international cooperation between researchers.
- We involve as many students and teaching staff as possible in RDCA, and we are constantly popularising research and raising the quality of our activities.

Due to the above, our research and development activities are focused on three development areas:

- applied research carried out centrally for companies as well as in student papers (dissertations and Master's theses). Under the guidance of teaching staff, our students have created practical solutions that are actually used in companies during their practical training, dissertations and Master's theses. At the same time, we also pay great attention to innovative and creative solutions.
- supporting major, central research topics, in which teaching staff, students and Master's students are involved, with various investments. Participation in a research group is a precondition for receiving scholarships and grants.
- projects supporting the content and methodology of learning with the aim of bringing new scientific knowledge to teaching, in the course of which models and materials are developed and created, research is carried out and cooperation is established with various partners in Estonia and abroad. For example, we are part of Entrepreneurship education programme (Edu ja Tegu), which develops the principles and content of entrepreneurship education; and in the DPHE programme, in the course of which new solutions are created for the organisation and content of internships. In addition, there is a joint project with Scandinavian and Baltic universities, in the course of which cooperation between SMEs and universities will be fostered

and new teaching methods and materials will be developed, as well as participation in the NordPlus project.

The research activities of the EUAS rely on the best internationally recognised quantitative and qualitative research methods. Unlike other institutions that conduct research, we are able to provide the client with evidence-based comparisons with other target groups and companies based on a number of previous research findings (including topics such as organisational culture, personality traits, values, start-ups) and in certain fields we employ a broader-based approach (e.g. satisfaction surveys). In the field of business, we focus on socio-climatic (organisational research), IT, financial and educational research, where we are well aligned with national framework and vision documents on a number of issues (e.g. general learning competencies, entrepreneurship education, talent management, business collaboration, new knowledge, automation). We are also planning to launch several others (robotics, multiculturalism studies). In order to open and operate research directions, we are making efforts to attract projects in the respective field. An overview of our RDCA to date is given in Table 29.

Table 29. R&D and creative activities

	2015	2016	2017	2018	2019	2020
Doctorates defended*	4	1	0	0	0	0
Doctoral students*	3	4	4	6	8	4
Total number of ETIS 1.1, 1.2 and 3.1 publications (related to EUAS)	6	15	7	6	13	7
Other publications	13	11	9	12	6	3
Proportion of employees with Master's and doctoral degrees (%)*	67	86	67	67	65	69
Number of researchers	8	9	16	16	14	12
Number of researchers in full-time equivalent	1.2	0.8	2.0	1.7	2.1	1.8
Total number of ETIS 1.1, 1.2 and 3.1 publications (RDCA staff)	10	17	13	17	15	8
Total number of publications per RDCA employee	1.3	1.9	0.8	1.1	1.1	0.7
Total number of publications per academic staff member position in full-time equivalent	6.7	11.7	5.9	8.3	7.1	4.6
Total number of ETIS 1.1, 1.2 and 3.1 publications (academic staff)	13	22	13	21	16	8
Total number of publications per academic staff member	0.4	0.7	0.4	0.6	0.5	0.2
Total number of publications per academic staff member position in full-time equivalent	0.9	1.8	1.0	1.5	1.2	0.6
RDCA services (research, development projects) sold to companies	1	3	4	4	3	2
RDCA income earned (thousand EUR) **	28	60	43	43	33	46

* regular teaching staff and administrative staff are included
** data not including government grants

Over the years, the number of high-quality publications has increased according to both the national classification and the journal's impact factor (see Table 30). An indicator expressed as a fraction indicates that, on average, the publication was written by researchers from two different institutions, which shows a large number of collaborations with other institutions.

Table 30. Absolute and fractioned results of R&D and creative activities (2015–2020)

ETIS		2015	2016	2017	2018	2019	2020	Total
1.1	Absolute	2	4	3	1	5	4	**19**
	Fractional	0.8	2.5	1.3	0.5	2.6	1.8	9.5
1.2	Absolute	4	7		1		1	**26**
	Fractional	3.0	5.5		0.5		0.5	17.6
3.1	Absolute		4	4	4	8	1	**25**
	Fractional		3.0	4.0	3.0	6.1	0.3	18.7
Absolute		6	15	7	6	13	6	70
Fractional		3.8	11.0	5.3	4.0	8.7	2.5	45.8

Annexes 48-50 provide an overview of the articles on which the figures are based.

We also make extensive use of data- and evidence-based approaches in our day-to-day work organisation and management. Since 2013, almost 40 surveys have been conducted, most of which are aimed at students, e.g. entrance examination, student satisfaction survey, feedback questionnaire, organisational culture questionnaire, general competencies survey, a survey gauging cooperation between a head of specialisation and a student, study feedback survey, RPL feedback survey.

13.2. Creative activity

EUAS has the right to teach in four study programme groups, one of which is the arts study programme group, as a result which much original creative work comes out of the school. The list of exhibitions of our students and teaching staff is given in Annex 51.

13.3. Summary

Strengths	
• In addition to educational activities, the orientation towards R&D and the levels of indicators (e.g. number of publications) have increased. • We have set the goal of evolving from a professional higher education institution to a university, the precondition of which is the evaluation of our research (we must have sufficient quality and quantity of research projects and publications). • Existence of financial support for RDCA. • Investments in RDCA. To support RDCA, the budget has increased in recent years (EUR 339,000 in 2019, EUR 360,000 in 2020, EUR 462,000 in 2021) and resources for RDCA labour costs have been increased. • The RDCA action plan 2020/2021 has been drawn up and provides for the implementation of improved cooperation with companies in the field of applied research, increased participation in public procurement, staffing additional places (researchers, teaching staff who conduct research), involvement of Master's scholarship recipients in research, participation in international research cooperation and networking, and continuing support.	

Areas of improvement	Activities
• Increasing RDCA productivity.	• It is planned to increase the RDCA community in 2021 by two researchers, an IT teaching staff member/researcher and a leading international member of teaching staff. • In addition to full-time teaching staff, we also plan to increase the involvement of visiting teaching staff in research activities through additional motivational tools. • When recruiting new teaching staff, we take into account RDCA interest and experience as an additional criterion.
• The ratio of teaching to research for EUAS's RDCA community is set out in employment contracts, the volume of research is smaller than the volume of teaching and unexpected circumstances that may occur in the teaching require attention to study.	• To increase the RDCA focus, we will review and update the RDCA incentivisation system (for example, the incentive fund for participation in writing publications and tenders). • We will increase the level of participation in tenders in order to achieve the eliciting of data necessary for research and to work together in creating publications.

14. SERVING SOCIETY

Our mission and goal is to positively influence the business environment and society as a whole (see Figure 35) by shaping an entrepreneurial attitude in cooperation with our students, alumni, teaching staff, employees and partners.
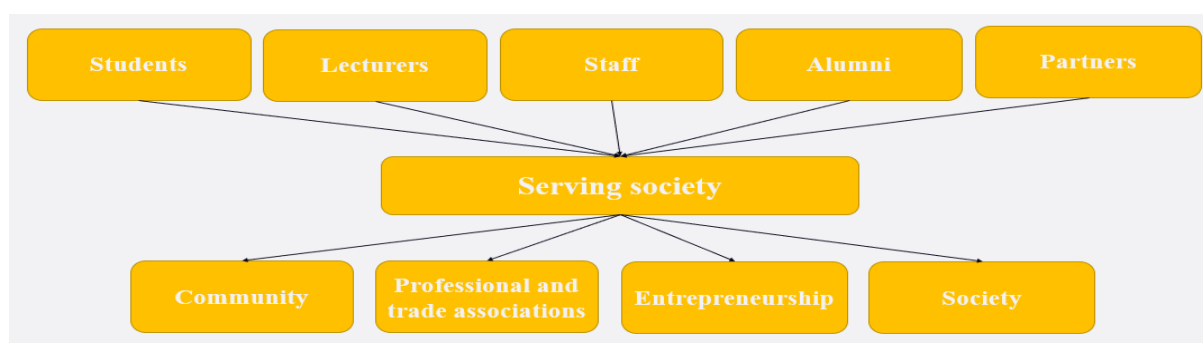

Figure 35. Serving society

Our partners are various educational institutions, companies, ministries and their subdivisions, public organisations, foundations, non-profit associations and local governments. Important partners include

companies located in Ülemiste City, where there are almost 450 companies with 12,000 employees and where EUAS Mainor's main building is also located.

14.1. Community welfare development

In our daily activities, we consider it very important to contribute to the development of the well-being of the community. As a result, we actively participate in cooperation projects in Ülemiste City (for example, Community Day), city-wide (for example, Tallinn Entrepreneurship Day) and nationally (for example, Entrepreneurship Week, work shadow days, Edu ja Tegu).

In addition, we offer free lectures and events for everyone. Examples include the already traditional 'From Higher Education Institution to Business' seminars, where our alumni present the latest research achievements reflected in their Master's theses from a practical point of view, and a research and business conference that gives students, teaching staff and foreign teaching staff the opportunity to discuss salient topics. In 2020, the eighth conference was held, and this time the topic was "How to Avoid Getting Stuck in Today's World?". It was attended by 1800 people (80 people were present and others streamed the conference online).

Various business-related training courses and seminars are organised on a regular basis. A few examples:

- An Entrepreneurship Week training titled "Want to know what's keeping you from becoming a successful entrepreneur?";
- Public seminars held in the Edu ja Tegu project, titled "Learning through entrepreneurship: towards alignment in 'wide' entrepreneurship education programs", 'Instagram I and Instagram II', 'Creative writing workshop I and II' or the Marketing Club training courses titled 'LinkedIn as an everyday tool for marketers and sellers' and 'Creating and growing an e-business';
- Within the framework of the project titled 'Building Educational Cooperation in Smart City' two study trips took place, the aim of which was to support creation of a new network through knowledge transfer and innovation in multicultural environment of educational institutions, enterprises and sector organisations. This aim is achieved through close cooperation between them in the Nordic and Baltic countries.
- Public training courses titled 'Success through inspiring others', 'Entrepreneurial mindset – how to think like an entrepreneur', 'The Innovation Industry', 'Small but significant e-helpers and IA future trends' and 'AI in fintech industries' as part of international business cooperation projects.

Our students and teaching staff contribute to shaping the public space of Ülemiste City, making it more attractive through poster exhibitions. The work of design students also graces the public spaces of our Tallinn Study Centre, and students' ideas are included in the designs of the school's website.

14.2. Participation in specialisation and professional associations

Our lecturers and staff (eg Rector, Vice-Rector for Academic Affairs, Head of Development and Partnerships, Educational Technologist, Quality Adviser, Heads of Curriculum) participate in the work of professional associations according to their specialty or position as ordinary members, experts in various committees and governing bodies (see Appendix 36).

In addition to these professional unions, our lecturers and employees actively participate in social advisory and decision-making bodies as experts to guide the development processes of society:

- in shaping and implementing the education and economic policy of the Republic of Estonia and in developing national strategies (for example, the lifelong learning strategy);
- in the work of law preparation working groups (for example, ORDA, Aliens Act);
- in the process of developing different development strategies (for example, a lifelong learning strategy);
- in the work of national and international education and co-operation networks and other institutions important to society as assessors, experts, assessors and mentors (for example NIHD, Enterprise Estonia, EKKA, HARNO);
- professional standards development working groups in the Professional Association (for example, professional standards for management and entrepreneur, quality manager, service

manager, etc; professional standard based on competence; professional standard for information and telecommunications engineer and professional standard for software development);

- in editorial boards of magazines (for example, "Staff Practitioner");
- in the work of international working groups (EURAM, EURASHE).

14.3. Popularisation of entrepreneurship

Practical training is an important part of learning. Practical activities in the study process are favoured, the topics for term papers and dissertations are predominantly of practical value. Research papers and dissertations are often based on research topics proposed by companies. Students in all specialisations complete an entrepreneurship study module in the first year, which ends with the defence of a business plan, and a practical training in a company, followed by professional practical training after the second year.

It is important for us that the study is as practical and valuable as possible for both the students and the practical training providers. The school has competent and experienced heads of specialisations, who have developed a network of practical training companies as partners. The heads of specialisations work extensively to provide the individual supervision of each student, in the performance of practical training assignments, the preparation of practical training reports and the organisation of practical training seminars. Continuous improvement of the practical training system, including cooperation with practical training companies, is one of the goals of EUAS and is constantly being addressed.

It is popular among students to participate in various design competitions and hackathons. Our students are usually employed and they can immediately apply what they as learned in school in their daily work, thus increasing the competitiveness and work efficiency of that specific company. Our students also often present the results of their practical research within the company as well, thus extending new knowledge and trends in a specific field to other employees of the company.

We encourage students to submit their research to national and international competitions. Indeed, a number of the submitted papers have been recognised and have received broader public coverage. Our students, alumni and staff have successfully participated in the entrepreneurship competition Ajujaht, which aims to support talented young people in their innovative endeavours.

We develop cooperation and carry out reputation, recognition and development projects with Ülemiste City companies and other strategic cooperation partners to create added value for both parties: we enter our own creative work in projects involving international knowledge and talent, community events, fairs and other public events (e.g. hackathons, design competitions, research studies).

The need for entrepreneurship education has been recognised by other educational institutions and programmes.

- Smart Work Association awarded a Teleworker 2018 label to EUAS Mainor;
- In 2018, SA Innove conducted a pilot project for the recognition of the practical training system, where we were recognised for the work we have done;
- In 2020, the EUAS Mainor Cleveron Academy was awarded the title of Regional Strawberry Laureate at the technology company Cleveron AS operating in Viljandi. In 2019, a study programme for the development of robotics software for professional higher education was opened, where higher education is integrated with practice in the company's development and production unit in Viljandi;
- ITL awarded the title of Achievement of the Year 2019 to the Cleveron Academy's three-year robotics software development study programme, which was developed and implemented in cooperation with EUAS Mainor;
- Within the framework of 'Eestimaa õpib ja tänab 2020' (Estonia studies and thanks 2020) the Cleveron Academy apprenticeship-based higher education project was awarded the title of Education Achievement of the Year.

14.4. Provision of in-service training

We offer everyone interested the opportunity to participate in in-service training through our Training Centre. We have set the following goals for the training centre:

- to offer those interested the opportunity to participate and acquire knowledge by taking subjects offered at the higher education institution;
- to support the development of Estonian companies' management and entrepreneurial competencies by offering and conducting practical and research-based in-service training;
- to promote formal education at EUAS;
- to support the development and competitiveness of teachers as trainers;
- to support the development of a lifelong learning mindset.

As of December 2020, the activities of the Training Centre are divided into three groups according to the purpose and target group of the training:

- Open Higher Education Institution training offers opportunities to participate in basic education lectures for people who cannot or do not want to have student status and complete the entire degree programme. Study takes place on the basis of an individual study programme, with other EUAS students;
- in-service training, divided into multi-module and specific core competencies to be taught and training projects offered to specific companies
- rental of premises.

When offering training, we follow the following principles:

- where possible, we combine continuing and formal education to support the provision and development of formal education;

- as trainers, we prefer EUAS employees with suitable competence, but we are also ready to include practitioners and make use of cooperation opportunities with other companies;

- if possible, we offer companies what we call an 'expanded service' – in addition to training, we offer so-called pre- and follow-up activities (follow-up training, counselling, diagnostics, etc.)

Our strengths and advantages in offering training:

- recognised teaching staff in a number of fields;
- supportive development and research activities, which allows us to build our training activities in a research-based manner;
- cooperative ties with practitioners and companies;
- availability of premises and equipment;
- ability to provide expanded training. For example, in-service training coupled with consultation;
- possibility to link part of in-service training with formal education (Open Higher Education Institution – modular education lectures etc.);
- availability of competent support staff.

Similarly to other activities aimed at the general public, training courses are covered on the school's website, on social media channels and in press releases.

In addition, we have organised courses and projects geared to individual organisations, primarily for the higher education institution's long-term partners (e.g. Unemployment Insurance Fund, Mainor Grupp, etc.) and Ülemiste City companies (e.g. Technopolis Ülemiste, Mainor Ülemiste, ABB, Helmes). Cooperation with these companies is broader, also including output offered to students (e.g. internships, company visits, research topics, lecturers who are practitioners, etc.). The number of long-term partners is kept stable for quality assurance purposes; the number of active partners is 7-10.

The services offered to companies are based on research conducted in the company, including research conducted by students, feedback and diagnostics. In-service training is offered to partner companies in all EUAS study programme groups. Feedback from companies has been positive and satisfaction with cooperation is high.

14.5. Summary

Strengths
• Our social responsibility activities allow us to comprehensively fulfil our mission of shaping an entrepreneurial attitude in society, by engaging in cooperation at the state and local government level, with companies and educational institutions in all age and social groups (for example, cooperation with Enterprise Estonia and the Unemployment Insurance Fund).
• We actively participate in the formulation of education and economic policy and in the development of national strategies as well in various organisations and working groups related to the promotion of higher education.
• We take part in public exhibitions as well as organise them ourselves, thus presenting our creative activities to a wider audience.
• Lecturers and employees actively participate in the work of specialisation and professional associations, which provides a good overview of the development of the respective fields and enables them to contribute to the development of society as a whole.
• Effective public information outreach on school activities, participatory projects and community services.

Areas of improvement	Activities
• Low number of study places financed by companies. •	• In light of the importance of higher education, increase the number of students who have their tuition fees paid by employers. • Develop a system of company-funded scholarships.
• Unlocking the full potential of the training centre.	• Significantly increase the volume of in-service training through active sales work.
• Low number of popular science articles for a wide readership. •	• Significantly increase the number of articles disseminated to a wide audience in both real and virtual environments. • Make more effective use of the virtual environment to disseminate business knowledge to the public (e.g. an entrepreneurship blog).
• Introducing the school in the eyes of society	• Participate continuously and increase efficiency in both national and international procurements (studies, training, organisation of seminars and other areas related to the main activity). • Make more effective use of the school's marketing channels so that participation in events is even more active and as much information as possible reaches the target group.

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Annex 51. Creative activities of students and lecturers (2013 - 2020)