

# Decision of the Higher Education Assessment Council of the Estonian Quality Agency for Education

## Estonian Entrepreneurship University of Applied Sciences

### Decision on the fulfilment of the secondary condition of institutional accreditation

1.02.2023

The Higher Education Assessment Council of the Estonian Quality Agency for Education decided to consider the secondary condition imposed in the decision on institutional accreditation of the Estonian Entrepreneurship University of Applied Sciences to be fulfilled.

On the basis of subsection 3 of § 53 of the Administrative Procedure Act and pursuant to sections 43.2 and 43<sup>1</sup> of the *Guidelines for Institutional Accreditation* established on the basis of the authorisation contained in subsection 3 of § 38 of the Higher Education Act and in subsection 5 of § 24 of the Statutes of the Education and Youth Board, the Higher Education Assessment Council (hereinafter the Council) of the Estonian Quality Agency for Education (HAKA) states the following:

1. According to clause 2 of subsection 1 of § 53 of the Administrative Procedure Act, *a secondary condition of an administrative act is an additional duty related to the principal regulation of the administrative act*; clauses 2 and 3 of subsection 2 of the same section provide that *a secondary condition may be imposed on an administrative act if the administrative act cannot be issued without the secondary condition, or if issue of the administrative act must be resolved on the basis of the administrative right of discretion*. On 7 June 2021, the Higher Education Assessment Council of the Estonian Quality Agency for Higher and Vocational Education (hereinafter the Council) adopted the decision to approve the assessment report<sup>1</sup> and to accredit the Estonian Entrepreneurship University of Applied Sciences (EUAS) for seven years, subject to the secondary condition that the EUAS submits to the Council a report on the elimination of the shortcomings set out in section 12.2 of the accreditation decision<sup>2</sup> no later than on 7 June 2022.
2. On 7 June 2022, EUAS sent the following documents to the Council: 1) Overview of the follow-up activities based on the institutional accreditation report; 2) Requirements and recruitment policy of academic staff and visiting lecturers; 3) Articles of Association of EUAS Alumni Association; 4) Curriculum Council (figure); 5) A measure for raising the English proficiency level of the staff, including lecturers; 6) Research seminars in the spring 2021 and 2021/2022 academic year; 7) Study bites and experience cafés of the 2021/22 academic year; 8) Study bites and experience cafés dedicated to research, development and creative

---

<sup>1</sup> The assessment report is an integral part of the decision and is available on the HAKA website.

<sup>2</sup> The accreditation decision is available on the HAKA website.



activities; 9) Estonian Entrepreneurship University Mainor research, development and creative activities strategy 2022-2027; 10) Articles of Association of EUAS Student Union.

3. HAKA included the following members of the Assessment Committee for Institutional Accreditation in the assessment of the secondary condition:

<b>Kristiina Tõnnisson</b>	Head of the Johan Skytte Institute of Political Studies, University of Tartu (Estonia)
<b>Soledad Garcia-Ferrari</b>	Senior Lecturer and Dean, Edinburgh College of Art (UK)
<b>Robert J. Coelen</b>	Director of the Centre for Internationalisation of Education (the Netherlands)

4. HAKA sent the preliminary report to the higher education institution (HEI) on 29 November 2022, to which the HEI responded on 14 December 2022 stating that they had no comments. On 14 December 2022, the assessment committee submitted to HAKA a report on the elimination of the shortcomings set out in section 12.2 of the Council decision of 7 June 2021. The assessment was as follows:

Shortcoming on the basis of which the secondary condition was established	Assessment: <b>The shortcoming has been fully eliminated</b>
<b>Strategic management of R&amp;D:</b> There is a lack of common understanding of research, its focus and coordination in the higher education institution. Research and the involvement of teaching staff in various research activities is limited. The external resources to carry out applied research and the range of partners are limited. There is no institution-wide research plan or an accompanying work plan. Research needs to have a clearer focus, aim and plan in order to have a stronger impact on knowledge development and exchange between study programmes and thus on the research-based nature of the study programmes.	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>The RDC strategy plan for 2022–2027 of the HEI has a logical structure, is comprehensive, and contains objectives, performance indicators and planned activities.</li> <li>The staff of the HEI are well acquainted with the RDC framework. The long-term vision of the HEI is well-reflected in their daily activities.</li> </ul> <p><u>Suggestions for further development</u></p> <ul style="list-style-type: none"> <li>It is essential to continue increasing funding for both internal and external research.</li> <li>Priority should be given to research that has a higher impact on the society.</li> <li>Alumni, students and other stakeholders should be more actively involved in the strategic management of the HEI.</li> </ul>
Shortcoming on the basis of which the secondary condition was established	Assessment: <b>The shortcoming has been fully eliminated</b>
<b>R&amp;D conducted by the teaching staff:</b> A more structural approach is needed for the planning, regulation and conduct of research and development by teaching staff. An analysis of the extent to which R&D is integrated into human resources	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>The integration of the research narrative into the institutional framework is a clear strength. This ensures that staff members participate in research and are aware of the support provided by the HEI.</li> </ul>

<p>development processes needs to be undertaken and monitoring of the development of teaching staff throughout all processes must be ensured.</p>	<ul style="list-style-type: none"> <li>• Staff members are satisfied with research opportunities and the support provided. The support provided for research is comprehensive and effective, involving both technical support for data collection as well as financial and language support.</li> <li>• There is a clear upward trend in both the number of scientific articles and the number of published academic staff.</li> </ul> <p><u>Suggestions for further development</u></p> <ul style="list-style-type: none"> <li>• The key to further development is access to research funding. At the HEI level, this should be done by providing support in seeking different funding opportunities, writing grant applications, and in communicating with domestic and external partners. Greater financial support should be provided for participation in international conferences.</li> <li>• It is crucial to ensure the sustainability of the progress made so far, even amid changes in the research environment and academic staff.</li> <li>• Continued efforts are needed to better integrate research into teaching and learning. Applied research topics should be addressed by students, not only in their term papers or final papers, but throughout their studies.</li> </ul>
<p>Shortcoming on the basis of which the secondary condition was established</p>	<p>Assessment: <b>The shortcoming has been fully eliminated</b></p>
<p><b>International experience of teaching staff:</b> The opportunities for gaining international experience are used by a small proportion of the teaching staff. The higher education institution should pay greater attention to the internationalisation of its staff, going beyond short-term trips abroad. The faculty must also be supported in developing the international component in the study programmes for which they are responsible.</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• The individualised approach to supporting employees works well within the HEI.</li> </ul> <p><u>Suggestions for further development</u></p> <ul style="list-style-type: none"> <li>• Disciplinary diversity is an essential component of today’s higher education. Cross-sectoral co-operation is crucial for addressing the complex problems facing society. A multidisciplinary approach to real-world issues would further help enhance students’ skillsets.</li> </ul>

5. Given that the shortcomings that led to the imposition of the secondary condition have been fully eliminated, the Council

**decided to consider the secondary condition imposed in the decision on institutional accreditation of the Estonian Entrepreneurship University of Applied Sciences of 7 June 2021 to be fulfilled, and to uphold the decision to accredit the Estonian Entrepreneurship University of Applied Sciences for seven years.**

The decision was adopted with 12 votes in favour and 0 against.

6. A person who finds that his or her rights have been violated or his or her freedoms have been restricted by a decision made by the Council may file a challenge pursuant to the procedure provided for in the Administrative Procedure Act. The challenge shall be filed with the Council within 30 days after the person filing the challenge became or should have become aware of the contested finding. The Council shall forward the challenge to HAKA's Appeals Committee who shall provide an unbiased opinion in writing regarding the validity of the challenge to the Council, within five days after receipt of the challenge. The Council shall resolve the appeal within 10 days of its receipt, taking into account the reasoned opinion of the Appeals Committee. If further examination of the challenge is necessary, the Assessment Council may extend the deadline for examining the challenge by up to 30 days.

**Hillar Bauman**

Secretary of the Assessment Council