



Pallas University of Applied Sciences

SELF-EVALUATION
REPORT FOR
INSTITUTIONAL
ACCREDITATION
2025

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PALLAS UNIVERSITY OF APPLIED SCIENCES

Legal form: A state institution of professional higher education administered by the Estonian Ministry of Education and Research

Curricula: 8 (Bachelor of Arts in Humanities)

Curriculum group: Arts

Study fields: Arts, design, conservation and restoration

Duration of studies: 4 years (240 ECTS)

Students: 308 (31.12.2024)

Employees: 90 (31.12.2024)

Budget: ca 3 589 000 EUR

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Registration code: 70005950

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SPECIALTY DEPARTMENTS AND CURRICULA

Department of Photography

Photography

Department of Media Design

Media and Advertisement Design

Department of Sculpture

Sculpture

Department of Textile

Textile

Department of Painting

Painting and Restoration (until 2024);

Painting (from 2024)

Department of Furniture

Furniture Design and Restoration (until 2024);

Interior Product Design (from 2024)

Department of Leather Design

Leather Design and Restoration (until 2024);

Leather Product Design and Technology

(from 2024)

Department of Conservation and Restoration

Conservation and Restoration (from 2024)

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Abbreviations

Astra+	State-funded programme of R&D activities to strengthen the capacity for knowledge and technology transfer in research and higher education institutions
ECTS	European Credit Transfer and Accumulation System
EHIS	Estonian Education Information System
EKA	Estonian Academy of Arts
ETIS	Estonian Research Information System
FTE	Full-Time Equivalent (1FTE corresponds to the workload of a full-time position)
HAKA	Estonian Quality Agency for Education
IA	Institutional Accreditation
KVARA	State coordinated programme “Quality and Internationalisation of Higher Education” funded by the European Social Fund (ESF)
MER	Ministry of Education and Research
Pallas	Pallas University of Applied Sciences
PDCA	Plan-Do-Check-Act
RDC	Research, development and creative activity
RPL	Recognition of Prior Learning and Work Experience
SAIS	Estonian Admission Information System
SC	Student Council
SekMo	State-funded programme of Cross-Sectoral Mobility to promote knowledge and innovation
SIS	Study Information System
UT	University of Tartu

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1. INTRODUCTION

1.1. Overview of Pallas University of Applied Sciences

1.1.1. Brief introduction

Pallas University of Applied Sciences (hereinafter *Pallas* or *the University*) is a state-owned professional higher education institution governed by the Ministry of Education and Research, which is guided in its actions by the [Higher Education Act](#), [Standard of Higher Education](#) and the statutes of Pallas ([Annex 1](#)). Pallas University of Applied Sciences is the only higher education institution of applied arts in Estonia. According to the statutes ([Annex 1](#)) Pallas' **goal is:**

- to provide high-quality and internationally recognized higher education and continuing education in art, design, conservation and restoration,
- to provide opportunities for creative activities in art and design,
- to conduct and supervise applied research and development activities in arts, design, conservation.

The activities listed in the statutes are divided into three main processes: educational activities, research, development and creative activities (RDC), and service to society. In a professional higher education institution, these three main processes are inextricably linked. Students are taught by recognised field experts and practitioners in their field (as regular teaching staff members and visiting lecturers, supervisors, and members of assessment committees), through whom the university maintains a strong and continuous connection with the professional world. Pallas' academic staff are active creative individuals who influence the development of the field more broadly through their creative work, exhibitions, and RDC projects, as well as participation in professional associations. Through continuing education and exhibition activities, Pallas conveys professional knowledge of art, design, conservation and restoration, while also developing artistic awareness and visual sensitivity more broadly within society.

Pallas' **mission** is to promote higher education in the arts, conduct applied and scientific research in the fields of art, design, conservation and restoration, and create conditions for students to develop creativity and a sense of respon-

sibility. Pallas collaborates with the community and other educational institutions and organisations, supporting the development of a creative and sustainable society and lifelong learning. Pallas' **vision** is to be a recognized center for art education, which initiates change in the creative field, values traditions and, in collaboration with partners, leads innovations in the fields of art, design, conservation and restoration. Pallas' **core values** are courage, creativity, openness, liability, and freedom. Pallas' role is to train creative people who are guided by tradition and contribute to innovation, and who in addition to **theoretical knowledge also have strong practical skills** that allow them to enter the job market or continue their studies in a Master's degree programme. As the first institution in Estonian history to offer higher art education and the only applied arts university in the country, Pallas provides high-quality education in design, fine arts, and conservation and restoration, while significantly enriching the educational opportunities and cultural life of South Estonia.

1.1.2. The story of the formation of Pallas

Pallas has grown out of **the art association Pallas**, which operated at the beginning of the 20th century. The art association brought together progressive artists in Tartu, who founded a private art school of the free studio type in 1919. The students worked primarily independently, guided by the instructors' expertise and the studio director's feedback. One of the founders and the first director of the school was Konrad Mägi, a founding member of the art association.

In 1924, the school began to provide **higher art education** (painting, graphics, and sculpture, as well as art teachers) and the educational institution was named **the Higher Art School Pallas (Kõrgem Kunstikool Pallas)** (see Figure 1). Teaching valued an individual approach to students, and the lecturers were active artists who had studied and developed their skills in Europe. The founding of the university laid the groundwork for

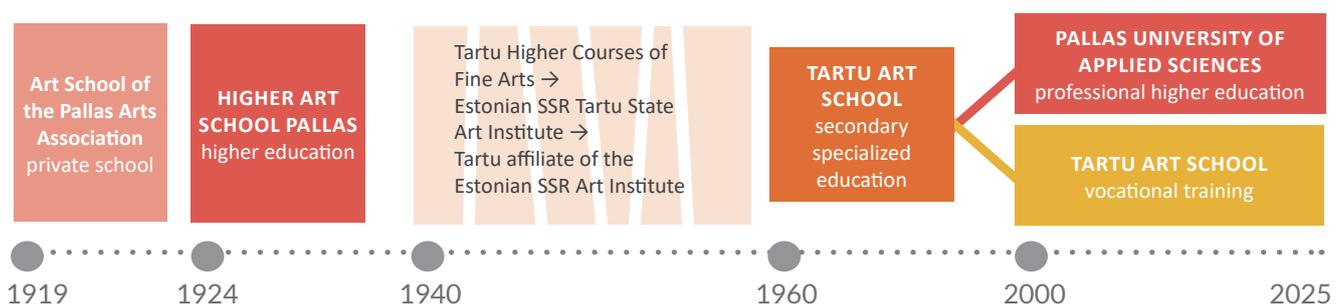


Figure 1. Timeline of the formation of Pallas since 1919

professional art life and systematic art education in Estonia—it was Pallas where most of the era’s leading artists studied, whose work ranks among the finest in 20th-century Estonian art.

During **World War II**, Pallas was reorganised and renamed several times over the years, with teaching activities temporarily suspended on several occasions. The educational institution’s connection with the Western world was lost, the teaching staff changed, and a Stalinist view of art was adopted. **In 1960**, the school was named **Tartu Art School** and began providing **secondary specialised education**. Over the years, the school offered training for drawing and drafting teachers, and provided instruction in art pedagogy, sculpture, theater set design, artistic wood and leatherwork, clothing design and modeling, shoe design, textile art, photography, computer graphics, painting, as well as furniture and mural restoration.

In the 1990s, after Estonia regained its independence, systematic preparations were made at the educational institution to restore higher education. **In 2000**, the Tartu Art School was divided into two educational institutions: one continued vocational training under the name Tartu Art School, while the other restored the provision of higher education, which was significant in the history of Estonian art. The school, which operated **as a higher education institution**, was named Tartu Art College, and since 2018, **Pallas University of Applied Sciences (Kõrgem Kunstikool Pallas)**. Over the past 25 years, seven curricula have been taught at Pallas, and in 2024, an eighth curriculum was established (subsection 3.7). The current Pallas carries forward the values of Pallas, which laid the foundation for professional art life in Estonia and was opened in 1924, including an individual approach to students, active creative activity of lecturers, valuing international experiences, and openness and modernity. It is the only institution in Estonia that provides applied art education and the only higher education institution in the field of art in South Estonia.

1.1.3. Structure and management

Pallas has study and research units, as well as support and administrative units (see Figure 2). **The study and research structure** includes 8 specialty departments and the Centre of General Subjects. Their activities are supported **by support and administrative structure**, including the Gallery Pallas and the library, which are closely related to teaching and open to the public. Pallas’ management system is based on a structure (see Figure 2): the management team includes the rector and the vice rector for academic affairs.

The rector leads the higher education institution, being responsible for its operation and development, and the legitimate and proper use of the budget, and also guides support and administrative structure. The rector is elected through a public competition for a term of 5 years. Their duties, appointment and dismissal are regulated by the statutes of Pallas.

The vice rector for academic affairs heads the study and research structure and the Academic Affairs Office. Their task is to organise and develop the work of the study structure, manage the budget of the field, develop curricula in cooperation with the specialty departments and the Center of General Sub-

jects, and develop and implement the teaching quality system. The vice rector for academic affairs is appointed by the rector.

The study and research structure, in turn, consists of specialty departments and the Center of General Subjects. Specialty departments are led by heads who are responsible for the implementation of curricula, planning and organising the department’s teaching, teaching methodology and RDC, managing the department’s budget, infrastructure, and the development activities. The Centre of General Subjects which does not have a separate curriculum, is managed on the same principles.

The support and administrative structure brings together academic affairs, human resources, quality, administrative and financial management, development activities, support services for RDC, marketing and communication, coordination of international relations, general administration, document and archive management, and IT support. The support and administrative structure also includes operational workers (cleaners, catering staff, security guard, technical assistant, and driver).

The objectives of structural units are described in their statutes and the responsibilities of employees are indicated in their job descriptions. Since new positions have been created in the support and administrative structure in the last few years and some job titles and job responsibilities have changed, the structure is currently being reorganised and job descriptions are being updated.

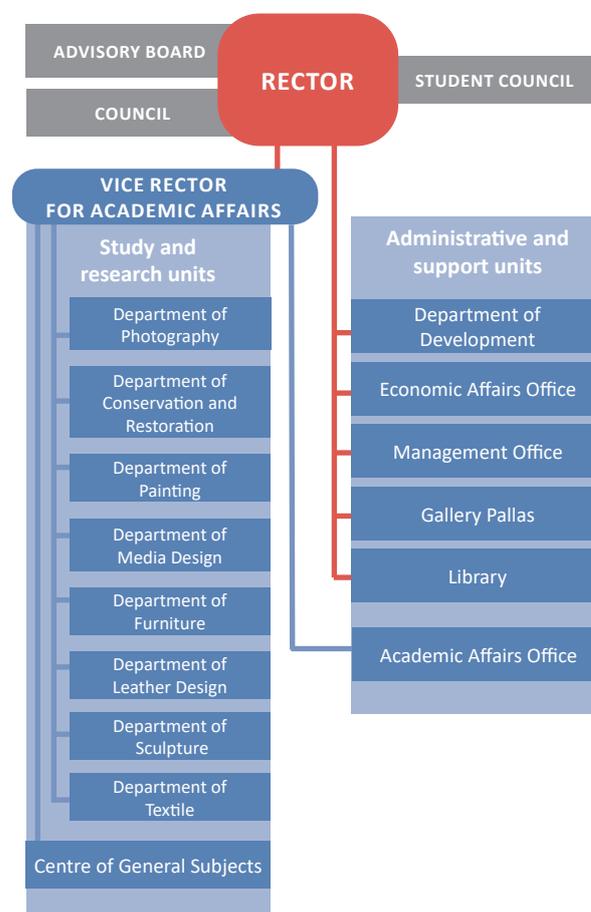


Figure 2. The structure of Pallas

The following institutions play a major role in Pallas’ strategic management:

- **The Council** as the highest collegial decision-making body where strategic decisions concerning Pallas as an institution are made. The Council consists of the management team, heads of specialty departments, the head of the Center of General Subjects, and elected representatives of the academic staff and student body. The authority of the Council is defined in the Pallas Statutes (*Annex 1*), and its work is governed by the Rules of Procedure;
- **The Advisory Board** serves as a consultative body that links Pallas with society. It includes representatives from professional associations and employers that are important to Pallas. The Advisory Board is guided in its activities by the Higher Education Act and the Pallas Statutes. Its members and Rules of Procedure are approved by the Minister of Education and Research, to whom the Advisory Board may also submit proposals regarding the development of Pallas and its curricula. The meetings of the Advisory Board are held at least once a semester;
- **The Student Council (SC)** is the responsible and governing representative body of the student body, led by a chairperson and established on the basis of the Student Council Statutes. The Student Council is involved in the governance of Pallas primarily through participation in the activities of the Council and other working groups requiring student representation. The Student Council operates on the basis of the Student Council Statutes and decides and organises the issues of student life of Pallas students (hereinafter referred to as *students*), based on their interests, needs, rights and obligations.

Active support to daily management is provided by **Rectorate**, an advisory body to the Rector, which includes heads of specialty departments, Head of the Center of General Subjects, Vice Rector for Academic Affairs and Rector. Other heads and specialists from other fields will be included in the discussions of the Rectorate, depending on the topics. The meeting of the Rectorate takes place at least once a month.

In addition, other forms of cooperation are used to organise and manage the activities of the higher education institution, including **academic meetings, the RDC Council, meetings of specialty departments, curriculum council sessions and meetings of various committees and working groups.**

1.2. Compiling the self-analysis

In 2022, Pallas passed institutional accreditation (IA) and was accredited by the decision of the Quality Assessment Council for Higher Education of the Estonian Quality Agency for Education (HAKA) on 01.02.2023 (see *Accreditation decision*) for 3 years. The process of writing the self-analysis report (hereinafter referred to as the *report*) began in early 2024. In the spring, HAKA held a training session on preparing an IA self-analysis (participated by employees and members of the SC). In the autumn, the schedule for compiling the IA report was agreed upon (*Annex 2*) and the persons responsible for the report chapters and members of the working groups were confirmed according to the standards. The Rector, Vice Rector for Academic Affairs, Quality Manager, International Relations Manager, Communication Manager, and Scientific Advisor were appointed to be responsible for the chapters according to their field. The Quality Manager was responsible for managing the report writing process.

3 curricula for evaluation were agreed upon with HAKA: “Photography”, and the curricula “Painting” and “Interior Product Design” opened in 2024. The heads of the respective departments were responsible for compiling their analyses.

Since autumn 2024, data collection, regular working group meetings and discussions took place. The working groups included department heads, lecturers, support structure staff and members of the Student Council; in total, approximately 30 Pallas members participated in writing the report with greater or lesser workload. The preparation process and interim development activities were introduced to all employees in weekly notice emails and at several seminars, as well as to the Pallas Council (17.04.2025) and the Advisory Board (30.04.2025) (Figure 3). Members of the Rectorate, representatives of the Student Council, HAKA, and an expert from the partner university have provided feedback on the report. Pallas employees, students, and the Advisory Board have been able to review the report. The final report was submitted to HAKA in July 2025.

The report was prepared from October 2024 to May 2025, and includes statistics describing the years 2020–2024.

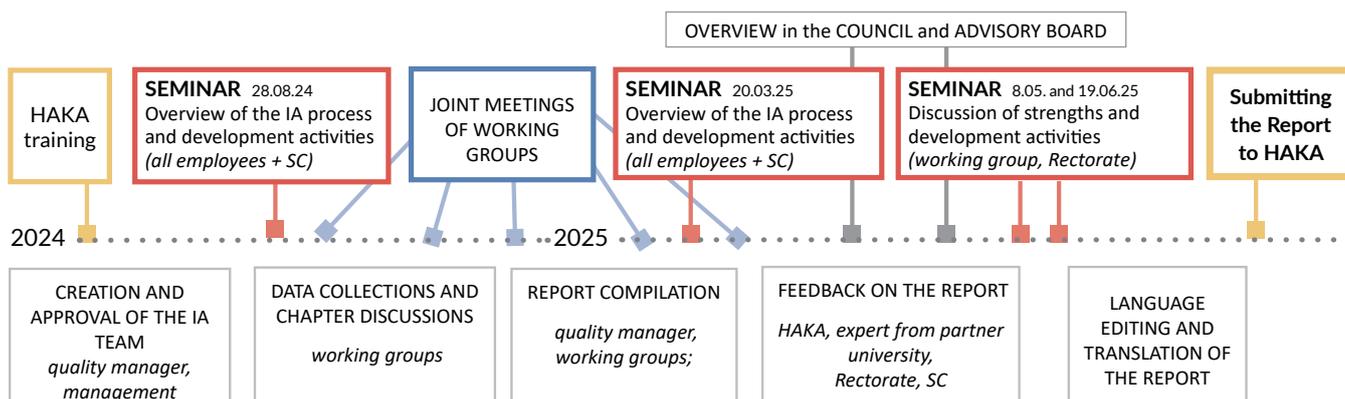


Figure 3. IA report preparation process

1.3. Aggregated student data

Over the past 10 years, the total number of students at Pallas has mostly been just over 300 students (297–316). As an exception, there were more students in 2020 (330) and 2021 (335), because more students were admitted in 2020.

The state records student data on November 10th of each year. As of November 10, 2024, 308 students studied at Pal-

las. Until 2024, Pallas had 7 curricula, in the 2024/25 academic year, students were admitted for the first time under 8 curricula (subsection 3.7). Table 1 presents aggregate student data for the years 2020–2024. The admission competition is addressed in subsection 3.8.1, and the reasons for dropout are discussed in subsection 3.10.3.

Table 1. Aggregated data on Pallas students (number in the curriculum, admitted, graduates, dropouts) 2020/21–2024/25. The number of foreign visiting students is shown in parentheses. EHIS, Haridussilm.ee

SPECIALTY DEPARTMENT	CURRICULUM	INDICATOR	2020/21	2021/22	2022/23	2023/24	2024/25
Department of Photography	Photography code: 2271	Total students	49	51	49	44	39
		Admitted	17	11	10	11	8
		Dropouts	3	1	7	7	5
		Graduates	8	5	9	8	8
Department of Media Design	Media and Advertisement Design code: 2272	Total students	60 (2)	66 (2)	64 (1)	57 (2)	58 (1)
		Admitted	16	13	12	11	13
		Dropouts	5	3	2	6	0
		Graduates	4	13	12	14	13
Department of Sculpture	Sculpture code: 2263	Total students	34	35 (1)	34 (2)	38 (2)	38 (3)
		Admitted	9	11	9	11	9
		Dropouts	3	4	3	5	3
		Graduates	6	7	1	5	7
Department of Textile	Textile code: 2268	Total students	47 (2)	45 (2)	37(1)	34	34
		Admitted	12	10	10	10	11
		Dropouts	3	6	7	6	4
		Graduates	6	12	7	7	7
Department of Painting	Painting and Restoration code: 2266 (until 2024)	Total students	51(4)	51 (3)	47 (1)	48 (1)	34 (1)
		Admitted	14	12	12	12	-
		Dropouts	1	5	7	3	4
		Graduates	7	9	8	11	10
	Painting code: 250884 (from 2024)	Total students					10
		Admitted					10
		Dropouts					0
		Graduates					0
Department of Furniture	Furniture Design and Restoration code: 2275 (until 2024)	Total students	52	53	50	50	34 (1)
		Admitted	14	12	12	12	-
		Dropouts	7	5	6	5	3
		Graduates	6	9	8	11	8
	Interior Product Design code: 250885 (from 2024)	Total students					12
		Admitted					10
		Dropouts					0
		Graduates					0
Department of Leather Design	Leather Design and Restoration code: 2267 (until 2024)	Total students	37	34	35	38	29
		Admitted	13	8	9	9	-
		Dropouts	2	4	2	0	4
		Graduates	8	6	6	5	5
	Leather Product Design and Technology code: 250886 (from 2024)	Total students					10
		Admitted					10
		Dropouts					0
		Graduates					0
Department of Conservation and Restoration	Conservation and Restoration code: 250882 (from 2024)	Total students					10
		Admitted					10
		Dropouts					0
		Graduates					0
Total		Total students	330 (8)	335 (8)	316 (5)	309 (5)	308 (6)
		Admitted	95*	77	74	76	81
		Dropouts	24	28	33	32	23
		Graduates	45	61	51	61	58

1.4. Aggregated employee data

As of 31.12.2024, Pallas had 90 full-time and part-time employees (Table 2). Of these, 63% belong to the study and research structure and 37% to the support and administrative structure (including management) (see [subsection 1.1.3](#)).

Of the regular employees, 55 people work **in the study and research structure**, 21 of whom also perform support functions (technical assistants, assistants to the head of department). In addition to regular academic staff, approximately 150 visiting lecturers and foreign experts (155 in

2024) are also involved in teaching, assessing and supervising final projects and in the final project defense committee every year (see [subsection 3.6](#)).

The support and administrative structure has 35 employees, including the Rector and Vice Rector for Academic Affairs. The unit's employees include 20 support staff and 13 operational staff (cleaners, catering staff, etc.)

The average age of regular employees has fallen in recent years as new young specialists have been hired.

Table 2. Aggregated data on employees as of December 31, 2020–2024

	2020	2021	2022	2023	2024
Number of employees of the study and research structure (positions in parentheses)	53 (35.8)	55 (36.4)	57 (36.3)	57 (36.3)	55 (39.6)
including lecturers with a doctoral degree (percentage in the academic staff, FTE)	3 (6,5%)	4 (7,2%)	4 (7,5%)	4 (6,9%)	4 (7,3%)
including lecturers with a Master's degree	33	33	36	36	37
Average age in years	53.0	53.6	52.3	52.5	51.9
Percentage of men %	58.5 %	58.2 %	50.9 %	55.4 %	54.5 %
Percentage of women %	41.5 %	41.8 %	49.1 %	45.6 %	45.5 %
Number of employees of the support and administrative structure (including operational staff)	31	31	29	29	35
Total employees	84	86	86	86	90
Total visiting lecturers	155	160	174	144	155



2. MAIN STANDARDS-RELATED DEVELOPMENT ACTIVITIES BASED ON RECOMMENDATIONS FROM PREVIOUS INSTITUTIONAL ACCREDITATION AND OTHER QUALITY ASSESSMENTS

By the decision of the HAKA Quality Assessment Council for Higher Education on 01.02.2023, Pallas' activities met the requirements in 8 areas out of the 12 assessed standards, and in 4 areas (resources, quality culture, curriculum, RDC) the assessment "partially meets the requirements" was given. The management and implementation of continuing education and lifelong learning was highlighted as worthy of recognition.

The last few years have been a time of intensive development activities at Pallas. In addition to the activities planned in the development plan, great emphasis has been placed on imple-

menting the results of external and internal evaluations. The focus has been mainly on the 4 areas for which the Quality Assessment Council issued the decision "partially meets the requirements" (see Table 3), but development activities have also been carried out in other areas based on the recommendations of the HAKA Council and the results of the internal assessment (see Annex 3). At the same time, higher education standards have been updated in Estonia and IA requirements are being updated, therefore some development directions are also related to them and will continue.



Table 3. Overview of Pallas' development activities in 2023–2025 in areas for which the HAKA assessment committee made the decision “partially meets the requirements” in 2023

IA ASSESSMENT BOARD DECISION 2023	DEVELOPMENT ACTIVITIES 2023–2025
Quality culture	
<p>It is necessary to ensure a common and comprehensive understanding of the quality of work in education, research, and service to society within the higher education institution. To this end, uniform quality definitions and principles must be developed and their dissemination among employees and stakeholders must be ensured. Pallas needs to collect, centralise, and document its approach to quality assurance, including policies, quality procedures, models, and indicators. In addition, quality risks must be analysed and used to improve the quality of risk analysis.</p>	<p>To improve the quality system, a quality manager was hired in January 2024. Over 30 regulatory documents have been organised, inclusive discussions have been initiated (e.g. what is good learning and teaching at Pallas), new agreements have been concluded (e.g. good practice for meetings, code of ethics, procedure for performance and development reviews) and processes have been described (e.g. the journey of visiting lecturers, the process of final project defenses, timelines for mobility and RDC projects). The PDCA cycle for quality management has been described and discussed for the main processes, and the internal assessment system has been organised. Several forms expressing a common understanding and gathering information have been developed/updated (interest group surveys, summary of performance and development reviews, self-assessment form for attestation, departmental activity report form, etc.) (See subsection 3.3)</p>
Resources	
<p>According to the Higher Education Act, academic staff must undergo evaluation. To achieve this, the higher education institution must have an appropriate structure and plan in place. Pallas' approach to evaluation is inconsistent and uneven. It is necessary to standardise evaluation procedures and implement a consistent system of documentation and follow-up activities.</p>	<p>The academic staff were also regularly evaluated in the past (every 5 years). In 2024, the “Terms, conditions and procedures for the attestation of academic staff” (Annex 4) were updated, which, among other things, specified the attestation process and those responsible for it. A form for the evaluated staff member's self-analysis was developed. An attestation plan has been drawn up. There have been 15 evaluations in 2023–2024 (8 in 2023, 7 in 2024), 6 planned for 2025. (See subsection 3.2)</p>
<p>Because Pallas' approach to performance and development reviews is at times informal and unstructured, this creates a risk that important information about the development needs of teaching staff may be lost.</p>	<p>Previously, the conduct of performance and development reviews was covered in the motivation rules (Annex 5) and they were held once every 2-3 years. In 2024, a separate procedure for performance and development reviews was developed (Annex 6), according to which a performance and development review is organised with each employee once a year. A performance and development review summary form and supporting instructions for interview participants were prepared. Training on performance and development reviews was organised for managers. Summaries of performance and development reviews are compiled into a document management system. A summary of the interviews and the experiences and further developments related to their implementation will be discussed in the Rectorate. (See subsection 3.2)</p>
<p>There is no university-wide plan for developing employee competencies. The development needs of employees must be documented systematically and a training plan must be developed in accordance with these needs.</p>	<p>An employee's training needs are identified during their performance and development review. A survey was conducted in 2024 to identify the training needs of teaching staff. Based on the information received, an internal training calendar was prepared (Annex 7). Information on study organisation as well as teaching training offers are shared through the teaching staff mailing list. To support the next generation of academic staff, doctoral studies of two employees have been supported. (See subsection 3.2)</p>
Curriculum	
<p>The structure of the curricula is characterised by fragmentation and a small number of credits per course per semester. This does not allow students to engage with the subject in more depth. Curriculum councils must review and redesign curricula. To improve students' learning experience and develop skills, the number of courses and assessments must be reduced.</p>	<p>During the curriculum development process, the structure and module sizes of all curricula were jointly adjusted. The cross-curriculum general studies module was updated in terms of both content and volume (increased from 52 to 60 ECTS credits, with the number of courses reduced from 24 to 18), along with the cross-curriculum specialisation modules. The minimum volume of the course was agreed upon in all curricula (3 ECTS instead of the previous 1 and 2 ECTS) and a transition was made to a unified system of course volume (3/6/9 ECTS). Instead of the previous 70–96 specialty courses, the updated curricula now include 43–61 compulsory courses. Thus, the number of courses and assessments has been significantly reduced. (See subsection 3.7)</p>

IA ASSESSMENT BOARD DECISION 2023	DEVELOPMENT ACTIVITIES 2023–2025
<p>Textile curriculum: To keep the curriculum up-to-date and to keep students up-to-date with current and future developments and trends, courses need to be added to the curriculum that would better reflect the textile and fashion fields of today and tomorrow and would encourage critical thinking. This particularly concerns topics such as sustainability, novel materials and processes, and modern and forward-looking solutions.</p>	<p>The specialty subjects of the curriculum are based on the principles of sustainability. The properties and use of materials, as well as the creation process, are discussed in depth in subjects such as “Fundamentals of Speciality. Material Studies”, “Fundamentals of Speciality. Structure and Material”, “Speciality Practice. Material Manipulation Practice”, “Designer Textile. Experimental Weaving Techniques” and “Fundamentals of Speciality. Sustainable Textile Materials” (all 3 ECTS credits). During the 2023 curriculum reform, the volume and content of subjects were updated. In 2024, a junior researcher position was created in the textile department and a materials laboratory is being developed. The material studies lecturer is currently pursuing their Master’s degree on the curricula “Industrial Ecology” and applies this knowledge in teaching. In the 2024/25 academic year, training in the Style 3D programme was organised for students. The MPT fashion show, organised by Pallas, is part of the Estonian Fashion Festival, which has vigorously developed sustainability-related topics.</p>
<p>Curriculum of Photography: Students, alumni, and employers are not systematically involved in curriculum development. A clear procedure for collecting input into curriculum development must be developed and followed. The curriculum needs to be reviewed to avoid duplication of topics. Greater interdisciplinarity in the curriculum and better cooperation with other departments and curricula are also necessary.</p>	<p>The curriculum development and internal assessment process is centrally organised at Pallas. Starting in 2024, input regarding the curriculum will be received annually from the Pallas-wide learning environment survey (previously every 3 years). A survey of alumni from all curricula was also conducted at the beginning of 2025. Discussions have taken place on the curriculum with students and collaboration partners, and the suggestions received have been implemented. The Curriculum Council consisting of representatives of lecturers, students, alumni, employers and cooperation partners has been updated. Development activities related to the curriculum are underway. (See subsection 4.1)</p>
<p>Curriculum of Painting and Restoration: Learning outcomes need to be reviewed to ensure their international dimension and better linkage between learning outcomes and assessment criteria</p>	<p>In 2024, a new “Painting” curriculum was approved, for the preparation of which similar curricula from other universities were analysed and students and lecturers visited foreign universities to gain experience. The learning outcomes of the curriculum have been updated and subjects supporting the revised learning outcomes have been integrated into the curriculum. (See subsection 4.2)</p>
<p>Research, development, creative activities</p>	
<p>It is necessary to develop a clear RDC strategy. The strategy should set out the criteria and principles for high-quality research for Pallas; as well as the research priorities related to staff development activities.</p>	<p>Previously, RDC was carried out based on the applied research plan. A RDC strategy was prepared in 2023 (Annex 8) and a RDC action plan is prepared each year (Annex 8.1, 8.2, 8.3). The RDC strategy defines the institution’s RDC development priorities and overarching goals, including related activities, result evaluation criteria, and departmental research focus areas. (See subsection 3.11)</p>
<p>Research is becoming increasingly interdisciplinary. The number of research networks needs to be increased to promote interdisciplinary research both within and outside the university.</p>	<p>Pallas is a member of the CUMULUS (Global Association of Art and Design Education and Research), a network of art and design universities. In 2023, Pallas also joined the network CIRRUS, which includes 20 leading design and art universities in the Baltic and Nordic countries. In 2024, Pallas began the joining process with the international artistic research association Society for Artistic Research (SAR) and its information exchange channel SARA, through which information is disseminated about publication and collaboration opportunities, as well as conferences and job offers. (See subsection 3.11)</p>
<p>Part of the teaching staff competency development plan must be to promote their research and to this end, implement appropriate support systems at Pallas.</p>	<p>A scientific adviser was hired to develop the RDC support system (June 2023), and the RDC is also supported by a project manager (from September 2023) and a development manager. RDC’s targeted grant, along with other national measures aimed at strengthening knowledge transfer capacity, has been utilised to promote research development. For example, with the support of the Cross-Sectoral Mobility Measure (SekMo), one junior researcher position has been and another is being created, and they have been enabled to study in a knowledge transfer doctoral programme; with the support of the RDC targeted grant, RDC projects have been launched, RDC seminars have been organised, and participation in training has been supported. Participation in SAR training has provided skills in using the Research Catalogue (RC), an online platform for creative research. There one can document projects, prepare research reports, present and archive project results, and publish creative research internationally. (See subsection 3.11)</p>

STANDARD: Development planning at the higher education institution is purposeful and systematic, involving various stakeholders. The higher education institution regularly evaluates the achievement of its stated objectives and the impact of its activities.

3. SELF-ANALYSIS ON THE BASIS OF STANDARDS

3.1 Strategic management and development plan objectives

Pallas' strategic objectives, the activities necessary to achieve them, and the expected main results are described in the Development Plan (Annex 9). The implementation of Pallas' Development Plan 2021–2025 falls within the IA reporting period. Employees, teaching staff, students, alumni, and partners were involved in the preparation of the Development Plan, and the work process was coordinated by the management. The working document of the Development Plan was discussed by the Pallas Council and the Advisory Board and was approved by the Ministry of Education and Research.

The Development Plan is implemented through annual action plans and performance indicators to monitor the achievement of objectives. The creation of the action plan is based on the objectives of the Development Plan and related activities, the results of the annual internal evaluation, and input received from outside of Pallas (results of external evaluation, changes and developments in society, educational life, etc.). The preparation of action plans and analysis of implementation are coordinated by the quality manager. Each new action plan and the summary of the previous year's performance are discussed and approved in an open session of the Council.

3.1.1. Goals set in the Pallas' Development Plan

The goal of the 2021–2025 Development Plan is to ensure the sustainable functioning of the institution and the provision of high-quality higher education in rapidly changing conditions. The core values of the Pallas' Development Plan period are courage, creativity, openness, liability, and freedom.

The development plan has set **three strategic goals** based on Pallas' core processes:

1. **Internationally competitive higher education in the arts:** those who have completed the curriculum have acquired a high-quality education with international experience. They are able to think critically, act professionally at a high level, think about and reflect on society in a personal way, and succeed in the professional world;
2. **open and developing Pallas:** Pallas is a reliable and attractive employer. Pallas operates efficiently, its employees are competent and motivated, and the contemporary working environment;

3. **shaping a creative society:** Pallas is an international institution, an outstanding and contributing expert in its field, a supportive and empowering partner, a responsible member of the community, and a distinctive higher education institution.

The current Development Plan was created during the Covid-19 crisis. The Development Plan period has also been accompanied by other major changes in society (e.g. the security situation and Russia's war in Ukraine, the development of the artificial intelligence sector), in education policy (e.g. the implementation of a new higher education standard, a changed IA model) and at Pallas (e.g. a change in management and the hiring of many new employees). The previous IA decision also brought about several development activities in areas that needed more rapid development. All of this has affected the achievement of the goals set in the Development Plan and the emphasis of development activities.

3.1.2. Achievement of the goals and results set in the Development Plan

1. **Internationally competitive higher education in the arts.** During the Development Plan period, we updated all Pallas curricula, renewed three, and opened a completely new one (see subsection 3.7). A comparison with European art universities in 2024 confirmed that Pallas' curricula meet international standards. Pallas' 4-year (240 ECTS) study programme combines practical skills, creativity, and preparation that meets the needs of the labor market. The curricula are based on a strong theoretical and practical foundation, supported by extensive internships, Developing creativity, personality, and an interdisciplinary approach creates a strong foundation for professional specialisation. As the only applied higher education institution in the field of art in Estonia, Pallas prepares graduates for both the job market and continuing their studies. Internationally competitive higher education is ensured at Pallas by a professional teaching staff, whose RDC activities are increasingly effective (e.g., the growing number of creative presentations). The quality of education is reflected in the students' strong performance in competitions both in Estonia and internationally.

Internationalisation is supported by membership in cooperation networks (EURASHE, Cumulus, Nordplus) and, from 2023, also in CIRRUS, which opens up opportunities for participation in exchange programmes. Pallas has remained in the top three of Estonian higher education institutions in terms of student mobility indicators. High-quality learning is supported by counseling and psychological support services (e.g. cooperation with Katriito from 2023). According to a 2024 survey, 84% of students found that the atmosphere at Pallas supports learning and cooperation. The competition for admission continues to be high and growing. With the support of the SekMo and Astra+ measures, the capacity to develop students' entrepreneurial competences has increased and a sustainability strategy is being developed along with its integration into curricula.

2. Open and developing Pallas. The second main goal is to be an attractive and reliable employer, offering a modern, supportive work environment and a competent and motivated team. Rapid changes in both society and school have presented challenges to achieving this. In recent years, Pallas has undergone significant personnel changes: In 2022, a new Rector and Vice Rector for Academic Affairs started, several key staff members in the support structure have changed, and new positions have been created (e.g. scientific advisor, quality manager, project manager). Half of the department heads in the study and research structure have changed. The preparation for the two external evaluations that took place during the Development Plan 2021–2025 period and the related development activities have required significant additional input from employees and made this time intense and challenging, which is also reflected in their lower satisfaction. During the Development Plan period, the focus in developing organisational culture has been on quality assurance processes, implementing the PDCA cycle, and organising data. The well-being of students and employees is monitored annually starting in 2024, and psychological support is guaranteed. A code of ethics has been created, which sets out the principles of ethical behavior and the procedure for resolving conflicts. The motivation and development of employees are supported by the introduction of annual performance and development reviews, the development of the academic staff evaluation process, and the motivation system that is being updated. Training information has been systematised, and an internal training plan has been prepared. Financial capacity has been increased by attracting additional funding, the proportion of which is increasing. Environmental management activities will be planned in the new Development Plan.

3. Shaping a creative society. Pallas' activities that promote society are closely related to teaching and RDC, as the focus of the university is on creative activities. In recent years, numerous exhibitions have been organised in Estonia and abroad, presentations have been given, publications have been published, and professional recognition has been received. The national targeted RDC grant allocated in 2023 gave a strong boost to the development of RDC, and the number of projects has increased significantly, the positions of research advisor, junior researcher, and senior specialist have been created, and

digital production processes and a materials research laboratory have been further developed. Pallas contributes to shaping Estonian and European higher education policy through active participation in the Estonian Rectors' Conference of Universities of Applied Sciences and the European Association of Institutions in Higher Education. There is close cooperation with Estonian creative universities and participation in sectoral networks, including the Association of Estonian Art Institutions KAEL and the Art Education Roundtable. Pallas' employees are active in professional and specialty associations, contributing to the development of the creative field. Through continuing education and micro-degree programmes, Pallas supports the growth of the field and collaborates with art educators to improve the quality of art education.

The work on a new Pallas development plan will begin in the second half of 2025, taking into account the changed and evolving circumstances. Writing the IA self-analysis report has also provided a good opportunity to thoroughly analyse the activities of the entire organisation and provided material for setting goals for the new period.

Strengths and development activities to date

- The planning of development plan activities by year is flexible and open, which allows for adaptation to changes.
- The focus of management has been on quality culture, including leadership quality at every level of management, to ensure transparent and inclusive management.
- Annual summaries (activity reports) are regularly presented at the public meeting of the Pallas Council which increases employees' awareness of management effectiveness and annual activities.
- The created code of ethics describes behavioral agreements that support management decision-making.

Planned development directions and activities

- To improve the methodology for collecting performance indicators to ensure consistent collection of reliable data and evidence-based decision-making.
- After a period of crises and intensive development activities, to plan clearer priorities in development activities, a calmer work pace, and support for social relationships to support employee well-being.
- To continue to support the activities of managers at different levels through training, clearer division of tasks, and exchange of experiences.
- Based on an environmental, social and governance (ESG) risk analysis, to plan ESG principles into the new development plan at both the organisational and curriculum levels.

STANDARD: The higher education institution develops its staff and manages its physical and financial resources in a purposeful, systematic, and sustainable manner. Internal and external communications of the higher education institution (including marketing and image-building) are targeted and managed.

3.2. Resources

3.2.1. Personnel and personnel development

Pallas' goal is to be a reliable and attractive employer, employing competent and motivated people. According to the work environment survey, employees highly value the meaning of their work, opportunities for development and self-improvement, and support from colleagues (Figure 4).



Figure 4. Employees' assessment of their work, average rating on a 5-point scale.
Work Environment Survey 2024

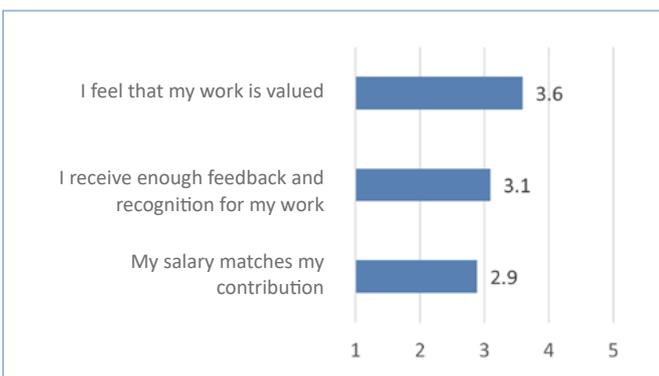


Figure 5. Employees' assessment of pay and recognition, average rating on a 5-point scale.
Work Environment Survey 2024

Recruitment of employees. When filling vacant positions, Pallas follows the Employment Contracts Act, the Higher Education Act, and when filling academic positions, the "Pallas Academic Staff Selection Regulations". Recruitment takes into account the requirements of the position, qualifications, work experience, and motivation. Vacant positions have been filled through a competition or targeted search. In the last 5 years 10 competitions have been organised, including 3 for academic staff positions (competition 3-7 applicants per position) and 7 for support staff positions (competition 15-30 applicants per position). A comprehensive new employee onboarding system is being developed.

Much attention has been paid to **more systematic support for employee development** in the last few years. In 2024, a "Performance and Development Review Procedure" was developed (Annex 6), according to which **performance and development reviews** will be conducted every year (instead of every 2-3 years as previously). The summaries of the performance and development reviews are compiled in the document management system, and the HR manager maps training needs based on them. The main results of the reviews and follow-up activities will be discussed in the Rectorate. An **internal training calendar** was prepared for 2024 (Annex 7), according to which there have been self-improvement opportunities for managers, lecturers and support staff. Self-development is also supported by good opportunities for work migration (see subsection 3.5), visiting exhibitions, conferences, universities and companies funded through Pallas or projects, and participating in Estonian and international projects. Every year, a few employees participate in formal studies (including master's or doctoral studies).

Remuneration and motivation system. Work is remunerated based on the salary grades described in the salary regulations and their annex. The principles of employee motivation are outlined in the "Motivation Rules" (Annex 5, currently being updated), and recognition for outstanding services is regulated by the "Statute of the Pallas Badge and Honorary Medals". Academic staff are paid separately from their basic salary for supervising final projects, participating in the defense committee, and for teaching work that exceeds the workload of the position. Financial and non-financial benefits offered include, for example, reimbursement of health promotion costs, reimbursement for glasses or contact lenses, paid col-

lective Christmas leave, performance bonuses, etc. However, comparative data with other Estonian institutions of professional education show that the salaries of Pallas lecturers are rather low. Although the salaries of academic staff have increased by 50% over the past five years, the wage increase in Pallas is not noticeable due to the general increase in the cost of living (Figure 5). Considering the intensive period of development and change, it is understandable that in addition to salary, employees also expect much more daily recognition and feedback (Figure 5). They miss the relaxed pace of work and joint events.

An update to the bonus and recognition system is planned. Employee suggestions for updating the motivation system have been collected. Job satisfaction is now monitored annually.

3.2.2. Learning and working environment, buildings, facilities and information technology resources

Pallas is located in three state-owned academic buildings (total 7,084 m²) and in gallery space (554 m²) provided for use by the City of Tartu. Academic buildings house specialty departments, classrooms for general courses, support staff, a library, and a café. Study rooms (ateliers, studios, workshops, computer labs) with tools and equipment appropriate for the specialties are open to both employees and students on weekdays, accessible with a key card on evenings and weekends.

Feedback from employees and students (2024, 2025) shows that the necessary resources for studying and working are available, access to study rooms allows one to organise one's work flexibly, but there is a lack of space for workplaces in some places. In connection with the new positions and the conservation and restoration curriculum created in 2024, the functionality of existing spaces is being considered and solutions are being found to support learning and working. As a first step, two soundproof work booths have been purchased for individual and/or pair work.

Physical space and sustainability. In 2023, all Pallas lighting was replaced with energy-efficient LED lighting, supported by energy efficiency investments. The lighting in corridors and stairwells was upgraded to a motion sensor-based system. The lighting system in all rooms was also improved. Solar power plants with a nominal output of 70 kW were installed on the roofs of the buildings at L. Tolstoi 4 and Tähe 38b. They were supplemented by 120 kW battery banks to balance the electricity exchange price and as an uninterrupted power source. In 2025, the Tolstoy House will undergo roof repairs, elevator replacement, ventilation upgrades in the ceramics class of the department of sculpture, and other developments.

Library. Pallas has a library dedicated to its fields of study. The total area, including the reading room, work rooms, and col-

lection storage, is 162.4 m². The library has 32 workstations, 4 reader computers, a mobile computer workstation, a printer, a scanner, and equipment for holding meetings and lectures. In addition to Pallas, the library serves the Tartu Art School and a wider circle of art enthusiasts.

As of 01.01.2025, the library had 20697 publications, which can also be found in Estonia's largest e-catalogue [ESTER](#). Publications are acquired in cooperation with specialty departments and experts, and both lecturers and students can make suggestions via the website. The following databases can be used: EBSCOhost Web, ScienceDirect, Oxford University Press e-journals, Grove Art, Taylor & Francis and Cambridge University Press e-journals, as well as Estonian-language specialty databases. Cooperation is being carried out with the University of Tartu and the Estonian Academy of Arts libraries.

Gallery Pallas is a public gallery located in the city center, which contributes to the revitalisation of the art scene in Tartu and Estonia. There are 3 floors for displaying exhibitions: ground floor hall (220 m²), basement rooms (140 m²) and second floor project room (18 m²). The Gallery uses an *info-beamer* system and *Rasberry Pis* to create technical solutions using screens, speakers, and video projectors. The exhibition schedule is on Pallas' [website](#), and an overview of activities is on the [Facebook](#) page.

The gallery is open year-round, 5 days a week, and free to the public. A competition is held once a year to organise exhibitions, and exhibitions are held in collaboration with museums and professional associations. The gallery provides a platform for introducing the work of Pallas' students, lecturers and collaborators and thereby enriching Estonian art life, fulfilling a significant role in teaching, RDC, and serving society.

Pallas Digital Archive. Since 2018, Pallas has been using open access [digital archive](#), where art, design and conservation/restoration materials related to teaching and research, including final projects are collected and preserved. The plan is to further develop the digital archive with the aim of improving its technical capabilities and expanding its uses.

3.2.3. Financial resources

To organise higher education, the state allocates operating support to public universities and state institutions of professional higher education. This is the basis of Pallas' budget. **Pallas' budget** is mainly formed from the following funding sources (Figure 6):

- **activity support from the state budget:** MER funding, which includes supporting the core activities and infrastructure of the educational institution. It consists of a base part (80%) and a variable part based on national performance indicators. In 2023, state funding increased by 14% and in 2024 by 17%, and in 2023, targeted support for research and development activities was added (5% of operating support);
- **targeted support from the state budget:** funds can be applied for investments within the framework of the preparation of a 4-year state budget strategy. Support is received based on an approved strategy;
- **own:** continuing education, café income, cooperation with private companies and partners, and tuition fees for participants in paid study programmes. The share in the budget has averaged 15% in recent years.
- **project-based funding:** project applications from the European Union Structural Funds, the Cultural Endowment of Estonia and other international or national development projects that support the RDC of Pallas. For example, 243,000 euros have been received from the

SekMo for the years 2024–2027 and 249,000 euros from the “Astra+” measure for the years 2026–2029 (see [subsection 3.11](#));

Budget planning and use. Pallas bases its budget allocation on its main activities, the objectives of the development plan, and the tasks planned in the action plan. As a state university, Pallas is responsible for organising financial management and accounting, while the the State Shared Service Centre oversees the accounting processes. The use of the budget is conservative and balanced - the principle applies that the budget must be sustainable in the same volume next year. Budget planning and financial reporting are based on the “Pallas Procedure for the Use of State Budget Funds and Revenue from Economic Activities”. The budget is planned by the budget committee, and all units are involved in the planning. The draft budget is discussed in the Rectorate, and the budget is approved by the Rector. The total budget during the reporting period was 2.2–3.5 million euros, of which the largest share is spent on salaries (Table 4): the share of the payroll fund in the operating support has been 76–81% in recent years.

A large part of the economic expenses goes to supporting the implementation of studies (incl. acquisition and renewal of teaching aids) and for the RDC (including maintenance of the gallery, projects of the academic staff, exhibitions of student work), as well as for management and development of the infrastructure.

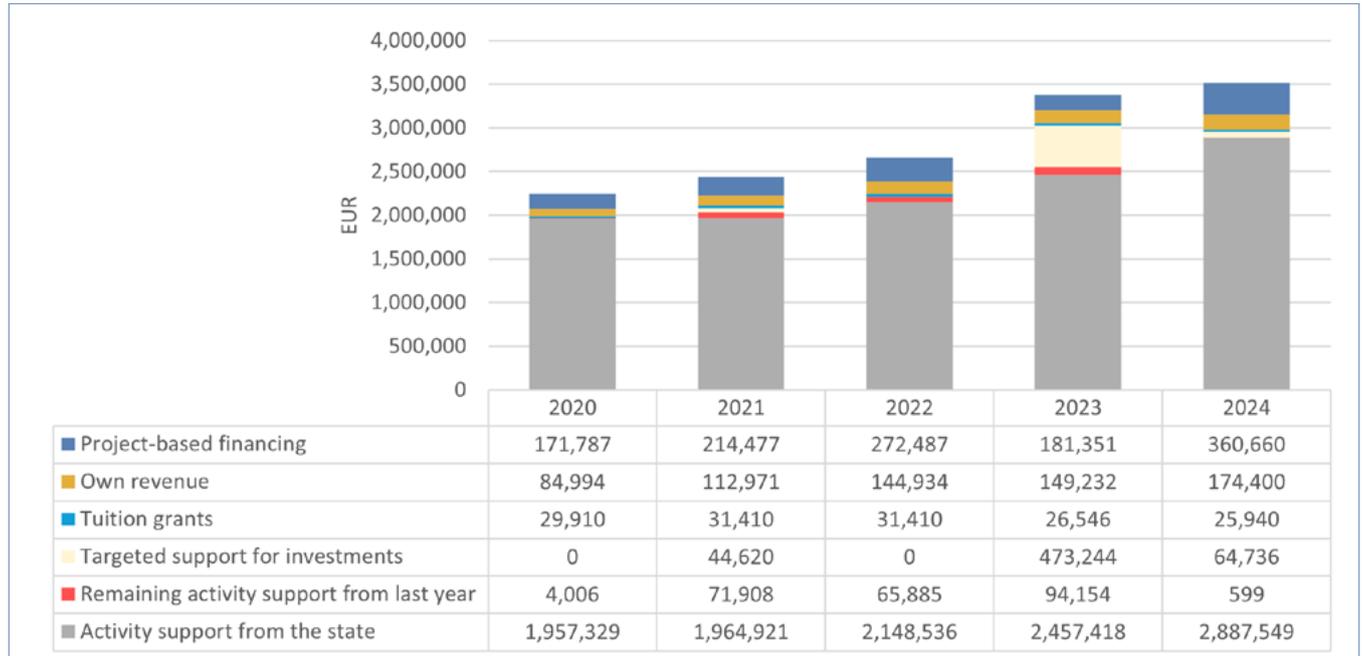


Figure 6. Pallas' main financial sources in euros 2020–2024

Table 4. Pallas' economic expenses and payroll 2020–2024

INDICATOR	2020	2021	2022	2023	2024
Economic expenses €	480,487	473,425	409,472	540,301	651,860
Payroll €	1,489,899	1,574,961	1,701,088	2,038,496	2,400,594
Share of payroll fund in operating support %	75.61%	76.89%	80.60%	79.05%	78.64%

3.2.4. Internal and external communication

The goal of Pallas' internal and external communications is to support the achievement of the university's strategic goals, shape its public image, and ensure effective information exchange.

External communication is centered around marketing activities. The goal is to introduce Pallas as a unique higher education institution for art education in Estonia, develop and maintain collaborative relationships, increase visibility, and provide information about degree and continuing education opportunities and RDC of Pallas. The main channels of external communication are the [website](#), social media platforms ([Facebook](#), [Instagram](#), [YouTube](#), [LinkedIn](#)), press mailing list and bi-monthly [newsletter](#). A consistent visual identity is used in advertisements and design.

Marketing activities are divided into 3 major areas:

1. **advertising campaigns**, including admissions campaigns and advertising for final projects' exhibitions, major events, continuing education courses, etc. (see [admission campaign award](#));
2. **Introducing Pallas and study opportunities** on the website, social media, at career days in general education schools and at the Tartu Higher Education Information Day in Tallinn "[Study in Tartu](#)", organising tours at Pallas for students and other interest groups, etc.;
3. **Organising or participating in events that publicly present the results of study and RDC activities**: organising fashion show [Mood-Performance-Tants](#) and community event [KarlovARTS](#), participating in [Design Night](#), [sTARTUp Day](#), [Tartu Christmas City](#) etc.

According to Kantar Emor's 2024 national higher education institutions reputation survey, approximately 40% of respondents knew about Pallas, with people in South Estonia being more aware. Pallas is known as an higher education institution with a friendly atmosphere that provides a good practical education.

The goal of **internal communication** is to ensure rapid and relevant information exchange that supports the performance of daily tasks and strengthens organisational culture and a sense of belonging. Many employees share responsibility for ensuring effective information flow. Information is mostly shared at work meetings and via email. The DMS document management system contains directives, protocols, reports, instructions, etc., the SIS contains information necessary for academic staff and students, and information about events and meetings is in the Outlook calendar. An overview of weekly events and operational information is sent out via the "Weekly Notice" email. The 2024 employee survey shows that information about daily work organisation (including teaching and study organisation) is generally well accessible, and in addition to official information channels, direct com-

munication with colleagues continues to be important. In line with the period of changes, regular and clear reporting of Pallas' future plans, changes and decisions requires greater attention (Figure 7).

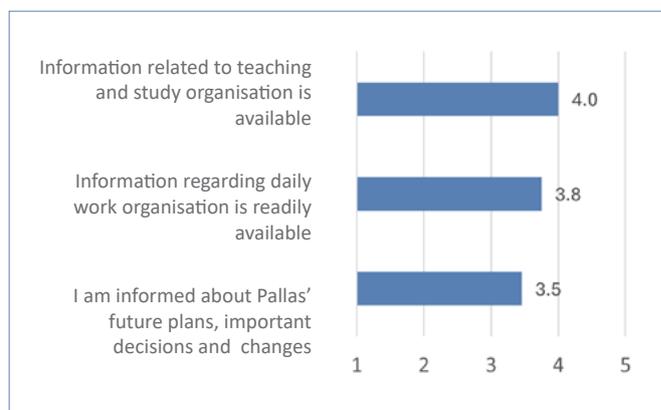


Figure 7. Employees' assessment of information flow, average rating on a 5-point scale.

Work Environment Survey 2024

3.2.5 Protection of personal data

Pallas processes personal data to perform the tasks assigned to it by legislation, based on the relevant laws. Data protection at Pallas is organised by the contractual partner Privanor OÜ. To raise employee awareness, Privanor conducted training on data protection and public information management in 2024. An audit is underway in 2025 to assess the compliance of work processes and documents, as well as information technology and physical security measures. At the suggestion of Privanor, additions have been made in Pallas to the normative documents and the Personal Data Protection Conditions. Public information is available on Pallas' website and document register.

RESOURCES

Strengths and development activities to date

- Pallas's consistent development is ensured by dedicated employees who love their work and contribute to the development of their field.
- Annual performance and development reviews have been introduced, which provide a clearer picture of employees' expectations and needs and the opportunity to support them more systematically.
- The share of additional funds in the budget has increased, which allows for important development activities (sources: R&D targeted grant, SekMo measure, "Astra+" project, green energy support).
- A 10-year agreement has been signed with the City of Tartu for the use of the Gallery Pallas premises, which supports the public presentation of the creative work of students and employees.
- Workshops and study spaces are under constant development and support students' studies and independent creative work.

Planned development directions and activities

- To develop a communication and marketing strategy to increase Pallas' visibility and ensure clear, regular reporting of changes and decisions.
- To update the motivation system based on suggestions collected from employees to better meet employee expectations and needs and increase employee satisfaction.
- To plan spatial reconfigurations based on the space use analysis, staff and student suggestions, in order to create a flexible and sustainable learning and working environment



STANDARD: The higher education institution has defined the quality of its core and support processes, and the principles of quality assurance. In the higher education institution, internal evaluation supports strategic management and is conducted regularly at different levels (institution, units, study programmes). The findings of internal and external evaluations are analysed, and quality improvement activities implemented.

3.3. Quality culture

3.3.1. Quality assurance

Quality assurance is part of Pallas’ strategic management with the aim of maintaining and shaping an organisational culture that is transparent in its decisions and development, inclusive of various stakeholders, and adaptable to changes in society. It involves a set of procedures, agreements, and documents that support the university community in developing a shared understanding of activities and acting according to agreed-upon rules. Given the significant changes that have taken place—and continue to take place—both within Pallas and in higher education more broadly, the organisational culture at Pallas, including its internal quality culture, is in a state of continuous development and transformation.

Pallas bases its quality assurance on the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#), the quality criteria set out in the [Higher Education Standard](#) and the [Organisation of Research and Development Act](#), as well as other Estonian strategic and regulatory documents and legislation (e.g. the [Education Development Plan 2021–2035](#)). The central document of the quality system is the “Internal

Evaluation Procedure” currently being prepared, which brings together all elements of quality assurance. In addition, a quality manual is being developed that systematically describes the quality requirements, responsibilities, and evaluation methods for core and support processes. This helps ensure a consistent understanding of quality throughout the organisation.

The activities described in the Pallas statutes ([Annex 1](#)) are divided into three main processes: educational activities, RDC, and serving society. The quality of activities is ensured based on the PDCA cycle (see Figure 8):

1. the basis for activities and **plans** are strategic documents (statutes, 5-year development plan, annual action plans), other internal documents and agreements that are discussed and agreed upon by decision-making bodies;
2. based on which **agreed activities** are implemented;
3. the effectiveness of activities is analysed and assessed through **internal and external evaluation**;
4. **development activities are planned** based on the collected data and analyses.

Pallas Statutes

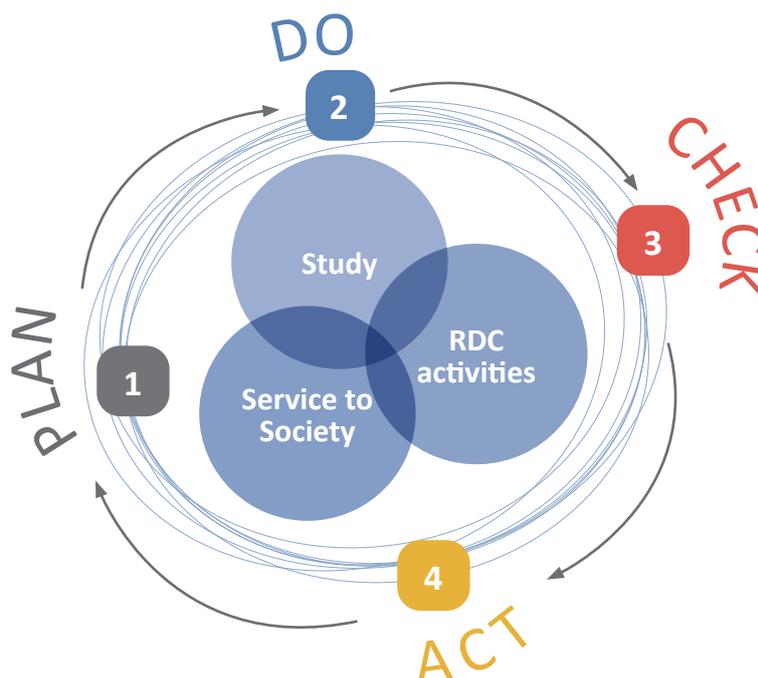
Mission and Vision

Management and planning

- Decision-making bodies, committees
Pallas Council, Rectorate, Board of Advisors, ect
- Strategic management development plan, annual action plan, curricula, RDC strategy
- Normative documents regulations, guidelines, rules of procedure

Resources

- Employees
- Learners
- Cooperation partners
- Budget
- Infrastructure



Internal evaluation

- Stakeholder feedback
- Overview of statistics
- Attestation of teaching staff
- Activity reports of structural units
- Analysis of the implementation of the action plan of the development plan
- Asset inventory

External evaluation

- Institutional accreditation
- Annual report to the MER

Performance Indicators

- of Development plan
- of State performance funding
- Stakeholder feedback

Figure 8. Quality assurance system at Pallas

The head of each core activity is responsible for the quality of that area (see the following chapters).

As a small higher education institution, Pallas is characterised by frequent direct communication and information exchange, which form the basis for ongoing development activities.

3.3.2. Internal and external evaluation

At Pallas, the effectiveness of its activities is monitored through internal and external evaluation. (Annex 10).

All stakeholders participate in the internal evaluation in different ways (Figure 9). The main elements of internal evaluation are:

- feedback from stakeholders (including students, staff, alumni) (Annex 11);
- annual activity reports of departments and SC (Annex 12), including speciality departments, which also analyse the quality and development of the curriculum in their activity report;
- review of the implementation of the development plan action plan;
- Pallas’ annual report, prepared based on activity reports.

The results of internal evaluation are available to employees and students according to the topic and are discussed, based on the area of responsibility, in the council, rectorate, curriculum councils, academic meetings, department or the Student Council. Internal evaluation summaries provide information for development activities at various levels. Since the standards assessed by IA are currently being updated in Estonia, Pallas’ internal evaluation is also being developed in this regard to achieve better alignment between internal and external assessment.

The most important external evaluation is the IA, because it provides comprehensive feedback on the activities of the entire higher education institution. Financially, indicators that affect the state’s performance-based financing have a significant impact. In the last couple of years, the report on the use of targeted RD support submitted to the state has also been very significant, on the basis of which the Ministry of Education and Research distributes state research and development support for the next calendar year.

		STUDENTS	MANAGEMENT, HEADS OF DPT	TEACHING STAFF	SUPPORT STAFF	ALUMNI	EMPLOYERS, PARTNERS
STAKEHOLDER FEEDBACK	First-year student feedback						
	Learning environment survey						
	Subject feedback						
	Internship feedback						
	Final project feedback						
	Performance and development review						
	Work environment survey (including visiting lecturers)						
	Attestation of teaching staff						
	Alumni survey						
ANNUAL REPORTS	Activity report of departments and SC						
	Review of the action plan of the development plan						
	Statistical data collection about study, RDC, staff						
	Inventories						
PARTICIPATION IN DECISION-MAKING BODIES, COMMITTEES	Pallas Council						
	Curriculum councils						
	Ethics Committee						
	RDC Council						
	Attestation Committee						
	Inventory Committee						
	Student Council						
	The Advisory Board						
	Rectorate						
	Final project assessment committee						

Figure 9. Involvement of Pallas’ stakeholders in internal evaluation

3.3.3. Quality system and development activities

To better organise the quality system, the position of quality manager was created in 2024. The following topics have received increased attention in the last few years:

- Creating a clearer system of quality assurance elements – elements previously discussed in many documents are being concentrated in the “Internal Evaluation Procedure”.
- Discussions involving stakeholders have been organised and agreements have been made (e.g., code of ethics, good meeting practices, final project defense process, discussions on creating good learning and teaching practices) when defining the elements of quality culture and quality indicators of core processes, and when mapping more complex processes.
- In 2023–2025, more than 30 regulatory documents have been reviewed and organised, and brought into line with legal amendments and daily operations.
- The content and frequency of staff and student surveys have been updated (annually instead of the previous 3-to-5-year interval) to more clearly monitor the impact of the changes (see [Annex 11](#)).
- The process of organising the collection and management of statistics has been initiated (including the description of methodology and agreement on responsibilities).
- Valuable discussions and experience-sharing have taken place with other higher education institutions, and in the experience seminars on internal evaluation of curricula of the activity “Quality and Internationalisation of Higher Education” (KVARA). This has provided valuable material for organising internal evaluation and creating a quality manual.



QUALITY CULTURE

Strengths and development activities to date

- The elements of internal assessment have been consolidated into a comprehensive system, and the main processes have been described and visualised to ensure a unified understanding of the quality culture and the implementation of the PDCA cycle.
- Various stakeholders are involved in quality assurance to support the continuous and transparent development of core processes.
- In cooperation with the quality working group of higher education institutions, experiences are exchanged, and best practices are shared to support continuous quality development.

Planned development directions and activities

- To continue to improve the methodology and management of statistics collection to ensure the comprehensive functioning of the quality system and to consistently use data in internal and external evaluation and management decision-making.
- To streamline and enhance the internal evaluation reporting process to ensure its smooth operation and to prevent workload from accumulating during specific periods.
- To bring the internal evaluation system (including internal evaluation of curricula) into line with the updated IA guidelines and standards, in order to ensure the reliability and compliance of quality assessment and support continuous development activities.

STANDARD: The higher education institution has defined its principles for academic ethics, has a system for disseminating them among its members, and has a code of conduct including guidelines for any cases of non-compliance with these principles. The higher education institution has a functioning system for handling complaints.

3.4. Academic ethics

Ensuring a reliable and safe learning and working environment is one of the strategic goals of the Pallas development plan. Pallas is based on the fundamental values and principles of academic ethics, which are enshrined in the Magna Charta of European Universities, the [Code of Ethics for Estonian Researchers](#), and the complementary Estonian Code of Conduct for Research Integrity.

3.4.1. Overview of agreements related to academic ethics

In 2024, the Council approved the **Pallas Code of Ethics** ([Annex 13](#)), which formulates the attitudes and principles underlying the ethical behavior of the membership and agreements for handling ethical conflicts. The field of ethics (including equal treatment) at Pallas is also regulated by the internal work regulations, study regulations, guidelines for final projects, guidelines related to intellectual property rights, and guidelines for formatting written papers (Table 5).

Based on the Code of Ethics ([Annex 13](#)) a **permanent Ethics Committee** has been established to ensure continuity and transparency. The committee includes representatives from all levels: vice rector for academic affairs, head of department, academic staff, support staff and a student. The working principles of the Ethics Committee, the organisation of its

activities, and the procedure for handling suspicions or complaints are set out in the Code of Ethics. Before the Code of Ethics came into force, more serious violations of academic ethics at Pallas were handled by a committee, which was convened by the rector for each case separately.

The task of the Ethics Committee is to address possible violations of ethical principles at Pallas. In the event of a suspected violation, those involved may try to resolve the situation themselves, seek advice from a colleague, head of department, HR manager or management, and, if necessary, notify the Ethics Committee in writing, who will handle the case further (Figure 10). The membership has also been given the opportunity to report unethical behavior anonymously.

Another task of the Ethics Committee is to support the growth of awareness of the principles of academic ethics at Pallas and to promote an organisational culture based on academic ethics. The Ethics Committee has identified subjects through which the topic will regularly reach students, planned the creation of information material on the Code of Ethics as a learning assignment within the framework of the internship, organised an information day for the membership, and planned future ethics training sessions for employees. Information about the Code of Ethics, the Ethics Committee and related guidelines is available on the [Pallas website](#).

Table 5. Documents regulating the field of ethics in Pallas

DOCUMENT	TARGET GROUP	ASPECTS OF ACADEMIC ETHICS COVERED
Code of Ethics (Annex 13)	Membership	The attitudes, principles and guidelines underlying ethical behavior and the procedure for handling ethical conflicts
Study Regulations	Students and academic staff	Activities considered to be violations of academic ethics and improper conduct and the procedure for handling cases
Internal work procedure rules	Employees	Employee rights and obligations related to the employment relationship, including daily work-related standards of conduct and principles of equal treatment
Ownership of intellectual property rights in works created during studies and the exercise of those rights	Membership	Issues related to copyright and intellectual property rights of works created during study
Guidelines for Final Projects	Students	Duties and responsibilities of the author of the final project, issues related to the copyright and intellectual property rights of the final project
Guidelines for formatting written papers	Students	Using and citing the work of other authors, including the use of artificial intelligence and issues related to plagiarism

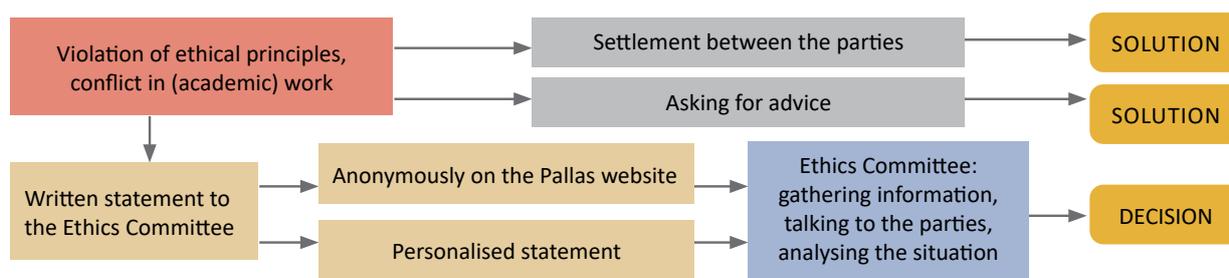


Figure 10. The procedure for addressing ethical conflicts at Pallas

3.4.2. Academic ethics in teaching and in research, development and creative activities

In all new curricula, the topic of ethics is integrated into the following courses: “Intellectual Property and Artificial Intelligence” (1st academic year autumn semester), “Basics of Academic Writing” (1st academic year spring semester), “Fundamentals of Scientific Work” (3rd academic year spring semester), and also addressed in the final project information session” (4th academic year). In older curricula, the topic was covered in the subjects “Estonian Language and Methodology for Written Work I”, “Protection of Intellectual Property”, “Written and Oral Communication in Estonian”, and “Fundamentals of Research (Research Methodology)”.

To prevent academic fraud, the plagiarism detection software StrikePlagiarism is used, which is used to check all final projects. During the inspection, a case has been identified in almost every academic year (Table 6). It has mainly been an incorrect reference: a student has presented another author’s written or practical work under their own name or used another author’s work without referring to it correctly.

Table 6. Academic violations identified in final projects at Pallas 2020–2024

INDICATOR	2020	2021	2022	2023	2024
Number of final projects checked with plagiarism software	45	45	62	51	56
Plagiarism or suspected plagiarism identified in final projects by plagiarism detection software	0	1	3	1	1
Cases discussed in the Ethics Committee	0	0	1	0	3

Employees base their behavior on the internal work regulations, the Code of Ethics, and good research and creative practices in teaching and RDC activities. A scientific advisor advises the membership on the ethics of research and creative work. Employees can discuss academic ethics issues during evaluation and performance and development reviews and on an ongoing basis with their direct manager or HR manager. Problems have mainly arisen due to conflict between lecturers and students. Most of the time, they are resolved through communication between the parties involved. The Ethics Committee meets when they cannot find a solution to the problem themselves.

ACADEMIC ETHICS

Strengths and development activities to date

- A Pallas Code of Ethics has been developed, which creates a sense of a safe and respectful environment, transparently describes the case handling process, and helps resolve situations of violation of academic ethics.
- A permanent Ethics Committee has been established to systematically conduct outreach and resolve problematic cases.
- The topic of academic ethics is systematically addressed in documents regulating the organisation of studies and in courses, with the aim of preventing unethical behavior and raising awareness of academic ethics.

Planned development directions and activities

- To plan training for employees on academic ethics to develop a common understanding of academic values and responsibility.
- Continue creating informational leaflets with infographics explaining the content of the Code of Ethics, in order to raise awareness among students and staff and to support ethical behavior in everyday study and work situations
- In collaboration with other higher education institutions, develop guidelines to support the conscious use of artificial intelligence in teaching and creative work.

STANDARD: The higher education institution has set objectives for internationalisation and assesses the attainment of these objectives regularly. The higher education institution has created an environment that encourages international mobility of students and teaching staff, supporting the development of learning, teaching and RDC activities, as well as the cultural openness of its members and Estonian society in general.

3.5 Internationalisation

3.5.1. Goals related to internationalisation

According to the statutes, Pallas' goal is to be an internationally acknowledged institution of professional higher education. The development plan sets the goal of being an international expert and a contributor, prominent in its field. To this end, an environment has been created where foreign experiences can be gained both abroad and at home. According to the principles of internationalisation (Annex 14), internationalisation at Pallas means the following:

- student and academic staff study and work mobility;
- involving foreign experts and guest lecturers in teaching and assessing (see Annex 15);
- cooperation with foreign universities, companies and other institutions in international networks and projects, participation in international exhibitions, conferences and competitions, joint exhibitions at Gallery Pallas;
- involving foreign partners in RDC projects;
- participation in the development of fields and the sharing of professional knowledge in Estonia and elsewhere.

3.5.2. An environment that supports internationalisation

Pallas finances its international activities from several sources, including the Erasmus+ and Nordplus programmes, the Cultural Endowment of Estonia, targeted research and development support, and the CIRBUS network. The largest funding has been provided for study and work mobility within the framework of Erasmus+, for which Pallas has agreements with more than 50 partner universities across Europe.

The Erasmus+ accreditation confirms that Pallas' study and work mobility activities are of high quality. The active participation of students and employees in Erasmus+ study and work mobility is supported by information days, outreach through mailing lists and a website, and individual counseling by the International Relations Manager. Applications are accepted twice a year. The evaluation of applications is transparent and on an equal basis for all. The selection is made by a committee consisting of the Rector, Vice Rector for Academic Affairs, and the International Relations Manager. Students are selected based on their academic performance, with an advantage given to those who have been tutors to

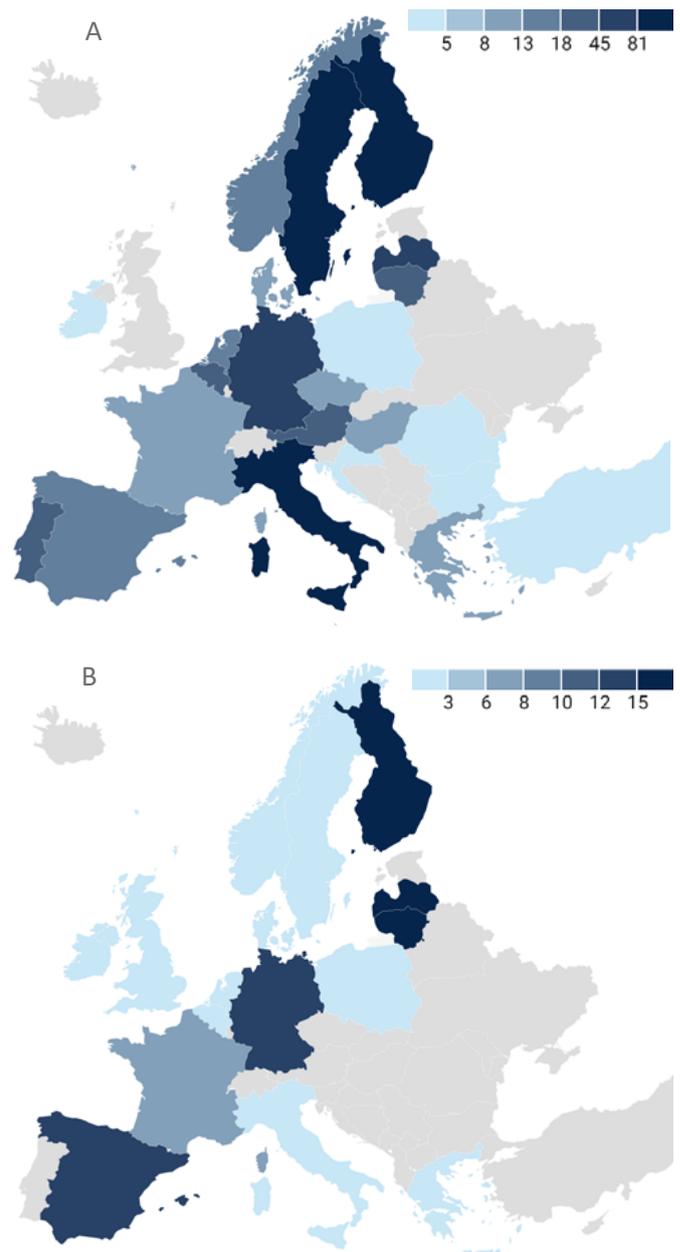


Figure 11. Overview of the countries with which Pallas is connected by work mobility of employees and study mobility of students (A), and from where foreign lecturers and students participating in study mobility have arrived at Pallas in 2020–2024 (B)

foreign visiting students and have no previous Erasmus+ experience. One of the criteria for work mobility is also to prioritise employees who have not previously participated in it. Students' satisfaction with the organisation of Erasmus+ study mobility and the support provided is high, according to a study environment survey.

Pallas is a member of the EURASHE and Cumulus networks, and employees actively participate in international seminars and conferences. The Nordplus programme and the CIRBUS network also offer opportunities for international cooperation (see subsection 3.12). Pallas is a member of the Internationalisation Working Group of the Estonian Rectors' Conference of Universities of Applied Sciences, which helps strengthen the network and supports employees.

The effectiveness of work and study mobility is assessed annually by analysing the implementation of the action plan of the development plan. Departments summarise internationalisation in the annual activity report, and personal performance and development perspectives are analysed in employee performance and development reviews and evaluation. To promote internationalisation, student mobility indicators are taken into account when preparing the performance budget of specialty departments.

3.5.3. Employee mobility

To enrich the quality and process of learning, Pallas' principles of internationalisation (Annex 14) set a goal for each specialty department each academic year to 1) send at least one lecturer to teach or train at a foreign higher education institution and/or 2) involve at least one visiting lecturer in teaching/RDC activities. With a few exceptions, these goals have been met: almost every year, an average of 3 lecturers per department have been sent abroad and at least one foreign guest has been invited to teach or give a lecture at Pallas. Often the figures have been much higher (Table 7).

Table 7. Work mobility of Pallas' employees and foreign experts 2020–2024

	2020	2021	2022	2023	2024
Number of employees who participated in work mobility	17	14	29	33	38
(percentage of all employees)	20%	16%	34%	37%	42%
including number in specialty departments	12	8	20	21	26
(percentage of employees in the study and research structure)	23%	15%	35%	37%	47%
Number of foreign visiting lecturers and experts	12	13	21	35	22

Work mobility supports the development of employees' professional, language and cultural competencies and helps create an international learning environment at Pallas. The specialty departments actively participate in and initiate international projects. In cooperation with foreign partner universities, organisations, companies and specialists in the field, joint exhibitions are organised, culturally valuable objects are conserved and restored, international workshops are organised and the results are published. Students are also involved in the activities.

The most extensive work mobility is takes place within the Erasmus+ programme, which funds work mobility of both academic and support staff. Many Pallas lecturers are well-known and recognised as experts in their fields and are invited to teach at foreign universities. In recent years, nearly 40% of staff from specialty departments have participated in international mobility (47% in 2024). Pallas has had more than 10 foreign visitors per year, which is a large number considering the total number of academic staff at Pallas.



3.5.4. Study mobility of students

Pallas stands out among Estonian institutions of applied higher education with the highest proportion of students participating in study mobility: the figure has reached 30% in recent years, which is more than 4 times higher than the average for Estonian universities (Source: EHIS, Haridussilm.ee). Most Pallas students participate in study mobility at least once, many several times (for purposes such as exhibition projects, museum visits, collaboration projects, internships, studies, etc.). Study trips are often part of observation practice, which is included in all Pallas curricula, and other short-term study mobility take place within the framework of projects. In the 2023/24 academic year, 22% of Pallas students participated in short-term mobility and 8% in long-term (one semester) mobility, each with an average of 17 ECTS credits (Table 8). Studies abroad are considered part of the curriculum and, if necessary, an individual study plan can be implemented for the student, which allows students to complete their studies on time.

Pallas also offers internship support to recent graduates through Erasmus+ for use within 12 months of graduation. Depending on the programme's budget, an average of 1-3 alumni per year have been able to use it.

3.5.5. Foreign visiting students at Pallas

Foreign visiting students generally study at Pallas for one semester through the Erasmus+ programme. In the last 5 years, an average of 7 students per year have attended Pallas (i.e. 2-3% of the student body). To this end, a flexible learning structure has been created for them, consisting of three parts:

- **A module of English-taught courses** (8 ECTS), which provides an overview of contemporary Estonian art, culture, design and cultural heritage, and also includes a practical exhibition project;
- **Courses open to Erasmus+ students**, can be flexibly taught in English if a foreign visiting student is participating. Separate negotiations regarding courses are made according to the wishes of each visiting student;
- opportunity to **choose courses in partner universities**.

Foreign visiting students study in the same groups as Pallas students, providing them with an international experience, and are assessed on the same basis. The study organisation is flexible: an individual study plan is prepared for each foreign visiting student. Foreign visiting students are supported by the International Relations Manager, the Academic Affairs Office, and the specialty departments according to their role. Each foreign visiting student is assigned a tutor from the specialty who will support them in their studies and everyday life. Pallas also has close cooperation with the European Student Network, which offers various social and cultural integration opportunities for foreign visitors.

Table 8. Pallas student mobility 2019/20–2023/24

	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Number of students participating in student mobility	30	26	56	100	84
percentage of all students %	10%	8%	17%	32%	27%
including the number of students funded by Erasmus+	14	22	22	35	24
average number of ECTS credits	27 ECTS	23 ECTS	24 ECTS	19 ECTS	17 ECTS
including the number of students funded through other sources	18	7	37	81	67
average number of ECTS credits	2 ECTS				

INTERNATIONALISATION

Strengths and development activities to date

- Pallas' study and work organisation encourages the participation of employees and students in international work and study mobility and offers diverse opportunities for this.
- Pallas has very active study and work mobility which supports the self-development of learners and employees and their understanding of cultural diversity.
- Study and work mobility and cooperation projects support curriculum development and RDC.

Planned development directions and activities

- To further develop the cross-curriculum module of English-taught courses, which will increase the course choices of foreign visiting students and support the internationalisation of Pallas students at home.
- Considering Pallas' active study and work mobility, to map and visualise these processes and to clarify the division of responsibilities in the organisational process to streamline procedures and support internationalisation activities.

STANDARD: Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of learners and value their own continuous self-development.

3.6 Teaching Staff

Pallas’ teaching staff is predominantly teaching artists, designers and restorers who, on the one hand, are dedicated to teaching creatively thinking, competent and skilled graduates, and on the other hand, are actively working creative individuals who are recognised both in Estonia and internationally as artists, designers, creative researchers and experts (Annex 16). The duties of the academic staff are described in the “Job Description of the Study and Research Structure Employees” and the qualification requirements in the document “Qualification Requirements for Pallas Academic Employees and the Conditions and Procedure for Assessing Compliance with Them”. The basis for the evaluation of teaching staff is the document “Terms, conditions and procedures for the attestation of academic staff” (Annex 4).

3.6.1 Composition of the study and research structure

As of 31.12.2024, 55 people worked in 39.6 positions in the teaching and research structure. In addition to department heads and regular teaching staff, this includes assistants to department heads and technical assistants (Table 9). Many (15) of them have employment contracts for multiple roles: in addition to performing a support function, they also participate in teaching, depending on their qualifications and the nature of the course. Heads of specialty departments have the task of teaching and managing the department (Figure 14).

The number of positions in the teaching and research structure has increased somewhat over the last five years, e.g. in 2024, the position of junior researcher was created, and in connection with the creation of a new curriculum, the number of lecturer and technical assistant positions was increased. Teaching is also carried out by the rector and vice rector for academic affairs, who are not part of the study and research structure. The number of students per academic staff member has been lower over the years compared to other higher education institutions (Figure 12). Study groups for specialty subjects consist of 6 to 13 students, as small group sizes are essential for acquiring practical skills and ensuring individual guidance and feedback. Students also highly value an individual approach to teaching (see subsection 3.10.3).

Table 9. Employees of Pallas Study and Research Structure as of 31 December 2024

TEACHING STAFF	EMPLOYEES	POSITIONS
Professor (including professor, head of department)	11 (4)	7.85
Associate professor (including associate professor, head of department)	5 (1)	2.9
Senior lecturer (including senior lecturer, head of department)	2 (1)	1.5
Lecturer (including lecturer, head of department)	20 (1)	9.5
Senior teacher	7	2.7
Teacher	3	1
Junior researcher	1	2
TOTAL	49	26.45
PROVIDERS OF SUPPORT FUNCTIONS	EMPLOYEES	POSITIONS
Assistant to the Head of Department (including in multiple roles)	6 (5)	4.2
Technical assistant (including in multiple roles)	15 (10)	8.65
TOTAL	21	13.15
ALL employees total	55	39.6

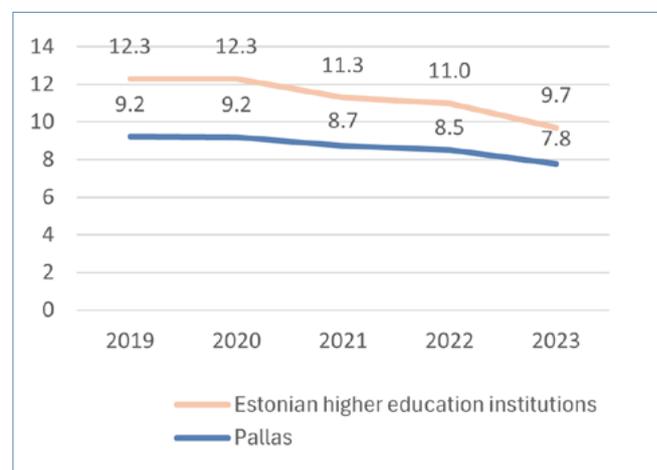


Figure 12. Pallas’ student-to-academic staff (FTE) ratio compared to other Estonian higher education institutions (all levels of higher education). Haridussilm.ee

To ensure the quality of education, guest lecturers participate in teaching in all curricula (Table 2). **As guest lecturers, young experts** in the field are included, many of whom have graduated from Pallas and subsequently studied further and are actively involved in their field, as well as **experienced professionals** who are recognised in their field both in Estonia and internationally (creating a fresh connection between working life and studies). In addition, teaching staff from other higher education institutions and prominent experts from abroad are invited to teach in order to enrich the teaching with diverse perspectives and experiences.

Approximately 150 guest lecturers participate in teaching annually (the exception was 2020-2021, when the number of guest lecturers was significantly lower due to the coronavirus pandemic). In 2024, there were a total of 155 guest lecturers and the volume they teach depends on the the curriculum. In addition to visiting lecturers, the studies are also enriched by top specialists in various fields who give one-off lectures or participate in special projects.

3.6.2. Age and gender distribution of teaching staff

The age of academic staff as of 31.12.2024 was 32–76 years. Their diversity in terms of both age and experience ensures that new knowledge, innovative perspectives, and new practices reach students, as well as the preservation of traditional fundamentals and working methods important in the art world. The average age has been decreasing over the years, which indicates an increase in the proportion of younger employees, including in management positions (in 2020 there were 6 employees under 40, in 2024 there were already 13), ensuring the sustainability of the personnel. In 2024, 54.5% of the teaching and research staff were men and 45.5% were women (Figure 13).

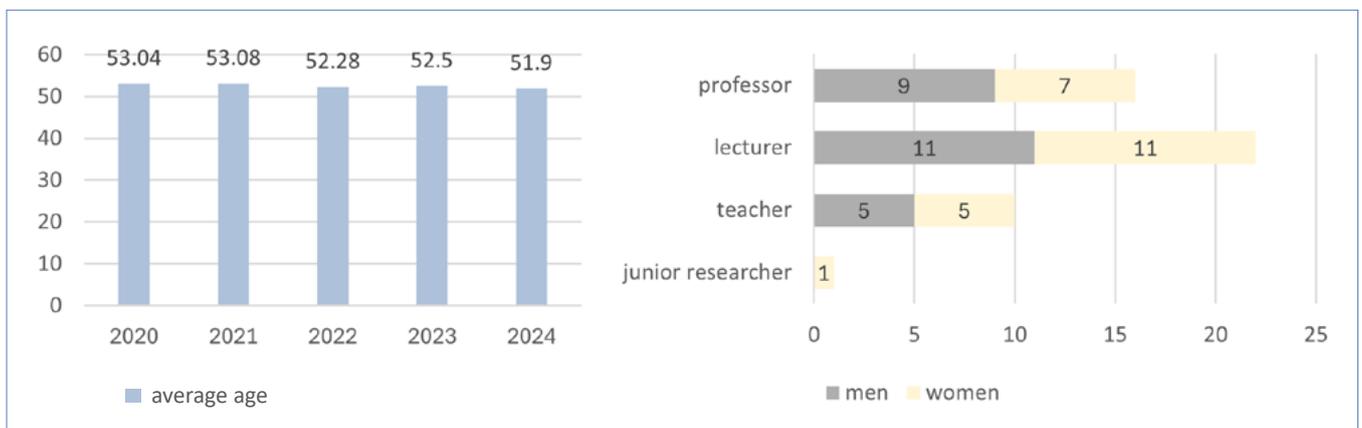


Figure 13. Average age of academic staff 2020-2024 and gender distribution in % by academic positions (31.12.2024)

3.6.3. Supporting teaching staff development and evaluating teaching staff

The tasks of teaching staff are divided, based on qualifications, mainly into teaching and RDC (Figure 14). The position of head of department brings with it management responsibilities, and the junior researcher is obligated to participate in doctoral studies.

To support the development of teaching staff, internal training and a series of experiential seminars have been launched to develop teaching skills and support RDC (Annex 7). To support succession, 1 employee has started doctoral studies at the Estonian Academy of Arts in 2024 with the support of the SekMo measure, and 1 more doctoral candidate has been approved by the University of Tartu for 2025; three curriculum development consultants are receiving training.

Information about training opportunities, both in the form of internal training in Pallas and training offered by partner universities, has been shared with regular employees and visit-

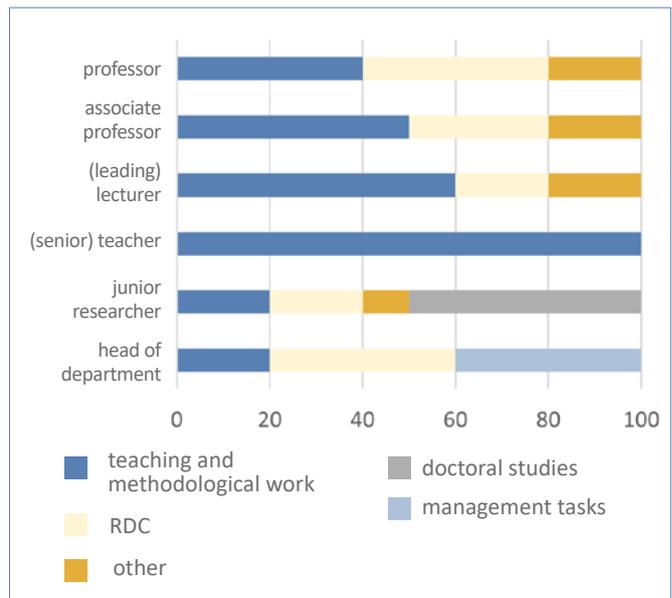


Figure 14. Distribution of work tasks of Pallas teaching staff during working hours %

ing lecturers via a joint mailing list. Teaching staff are fully supported so that they can actively engage in research projects, scientific publications, book publishing, and other research and creative initiatives. In addition, students are involved in RDC to provide them with valuable experience and skills. To support RDC, Pallas offers lecturers the opportunity to apply for a free semester (see [Annex 17](#) and [17.1](#)) and starting in 2021, it is possible to apply for a creative scholarship (€10,000/year) from the Cultural Endowment of Estonia.

Since 2024, Pallas monitors the well-being and satisfaction of teaching staff (including guest lecturers) with working conditions and training opportunities every year. Once a year, performance and development reviews are held with each member of the teaching staff. According to the work environment survey (2024), regular teaching staff find that they receive support and training to develop teaching skills and subjects when needed (average rating of 4.0 on a scale of 5) and that opportunities for self-improvement have improved, but there is often no time to participate. Guest lecturers feel that their work at Pallas is valued, their working conditions are good, and

information and educational technology support is available to them when needed (average ratings of > 4.0 on a scale of 5). When possible, (especially early-career) teaching staff would like to receive more feedback on their teaching.

The work of academic staff in all its mandatory responsibilities is evaluated every 5 years during attestation. In 2024, the “Terms, conditions and procedures for the attestation of academic staff of the Pallas University of Applied Sciences” was amended ([Annex 4](#)) and a self-analysis form was developed that supports the analysis of professional responsibilities and provides a better basis for discussion with the committee, in addition to the documents submitted. According to the new procedure, 7 attestations were organised in 2024 (including 2 promotions due to an increase in the level of education), and 7 attestations are scheduled for the autumn of 2025.

Students hold their lecturers in high regard: according to the results of the 2024 learning environment survey, they believe that teaching at Pallas is delivered by experts in their fields and skilled practitioners (average rating: 4.2 on a scale of 5).

TEACHING STAFF

Strengths and development activities to date

- Pallas employs dedicated lecturers who are actively practicing in their field.
- Teaching is conducted by young lecturers and experienced professionals with high professional competence, and guest lecturers and practitioners are involved to provide students with a diverse learning experience.
- A meaningful selection of training courses and an email list including all teaching staff have been created, which allows sharing information about both study organisation and teaching principles.
- Funding for doctoral studies from the SekMO programme supports the next generation of academics and strengthens the connections between RDC, learning, and teaching.

Planned development directions and activities

- To develop an onboarding system for new and visiting lecturers to better support their professional development and coping at Pallas.
- To continue organising a series of seminars on good practices for lecturers, to encourage the exchange of experiences and cooperation and to develop a common understanding of good teaching.
- To develop a system for valuing and enhancing teaching, as well as a recognition framework for teaching excellence, in order to strengthen the role of teaching in shaping and evaluating academic careers.



STANDARD: Study programmes (curricula) are designed and developed while taking into account the expectations of stakeholders, higher education and professional standards, and trends in the relevant fields. The objectives of study programmes, modules and courses and their planned learning outcomes are specific and coherent. The study programmes support creativity, entrepreneurship, and development of other general competencies.

3.7. Curricula

At Pallas, studies are conducted at the first level of higher education based on applied higher education curricula. The curricula belong to the arts curriculum group and focus on the field of either art and/or design or conservation and restoration. Until the 2023/24 academic year, students were admitted to 7 curricula, from the 2024/25 academic year there are 8 curricula (all with a volume of 240 ECTS credits). The nominal duration of studies is 4 academic years and studies are conducted in Estonian. The curricula are in line with the general requirements of level 6 of the Estonian Qualifications Framework. A comparative analysis with other European art universities has shown that Pallas' curricula are also in line with the principles of curriculum structure in the creative field.

The aim of the studies is to develop students into professional and independent creators who, upon graduating Pallas, are prepared to enter the job market or continue their studies at the master's level. To achieve this, theory and practice are closely linked in the study, and great emphasis is placed on manual skills and practical experience. The four-year programme allows for the alignment of students' initial skill lev-

els and the development of diverse knowledge and skills. The curricula include, on one hand, foundational knowledge the humanities and art theory (e.g. art history, philosophy, semiotics, academic writing), general competencies (e.g. creativity, creative entrepreneurship, teamwork) and practical art skills (e.g. drawing, painting, color theory, composition, form theory). On the other hand, professional and specialty knowledge and their application in a real work environment (e.g. internships, creative projects, exhibitions, applied research).

Courses within the curricula are grouped into modules (Figure 17). The content of each course is described in syllabi and in annual course programmes compiled based on them. Each curriculum is managed by the respective specialty department, relying on cooperation with the Center of General Subjects and the support and administrative structure.

3.7.1. Curriculum development and internal evaluation

When creating and updating curricula, Pallas follows the [Higher Education Act](#), the [Higher Education Standard](#), occupational qualification standards and the Pallas curriculum

Pallas Statutes

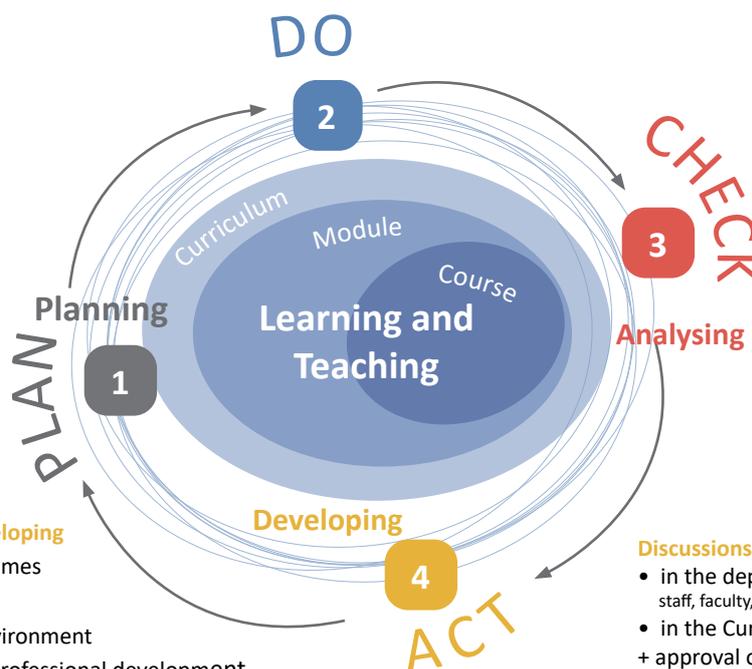
Mission and Vision

Management and planning

- Decision-making bodies, committees
Pallas Council, Curriculum Council, academic meetings, ect
- Strategic management
development plan, curricula, syllabi and subject programs
- Normative documents
Study regulation, curriculum statute, ect

Proposals for developing

- Subject programmes
- Curricula
- The learning environment
- Academic staff professional development



Internal evaluation

- Activity reports of speciality departments incl internal evaluation of curricula
- Overview of study statistics
- Stakeholder feedback
- Analysis of the implementation of the action plan of the development plan

External evaluation

- Institutional accreditation

Discussions

- in the department
staff, faculty, students
- in the Curriculum Council
+ approval of the internal evaluation

Figure 15. The PDCA cycle for curriculum development

statutes (Annex 18). Curriculum development takes into account feedback from stakeholders, developments related to the field, and broader societal trends (Figure 15). Curricula are developed and updated in cooperation with curriculum councils (Annex 19). At the course level, lecturers are responsible for development activities in cooperation with the head of the department. Curriculum updates are approved by the Pallas Council and entered into EHIS and SIS.

Internal evaluation of curricula is carried out annually as part of the specialty department's activity report (Annex 18, Annex 12). To this end, the following aspects of the specialty department are analysed:

- resources (budget, infrastructure, personnel);
- indicators related to academic activities (admission, graduation, studies, internships, collaborative projects, students' creative activities, feedback from stakeholders);
- teaching staff's RDC and development activities.

This structure of internal evaluation is in line with the new IA structure. The overview allows for a comprehensive assessment of the performance of the department and curriculum, as well as the need for further development. The results of internal evaluation and proposals for curriculum development are discussed and approved by the curriculum council.

3.7.2. Curriculum reform and structure

In 2023, the Pallas curricula were reformed, based primarily on 1) external evaluation recommendations and internal evaluation results (student and alumni feedback), which led to a redesign of all curricula, including increasing the volume of courses and reducing their number; 2) the need to consider the conservation and restoration specialty as an independent specialty, as revealed by feedback from students, alumni, and employers (Figure 16).

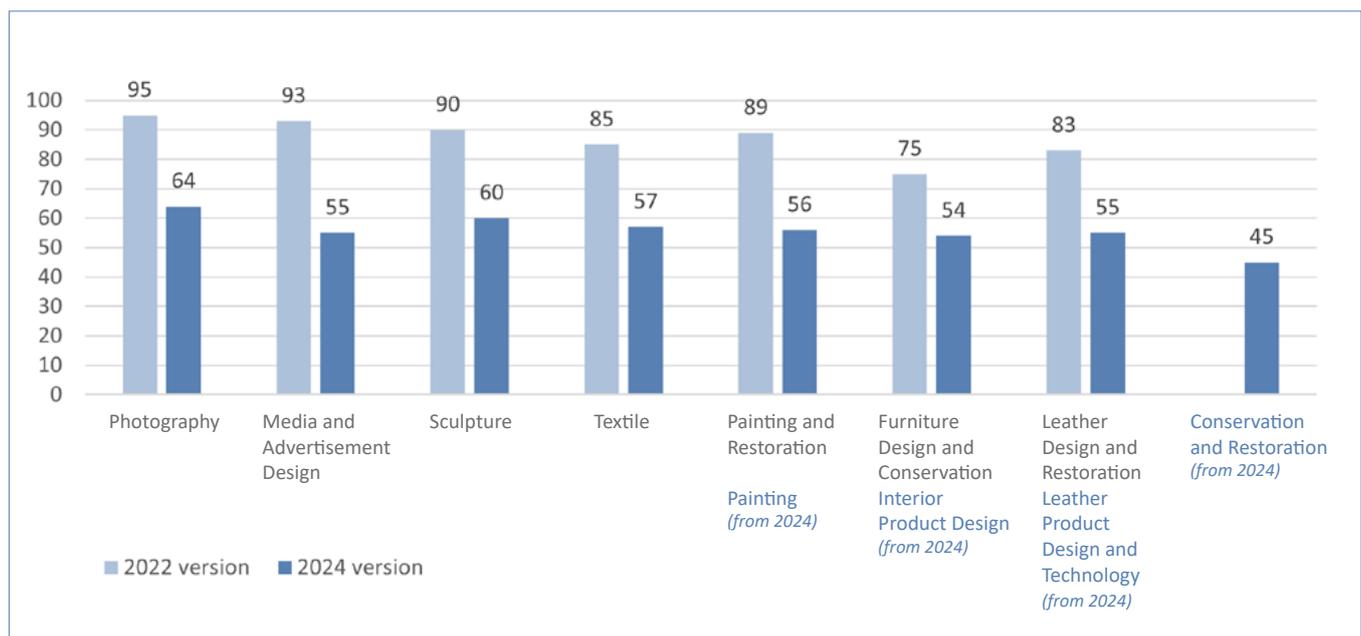
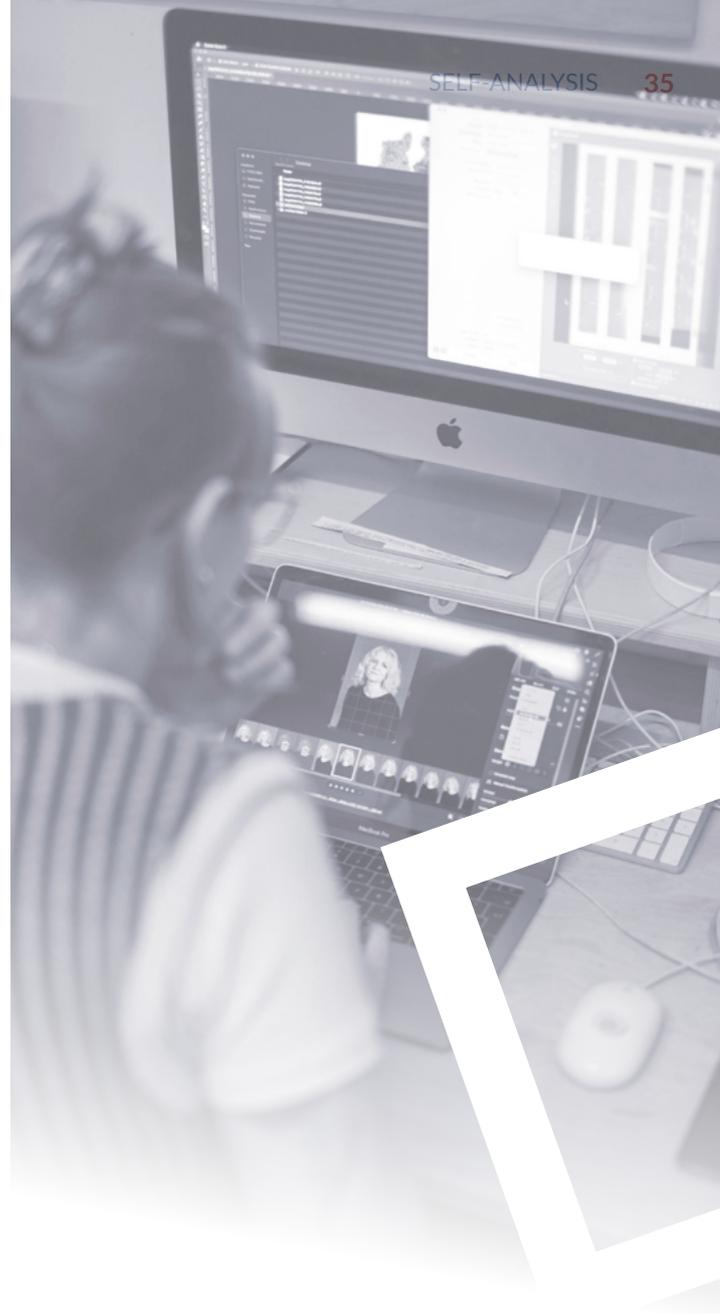


Figure 16. Number of compulsory courses in Pallas curricula 2022 and 2024



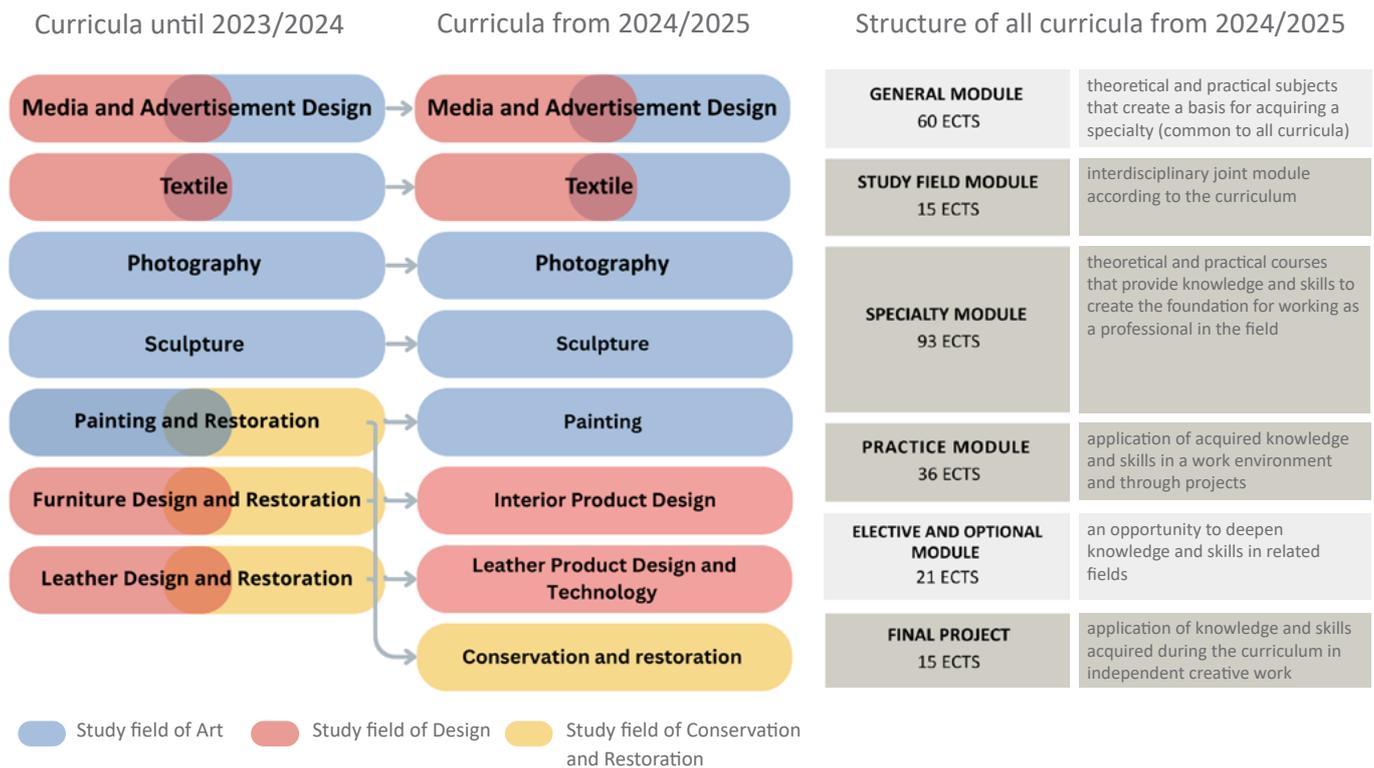


Figure 17. Pallas curricula and curriculum structure (starting in 2024/25)

The following changes were made during the reform.

1. A minimum volume of courses was agreed upon (3 ECTS credits) and larger courses were created (6 and 9 ECTS credits), which resulted in a reduction in the number of courses and assessments for students (Figure 17).
2. The specialisation in restoration and conservation was separated from the 3 curricula and a new separate curriculum was created (Figure 17).
3. The structure, content and volume of curriculum modules were harmonised (Figure 17) and the content of courses was updated. General subjects were distributed more evenly across semesters and academic years, and greater attention was paid to developing general competencies.
4. Clearer direction modules were created for interdisciplinary cooperation: the design direction module included students from the “Interior Product Design” and “Leather Product Design and Technology” curriculum, the art direction module included students from the “Painting”, “Sculpture” and “Photography” curriculum, and the combination of these two direction modules included students from the “Textile” and “Media and Advertisement Design” curriculum.



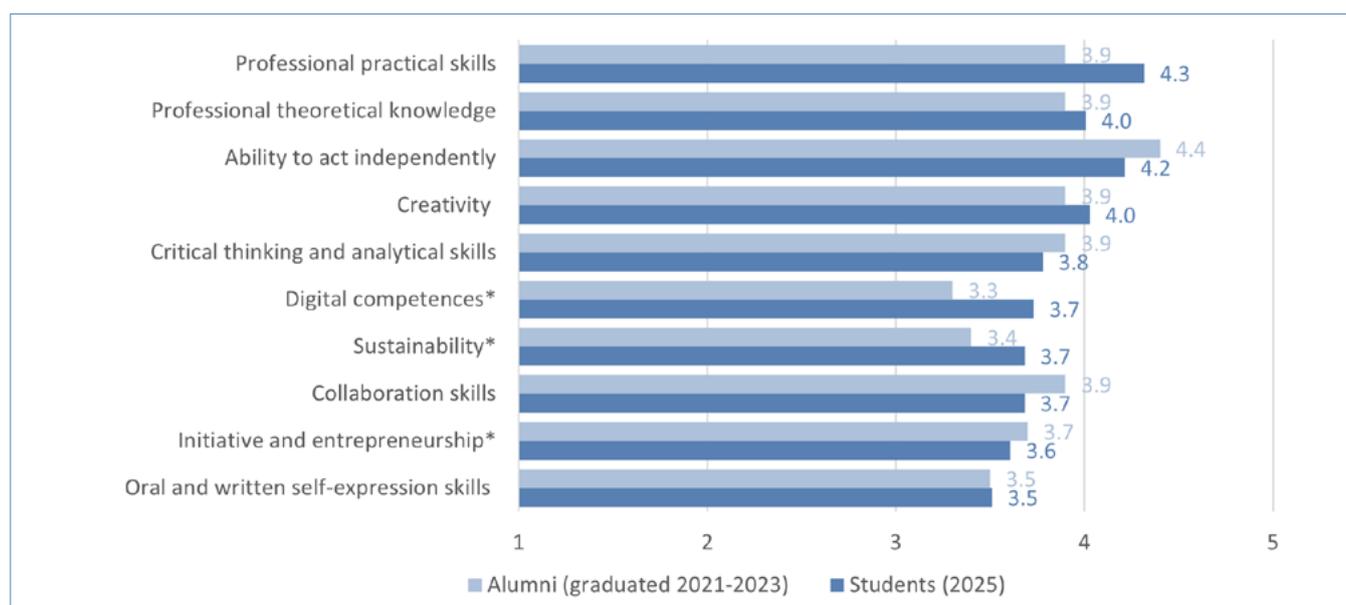


Figure 18. Students' and alumni's assessment of the development of general competencies in curricula, average rating on a 5-point scale. Learning Environment Survey 2025, Alumni Survey 2025.

* Significant difference in average ratings across curricula.

3.7.3. General competencies in curricula

By the 2028/29 academic year, Estonian higher education curricula must comply with the new higher education standard, which requires the development of general competencies. At Pallas, alongside professional practical skills and theoretical knowledge, general competencies (creativity, critical thinking, and independent action) have always been important and are highly valued by both students and alumni (Figure 18).

Based on student feedback, regarding general competencies, more attention should be paid to the development of oral and written self-expression skills in all curricula: more professional analyses, reflection, and teaching of professional self-expression are desired. In some curricula, the development of entrepreneurial and digital competences needs to be better developed, for which several steps have already been taken (developing and increasing the volume of current courses and integrating digital tools (3D modeling, CNC, artificial intelligence) into teaching).

CURRICULA

Strengths and development activities to date

- Various interest groups are involved in curriculum development, which ensures continuous updating of curricula and compliance with societal expectations.
- The curriculum volume of 240 ECTS credits and the study period of 4 years give students the opportunity to acquire in-depth professional knowledge and practical skills and provide experience for working in the creative field.
- The number of courses and assessments per semester has been significantly reduced in the curricula compared to the past, to allow students to study more deeply and focus on one topic.
- General competencies (creativity, critical thinking, and independent action) are integrated in the curricula with the acquisition of professional practical skills and theoretical knowledge, and this is highly valued by both students and alumni.

Planned development directions and activities

- To develop vertical and horizontal coherence of curricula to support the holistic learning experience of students.
- To design more opportunities in curricula and find logistical solutions for interdisciplinary collaboration, using direction module subjects, collaborative projects, electives, and course assignments from different subjects to provide students with an interdisciplinary learning experience.
- To analyse the development of general competencies in all curricula, emphasising the need for a specific curriculum, in order to bring all curricula into compliance with the Higher Education Standard by the 2028/29 academic year.

STANDARD: Admission requirements and procedure ensure fair access to higher education and the formation of a motivated student body. The higher education institution systematically implements a student-centred approach that guides students to take responsibility for their studies and career planning and supports creativity and innovation. Graduates of the higher education institution, with their professional knowledge and social skills, are competitive both nationally and internationally.

3.8. Learning and teaching

3.8.1. Admission requirements and procedure

Admission to Pallas is based on the rules for student admission (Annex 20), which regulates the submission of applications, entrance examinations and their evaluation, the creation of admissions committees, the filling of study places, minimum language proficiency requirements, and the appeal process for admission decisions. The Council approves the admission numbers of the curricula by the end of the autumn semester. Information about admission will be published Estonian Admissions Information System (SAIS) and on the Pallas website.

When applying to Pallas, equal access is guaranteed to all applicants with secondary education or equivalent foreign qualifications. Admission is through an open competition; one can apply for two curricula at the same time. Applicants for each curriculum are required to take a **specialty and motivation exam**. Admission is based on the combined results of the exams and candidates are notified of the admission decision in SAIS. First-year students at Pallas are very satisfied with the admission process and the availability of information (Figure 19).

The average admission competition has ranged from 1.8 to 11.4 per curriculum in the last 5 years (overall average 4.3 to 5, Table 10) and has increased consistently since 2021.

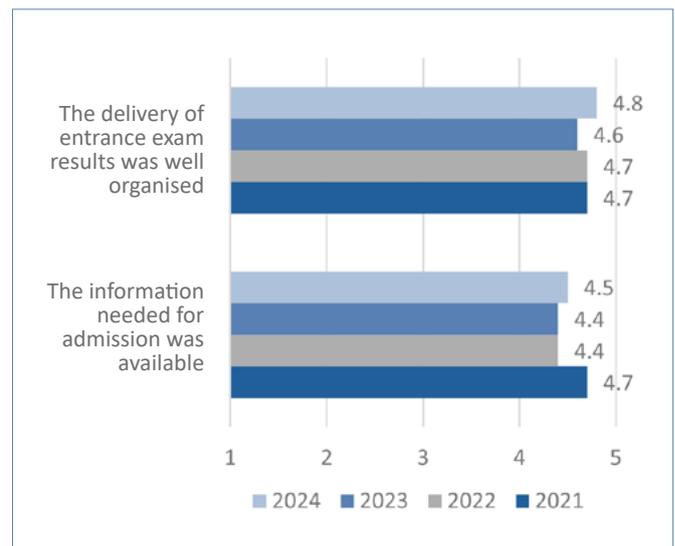


Figure 19. First-year students' assessment of the availability of admission-related information, average rating on a 5-point scale. First-year Students' Survey 2021–2024

Table 10. Pallas curricula admission competitions 2020–2024

CURRICULUM	2020/21	2021/22	2022/21	2023/24	2024/25
Media and Advertisement Design	11.2	9.75	10.7	12.7	11.4
Photography	6.2	3.9	7.4	5.8	5.6
Textile	4	4.6	2.9	3.4	3.7
Sculpture	1.3	2	2.2	2.5	1.8
Leather Design and Restoration (Until 2024) / Leather Product Design and Technology (From 2024)	2.4	1.7	2	2.1	2.3
Painting and Restoration (Until 2024) / Painting (From 2024)	4.8	4.5	4.8	4.9	5.2
Furniture Design and Restoration (Until 2024) / Interior Product Design (From 2024)	3.5	3.42	2.7	3.1	4.7
Conservation and Restoration (From 2024)					4.9
Average	4.8	4.3	4.7	4.9	5.0

3.8.2. Learning and teaching

At Pallas, learning is course-based and includes theoretical and practical contact learning, supplemented by internships and independent work. The organisation of studies is regulated by the Study Regulations (Annex 21). Over the course of 4 years, the student will acquire not only general knowledge but also practical skills and experience. Contact learning takes place based on the academic calendar and timetable, and the teaching facilities can also be used for independent work in the evenings and on weekends. Study groups are formed based on the curriculum or study field, depending on the course, and across curricula in general subjects. Students participate in elective and optional subjects together with students from other curricula and other academic years. The academic calendar has designated specialty study weeks for each semester, which allow students to focus on larger specialty related projects or participate in intensive courses.

When choosing **teaching methods**, Pallas is guided by the objective of the course and considers it necessary to support students' creativity and independence, and to develop analytical and collaborative skills. Several courses are project-based: both students and lecturers are involved in them, and learners work in interdisciplinary groups (e.g. *Participation in the Stockholm Furniture Fair, fashion show "Mood-Performance-Tants", participation in the sTARtUp Day festival*). Practical courses have small study groups so that students can be offered flexible solutions and receive individual support. Teaching is related to RDC: students are involved in RDC projects and encouraged to participate in exhibitions, competitions and other development activities (see Annex 16.1, Annex 23, Annex 25). An overview of the assessment activities is provided in subsection 3.9.

The studies conclude with a **final project** (15 ECTS), which includes both a practical and written part and prepares the graduate well for independent professional life and continuing in master's studies (Annex 22). The final project gives a student the opportunity to research a topic of their choice in more depth. The final project is defended before a committee consisting of experts in the field. The final projects are compiled in a graduation year book (e.g. *CLASS of 2024*) and will be presented as a public exhibition at the Gallery Pallas and added to the digital archive.

3.8.3. Internships

All Pallas curricula include a practice module worth 36 ECTS credits (15%), which is supplemented by practical subjects from other modules. The aim of the practice module is to apply the knowledge acquired during studies in a real work environment and develop teamwork skills. Internships include various forms: observation, placement, individual, specialty, and final project practice. The basis for the organisation of the internship is in the Study Regulations (Annex 21), more specific examples are given in chapter 4.

Pallas develops internship opportunities in collaboration with partner organisations. Several students take the opportunity to complete their internship abroad. Students gain valuable work experience during their internship, learn about different forms of work, and create professional contacts. They share these experiences during internship seminars, thereby also supporting students in lower levels of the curriculum. The beneficial effect of internships on the transition to working life was confirmed in the 2025 alumni survey.

3.8.4. Feedback from students, alumni and employers

Student feedback. Students can provide feedback on the admissions process, courses and study environment through surveys and performance and development reviews (see Annex 11). They are represented on curriculum councils, the Council, and through the activities of the Student Council (Figure 9). According to students, Pallas' strong point is its student-centered and safe learning environment that values individuality, where everyone receives attention (subsection 3.10.3). Based on surveys (Figure 20), studies offer opportunities for creative self-expression, lecturers use diverse teaching methods, and information is well accessible. Students highly appreciate the accessibility of equipment and the flexible use of facilities beyond scheduled contact hours.

Based on student feedback, studies should be even more flexible (approximately 45% of students work) and curricula should cooperate more with each other.

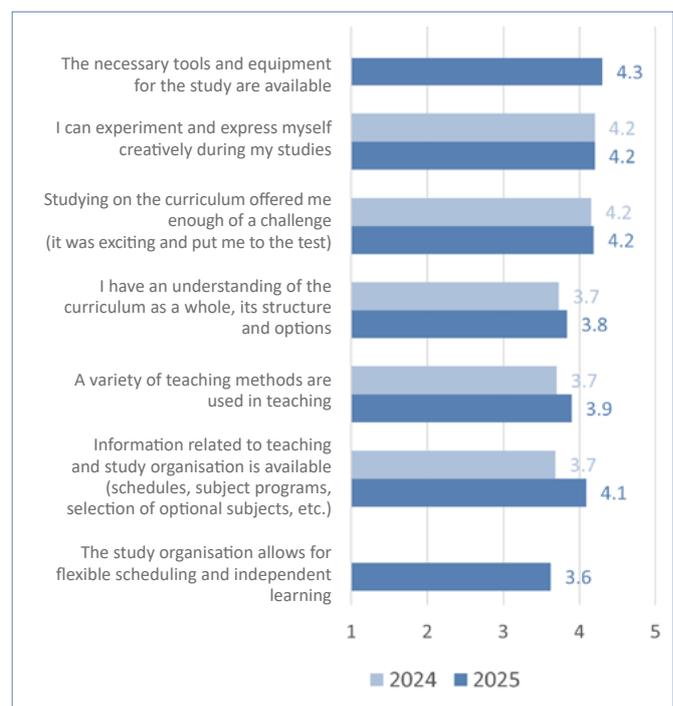


Figure 20. Students' assessment of their studies at Pallas, average rating on a 5-point scale. Learning Environment Survey 2024, 2025.

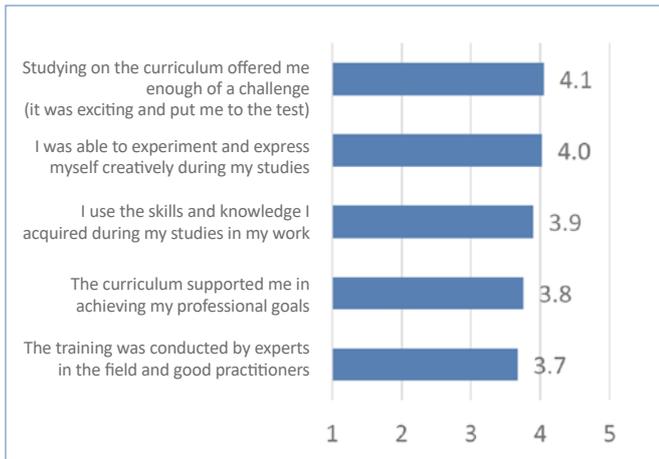


Figure 21. Alumni's assessment of their studies at Pallas, average rating on a 5-point scale. Alumni Survey 2025.

Alumni evaluation of their studies at Pallas. National statistics from recent years show that over 80% of Pallas alumni are engaged after graduation, including 35% who continue their studies at the next level of higher education or enter the labour market. Based on the 2025 alumni survey, most graduates continue their creative activities and actively use the skills and knowledge acquired during their studies in their work (Figure 21).

Like current students, alumni also highly appreciate that Pallas' curricula are creative and challenging. Alumni are most satisfied with the diversity of teaching and curriculum, supportive and competent teaching staff, the development of creativity and independence, and community and social support.

Employer Satisfaction with Graduate Preparation. The results of a survey of internship supervisors and alumni employers (2022) revealed that employers value Pallas alumni's competitiveness in the labor market (90% of respondents), professional practical skills (86%), and ability to work independently (81%). Feedback is also collected annually from potential employers during placement practice and is taken into account in curriculum development.



LEARNING AND TEACHING

Strengths and development activities to date

- The curriculum combines a theoretical framework, creative projects, practical activities, and opportunities for experimentation, which creates a strong connection to the professional world and prepares students to thrive in a variety of fields.
- The teaching is based on a diverse group of teaching staff, including practitioners from Estonia and abroad, which enriches the learning process and broadens the students' view of their field.
- Small study groups support the individual development of each learner, and guidance and feedback enable the development of good practical skills, personal self-expression, and independent action.
- Learning is facilitated by a strong sense of community, a friendly and inspiring environment, and active collaboration with fellow students and partners. This creates a supportive environment for creativity, collaboration, and self-confidence on the path of professional and personal development.

Planned development directions and activities

- To establish a school-wide agreement on good practices in learning and teaching in order to support a high-quality, learner-centred educational process that takes into account the needs and expectations of all parties involved.
- To promote collaboration between teaching staff to support the substantive and more comprehensive development of courses.
- To map opportunities and find solutions for more flexible study organisation (recording lectures in theory courses, creating Moodle materials, etc.) to increase the flexibility of learning.
- To continue to develop e-learning support, including the Moodle environment managed by Pallas, instructional materials for teaching staff, and technical support to enhance lecturers' readiness to implement blended and flexible learning formats.

STANDARD: Assessments of students, including recognition of their prior learning and work experiences, support the process of learning and are consistent with expected learning outcomes. The objectivity and reliability of student assessments are ensured.

3.9. Student assessment

3.9.1. Overview of assessment principles and organisation

In general assessment principles, Pallas is based on the unified assessment system of MER (Unified assessment system for higher education and conditions and procedure for granting diplomas and academic transcripts) and the Study Regulations describing the assessment based on it (Annex 21). The assessment method for each course is specified in the curriculum, and the assessment method and criteria are described in the course programme.

Pallas uses both differentiated assessment (A–F) and non-differentiated assessment. The principles of evaluation for each course are introduced to students in the first few lessons. Assessment periods are listed in the academic calendar. Theoretical courses and non-differentiated practical subjects are usually assessed in the last contact lesson. The times of assessments with the committee and the composition of the committees are published in the SIS. An attempt is made to schedule the assessments in such a way that the student workload is distributed as evenly as possible.

Assessment methods are selected based on the course objectives and learning outcomes. In creative fields, it is considered important to find a good balance between assessing learning outcomes, providing continuous feedback during the process, and supporting the learner’s creative freedom and creativity. Small study groups allow for feedback that shapes learning throughout the learning process, supporting students’ analytical skills and acquisition of professional vocabulary. Compiling internship diaries, learning portfolios, and portfolios supports awareness of one’s competencies and self-presentation. In addition to exams in theoretical

subjects, presentations and assessments of work in practical courses are often held publicly.

3.9.2. Assessment with the committee

For the assessment of practical courses and projects with predominantly differentiated assessment, a committee is established, consisting of the lecturer of the courses being assessed, the head of the department, and invited members. From the very first assessments, the student practices analysing and publicly presenting their work. Each curriculum ends with a final project, which is defended before a 7-member field-specific committee. The final project committee consists of the head of the department or an academic staff member from Pallas and experts in the field or representatives of employers from outside Pallas, including an expert from abroad (Annex 15).

The assessment process with the committee is similar for both course evaluation and final project defense (Figure 22). 1) At the beginning of the assessment, the members of the committee are introduced. The supervising lecturer briefly introduces the content of the course and the principles for selecting the exhibited tasks, while the chairman of the defense committee introduces the general assessment criteria and defense procedure. 2) Students present their work and analyse the process and the final result. 3) A discussion and open debate will follow, and the committee will ask questions. The committee discusses the grades at its meeting: the grade is formed based on the opinions and assessments of the committee members. 4) Upon completion of the committee’s work, feedback will be provided to the student. Assessment rubrics are increasingly being developed and tested in course committee evaluations.

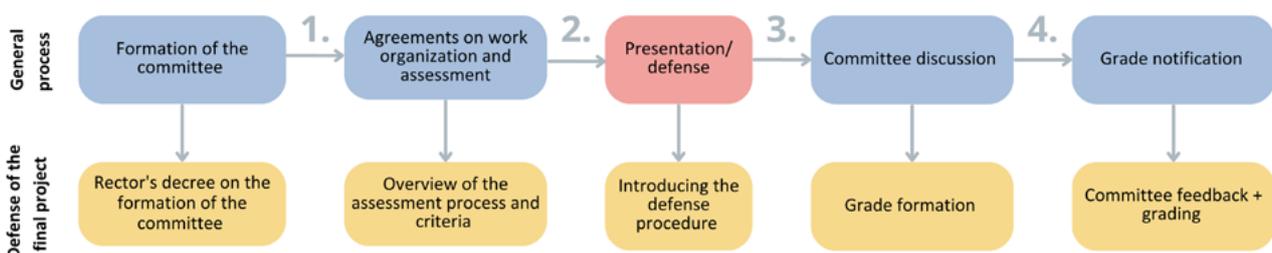


Figure 22. Pallas committee assessment process at the end of a course and/or when assessing final projects.

3.9.3. Assessment-related development activities

In recent years, the focus at Pallas has been on assessment-related discussions, seminars, and sharing of experiences. During development activities:

- more attention has been paid to principals of assessments, including what is assessed and how and what feedback is given on;
- the regulations for final projects have been updated (Annex 22) and the rules of procedure of the final project assessment committee (Annex 24);
- good practices in assessment have been shared, including aspects of planning, organisation, and implementation.
- attention has been paid to a clearer reflection of assessment in subject programmes, including the creation of guidelines for compiling subject programmes.

The teaching staff has participated in the following training sessions: “About Evaluation in Higher Education Institution” (2023), “Workshop on Developing Your Own Course” (2024), “Course Programme Design” (2024–2025), Pallas’ seminar “Let’s Talk About Assessment” (2025), and the joint seminar of creative universities “With or Without Grades” (2024) and the joint training “Effective Teaching Methods for Creative Universities” (2025).

As a result of development activities, student satisfaction with assessment has already increased (Figure 23). However, the topic is still on the agenda, and training and exchange of experiences on the use of assessment rubrics are planned for autumn 2025.

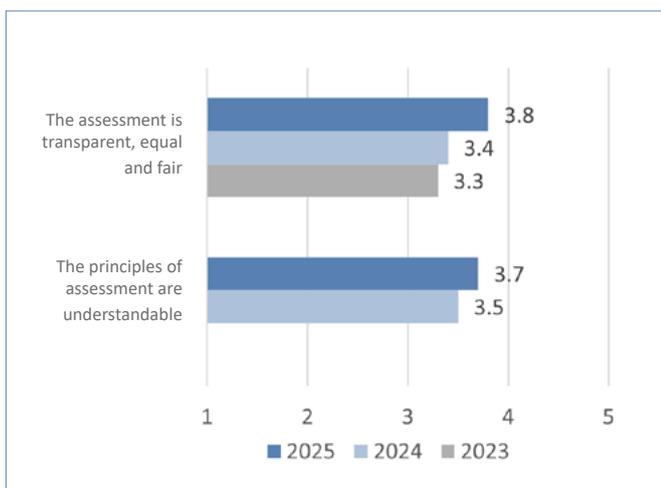


Figure 23. Students’ feedback on assessment, average rating on a 5-point scale.
Learning Environment Survey 2023, 2024, 2025

3.9.4. Overview of the use of RPL

The recognition of prior studies, work experience and creative activities (RPL) is regulated by the “Conditions and Procedure for the Recognition of Students’ Prior Studies, Work Experience and Creative Activities”. During the RPL, the applicant’s knowledge, skills, and attitudes are assessed for compliance with the learning outcomes of the curriculum or its part(s). The basis for recognition of prior studies is the underlying educational documents. To prove work experience, a description and analysis of it is attached to the application, and to take into account what has been learned from creative activities, a self-analysis and, if necessary, a portfolio are included. The content of the applications and the correspondence of the transferable competencies to the learning outcomes are assessed by a committee consisting of the head of the specialty department or the head of the general subject center and the lecturer of the relevant subject.

The number of RPL applications has varied from year to year at Pallas, depending on the students’ previous studies and experiences (Table 11). Generally, approximately 300 ECTS credits are transferred annually (except in 2020, when several students who had studied at Pallas but interrupted their studies re-enrolled and transferred subjects). The largest share usually belongs to recognition of prior learning, but the recognition of informal learning (including work experience) is also significant.

Table 11. Use of RPL in Pallas 2020–2024

INDICATOR	2020	2021	2022	2023	2024
Applications	74	73	49	56	59
ECTS credits applied for	1104.8	396.5	235	380	330.5
ECTS credits transferred	1041.8	373.5	218	359	314.5

Counseling for RPL takes place in the Academic Affairs Office and specialty departments; instructions are available on the Pallas website. Based on feedback, students are satisfied with the counseling (Figure 24). Because the counseling is of high quality, negative decisions are rarely made.

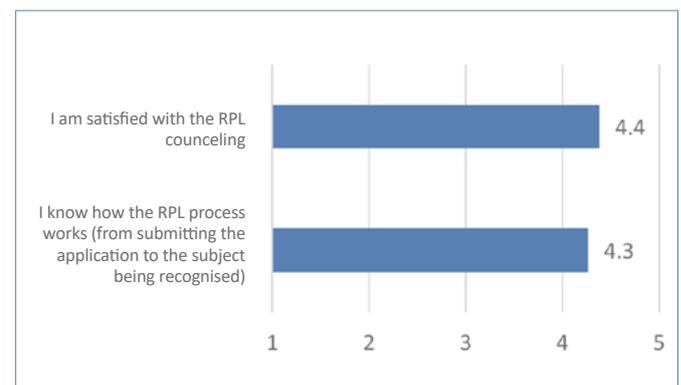


Figure 24. Students’ assessment of RPL counselling and process, average rating on a 5-point scale.
Learning Environment Survey, 2025



STUDENT ASSESSMENT

Strengths and development activities to date

- The student's development is assessed through self-analysis, peer evaluation, individual feedback, and committee assessment, providing them with comprehensive feedback on their development throughout their studies.
- Assessment of practical work is often integrated with public presentations and/or exhibitions to prepare students for participation in exhibitions, competitions, and other professional context.
- Training and seminars on assessment have been organised for teaching staff, which create good conditions for the emergence of a more unified assessment culture and have increased student satisfaction with the clarity and transparency of assessment principles.
- Recognition of students' prior learning and work experience (RPL) is well supported, which helps to avoid duplication in teaching and focus on acquiring new knowledge and skills.

Planned development directions and activities

- To continue discussions on the development of Pallas-wide assessment principles in order to agree on uniform assessment practices that support student development.
- To plan student assessments more systematically and comprehensively to spread their assessment load more evenly throughout the academic year.
- To include more reflection tasks throughout the learning process to support students' development of analytical and self-expression skills, awareness of the creative process, and professional self-development.
- To continue to exchange training and experiences to develop and implement assessment rubrics to increase transparency and consistency in assessments.

STANDARD: The university provides academic, career, and psychological counseling for students. Students' individual development and academic progress are monitored and supported

3.10. Learning support systems

Compared to many other higher education institutions, the number of students per teaching staff at Pallas is relatively low (see subsection 3.6), thanks to which the learning-teaching relationship is personal and the learner does not remain anonymous. To support successful progress in studies, students are offered academic counselling, career guidance integrated into learning and activities, and psychological counseling services.

3.10.1. Counseling

Academic advising is provided by the Academic Affairs Office, and in the specialty department, by the department head and the assistant to the head. An information day is organised for first-year students in the first weeks of their studies, where they are introduced to the structure of the curricula, the organisation of studies and internships, and the regulations and support options related to studying at Pallas. The same information is available in SIS and [on the website](#). Of critical importance are individual discussions with students, consideration of their preferences where feasible, and, when necessary, advising them on schedule planning and the resolution of academic deficiencies. Students with academic debts are dealt with personally, reasons for discontinuation of studies are monitored, etc. When supporting students with special needs, the academic department relies on the student's consent to forward information about the special need to the head of the specialty department and, in cooperation with the teaching staff, a suitable way for the student to participate in the study is found.

The goal of the **career guidance** is to support students in better understanding their interests and strengths, seeing and evaluating their opportunities, and planning their future activities both during and after their studies. Connecting students to the professional world is predominantly integrated into specialty courses and internship, where the lecturers of the relevant courses and the head of the specialty department play a major role in guiding students. Pallas' academic staff includes many active practitioners (see subsection 3.6), who, in the course of teaching, share valuable information with students about the needs and expectations of the labor market and their own work experience. The topics of a student's performance and development reviews include their learning experience, choice of internship placements, and choices related to their studies and future. Internship (see subsection 3.8) and study assignments give the student a better understanding of their specialty related interests and abilities, and thus the opportunity to shape career choices. Students are also prepared for job interviews and taught how to write a motivation letter and CV.

Psychological counseling has been available since spring 2024 through a cooperation agreement with Katriito Clinic, providing students and staff access to a psychologist, psychiatrist, and peer counsellor. Information about the availability of psychological help and common mental health disorders has been shared with both students and staff (in information sessions, on mailing lists and [on the website](#)). To better prepare teaching and support staff, a series of mental health training courses have been launched: ADHD and autism spectrum disorder have already been covered, and training courses on anxiety disorders, depression, and gender awareness are coming soon.

Counseling on study mobility and foreign visiting students.

The International Relations Manager and the specialty departments advise students on opportunities to study abroad, study mobility programmes, and internships outside Estonia. The International Relations Manager also advises international visiting students, for whom information sessions and integration events are organised, and a support system has been created with the help of tutors. Student tutors help foreign students integrate into the Pallas membership and the Estonian cultural space, and are helpful in solving everyday problems and problems that arise during their studies (see subsection 3.5).

3.10.2. Other supporting services

The Pallas Library is part of a supportive learning environment, containing a very good specialty collection and access to research databases. The library also promotes students' information literacy through information sessions and training: lectures on "The ABCs of Information Literacy" are organised for first-year students and research databases are introduced to fourth-year students.

ICT solutions that support learning activities. All essential information for students is centrally available on the Pallas official website and in the SIS. The SIS/Tahvel contains all study information (curricula, course programmes, protocols, schedules, assessments, academic calendar and events). All students and teaching staff have a Pallas email account and access to the Microsoft 365 cloud service (1 TB of space per student). **The Teams** and **Moodle** environments are used for distance and blended learning. In 2025, Pallas will transition to a self-hosted Moodle platform, enabling better customisation to meet the institution's specific needs. **Software licenses** are available based on the requirements of individual curricula.

Pallas students can apply for various [scholarships and study grants](#).

3.10.3. Student satisfaction with support services and discontinuation of studies

Students are very satisfied with the learning environment at Pallas (Figure 25). They especially appreciate the caring and supportive environment, the opportunities of the physical learning environment, and the availability of learning materials. Their awareness of psychological services has improved significantly over the past year, but the dissemination of this information still needs attention.

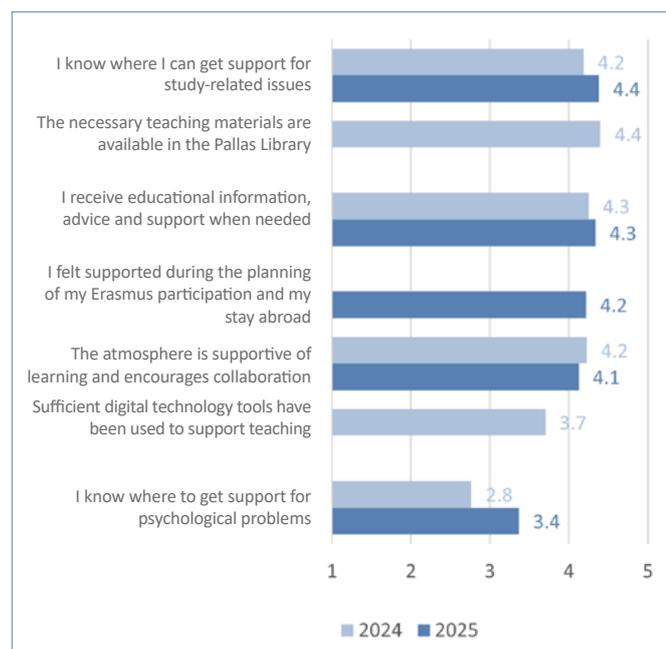


Figure 25. Pallas students' satisfaction with factors supporting learning, average rating on a 5-point scale. Student Learning Environment Survey 2024, 2025

The existence of a supportive learning environment is also confirmed by the fact that **the proportion of students dropping out of studies at Pallas is significantly lower than at other Estonian higher education institutions** (Figure 26): the average nominal graduation time has been 4.2–4.5 years for all curricula for many years.

The reasons for dropout are similar across the curricula at Pallas. Very rarely, studies are interrupted due to lack of progress (2 cases in the last 5 years). The reason students most often indicate for voluntarily discontinuing their studies is “other reasons”, which are usually family and health-related circumstances, a change of residence (including moving abroad), a change of university, or limited opportunities to combine work and studies. Less often, unsuitability of the speciality, economic reasons and other reasons are cited.

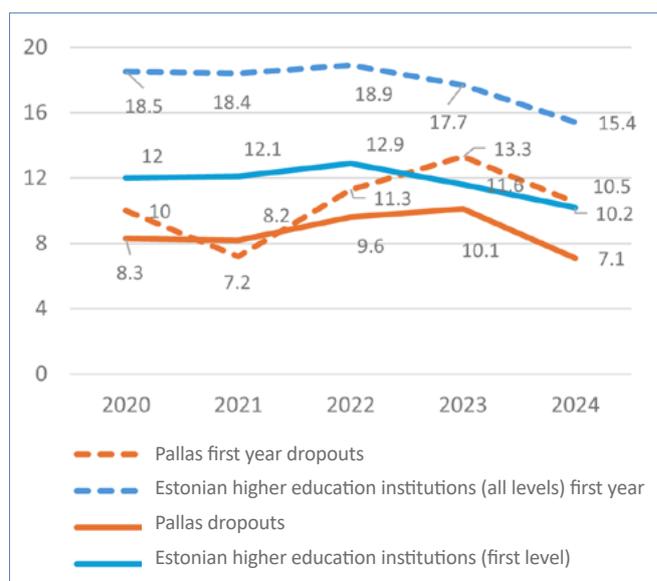


Figure 26. The proportion of dropouts during studies at Pallas and on average in all other Estonian higher education institutions 2020–2024. EHIS, Haridussilm.ee

LEARNING SUPPORT SYSTEMS

Strengths and development activities to date

- Academic staff and support staff implement a student-centered and, when necessary, personalised approach, as a result of which students feel supported, and appropriate solutions are sought to their problems.
- Academic counseling is provided by both the Academic Affairs Office and the specialty department, career guidance is integrated into the curriculum, and a cooperation agreement has been signed with a service provider for psychological counseling.
- The proportion of dropouts is lower compared to other higher education institutions in Estonia, which indicates the functioning of the support systems.

Planned development directions and activities

- To implement a unified system to support students with special needs in order to provide solutions to adapt the learning process to the individual needs of the learner.
- To develop guidance materials for supporting students with special needs and organise training for staff in this area to create an understanding of common principles and roles and ensure their readiness to provide appropriate support to students.
- To compile an information collection describing support services and general study arrangements for first-year students to support their integration into their studies.

STANDARD: The higher education institution has defined its objectives and focus in the fields of RDC based on its mission, as well as on the expectations and future needs of society, and assesses their implementation and the societal impact of its RDC activities. RDC supports the process of teaching and learning at the higher education institution. Support services for RDC are purposeful and support implementation of the objectives of the core process.

3.11. Research, development, creative activities

According to the Statutes (Annex 1) the task of Pallas is to create favorable conditions for applied research and creative and development activities, as well as to organise exhibitions, seminars and other professional events to introduce their results. As an applied arts university, Pallas' RDC focuses on the creative activities of academic staff and students. Thanks to the national targeted support for research and development (see subsection 3.2), the volume of applied research and creative research has also grown significantly in recent years.

3.11.1. Objectives and organisation of research, development and creative activities

The objectives of the RDC are formulated in the Pallas Development Plan (Annex 9) and specified in the RDC strategy (Annex 8), and annual action plans (2023–2025) (Annex 8.1, 8.2, 8.3). In addition to creative work, the focus is on promoting high-level RDC and expanding the cooperation networks that support it.

RDC management. RDC is led by Pallas **RDC council**, which includes the rector, heads of specialty departments, a teaching staff representative, the gallerist, the scientific adviser, and the vice rector for academic affairs. The task of the council is to evaluate and approve project applications and their budgets, plan infrastructure investments, and approve the exhibition programme, the Pallas publication plan, and RDC documents. To monitor and analyse activities, the scientific advisor collects RDC statistics every year (exhibitions, publications, professional activities, media coverage, recognitions, project reviews, etc.), which are used in departmental activity reports, the summary of the action plan of the development plan, and performance indicators (Figure 27). The annual RDC activity report is the basis for the MER for allocating targeted funding.

Supporting RDC. The active contribution to the RDC is made by teaching staff and department heads who plan projects and exhibitions, organise RDC communication, and involve practitioners in their fields from outside the university as

Pallas Statutes

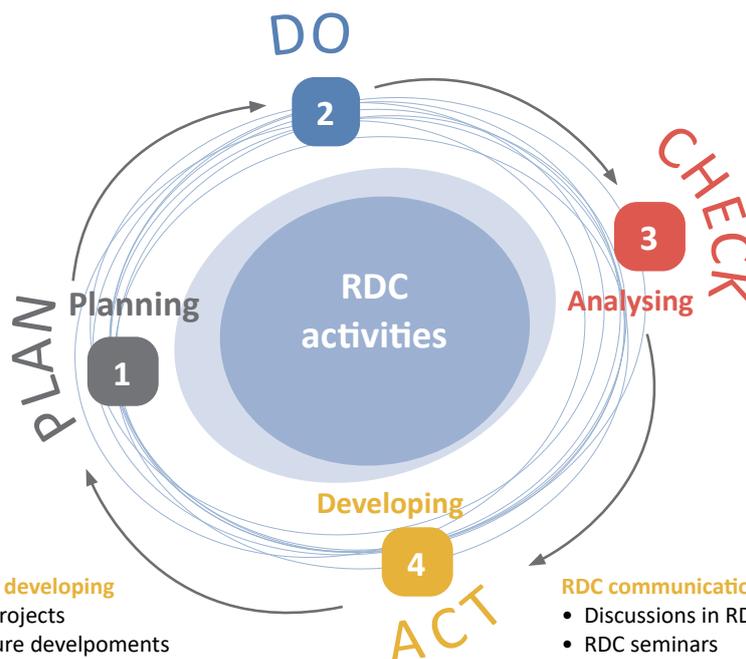
Mission and Vision

Management and planning

- Decision-making bodies, committees
RDC Council, Pallas Council, ect
- Strategic management
RDC Strategy, Gallery exhibition plan, commissioned works, Pallas development plan and annual action plan
- Normative documents
Applied research and scientific research regulations, RDC data collection guidelines, Ownership of intellectual property rights, ect

Proposals for developing

- New RDC projects
- Infrastructure developments
- Academic staff professional development



Internal evaluation

- Overview of RDC statistics
- Activity reports of speciality departments and Pallas Gallery
- Analysis of the implementation of the action plan of the development plan
- Attestation of teaching staff

External evaluation

- Institutional accreditation
- RDC activity report submitted to the MER for targeted funding

RDC communication

- Discussions in RDC Council
- RDC seminars

Figure 27. The PDCA cycle in RDC activities

guest lecturers. The specialty departments prepare internal projects and submit funding applications (including to the Cultural Endowment of Estonia) and coordinate projects in cooperation with the Department of Development and the Gallery Pallas. To launch larger projects and develop the RDC support system, a scientific advisor is on staff from June 2023, and support is also provided by a project manager (from September 2023) and a development manager. Their task is to coordinate applied research and collaborative projects, find funding opportunities and prepare project applications.

Various channels are used for **RDC communication**. Regular newsletters are in use to report on the activities of staff and students (newsletters, research seminars, digital archive for storing student projects and final projects, a catalogue of final projects “CLASS” and Pallas publications series. A RDC subpage on the Pallas website is being created. A major contribution is made by the Gallery Pallas, which supports and introduces the work of employees and students to the public (see subsections 3.2 and 3.12, Annex 25).

According to the Work Environment Survey (2024), teaching staff perceive that RDC activities are generally valued at Pallas (Figure 28), but they consider improved information sharing about colleagues’ work to be necessary.

To increase awareness of RDC, a series of research seminars was initiated at Pallas in 2023, where, for example, interdisciplinary research, applications of artificial intelligence in art were introduced, the results of Pallas RDC projects and practical experiences on integrating RDC into teaching were shared.

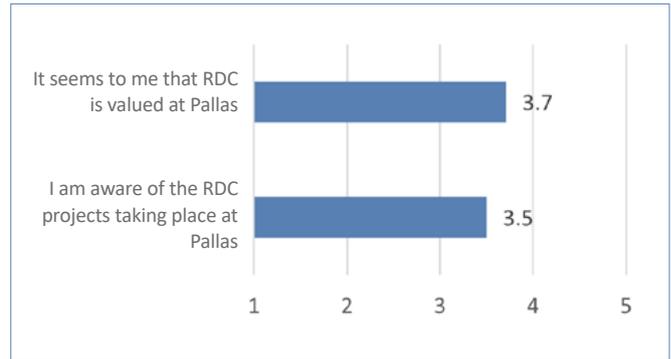


Figure 28. Academic staff’s assessment of Pallas’ research, development and creative activities (RDC), average rating on a 5-point scale. Employee Work Environment Survey 2024

3.11.2. Sources of funding for research, development and creative activities and use of funds

For years, RDC has relied on Pallas’ own budget, own revenues, and project-based funding (e.g. the Cultural Endowment of Estonia, professional associations, the Ministry of Culture). As Pallas is not an evaluated research institution, it has very limited access to research funding. However, this funding model did not allow for the consistent and systematic development of RDC.

A major change in the RDC funding occurred in 2023, when state-run universities of applied sciences began receiving targeted support for research and development activities from the Ministry of Education and Research (Figure 29).

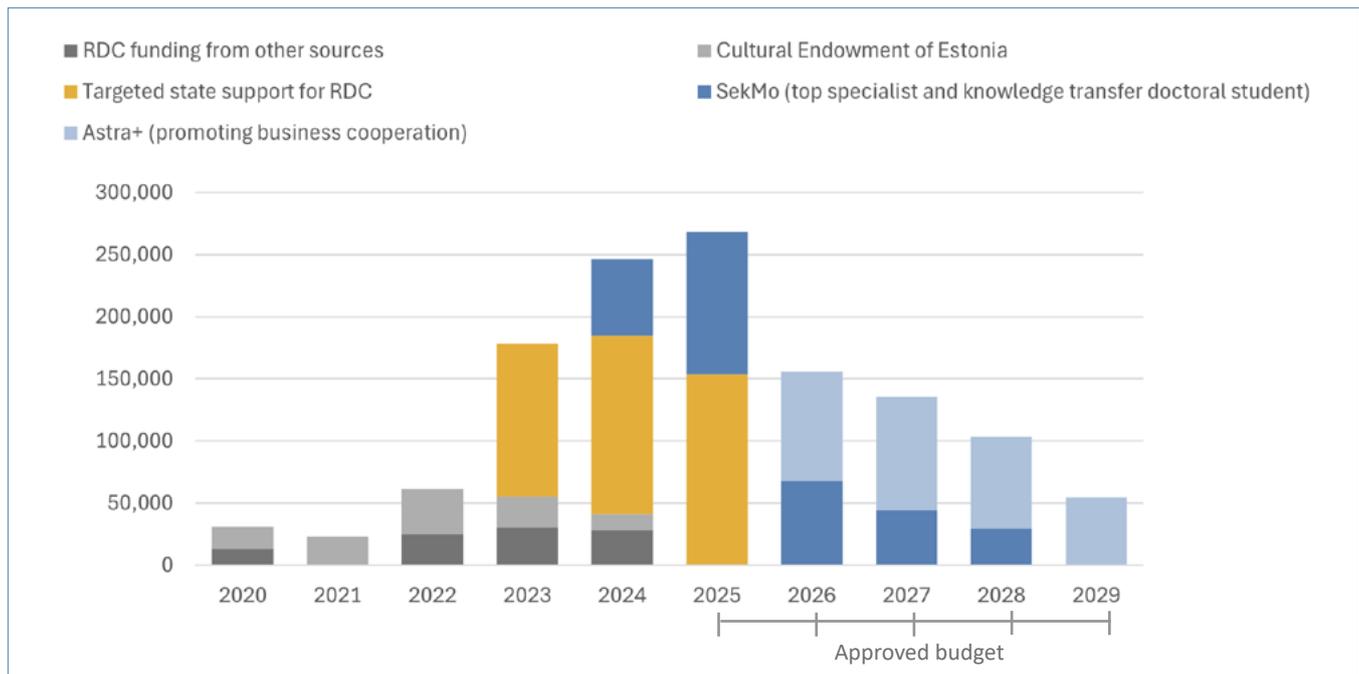


Figure 29. Additional funding for the RDC for 2020-2024, approved budgets for 2025-2029 (as of 30.05, there is no data on the responses of projects from the Estonian Cultural Endowment of Estonia and other sources for 2025)

This has made it possible to increase the volume of RDC at Pallas and support applied research projects more systematically, develop technological infrastructure, participate more actively in collaborative projects, and support the participation of academic staff in international conferences and seminars (Annex 23). Pallas' ability to apply for additional funding has also increased: In 2023–2024, funding has been received for three long-term projects (2 from the SekMo and one from the Astra+ measure), which will support the studies of a knowledge transfer doctoral student and develop knowledge transfer and business cooperation (Figure 29).

3.11.3. Overview of research, development and creative activities

Creative activity. As an applied higher education institution in the arts, Pallas places the creative work of its teaching staff and students at the core of its RDI activities, integrating teaching, research, and development into a meaningful whole. Pallas' lecturers are recognised creative individuals, whose creative level is also demonstrated by their membership in professional associations such as the Estonian Artists' Union and its affiliates, the Tartu Artists' Union, and international organisations (Annex 26). The work of the teaching staff has been exhibited in numerous solo and group exhibitions both in Estonia and abroad (Table 12), outstanding recognition have been received (Annex 16). Pallas' students also actively participate in exhibition activities in Estonia (including at the Gallery Pallas) and abroad. Their professional level and maturity is demonstrated by their successful participation in competitions (Annex 16.1).

RDC in teaching. RDC activities are integrated into teaching across all departments at Pallas. When planning teaching

activities, the ongoing RDC projects in the departments, related exhibitions and competitions are taken into account (Annex 23). Internationally recognised guest lecturers are involved in teaching. The results of applied research form the basis for new practical knowledge that is directly applied to teaching. Students actively participate in RDC projects, including through internships, commissioned works and exhibitions (see subsection 3.8). Many projects are implemented in cooperation with companies and public sector institutions (see subsection 3.12.3).

RDC research directions and RDC projects. The national targeted support for research and development, SekMo and the Astra+ measure have strongly supported the growth in the number of RDC projects (Table 12). For an overview of 2023–2025 RDC projects, see Annex 23. The central research topics are defined in the RD strategy at the level of speciality departments as follows:

- history of Estonian documentary photography (Department of Photography);
- interior decoration reconstructions and material heritage studies (Department of Conservation and Restoration);
- recycling of textile materials and experimental development of weaving technologies (Department of Textile);
- material-based and sustainable design (Department of Furniture);
- digital technologies in media, painting and sculpture practices (Department of Media Design, Painting and Sculpture).

The number of high-level scientific publications (classifiers 1–3) was 8 in 2024, an average of 0.2 per academic employee (in terms of full-time positions) (Table 12). In addition to

Table 12. Pallas RDC performance indicators 2020–2024

INDICATOR	2020	2021	2022	2023	2024
Total number of public exhibitions and creative projects (including international ones) of employees	116 (5)	121	123 (9)	122 (6)	135 (25)
Number of exhibitions, creative projects per academic staff member (FTE)	3.2	3.3	3.4	3.4	3.4
Number of ongoing RDC projects	8	5	4	12	19
Number of high-level research publications (ETIS 1.1., 1.2., 1.3., 2.1., 2.3., 2.5., 3.1)	2	8	8	11	8
Number of publications per academic staff member (FTE)*	0.1 (0.3)	0.2 (1.3)	0.2 (1.3)	0.3 (1.8)	0.2 (1.1)
Entries in ETIS (publications 1–6)	10	20	20	19	14
Number of publications 1–6 per academic staff member (FTE)*	0.3 (1.7)	0.5 (3.3)	0.6 (3.3)	0.5 (3)	0.4 (2.3)
Number of presentations at conferences and seminars	19	16	17	14	25
Number of visits to exhibitions at Pallas Gallery	23 319	17 910	30 608	34 752	29 710
Number of exhibitions at Pallas Gallery	20	20	26	23	23

* Number of research publications divided by the number of staff with research duties — i.e. publications per full-time equivalent of time allocated for RDI activities.

academic research, Pallas also values publications that contribute to cultural life (art criticism, essays, articles in professional publications) and create connections with social discussions and developments in the field.

Participation in international networks. In addition to higher education networks (Cumulus, EURASHE, Nordplus, CIRRUS), Pallas is part of the international information network **SARA** since 2024 and has begun joining the international artistic research association **Society for Artistic Research (SAR)**. The networks offer opportunities and project funding for Pallas employees and students for diverse collaborative activities and development of the field. For example, in 2023, an intensive course was organised in Norway as part of the Nordplus project. Pallas has participated in SAR training courses and has started using the **Research Catalogue** to document projects and publish research results internationally (e.g. see Kadi Pajupuu [Stories of R&D projects](#)).

Publications. Pallas publishes a series of publications to promote art education and to share the creative and research work of its students and teaching staff with a wider audience. In 2020–2024, 7 publications have been published, in addition to the annual collection of final projects “**CLASS**”.

Development of the technological infrastructure of the RDC. Starting in 2023, with the support of the RDC target grant, technological infrastructure began to be developed more systematically than before in order to promote educational, development and creative research activities through prototyping, materials research and digital production processes. 3D printers and 3D scanners, FTIR spectroscopy and software for materials research, digitalised flatbed printing equipment have been purchased, design software updates have been made, and equipment for researching plant and animal fibers have been purchased. In 2024, the position of technical assistant was created in the digital manufacturing processes laboratory to ensure the availability of modern technological solutions to all disciplines. A textile materials research and development laboratory is being established, where, among other things, a knowledge transfer doctoral student will study the upcycling of sheep wool, involving students in the research process.



RDC ACTIVITIES

Strengths and development activities to date

- At the heart of RDC is creative work, which connects teaching, research, and development work into a meaningful whole.
- The RDC strategy has been compiled based on which there is a consistent and systematic development of research, development and creative activities.
- State funding for R&D has increased, the ability to apply for project-based funding has increased, and specialised roles have been created (scientific advisor, project manager, development manager), which has resulted in an increase in the number and volume of RDC projects.
- Pallas students are involved in RDC projects initiated by employees, providing them with practical experience and professional development opportunities.

Planned development directions and activities

- To further develop RDC communication (e.g. RDC subpage on Pallas' website, digital archive development, using the Research Catalogue), to value the RDC of the employees, to support the visibility of creative work and R&D and create the conditions for cooperation.
- To continue participation in professional networks and support international publishing to strengthen international professional cooperation, visibility, and creative research.
- With the support of project funding, to further develop entrepreneurial cooperation (“Astra+”), knowledge transfer (SekMo) and RDC support services to support the entrepreneurship and development activities of students and lecturers.

STANDARD: The higher education institution initiates and implements development activities, which enhance prosperity in the community and disseminate recent know-how in the areas of the institution's competence. The higher education institution, as a learning-oriented organisation, promotes lifelong learning in society and creates high-quality opportunities for that.

3.12. Service to society

One of the central goals of Pallas as an institution of applied higher art education is to contribute to the development of a creative, consciously designed and inclusive society. Based on the statute, continuing education and public creative and development projects are organised for this purpose, as well as cooperation with the community, cultural institutions and expert organisations. In the Development Plan 2021–2025 (Annex 9) Pallas aims to be a thoughtful, supportive and responsible partner in the field.

3.12.1. The Gallery Pallas

The Gallery Pallas serves as the main platform for Pallas' public-facing creative activities and part of the university's educational system and service to society. The gallery's goal is to enrich the local art scene by introducing the work of Pallas students, teaching staff, and collaborators to the public. The annual exhibition plan is prepared by the RDC Council based on an open call for applications, paying attention to disciplinary diversity, social relevance, and both community-based and international cooperation. Exhibition programmes also include curatorial and gallery tours, workshops, lectures, and discussions. The gallery actively collaborates with galleries and exhibition institutions in Tartu and Estonia. As a founding member of the Association of Estonian Art Institutions, Pallas promotes cooperation between organisations, advocates for the interests of the field, and raises public awareness of art. In 2020–2024, the gallery organised 112 diverse exhibitions and 117 public events (Annex 25). Every year, some exhibitions are aimed at introducing topics important to the city of Tartu. For example, in 2024, 10 exhibitions were part of the additional programme of Tartu as the European Capital of Culture (works submitted to the Siuru Cultural Center architectural competition, visions of the Tartu port railway area in 2025, etc.). The gallery is also a valued learning environment for the general education and hobby schools and kindergartens of Tartu. Over the past 5 years, a total of 136,299 people have visited the gallery, i.e. an average of over 27,000 visits per year (see subsection 3.11, Table 12).

3.12.2. Library

Pallas Library is open to all art enthusiasts and supports cooperation with the Tartu Art School, other art schools and educational institutions, and thus the wider promotion of art education. In addition to offering open access to specialty

literature, the library has developed collaborative projects involving a wider audience, for example, exhibitions of the most beautiful books in Estonia and Finland are held every year, along with accompanying seminars. The library actively participates in the work of the Association of Estonian Art Libraries and the Tartu International Literary Festival Prima Vista art programme.

3.12.3. Public space objects and collaborative projects

A significant contribution to the creation of public space objects comes from the works produced by Pallas students through collaborative projects with the public, private, and non-profit sectors. Through coursework, final projects, and RDC projects, students have the opportunity to design, create, and restore objects, as well as participate in major public events in Tartu (Car-free Avenue, Tartu Christmas City, among others), for example:

- Every year, objects from the collections of memory institutions (Estonian National Museum, Tartu City Museum, National Archives, etc.), as well as private objects, are conserved and restored as course work and final projects, which helps to increase public awareness of the field;
- Final projects in the field of design have proposed solutions that are meaningful to society. For example, projects have included a work desk designed for people with special needs (recognised in the applied research and development competition) and an accessory collection supporting gender identity, 'BRAH' (winner of the Estonian Design Award BRUNO in the Best Lifestyle Product Design category); Collaborative projects with institutions in Tartu (Tartu University Hospital exercise track, exhibition at the Institute of Education of the University of Tartu, paintings based on the work of doctoral students in the field of social sciences at the University of Tartu);
- Students from the University of Tartu, Pallas and the Estonian Academy of Arts created SemuBot, the first humanoid robot in Estonia, with the aim of aiding in speech therapy for children at the children's clinic of the Tartu University Hospital. The authors of SemuBot's external identity are students of the Pallas Department of Sculpture;
- Students from the textile department designed a **tapestry** celebrating the 500th years of the Estonian book, which can be embroidered by anyone interested in libraries across Estonia in 2025;

- As a charity project “Colors from Pallas”, in 2021, a total of 75 works of art by 44 students, alumni and lecturers of Pallas were donated to the Tartu University Hospital, which was fighting the coronavirus pandemic. These works were used in the interior design of both public spaces and doctors’ lounges;
- The fashion show “Mood-Performance-Tants” (MPT) is Pallas’ longest-standing public event and part of the environmentally sustainable Estonian Fashion Festival. Students from all specialties are involved in its organisation, and the event will showcase graduates’ clothing and accessory collections. The founders of the Festival are Pallas, Tartu Creative Industries Centre and University of Tartu Viljandi Culture Academy. In 2025, a Greener Future green certification will be applied for the event.

3.12.4. Participation in decision-making bodies and professional associations

Pallas’ academic and non-academic staff, students and alumni belong to professional and creative associations, decision-making bodies and participate in competition juries. This way, they can, on one hand, contribute to the development of the field and the preservation of cultural heritage, and on the other hand, bring knowledge to Pallas. It also helps to make the university more visible. (Annex 26)

3.12.5. Shaping the development of art education

Through various working groups, Pallas representatives participate in the shaping and implementation of Estonian education and arts policy and in the development of national strategies in the field. In 2023–2024, the higher education standard and IA guidelines were updated in Estonia. Pallas actively participated in the discussions on the development of both documents, representing the views of both creative and applied higher education institutions. In 2024, Pallas participated in the development of the professional standard for designers in the Occupational Qualification Councils in the subfield of culture, which will become the basis for both school curricula and professional qualifications in the professional world. Pallas representatives participated in the roundtable discussion on the preparation of a new development plan for the design field convened by the Estonian Design Centre. Pallas participated in drafting the current art field development plan, initiated by the Estonian Artists’ Association, the Estonian Centre for Contemporary Art, and the Estonian Contemporary Art Development Center. Pallas has actively participated in the development of training and improvement activities to promote the quality of Estonian higher education within the framework of the KVARA programme. Pallas graduates make their contribution to art education, with at least 4–5 of them studying to become art teachers every year.

3.12.6. The role of the Student Council

Pallas supports student participation in extracurricular activities and civil society initiatives. This is also promoted by the

Student Council, which works closely with the Federation of Estonian Student Unions. For example, in 2024, active participation took place in campaigns defending free higher education, and in 2025, universities of applied sciences were represented at the Higher Education Vision Day. The Student Council also organises student events (e.g., first-year orientation party, Christmas party and Christmas fair, courtyard party, mental health week, environment day), as well as the Barlova quiz for all Tartu students during Tartu Student Days.

3.12.7. Continuing education and lifelong learning

Pallas offers continuing education in art, design, and conservation and restoration. The development of continuing education curricula is based on the Pallas study areas and development plan objectives, feedback from training participants and alumni, including the priorities of publicly funded training. The organisation and quality assurance of training activities are described in the “Regulations on Continuing Education”. The Continuing Education Manager at Pallas is responsible for the area, collaborating with specialty departments and other structural units.

Most of Pallas’ training courses are open for registration (including preparatory courses for entering art studies) (Table 13). Custom training is also organised (e.g. training and workshops for Tartu education staff, ceramics courses funded by the Tartu City Government for visually impaired people) and open learning, i.e. the opportunity of auditing of a Pallas formal education course. In addition, Pallas offers active learning programmes to Tartu schools (“Street Art Kaleidoscope” for

Table 13. Continuing Education Courses at Pallas 2020–2024

	2020	2021	2022	2023	2024
Total continuing education courses	16	27	43	40	35
including externally funded training courses (free of charge for participants)	2	4	13	6	9
including paid training courses with open registration	12	18	21	28	17
including preparatory courses for admission	-	3	3	4	4
including custom training courses	2	2	6	1	2
including micro degree programs	-	-	-	1	1
Study volume in academic hours	398	517	1094.5	891	811
Participants	128	298	371	342	300

high school students) and has participated in charity projects (e.g. a free art club for Ukrainian children). In the last 2 years, micro-degree programmes “Heritage Preservation as Future Creation” (22 ECTS) and “Towards Future Heritage: Special Furniture Restoration Techniques and Furniture Preservation” (18 ECTS) have been offered to employees of memory institutions and the cultural sector. Pallas also sees demand for micro-degree programmes in the audiovisual techniques and media production curriculum group (e.g. graphic design, 3D modeling). As demand increases, professional computer and creative training courses (e.g. 3D modeling and printing, graphic design) and, from 2024, creative entrepreneurship training courses (“Creative entrepreneurship as a career choice: where to start?”, “Starting a creative entrepreneurship: business plan and project management”) have been organised.

Continuing education courses take place in Pallas’ ateliers, workshops, and studios. Trainers include Pallas teaching staff and leading professionals in the field, including alumni. The main target groups are 1) Residents of Tartu and South Estonia, 2) Pallas alumni and other creative people, and 3) target groups of state-funded training courses (people working in the creative field without a professional education or in need of retraining). Feedback shows that participants are very satisfied with the organisation, content, and implementation of Pallas training courses (Figure 30).

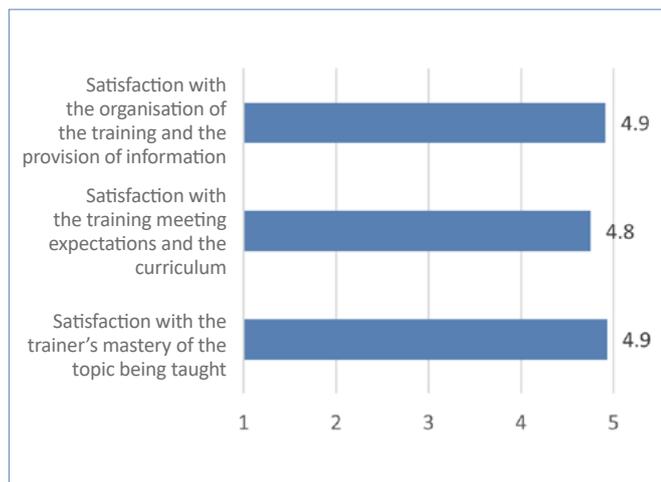


Figure 30. Satisfaction of participants in continuing education courses, average rating on a 5-point scale, 2024

SERVING SOCIETY

Strengths and development activities to date

- Pallas’ social impact is manifested in the participation of students and teaching staff in exhibition activities, the design of public space, and collaborative projects with partners, as well as participation in the shaping of educational and cultural policies and community initiatives.
- The Pallas Library offers a representative selection of specialised literature and periodicals to students and lecturers of both Pallas and Tartu Art School and is also open to external interest groups.
- Pallas organises diverse continuing education training courses that meet the expectations of the participants, which are supervised by Pallas lecturers, alumni and recognized professionals in their fields from outside Pallas.
- Pallas Gallery is an important exhibition space with an open programme that enriches Estonian art life and serves as a creative platform for students, alumni, and teaching staff of all specialties, and includes international exhibition projects.
- The fashion show “Mood-Performance-Tants”, initiated by Pallas students, plays an important role in the Estonian Fashion Festival, which implements sustainable principles.

Planned development directions and activities

- To develop new continuing education curricula that are based on labor market needs and state training requirements (including micro-degree programmes) to provide training to different target groups.
- To continuously develop the technical capabilities of the Gallery Pallas to ensure the sustainable operation of the gallery and its ability to organise modern exhibition projects.
- To continue to play an active role in collaboration with other higher education institutions, authorities and businesses to shape a more culturally aware society and support an aesthetic living environment.

4. SELF-ANALYSIS OF CURRICULA

4.1. The curriculum of Photography

Name(s) of the curriculum/curricula	Photography (2271), professional higher education (Bachelor of Arts in Humanities, BA)
Volume of the curriculum	4 years, 240 ECTS (full-time)
Structural unit	Department of Photography
Author of the self-analysis of the curriculum, curriculum manager	Kaisa Eiche, acting head of the Department of Photography (as of March 2025), assistant head of the department (as of August 2022), kaisa.eiche@pallasart.ee
Description of the curriculum self-analysis process and report preparation	<p>The process was led by Kaisa Eiche, acting head of the Department of Photography.</p> <p>The following people were involved in the process:</p> <ul style="list-style-type: none"> • Agnes Mürsepp, Assistant to the Head of the Department • Andrus Kannel, lecturer and Technical Assistant • Olev Mihkelmaa, lecturer • Enlil Sonn, student of the Department of Photography (4th year) • Mirabel Veli, student of the Department of Photography (3rd year) • Katri Kütt, Quality Manager <p>The analysis reflects curriculum-related data from 2020–2024.</p>

4.1.1. Planning and management of the studies

The goal of the curriculum “Photography” is to provide students with high-quality, broad-based, and interdisciplinary professional higher education in photography and contemporary visual arts. The programme supports the development of future photographic artists and specialists and prepares students for lifelong learning. The learning outcomes of the curriculum reflect the general competencies specified in the higher education standard at the bachelor’s level. (see [Annex 27.1](#))

The curriculum focuses on two main directions: fine-art and professional photography. It offers both an introductory view of the genre-based structure of the field and opportunities to develop self-expression and critical thinking. The profile of the curriculum is practical, with a strong emphasis on the applicability of the discipline within the creative field.

Curriculum development. In 2023, an updated version of the curriculum was developed and implemented in the 2024/25 academic year. All key stakeholders were involved in the process: students, alumni, employees, the curriculum council and international experts, employers, and cooperation partners. Collaboration with both Estonian and international research and cultural institutions (e.g., Tallinn University, Technological University of Dublin, University of Westminster, European Photo Month [Bratislava],) ensures that the curriculum aligns with contemporary trends in the field and with labour market expectations.

Based on the accreditation results (see [section 2](#)), the focus was placed on stakeholder engagement. A survey was conducted in 2023/24 academic year among students, alumni, teaching staff, and employers. Additional consultations took place with the curriculum council, student representatives, departmental staff, and external experts.

All feedback and findings were taken into account in the curriculum revision process. **In the first stage of curriculum development** (2023–2024), the following changes were introduced:

1. The structure of the curriculum was aligned with the module-based framework adopted across Pallas (see [subsection 3.7](#)).
2. Small-scale courses were consolidated into larger ones: the 96 compulsory courses became 64 in the updated version.
3. Based on feedback from students and alumni, repetitive and outdated courses were removed, and updates were made to reflect developments in the field (e.g., the integration of artificial intelligence into professional practice). Marketing and entrepreneurship content was incorporated into the new art study field module.
4. Efforts were made to increase coherence between courses in collaboration with lecturers and increased attention was given to the preparation of subject programs (supported by training for both regular staff and visiting lecturers).

In the next stage of planning and implementing improvement activities, we relied on **surveys conducted centrally at Pallas** (Student Learning Environment Survey, 2024 and Alumni Survey, 2025), the results of which largely overlapped with the results of previous satisfaction surveys in the Department of Photography (particular attention should be given to subjects focused on developing entrepreneurship skills, as well as those with overlapping content or other similar courses). Student feedback showed that students in the “Photography” curriculum rated their satisfaction with the curriculum, including their understanding of the curriculum as a whole, lower than the Pallas average. It was considered significant that students expressed a perceived lack of opportunities to participate in shaping and developing the study process. Therefore, we placed greater emphasis on student involvement and planned development activities to support it (such as electing course representatives, organising meetings and discussions with students, and jointly planning improvement actions).

At the same stage, we also **reviewed the processes related to teaching** and in collaboration with the quality manager identified the problem areas. Feedback from students and alumni pointed to problems caused by the department’s poor operational administrative capacity. To improve this, we mapped the journey of visiting lecturers at Pallas (nearly 30 visiting lecturers attend the photography curriculum each year) to support better collaboration. To gain an overview of the needs and well-being of students and regular employees, Pallas-wide surveys, and performance and development interviews have been held starting in 2024 in order to plan development activities based on them.

In the 3rd stage of curriculum development, we focused on **curriculum communication**. In the curriculum visualisation workshop organised by the Department of Furniture (2024),

a user-centred view of the student’s learning journey was created ([Annex 28.1](#)), which serves as the basis for teaching development processes, introducing the structure and content of the curriculum to teaching staff and students, and in marketing activities. In addition to the regular staff, 3 photography experts participated in the workshop.

At the current stage of curriculum development, we are participating in a curriculum analysis training program with the Estonian Academy of Arts and Estonian Academy of Music and Theatre (supported by the KVARA programme). In addition to improving the coherence of the curriculum and achieving compliance with the new higher education standard, this will also help to position the curriculum in the broader educational landscape.

Budget and infrastructure of the Department of Photography. The department’s budget consists of the budget allocated to the department from the operating support, grants from RDC projects and non-Pallas funds (Cultural Endowment of Estonia, Estonian National Culture Foundation), and own revenue. In addition to organising daily teaching activities, the largest expenses are related to investments in or the maintenance of photographic equipment, staff RDC activities, student exhibitions, and the mobility of both staff and students. Funding is sufficient for teaching activities as long as no major development projects are planned simultaneously. Due to the depreciation of equipment, investments are distributed across different years. To a limited extent, it is possible to receive support from various funds for the development of inventory through project applications (for example, a new hybrid camera was acquired in 2024 with the support of the Estonian National Culture Foundation). Cultural funding bodies support exhibition activities and professional publishing (the Pallas “Proceedings”, compiled by Professor Peeter Linnap). Students’ study trips abroad are generally related to the “Observation Internship” course, special projects (BIP), or Erasmus+ study mobility.

Starting from the first semester, students are provided with shared analogue and digital cameras to participate in their studies. Computer classes have computer-based Adobe licenses, to teach photography, video editing, digital graphics, and layout design programs. The department’s equipment consists mainly of Canon cameras and lenses, but there are also drones, special underwater photography equipment, and a few wide-format cameras (Sinar, Mamiya Rz67, Fujica GW690) for teaching purposes. In recent years, the Photography Department has invested in a shift lens to support architectural photography and a photo printer to improve the presentation of assessment projects. The next planned upgrade involves the department’s drone fleet. The added “Visual AI” course currently uses in-program capabilities available in freeware or Adobe’s license package. In recent years, greater attention has been paid to encouraging students to make more use of the resources offered by the Pallas Library and other libraries, including academic databases.



The department has the following specialty-specific rooms for use: an analogue photography wet lab, 2 photo studios, a classroom, smaller special-purpose workspaces and storage areas, a faculty room and a student common area, totalling approximately 520 m² (see [Annex 29](#)). We use the department's technical equipment economically, repairing it and keeping it in working order. In the long term, we need to focus on the problem of depreciation of existing photographic equipment: the renewal of the equipment fleet needs to be planned more precisely, because the costs related to organising teaching have increased significantly in recent years due to inflation (transportation, photographic materials and equipment). Developing an international network also requires longer preparatory work, establishing or renewing contacts, and then planning funding.

There is potential to increase self-generated revenue. We have supplemented the budget through fully equipped photography studio rentals and by offering continuing education courses. We are interested in collaborating with other higher education institutions—such as developing micro-degree programmes—to strengthen partnerships, expand networks, and enhance staff expertise. In the coming years, we see further opportunities to generate income through continuing education and project-based cooperation (Ülemiste City, University of Tartu, etc.).

CURRICULUM DEVELOPMENT

Strengths and development activities to date

- In recent years the focus has been on the feedback from stakeholders involved in curriculum development and, during redesign, on the logic of the curriculum and the development of courses.
- The curriculum focuses on practical, specialised subjects, supporting strong skills-based learning alongside foundational knowledge on humanities and art theory, as well as the development of general competencies and practical art skills.
- A well-equipped learning environment is in place, that supports the teaching of various specialised courses.

Planned development directions and activities

- To further develop cooperation and implement feedback received from stakeholders.
- To support the teaching staff in linking courses and preparing subject programmes in collaboration with the department and other support staff.
- To support teaching staff in integrating courses and developing coherent and well-structured subject programmes helping them to see their course in the broader context of the curriculum. To review and improve the department's internal work organisation to better meet the needs of staff and students

4.1.2. Learning, teaching and assessment

Admission and organisation of entrance exams. In Pallas, the admissions process and entrance campaigns are centrally coordinated (see subsection 3.2.4 and 3.8.1). The campaign includes an open house with various activities in departments and guided tours along with advertising on various channels. In addition, during the spring semester, Pallas is always visited by many high school students from different regions of Estonia, for whom guided tours are organised in the departments to introduce them to the study opportunities. In recent years the admission competition has been 3.9-7.4 (Table 14).

Table 14. Aggregated data on students in the curriculum of photography 2020/21–2024/25.

	2020/21	2021 /22	2022 /23	2023/24	2024/25
Number of students	49	51	49	44	39
Externs	-	-	-	-	-
Admitted	17	11	10	11	8
Admissions competition	6.2	3.9	7.4	5.8	5.6
Drop-outs	3	1	7	7	5
Graduates	8	5	9	8	8

Admission consists of two parts:

1. specialty exam (photography and drawing) and
2. motivation exam (interview).

The specialty exam takes place online (MS Teams): candidates complete tasks in real time and upload their results as digital files to the Pallas website for evaluation. In the exam results, the committee assesses the candidates' knowledge of photographic expression, creativity, and conceptualisation. Based on the ranking, the admission committee will then invite the candidates to the motivational interview. The admissions committee includes the head of the department, representatives of the teaching staff and technical assistant, invited experts, and alumni.

Learning and teaching. The curriculum's specialised courses are grouped into 4 thematic blocks (theory, photographic

self-expression, digital skills, and internship). The art study field module is a joint module for 3-5 curricula and offers students opportunities for specific collaboration and interdisciplinary collaboration in the field of art. Developing general competencies (including entrepreneurship) and supporting the development of self-directed learners is a part of the curriculum that is being developed, and we are trying to ensure that it is increasingly integrated with professional studies.

Internships. The aim of the internships is to enable students to consolidate their acquired knowledge and skills by applying them in a real work environment, and to gain experience in teamwork. The practice module of the updated curriculum, like other Pallas curricula, consists of individual, observation, placement, and final project practice, as well as 2 specialty practices (portfolio, film project). Placement practice is organised at internship bases chosen by the student or as commissioned work by the department (e.g., capturing events, photo documentation of final projects from other curricula). The department's main partners in terms of placement practice is currently the Estonian Heritage Society (documentation of museum objects in Estonian museums), media houses (Õhtuleht, Postimees), the University of Tartu, and in collaboration with galleries, Kaisa Eiche's RDC project exhibition "My Story" (2023 and 2024). The internship process and feedback collection from relevant stakeholders is organised in SIS.

Student mobility. International student mobility for students is supported across Pallas by the Erasmus programme (see subsection 3.5). Every year, some photography students spend a semester abroad as exchange students (see Table 15). As part of the observation practice, we usually travel to nearby countries (Latvia, Lithuania, Finland, Sweden), and if possible, further afield in Europe (e.g. Berlin in 2023). As part of the BIP project collaboration (Bauhaus Weimar and Hungarian University of Fine Arts), 7 students and 2 staff members participated in art camp workshops in Hungary (2025). Domestically, we support students by visiting exhibitions in Estonia by reimbursing transportation costs and tickets to exhibition venues.

After COVID-19, the number of foreign visiting students has started to grow again: In the spring of 2023/24, there were 4 Erasmus+ exchange students and in the spring of 2024/25,

Table 15. Student mobility in the Department of Photography 2019/20–2023/24

	2019/20	2020/21	2021/22	2022/23	2023/24
Number of students participating in student mobility (% among all students in the curriculum)	9 (18%)	1 (2%)	9 (18%)	4 (9%)	17 (44%)
including the number of participants in the Erasmus+ program (average number of ECTS credits)	2 (36 ECTS)	1 (30 ECTS)	1 (46 ECTS)	4 (26 ECTS)	5 (4 ECTS)
including number of participants with other funding (average number of ECTS credits)	7 (2 ECTS)	-	9 (2 ECTS)	-	13 (3 ECTS)
Number of foreign visiting students participating in the Erasmus+ program (share among the student body in %)	1 (2%)	-	5 (10%)	1 (2%)	4 (10%)

there were 3 (from Spain, Italy, Malta, France, Germany and Turkey). Pallas photography students’ study abroad destinations have included Austria, the Netherlands, Italy, Lithuania, Latvia, Portugal, Sweden, Germany, Finland and the Czech Republic.

Supporting learning. The primary advisors for students and visiting lecturers on matters related to their studies are the head of the department and their assistant, while technical support is provided by the department’s technical assistants in the studios and laboratories. Elected course representatives’ task is to improve general information exchange and feedback process and to develop solutions in the event of problems. Pallas offers psychological counselling services to both students and teaching staff with the support of Katriito Clinic. We try to take into account the special needs of the students in our teaching. Applications for exmatriculation are generally made due to the unsuitability of the specialty, health issues or the pressure of the financial situation, which does not allow combining work obligations (sometimes also private life obligations) with studies. Based on feedback from students in the department, they are satisfied with the support (see Figure 31).

Student assessment. In the department, assessments are structured by year group: all specialty courses for a particular cohort are evaluated by a committee. The composition of the assessment committee for specialty courses is determined by the department and typically includes departmental staff and lecturers of the respective specialty courses. Previously the assessments have been earned students’ criticism in feedback. Therefore, we have met them on this topic several times, where discussions took place and suggestions for improvement were collected, which were implemented for the first time in the fall semester course assessments in January 2025. For example, taking into account feedback, specific

experts have been involved in the assessment and, based on the principle of equal treatment, each student has been allocated equal time during the committee assessments (10 minutes for introducing the work, questions and answers). The grade is determined based on the learning outcomes of the subject, the teacher’s proposal and the opinions of the committee members. During the committee assessment, the student is generally given verbal feedback. Written feedback is provided, and the results are entered into the study information system.

Student RDC. Students of the Photography curriculum are characterised by their activity in policy-making (4 students were in the SC in 2024/25) and participation in projects offered in Pallas and elsewhere. The department constantly receives requests for photography services from Pallas’s cooperation partners (Estonian Literary Museum, University of Tartu) as well as other organisations, providing students with valuable hands-on experience. In addition, students independently initiate exhibition projects (most recently in 2025, a large-scale architectural photography group exhibition “Our Houses” at the Pallas Gallery, curated by third-year student Katariina Torm) or organise their first solo exhibition either as a graduation project (Signe Pärn at the University of Tartu History Museum in 2025, Luisa Greta Vilo at the Jakobi Gallery in 2023) or outside of their studies (Andra Rahe, Sille Riin Rand).

Kaisa Eiche has involved students in large-scale exhibition projects. The Tallinn 2023 Photo Month program [curatorial exhibition](#) “What colour is the sky above the port today?”, which took place in Tallinn and Tartu and was organised as a collaboration between Pallas and EKA students. Kaisa Eiche RDC project [exhibition series](#) “My story is my story is my story is...” will take place over several years (2023, 2024, 2026), and a new group of students will be involved each time.

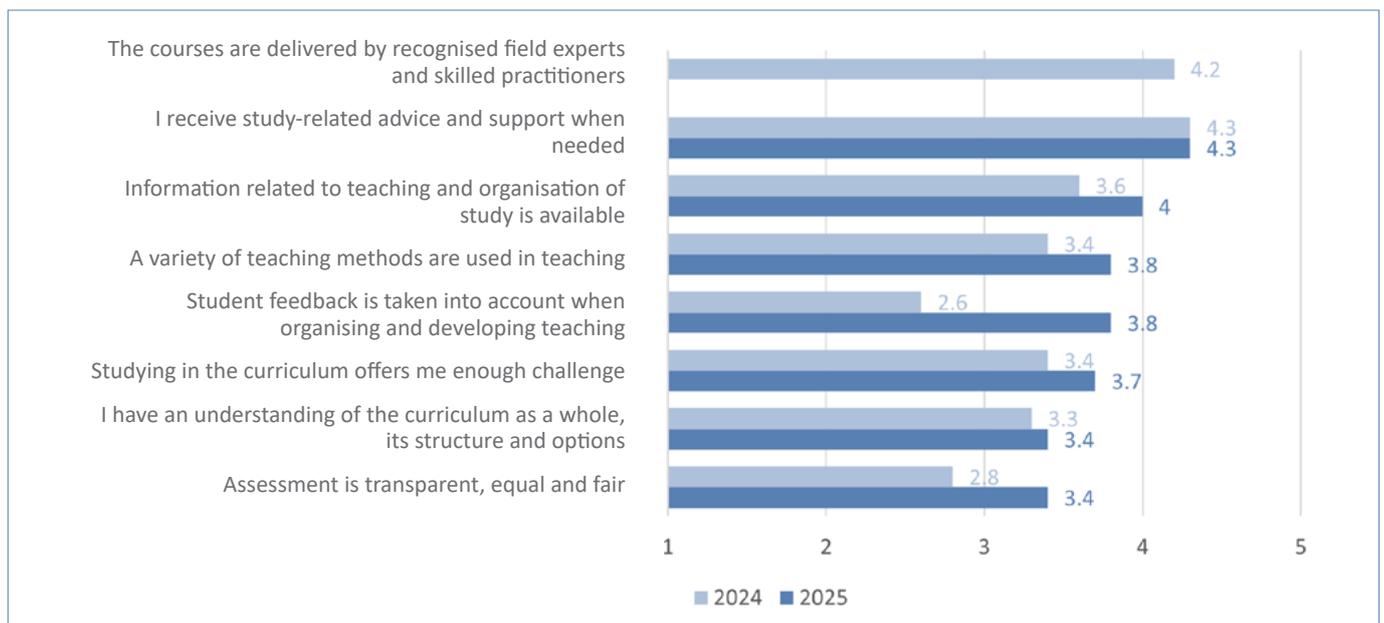


Figure 31. Photography curriculum students’ feedback on the curriculum. Learning Environment Survey 2024, 2025.

In 2020–2024, the department’s students participated in the exhibitions in Pallas Gallery 7 times, mainly with group exhibitions, in addition to the joint exhibition of final projects. For several years in a row, a final project from the department has been awarded the Photo and Public Award at the Nordic and Baltic Young Artist Award competition (Kirke Kuiv 2024, Andrea Margo Rotenberg 2023).

Student feedback. After conducting a 2024 student learning environment survey, we initiated a student engagement process in collaboration with the quality manager to quickly resolve needs-based issues. We have involved students to make the problem-solving framework clearer and more formal. Students’ feedback (2024, 2025) shows an increase in satisfaction, primarily regarding the consideration of their feedback in the organisation of teaching and assessment, and the availability of information. Although assessments in these areas have improved, everything related to assessment still needs attention. In addition, we see a need to further explain the structure of the curriculum.

Alumni. According to the alumni survey (2025), all graduates of the last 3 years have been employed after graduation: many started working during their studies through internships or by looking for professional opportunities on their own. A small proportion of respondents continued their studies at the master’s level, predominantly in the fields of arts and pedagogy. A large number still work in professional positions of combining photography, art, design, and media in their work. Several alumni have created their own businesses through which they offer creative services or operate on a project-based basis (e.g. exhibitions, commissioned work, visual solutions).

Alumnus Olari Pilnik (2023) was awarded the Estonian Wikipedia Photographer of the Year title (2024) and alumnus Anna Hints (2009) has won numerous international awards for the film “Smoke Sauna Sisterhood” (2023). Alumni Diana Tamane, Krista Mölder, Andrus Kannel, Sirla Joala, Tiit Joala, Kaisa Eiche and Riina Varol to name a few, are actively involved in the international professional cultural field.



LEARNING, TEACHING, ASSESSMENT

Strengths and development activities to date

- Student satisfaction with studies has increased as a result of development activities.
- International cooperation is strengthened through projects.
- Students are active in exhibitions, community development projects, and policy-making, which demonstrates their independence, ability to collaborate, and early creative readiness.

Planned development directions and activities

- To apply the results of feedback more systematically in order to ensure better quality of teaching.
- To integrate entrepreneurship and digital competence knowledge and skills more into specialty courses.
- To plan assessment principles more systematically in order to ensure a more consistent understanding of them.

4.1.3. Development of the teaching staff, collaboration and internalisation

As of 31.12.2024, the **Department of Photography consisted of 5 regular employees**, of whom 2 people have an employment contract to fulfill 2 roles (lecturer and technical assistant, teacher and assistant head of department) (see Table 16). Regular teaching staff teaches approximately 42% of the curriculum. Each academic year, visiting lecturers are involved in the teaching (in year 2024/25, 25). They are selected based on creative achievements and professional work experience, and they mostly teach up to 2 courses. In 2025, it is planned to make changes to the department's staff (change of the head of the department, analysis of the need for regular teaching staff, and development activities) (Annex 30).

Table 16. Aggregated data on employees of the Department of Photography as of 31 December 2024

	EMPLOYEES	POSITIONS
Professor, Head of Department	1	1.0
Assistant to the Head of Department, teacher	1	0.8
Teacher	1	0.4
Technical assistant, lecturer	1	1.09
Technical assistant	1	0.7
Total	5	3.99
Visiting lecturer	25	
including foreign visiting lecturers	2	
Other guests and experts (seminars, exhibitions, open lectures, etc.)	3	

The qualification requirements for academic staff are set out in the job descriptions for Pallas academic staff. The workload of academic staff is planned each academic year, during which the need to involve visiting lecturers also becomes apparent. Workloads are reviewed at least once a year during development interviews and, if necessary, changes are made to the workload to ensure compliance with the standards established for teaching staff.

Visiting lecturers are mostly specialists, professionals, or academic staff at another university (e.g. Tallinn University, University of Tartu). The visiting academic staff are actively engaged in creative and research work, while the practitioners operate as entrepreneurs. Pallas offers self-development opportunities through Erasmus+ academic mobility and Pallas training programs, and by partially funding their RDC projects. In 2020–2024, 5 department lecturers (Peeter Linnap, Vallo Kalamees, Malev Toom, Are Tralla and David Bate as a foreign guest) organised their solo exhibition at the Pallas Gallery. Technical assistant and teacher Toomas Kalve received Annual Award (2023) from Cultural Endowment of Estonia for his retrospective exhibition at the Estonian Museum of Photography.

Performance and development reviews with regular employees take place with their immediate manager once a year,

more often if necessary. They help to identify how to collaboratively improve the lecturer's work performance and work environment, and what their career expectations are. International mobility and RDC activities of teaching staff support the exchange of good practices and development of the curriculum. Based on feedback (2024), students are generally satisfied with the teaching staff (Figure 31).

In recent years, we have been more involved in international cooperation, within the limits of Pallas' resources (Table 17). The latest major international collaboration projects (BIP) were with the Hungarian University of Fine Arts and Bauhaus-Weimar, within the framework of which an art camp for the students of 3 universities was organised in Hungary; guest lectures by David Bate, professor of photography at the University of Westminster, at the Pallas Department of Photography and the organisation of his photography exhibition at the Pallas Gallery (2024, Erasmus); and participation of Anthony Haughey, professor of photography at the Dublin University of Technology, on the final project assessment committee of arts (2024). External experts have actively participated in the work of the Curriculum Council.

Table 17. International mobility of the employees of the Department of Photography and foreign experts 2020–2024

	2020	2021	2022	2023	2024
Number of employees who participated in international work mobility (number of mobility cases)			1 (1)	2 (2)	3 (5)
Number of foreign lecturers and experts ("Erasmus+" etc.)			3	2	2

TEACHING STAFF

Strengths and development activities to date

- The large number of guest lecturers ensures a broad spectrum of specialty related experience and a professional network.
- Academic staff members are creatively active and professionally productive.

Planned development directions and activities

- To increase the number and workload of regular teaching staff members to ensure sustained involvement in teaching and curriculum development activities.
- To develop international cooperation to create new contacts and renew existing contacts for planning RDC activities.

4.2. The Curriculum of Painting

Name(s) of the curriculum/curricula	1. Painting (from 2024, code 250884), professional higher education (bachelor's study) 2. Painting and Restoration (until 2024, code 2266), professional higher education (bachelor's study)
Volume of the curriculum	4 years, 240 ECTS (full-time)
Structural unit	Department of Painting
Author(s) of the self-analysis of the curriculum, curriculum manager	Margus Meinart, Head of the Department of Painting (from February 2021), margus.meinart@pallasart.ee
Description of the process of compiling the self-analysis (who was involved, etc.)	The process was led by Margus Meinart (Head of the Department of Painting) The following people were involved in the process: <ul style="list-style-type: none"> • Pille Johanson, Assistant to the Head of the Department • Heli Tuksam, professor, teaching staff • Veiko Klemmer, lecturer, head of the Centre of General Subjects The analysis reflects data related to curricula from 2020–2024.

There are currently two curricula in place in the Department of Painting: “Painting” and “Painting and Restoration”. The analysis of the curriculum development process focuses mainly on the new “Painting” curriculum that was opened in the academic year 2024/25, as no more students will be admitted for curriculum “Painting and Restoration”. The data and analysis of teaching activities and teaching staff covers both curricula currently in use.

4.2.1. Planning and management of the studies

Relevance and importance. Pallas has upheld the continuity and traditions of Estonian painting education more than 100 years. With the growing influence of visual information in the world, understanding pictorial culture has become increasingly important. Images shape perceptions, attitudes, and values. Developing visual literacy enables us to critically assess visual material and understand the ideas, identities, and worldviews it conveys and shapes. The competencies of a graduate of the curricula contribute to its understanding and creation.

The goal of the curriculum “Painting” (Annex 27.2) is to develop versatile, educated and responsible creators who are familiar with the Estonian and international art scene, know how to plan creative processes, and relate their activities to cultural and social phenomena. The curriculum values creativity, autonomy, and critical thinking. The curriculum focuses on painting as the core area of study, supported by foundational courses in mural painting and illustration.

The teaching staff is competent and active in the creative field. The curriculum strongly emphasises digital competences, self-analysis, skilful self-expression, and participation in projects, exhibitions, study mobility, and internships. A student who has completed the curriculum will be able to operate in an international environment, is prepared for independent professional life or/ and continue their studies at the Master’s level.

Curriculum development has been based on **multi-level collaboration** and **feedback**. Regular development seminars and discussions have been held with students, teaching staff, the Curriculum Council, and heads of other speciality departments. Statistical and qualitative feedback from students, alumni, and employers has been analysed. This is compiled in the annual activity report, which serves as one of the background materials for discussions by the Curriculum Council. Feedback from partners and internship providers, as well as developments in the labour market and society, are also taken into account. We have **compared the curricula** with other art curricula (Uniarts Helsinki, Umeå Academy of Art, ArtEZ Arnhem, LAB University of Applied Sciences, University of Applied Arts Vienna, Latvian Academy of Arts and Estonian Academy of Arts) and have collaborated with **international networks** (CIRRUS and Cumulus) as well as Estonian **research and cultural institutions** (University of Tartu, Estonian National Museum, Estonian Literary Museum, Art Museum of Estonia, Estonian Museum of Contemporary Art, Tartu Art Museum, Kogo Gallery, Kondas Center, Nordic Baltic Art Center NOBA market) and the arts scene. The collaboration also supports the planning of internship opportunities, exchange programs, and collaborative projects.

In both curricula the focus has been on the strong development of students' manual skills through suggested topics and a supervised work process. The study therefore focuses on practical work, in which, in addition to painting and drawing, classical techniques (fresco, sgraffito, mosaic, stained glass) play an important role.

During their studies, students are from early on involved in exhibitions, projects, and other practical activities, which creates a natural connection to the professional work environment and provides valuable experience for becoming familiar with the labour market related to their field.

Visits to other higher education institutions and comparisons of curricula has supported the decision to adjust the scope of courses and the assessment system. Cooperation with cultural institutions has led to changes in the development of course content: there is now a greater emphasis on projects created independently by students and jointly with collaboration partners.

The "Painting" curriculum was developed based on the curriculum "Painting and Restoration", while introducing significant structural and content-related changes:

1. The structure of the curriculum was aligned with the module-based framework adopted across Pallas (see [subsection 3.7](#)).
2. As part of institution-wide changes at Pallas, the restoration specialisation was separated from the curriculum of "Painting and Restoration" and incorporated into the new curriculum "Conservation and Restoration".
3. Small-scale courses were combined into larger ones (at least 3 ECTS): the 89 compulsory courses became 56 in the new version.
4. Based on a departmental decision the proportion of non-differentiated assessments was increased to support experimentation and to give more creative freedom to students and reduce the rigidity of the grading system.
5. Based on alumni feedback, more attention was paid to general competencies such as digital creation and visual communication. Subjects related to digital painting, illustration, and layout were added.
6. For the same reason, the following subjects supporting career readiness were added to the curriculum: "Creative Entrepreneurship and Marketing", "Intellectual Property and Artificial Intelligence", "Author's Position and Group Critique", "Art and Society" and "Self-Marketing and Project Management".
7. The renewed art study field module offers students the opportunity for joint exhibition projects and more extensive interdisciplinary collaboration.
8. In the curriculum visualisation workshop organised by the Department of Furniture (2024), a user-centred view of the student's learning journey was created ([Annex 28.2](#))



The next stages in the curriculum development process are planned as follows:

- To implement year-based seminars at the beginning of each academic year to support students in navigating their studies, clarifying objectives, and help them shape a conscious and individual learning path;
- To analyse the general competencies of the curricula in cooperation with the Estonian Academy of Music and Theatre and the Estonian Academy of Arts (supported by the KVARA programme), in accordance with the new higher education standard, in order to incorporate their development more clearly into the curriculum and course level, if necessary;
- To continue consolidating courses into coherent content-based modules, further reducing their number in order to ensure a more manageable and effective study load;
- To restructure the organisation of semesters and academic years by placing a clearly focused independent project at the centre of each period;
- To join the Nordic and Baltic fine arts higher education network KUNO in order to expand international cooperation, broaden learning opportunities, and strengthen the international experience for both students and teaching staff.

Budget and infrastructure of the Department of Painting. The budget allocated to the department from the operating grant is supplemented by own income and grants applied for from the Cultural Endowment of Estonia. Own income has been earned from collaborative projects, commissioned work, and continuing education courses. Support of additional funding from the Cultural Endowment of Estonia has enabled to organise study trips and exhibition projects (visits to the Venice Biennale, an exhibition of student works in Brussels). Own income and the budget enable the implementation of daily teaching activities and the renewal of equipment, as well as the organisation of study trips for students and teaching staff, and the acquisition of learning materials and tools.

Students have access to tools, studios, and a lounge for their studies (ANNEX 29). Students have their own painting shelves, drawers for storing drawings, and lockers for storing personal belongings. The painting studios are divided between study groups as open spaces, allowing different groups to use the same spaces. The workspaces are suitable for both contact learning and independent work. The studios are maintained jointly, but the main organiser is the technical assistant of the department, who also trains first-year students on occupational safety, room maintenance, and first aid. The department's rooms are ventilated and well-lit, with energy-saving LED lights (from 2024). Material waste is sorted and stored in designated waste containers. Digital tools are available: in addition to computer classes for general subjects, there are tools for teaching digital painting purchased by the Department of Painting. The condition of the graphics workspaces has improved. The library acquires specialised literature and teaching materials requested by teaching staff and students, and the research databases are available.

The functionality of the rooms is currently being analysed. In the long term, the aim is to divide the large studio space with

movable partitions. The department has rented additional space outside Pallas for students to carry out individual long-term projects (e.g. final project). It is necessary to find a location for better storage of the methodological fund and a common work and rest room for the teaching staff.

CURRICULUM DEVELOPMENT

Strengths and development activities to date

- Various interest groups are involved in curriculum development.
- The curriculum offers a strong foundation in traditional techniques and manual skills, allowing students to choose different techniques and approaches to realise their ideas.
- The new curriculum clearly focuses on the specialty of painting, which makes its development and implementation more targeted and manageable.
- The duration of the curriculum and the large volume of internships allow students to practically apply the knowledge acquired at Pallas and become familiar with possible future fields of work.

Planned development directions and activities

- By analysing the use of work spaces, to look for opportunities to make workspaces more flexible and suitable for both daily independent work and large-scale creative projects, including final project.
- To increase the number of projects related to the possibility of earning own income.



4.2.2. Learning, teaching and assessment

Admission and organisation of entrance exams. In Pallas, the admissions process and entrance campaigns are centrally coordinated (see subsection 3.2.4 and 3.8.1). Student candidates are informed about study opportunities through a Pallas-wide information campaign organised by Pallas' Marketing and Communications Manager. The campaign includes an open house with various activities in departments and guided tours along with advertising on various channels. Preparatory courses are organised at Pallas every year for those interested in the curriculum. In addition, during the spring semester, Pallas is always visited by many high school students from different regions of Estonia, for whom guided tours are organised in the departments to introduce them to the study opportunities.

Admission consists of two parts:

1. **specialty exams (drawing, painting, portfolio) and**
2. **motivation exam (interview).**

Drawing exam, painting exam primarily assess the candidate's manual skills and visual expression, while the portfolio and interview provide an opportunity to evaluate their creative versatility and social maturity. The entrance exams are assessed by the admissions committee. The entrance committee includes a member of the teaching staff from the Department of Painting, and experts in the field. Candidates are ranked according to the results of entrance exams. Over the past five years, 11 to 14 students have been admitted annually, with an admission ratio of 4.5 to 5.2 (see Table 18).

Learning and teaching. The theory and practical aspects of studies are closely linked. The curriculum comprises 240 ECTS credits, of which 149 ECTS (62%) are practical courses, 55 ECTS (23%) are theory-based courses, and 36 ECTS (15%) are allocated to internships. The curriculum supports the student's development from creative self-discovery to conscious analysis in artistic research. General subjects provide foundational knowledge and theoretical background that support the development of professional competencies through internships and practical courses. Students are active participants in the learning process, collaborating with teaching staff

to make decisions and reflect on their learning outcomes. Specialty studies are conducted in small groups, which allows for presentations and seminars, individual guidance, group work, and exhibitions—all of which contribute to the development of written and oral self-expression. An important addition to the curriculum is participation in masterclasses and observation internships. The department invites field experts to the masterclasses, where students can delve into specific techniques, approaches, and material handling, engaging in direct dialogue with practicing artists. Digital competencies are linked to specialty related practical work, as well as internships and specialised courses involving RDC.

Internships play a very important role in the curriculum.

- **Placement practice** takes place in internship bases related to the field of specialisation. The internship agreement specifies the duration, location, and content of the internship. Feedback from internship placements is taken into account when analysing and developing the curriculum. (For example, the work done as part of previous years' internships at the Rehbinder House in Rakvere resulted in the Estonian Heritage Society's Deed of the Year award. In 2024, a number of collaborative projects were carried out, including with the University of Tartu, museums and galleries. Similar work environment internships have also been initiated for 2025 (Tartu City Museum, Tartu Centre for Creative Industry)
- **Independent practice** has taken place in cooperation with art institutions (e.g., Art & Tonic Gallery), as well as through participation in exhibitions or auctions, and students have also completed commissioned murals.
- Summer **painting practice** which has so far been organised by individual year groups, will now be held across all courses.
- **Observation practice** have taken place in Venice, Brussels, Berlin, and Paris, supporting students' international experience.
- **The final project practice** includes carrying out the practical part, analysing the results, documenting the work, and preparing for the project defence.

Table 18. Aggregated data on students in the Department of Painting 2020/21–2024/25. In brackets is the number of matriculated foreign students. EHIS, haridussilm.ee

CURRICULUM	INDICATOR	2020/21	2021/22	2022/23	2023/24	2024/25
Painting and Restoration (until 2024, code 2266)	Number of students	51 (4)	51 (3)	47 (1)	48 (1)	34 (1)
	Admitted	14	12	12	12	–
	Dropouts	1	5	7	3	4
	Graduates	7	9	8	11	10
Painting (from 2024, code 250884)	Number of students					10
	Admitted					10
	Dropouts					0
	Graduates					0

The purpose of the internships is to develop independence, teamwork skills, and adaptability. Students are encouraged to participate in creative projects, exhibitions, and international programmes to develop their unique artistic style. The internship provides real-world work experience and insight into international art trends. Established contacts have led alumni to work in museums, galleries, theatres, and art schools across Estonia, including the Estonian National Museum, National Archives, Vanemuine and Estonia theatres, Tartu Children’s Art School, Valka Art School, Võru Art School, TYPA, Adamson-Eric Museum, Tartu Art Museum, the Estonian Heritage Society, and various galleries.

Student RDC. Under the earlier curriculum “Painting and Restoration” students were split into two tracks and undertook their internships based on this division. **The RDC focus for students in the art track** has been on creative activities. Students and teaching staff organise group and solo exhibitions, as well as collaborative projects with Estonian and international partners, not only at Gallery Pallas but also in other galleries and public spaces across Estonia, abroad, and in virtual environments. Between 2020 and 2024, students have participated in 30 exhibitions or projects, including 15 solo or duo exhibitions (no exhibitions were held during the COVID-19 year). The Department of Painting has organised 17 exhibitions at the Gallery Pallas between 2020 and 2025, including 2 in collaboration with international guests. Exhibition activities support the beginning of a student’s artistic career, provide professional feedback, and strengthen their confidence and visibility in the art scene. Students have had their works featured in annual exhibitions and achieved success in the Young Art Auction sales rankings. The exhibitions have been covered in the press, on radio and television. Students have also participated in international and interdisciplinary initiatives, including individual internships (such as creating book illustrations for “Stories of Annelinn” and designing historical playing cards “Tartu Quartet” in collaboration with the Tartu City Museum). In recent years, students in the Department of Painting have regularly distinguished themselves by receiving Pallas field scholarships, which have recognised their creativity and professional development. RDC, internships, and the labour market are closely interconnected, supporting students’ competencies in promoting their authorial position, writing competition applications, and preparing and presenting portfolios. **RDC projects of restoration track** students

include: the book “Rosette and Its Transformation in Interior Decoration” (2024), based on painting department student works and led by Heli Tuksam and Riina Padar; paintings created by Department of Painting students under the guidance of Professor Heli Tuksam and lecturer Madis Liplap at Kuresaare Episcopal Castle; conservation of Elmar Kits’ murals; conservation of Andrus Kasemaa’s mural in Peri; and participation in the “Architectural Finishes Research Conference” in Amsterdam.

Student mobility In the Department of Painting, **the Erasmus+ program** plays an important role in promoting international experience and cooperation (see Table 19). In the last 6 academic years, 15 students from the Department of Painting have gone to study or perform internships abroad (Georgia, Greece, Portugal, Czech Republic, Turkey, Hungary) and 9 foreign students (including 5 in 2024/25) from 4 countries (Georgia, Spain, Malta) and one student from EKA. In 2023, one student participated in an Erasmus+ internship at the Venice Art Biennale, and in 2024, one recent graduate went to Portugal as part of the Erasmus+ internship program.

Student assessment. Depending on the course, either a differentiated (A–F) or non-differentiated (pass/fail) assessment is used. The new curriculum has already reduced the proportion of courses assessed with differentiated grading, as the trend is moving towards pass/fail assessment. Assessment details are outlined in the course programmes, and teaching staff explain the completion criteria at the start of the course. In specialised courses, committee assessments are frequently used, which can be public, with students promoting their work through exhibitions, temporary displays, or digital presentations. Committee assessments involve the teaching staff of the respective course and invited members. Feedback is given orally and/or in writing according to the established agreement. The assessment principles of different courses definitely require further harmonisation.

Supporting learning. Students’ feedback and suggestions regarding the curriculum and learning environment are communicated to the Department of Painting through surveys (see Annex 11) as well as through discussions. Each academic year, meetings are held with the department’s students, and group-based discussions take place every semester. In 2025, individual performance and development reviews were also organised for students, which provide them with feedback

Table 19. Student mobility in the Department of Painting

	2019/20	2020/21	2021/22	2022/23	2023/24
Number of students who have participated in student mobility (as a percentage of all students in the curriculum)	3 (6%)	7 (14%)	14 (30%)	18 (38%)	14 (32%)
including the number of students participating in the Erasmus+ programme (average number of ECTS credits)	3 (20 ECTS)	7 (20 ECTS)	2 (20 ECTS)	2 (27 ECTS)	1 (22 ECTS)
including number of students participating with other funding (average number of ECTS credits)			12 (3 ECTS)	17 (2 ECTS)	13 (3 ECTS)
Number of foreign visiting students who have participated in the Erasmus+ program (as a percentage of the entire student body)	1 (2%)		1 (2%)		1 (2%)

on their personal development. The collected feedback is discussed with the department’s staff to plan necessary development or support activities. The Head of the Department and their assistant are available to students, and the Academic Affairs Office also offers academic counselling. The Code of Ethics helps regulate ethical issues, and in case of problems, it is possible to contact the Pallas Ethics Committee. Students can participate in the management and development processes of Pallas through the Pallas Council and the Student Council, where in recent years students from the Department of Painting have also been represented. Students have the opportunity to participate in international study and internship exchange programmes and to access the library along with its available research databases. Students receive psychological counselling from Katriito Clinic. Students highly value the learning environment and atmosphere (see Figure 32). The reasons for **dropping out** are mainly economic and/or family related.

Student feedback. First-year students in the Department of Painting have given good feedback on the new curriculum during performance and development reviews: they find that they have time to work on the required courses and that the introductory courses give them a good foundation for further studies. The year 2024 learning environment survey results indicate that students studying under the old curriculum see room for improvement in the transparency of assessment, the perception of the curriculum as a whole, and the coherence between courses. According to the year 2025 results, student satisfaction has increased assessment transparency and diversity in teaching methods (see Figure 32).

In developing the new curriculum, **alumni feedback** was also taken into account. Among the general competences, greater attention was needed in digital skills, oral and written self-expression—that is, the ability to articulate and introduce one’s ideas—as well as labour market-related competences (practical

work, entrepreneurial skills). Among the alumni who participated in the survey, about one fifth pursued further studies (including Master’s programmes at EKA). Alumni also actively participate in the art scene and work in their professional fields, holding various positions in specialised institutions, engaging in entrepreneurship, or freelancing. 60% of alumni are involved in their specialty or fields related to their specialty, and 84% are engaged in creative activities.

LEARNING, TEACHING, ASSESSMENT

Strengths and development activities to date

- Small study groups allow for a personal approach and, if necessary, individual solutions for study.
- International experience is well supported by the Erasmus+ programmes.
- Internships, creative projects, exhibitions, and competitions are integrated into the learning process through RDC, which supports students’ visibility in the art field and their connection to the professional world.

Planned development directions and activities

- To better implement feedback from performance and development reviews into teaching and curriculum development.
- To move towards pass/fail assessment, which is more suitable for creative and practical fields where a single standard measure is insufficient.
- To increase students’ opportunities to shape their individual learning paths by allowing greater flexibility in the selection of courses and projects.

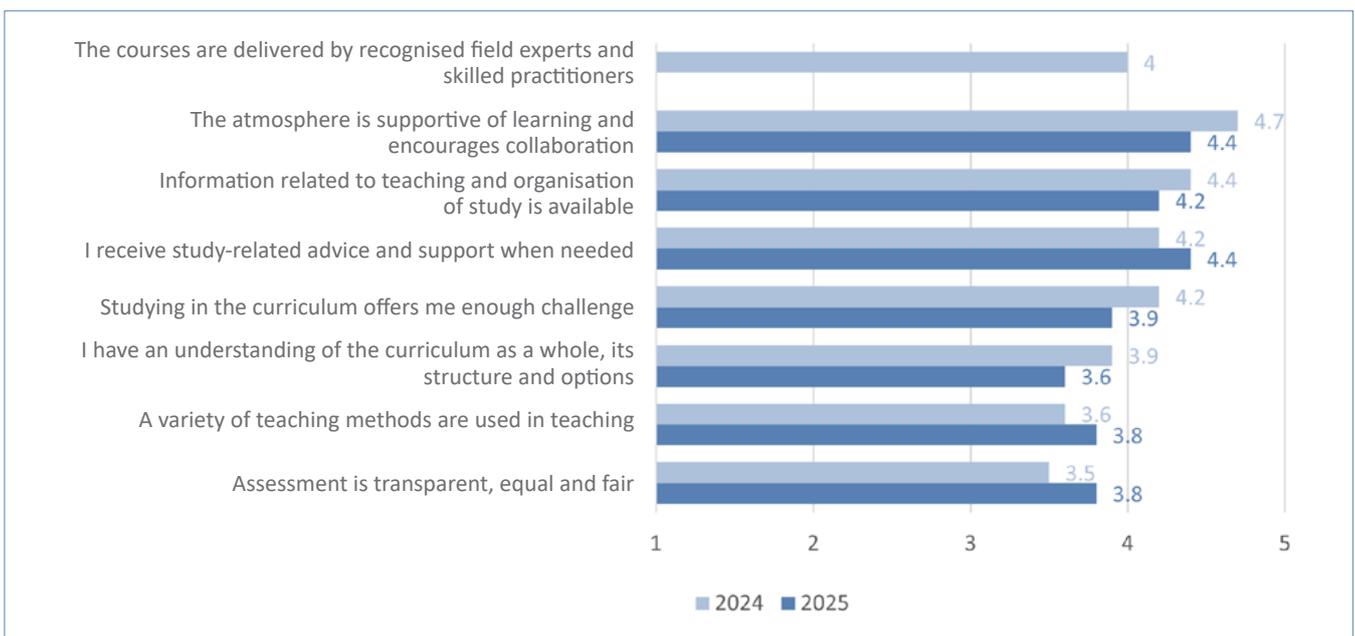


Figure 32. Feedback from students of the Department of Painting. Learning Environment Survey 2024, 2025.

4.2.3. Development of the teaching staff, collaboration and internalisation

As of 31 December 2024, the Department of Painting comprised 8 regular staff members, two of whom holds an employment contract for two roles (lecturer and technical assistance; lecture and assistant to the head of department) (see Table 20). The average age of the staff is 55.5 years, and all employees hold a Master's degree. Teaching staff are actively involved in teaching, creative work, and international collaboration. The academic staff consists of creative individuals whose work ranges from painting and restoration to curating and research (see Annex 30). Their creative work and development activities are inseparably linked to the development and implementation of the curriculum. A stable teaching staff ensures the necessary continuity to achieve the agreed objectives.

Table 20. Aggregated data on employees of the Department of Painting as of 31 December 2024

	EMPLOYEES	POSITIONS
Senior Lecturer, Head of Department	1	1.0
Professor	1	1.0
Associate Professor	1	0.6
Lecturer	3	1.4
Assistant to the Head of Department, lecturer	1	1.0
Technical assistant, lecturer	1	1.0
Total	8	6
Visiting lecturers	5	-
Foreign visiting lecturers	2	-
Other guests (seminars, exhibitions, open lectures, etc.)	11	-

Visiting lecturers are involved in teaching to enrich the students' learning experience. Between 2020 and 2024, the department had 28 visiting lecturers, in addition to 12 foreign visiting lecturers (see Table 20). Visiting lecturers contribute to teaching specific skills (e.g. icon painting, sand animation, portrait painting, paper conservation) and bring professional expertise and personal experience to support students in addressing discipline-specific challenges. The contribution of foreign teaching staff ranges from delivering lectures and leading masterclasses to broader collaboration, including curriculum development, reciprocal visits, and the creation of cooperation plans. For example, Ursula Blancke Dau from the Lüneburg Artists' Association (Germany), freelance artist Daniel Strandow (Sweden) and Tinatin Tskhadadze from the Tbilisi Academy of Arts (Georgia) led master classes, Barbara Radaelli from the Helsinki Art Museum supervised a student in preparing their final project defence, and students met Per Nilsson From Umeå

Academy of Fine Arts (Sweden) and Eva Grosse, head of the residency program at the Centre for Contemporary Art (Belgium) in the form of proseminars. For the 2025/26 academic year, students are scheduled to meet Alexandrine Gautier from school of BRASSART Caen, France, and Per Nilsson from Sweden.

Staff performance and development reviews with the Head of the Department have been systematically implemented since 2024 and take place once a year. They support professional development and contribute to planning of training. During recent years 3 teaching staff members have been attested. The teaching staff of the Department of Painting have actively participated in training, including Erasmus+-supported training projects in Spain, the Netherlands, Italy, Sweden and elsewhere. Practical skills have been supported through participation in masterclasses and workshops (e.g., in painting and conservation). In 2024, teaching-related training sessions attended included "Talking about Assessment," "Curriculum Visualisation," "Change Management in Higher Education," "Supporting Students with Special Needs (ADHD, Autism)," and "With or Without Grades".

Staff mobility is also related to self-improvement and curriculum development. During 2020–2024, teaching staff of the Department of Painting participated in 112 work mobility, including 50 foreign trips to 11 countries (see Table 21). The aim has been to participate in art-related courses, fairs, and biennials — for example in Berlin, Helsinki, Kaunas, Paris, Stockholm, and Venice — to gain new knowledge and enhance teaching practices. Art galleries and cultural and design events have been visited to develop artistic skills and knowledge. International cooperation and participation in conferences also support the international dimension of the curriculum. For example, Margus Meinart's presentations and teaching at the Umeå Academy of Fine Arts and the Brassart Caen, as well as Heli Tuksam's appearances at professional conferences, have broadened the discourse on art education and cultural heritage, while highlighting Pallas' teaching tradition.

Table 21. International mobility of the employees of the Department of Painting and foreign experts 2020–2024

	2020	2021	2022	2023	2024
Number of employees who participated in international work mobility (number of mobility cases)	4 (6)	2 (4)	6 (17)	6 (15)	6 (8)
Number of foreign lecturers and experts ("Erasmus+" etc.)	1	-	-	9	2

The employees of the Department of Painting are actively involved in creative practice. Between 2020 and 2024, they held a total of 16 solo exhibitions: 8 in 2022, 6 in 2023, and 2 in 2024. The teaching staff's RDC is closely integrated with teaching, directly supporting students' professional development and acquisition of practical skills. For example, in 2024 a mosaic mural was completed in Mehikoorma, with students involved in its creation as part of the course "Monumental Techniques I (Mosaic)". Conservation projects and research work have played a significant role. Heli Tuksam's book, "Rosette and Its Transformation in Interior Decor," was created in collaboration with students and is used as a teaching material (see [subsection 3.11](#) and [Annex 23](#)). Students have actively participated in the conservation and restoration of Estonian manors and historic buildings, gaining both practical and theoretical knowledge. They have also participated in the international restoration project of the tent room at Ziemer Manor. The project was supervised by Heli Tuksam and Tuuli Puhvel, integrating learning outcomes from two courses ("Specialty Practice" and "Historical Interior") and combining RDC activities. Through Madis Liplap's supervised mural projects, students have created murals at the Tartu Writers' House, the Song Festival Museum, and the Tallinn Song Festival Grounds. The implementation of practical projects provides students with experience in collaboration with teaching staff; for example, an exhibition was created at the Gallery Pallas as part of the masterclass led by Margus Meinart and Ursula Blancke-Dau. The Hotel Pallas scholarship project, supervised by Kaspar Tamsalu, has been ongoing for five years, with student personal exhibition at the Tartu Art House. These projects connect academic work with real life and help students apply their skills in projects for public spaces.

Teaching staff of the Department of Painting actively participate in committees and juries. Examples include the 2024 Erik Haamer Art Award, Wiiralt Scholarship, Tartu Courthouse Art Competition, Nordic and Baltic Young Artist Award 2024, Cultural Endowment of Estonia Tartu County Expert Group, the assessment committee for drawing, composition, and colour theory at Tallinn University of Technology's Tartu College, as well as the Kristjan Raud and Ado Vabbe Art Prize committees.



TEACHING STAFF

Strengths and development activities to date

- The teaching staff are active professionals in the art field, whose participation in trainings, international mobility, and projects enhances both their expertise and the quality of education.
- In addition to teaching, teaching staff are closely involved in the RDC, which ensures that teaching is substantively connected to practice and professional experience.
- Students are actively involved in the teaching staff's professional and creative activities (RDC), providing them with valuable collaborative experience and practical skills through real-world projects.

Planned development directions and activities

- To expand international collaboration networks to provide teaching staff and students with new contacts, forms of cooperation, and opportunities to work within a global art context.
- To organise the teaching schedule in a way that allows lecturers to have longer breaks between teaching periods to focus on creative practice.
- To support teaching staff' professional initiatives that integrate creative work with teaching (e.g., exhibitions, research articles, and collaborative projects with students).

4.3. Curriculum Interior Product Design

Name(s) of the curriculum/curricula	1. "Interior Product Design" (from 2024, code 250885), professional higher education (Bachelor of Arts in Humanities, BA); 2. "Furniture Design and Restoration" (until 2024, code 2275), professional higher education (Bachelor of Arts in Humanities, BA)
Volume of the curriculum	4 years, 240 ECTS (full-time)
Structural unit	Department of Furniture
Author(s) of the self-analysis of the curriculum, curriculum manager	Kristina Allik, Head of the Department of Furniture (starting May 2025; from 2021 to May 2025 Assistant to Head of Department), kristina.allik@pallasart.ee
Description of the process of compiling the self-analysis (who was involved, etc.)	The process was led by Kristina Allik, head of the Department of Furniture. The following people were involved in the process: <ul style="list-style-type: none"> • Eneli Valge, study coordinator • Katri Kütt, Quality Manager The analysis reflects curriculum-related data from 2020–2024.

There are currently 2 curricula in place in the Department of Furniture: „Interior Product Design“ and „Furniture Design and Restoration“. This analysis focuses mainly on the curriculum **“Interior Product Design”** that was opened in the academic year 2024/25, as no more students will be admitted for the curriculum „Furniture Design and Restoration“. The data and analysis of teaching activities and teaching staff covers both curricula currently in use.

4.3.1. Planning and management of the studies

Relevance and importance. Design is an interdisciplinary field that combines creativity, technology, ethics, and social responsibility. It helps to make sense of problems, design human-centered and sustainable solutions, and influence the living environment through aesthetic, functional, and social values.

The goal of the curriculum “Interior Product Design” (Annex 27.3) is to develop professional designers who create interior products that fit into the physical living environment and enrich everyday life. Professional higher education is provided in the field of product design with a specialisation in interior products. The learner will gain both theoretical knowledge and practical skills to participate in the design process.

Curriculum development. The development of the “Interior Product Design” curriculum has been a systematic and multi-stage process (Figure 33), grounded in continuous feedback and stakeholder input, including students, teaching staff, alumni, Curriculum Council members, and external experts. The aim was to ensure that the curriculum reflects up-to-date knowledge and research, combines traditional craftsmanship with innovative design thinking, improves structural coherence, and integrates the development of general

competencies into specialty courses. Curriculum development has been guided by institutional goals, educational trends, and labor market needs, ensuring alignment with national and international standards. Particular attention was paid to reducing fragmentation, strengthening the role of creative thinking, and supporting the students’ holistic learning journey.

The curriculum has been developed based on the following:

- As part of **institution-wide changes at Pallas**, the restoration specialisation was separated from the curriculum of “Furniture Design and Restoration” and incorporated into the new curriculum “Conservation and Restoration”.
- **Both accreditation results and students’ feedback** pointed to the need to reduce the number of fragmented courses and create more comprehensive modules. The number of compulsory courses was reduced from 74 to 54.
- **Labor market needs and trends in the field**, including new directions in Estonian design practice ([study commissioned by the Estonian Design Centre, 2020](#)), emphasised human-centered design and systematic thinking. Therefore, the subjects “User-Centered Design Research”, “Speculative Design” and “Participatory Design” were added to the curriculum. The curriculum places great emphasis on acquiring manual skills and skills in using digital tools (3D modeling, digital drawing programs).
- **Good international practices**, for the analysis of which the design curricula of Estonian and foreign higher education institutions (Cumulus and CIRRU networks) have been compared and the best ways of structuring them have been taken as an example.
- **Student and alumni feedback** indicated a need for stronger coherence between courses, lack of experience in presenting their work and organising exhibitions and clearer understanding of job opportunities. So the sequence

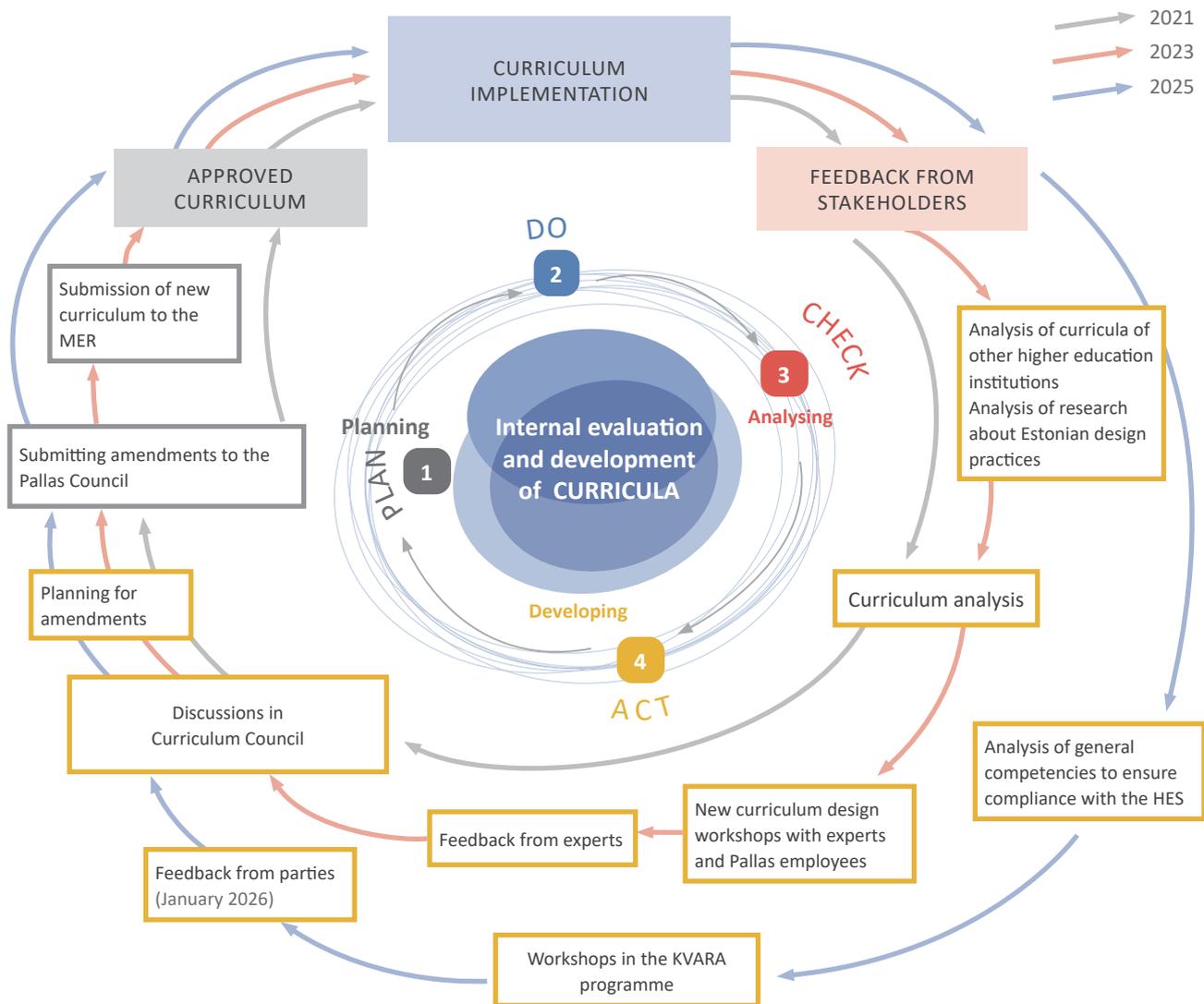


Figure 33. Development of the “Interior Product Design” curriculum 2023–2025

of subjects was made more logical and the distribution of specialty projects was spread across the entire study period, allowing for the development of knowledge and skills consistently. An exhibition-format assessment was introduced, which was linked to the exhibition format of the final assessment of specialty projects. For example, the assessment of the subject “Specialty Project II. Rhythmika” took place as an exhibition curated by the students themselves at the Gallery Pallas. The practical module starts now earlier in the curriculum: In the first year, observation practice takes place, the job shadowing method is applied, and students are guided to set personal learning goals for the following academic years;

- To share the department’s design thinking competence, a curriculum visualisation workshop was held in Pallas in 2024 for several curriculum teams, where they practiced how to present a student’s learning journey more clearly and better demonstrate the logic of the curriculum (Annex 28).

The next stage in the curriculum development is supported by participation in the KVARA programme in cooperation with the Estonian Academy of Music and Theatre and the Estonian Academy of Arts, which aims to align the curriculum with the updated higher education standard and general skills. The development work focuses on, among other things, entrepreneurship, digital skills and self-expression, as well as shaping the identity of a creative and conscious designer. It is based on systemic thinking, collaboration, and the ability to use design as a catalyst for social change. Such a holistic and dynamic approach supports students’ personal and professional development and ensures that the curriculum complies with both Estonian higher education standards and international quality requirements. Further development work will also take into account the occupational qualification standard for designers that came into effect in November 2024.

Resources and infrastructure. The Department of Furniture has sufficient material and budgetary resources to implement the curriculum. The funding required for the study comes from the amount allocated to the department from the Pallas budget and the department's own income (mainly commissioned work). Learning materials are mostly free for students, and in this case, the completed work remains with the department. If a student wishes to own the completed work, the guideline is that they pay for the materials themselves. Specialty literature and databases are available in the Pallas Library. Funding from the "Erasmus+" program or other project or network opportunities is used for study and work mobility.

The infrastructure of the Department of Furniture includes well-equipped work and study spaces, the furniture, fixtures, and lighting of which have been updated in recent years, and CNC technology has been acquired (Annex 29). The diverse learning environment and rooms equipped with the necessary equipment for the specialty support efficient practical and theoretical learning. The workshops, machine room, and finishing room have professional equipment and tools for restoration, woodworking, and finishing. Smaller and larger classrooms allow for lectures, seminars, and assessments, and can be used to store work in progress. Some areas are designed for students to work independently and for multi-purpose use. The premises will be reorganised with the aim of increasing their functionality and user-friendliness. In addition, it is necessary to update the computer fleet and software licenses and use the revenue to diversify the learning environment.



CURRICULUM DEVELOPMENT

Strengths and development activities to date

- Curriculum development has been a systematic and thoughtful process involving stakeholders. This has ensured that development decisions are broadly justified and meet both the expectations of learners and the labour market needs.
- The new version of the curriculum is clearly structured, reducing the fragmentation of courses and increasing their coherence. The logical sequence of courses and the distribution of project-based learning throughout the entire study period supports the continuity of student development.
- In addition to design theory, the curriculum focuses on acquiring manual skills and material experience, placing user-centeredness at the center of attention when solving tasks.

Planned development directions and activities

- To integrate the newly introduced occupational qualification standard for designers (level 6) in the further development of the curriculum.
- To expand the involvement of employers and competence centres.
- To systematically strengthen the integration of digital competences, oral and written self-expression skills, and entrepreneurship into specialty courses.
- To update the computer fleet and to increase the possibilities of using digital licenses.

4.3.2. Learning, teaching and assessment

Admission and organisation of entrance exams. In Pallas, the admissions process and entrance campaigns are centrally coordinated (see subsection 3.2.4 and 3.8.1). Student candidates are informed about study opportunities through a Pallas-wide information campaign organised by Pallas' Marketing and Communications Manager. The campaign includes an open house with various activities in departments and guided tours along with advertising on various channels. In addition, during the spring semester, Pallas is always visited by many high school students from different regions of Estonia, for whom guided tours are organised in the departments to introduce them to the study opportunities. The number of admitted students is confirmed by a decision of the Pallas Council.

To apply for the "Interior Product Design" curriculum, one needs to take

- a specialty exam and
- a motivational exam.

The online specialty exam consists of two parts: 1) In a questionnaire with open questions, the candidate describes their personality and demonstrates their general awareness, interest in the specialty and written self-expression skills; 2) through a practical task (spatial design and model construction), the candidate demonstrates their problem-solving approach, the completeness of their concept, their manual skills, and the creativity involved in the solution. Entrance exams are graded on a 10-point scale. Based on the ranking, the evaluation committee will then invite the candidates to the motivational exam. Interview will enable to assess their oral expression skills and motivation. The entrance committee includes a member of the teaching staff from the Department of Furniture, an expert in the field, and an alumnus.

In the last 5 years, 10–14 students have been accepted into the department. Previously, **the competition** was for 2.7–3.5 people per place, for the new curriculum, it was 4.7 in 2024 (Table 22).

Learning and teaching. The curriculum is divided into 6 modules and a final project (Annex 27.3). Reducing the number of courses and increasing their volume has helped make the curriculum more comprehensive and less fragmented. Specialty courses support the development of design fundamentals, specific skills, and practical experience. To strengthen coherence, each academic year and semester is assigned a specific theme (Annex 28.3). This helps maintain focus on course-specific objectives and supports the integration of general competencies into teaching. Because this approach is novel at Pallas, its efficiency is continuously analysed.

The curriculum places great emphasis on a human-centered perspective. This is supported by the focus topics of the academic years (I – "Me as a Designer", II – "User", III – "Team" and IV – "Society") as well as special courses ("User-Centered Design Research", "Speculative Design", "Collaborative Project with a Company" and "Participatory Design"). This structure creates connections between design and social processes and supports the designer's ability to initiate change.

The specialised module develops both theoretical knowledge and manual skills. The first year of study is dedicated to the use of work tools and the acquisition of technical skills, so that in the second year of study, the focus can be on the design process and the creation of solutions. In the third year of study, students delve deeper into projects that combine previous knowledge and skills with real-world design tasks. The teaching methodologies include project and problem-based learning, teamwork, and reflective practice. The teaching is structured so that theory and practice are connected. For example, the subjects "User-Centered Design Research" and "Sustainable Design and Innovation" are related to "Directed Internship I" and "Directed Internship II".

During their studies, students will gain an understanding of different approaches that are current in the design world: small-scale production, industrial production, problem-centered design, user-centered design, sustainable design, material development, speculative design, and co-design.

Table 22. Aggregated data on students in the Department of Furniture 2020/21–2024/25. In brackets is the number of matriculated foreign visiting students. EHIS, haridussilm.ee

CURRICULUM	INDICATOR	2020 / 21	2021 / 22	2022 / 23	2023/24	2024/25
Furniture Design and Restoration (code: 2275, until 2024)	Total students	52	53	50	50	34 (1)
	Admitted	14	12	12	12	–
	Competition	3.5	3.4	2.7	3.1	–
	Dropouts	7	5	5	5	3
	Graduates	6	9	8	11	8
Interior Product Design (code: 250885, from 2024)	Total students					12*
	Admitted					10
	Competition					4.7
	Dropouts					0
	Graduates					0

* Including 2 students who were previously on academic leave.

Collaboration and interdisciplinarity. The teaching involves experts who are actively involved in the field, keep up to date with trends in the field, participate in relevant events (CIRRUS network), and are valued lecturers at other higher education institutions. Collaboration with companies takes place both in the framework of design projects and during placement practice. Information about the needs and expectations of the working world is gathered in several ways: experts in the field and employers are members of the Curriculum Council, feedback from students and internship supervisors is discussed during the placement practice seminar, and there is direct contact with other stakeholders as well.

Collaboration with companies and other speciality departments plays a large part in the learning process. The department has good examples of collaboration projects with companies, such as Haljas Houses (sauna accessories), Standard (office furniture), Balteco (seated baths), and the Viljandi Tuled festival (outdoor furniture). Collaboration on sustainability topics has been carried out with the organisation Precious Plastic Tartu. Interdisciplinarity is reflected both in projects and in seminars. For example, collaboration has taken place with the Pallas Department of Textiles, where students from several curricula work together on a design project. Joint practical activities are also planned with the Pallas “Leather Product Design and Technology” curriculum, particularly in the third-year course “Project III.” In addition, lecturers from other Pallas departments have been involved — for instance, under the guidance of Olev Mihkelmaa, who teaches photography, the courses “Product Photography” and “Documentary Photography” were conducted.

Internship creates a clear connection between theoretical knowledge and practical activities. The aim of practical module is to support the consolidation of speciality related theoretical and practical skills. Placement practice is organised at internship bases chosen by the student or as commissioned work by the department. Based on student feedback, the organisation of internship has been improved: guidance material has been prepared to support internship supervisors. The first-year observation practice supports awareness of learning goals and shapes personal development goals, while the third-year placement practice allows students to apply professional knowledge in a real work environment. The Study Field Practice is also related to the course of the study field module, which helps consolidate theoretical knowledge through practical tasks.

General competencies in the curriculum. The curriculum modules support the development of critical thinking, creativity, teamwork, responsibility, and self-analysis skills. In addition to speciality related practical skills, design thinking and problem-solving skills are also consistently developed, as opportunities are offered to apply knowledge in both

individual and collaborative creative projects. The project-based subjects of the speciality module, together with subjects such as “Speculative Design”, “Material Lab”, and “Packaging and Product Story”, support the development of creativity by providing experimental, critically thought-out, and outcome-oriented learning experiences, the results of which are displayed in exhibitions. However, some general competencies require more conscious and systematic integration than before (see [subsection 4.3.1](#)).

Student assessment. The “Interior Product Design” curriculum is based on a project-based, learner-centered, and interdisciplinary perspective in teaching. The learning outcomes are formulated in a way that allows for the assessment of students’ knowledge and skills. The focus of learning and assessment is on projects that support the learning of sustainability and speculative and inclusive design skills. Assessment through speciality projects and presentation of work at exhibitions helps strengthen the integrity of the learning process and creates meaningful connections between learning and the application of knowledge and skills.

In the curriculum, both final and midterm assessments are used. Theoretical subjects are usually assessed at the last meeting, while speciality projects are assessed at the time specified in the academic calendar. Projects are usually assessed by a committee that always includes the head of the department or their representative (if necessary, also the company or client in collaboration with whom the project was carried out). Compared to the previous version of the curriculum, the number of assessments is considerably smaller and the proportion of courses with non-differentiated assessment is now significantly higher ([Table 23](#)). Most courses that support basic knowledge (e.g. “3D Modeling”, “Material Lab”) have non-differentiated assessment, while more complex project-based courses (e.g. “Project II”, “Project III”, “Speculative Design”) use differentiated assessment. Design projects emphasise the visibility of the process, while restoration projects focus more on the end result and restoration protocol.

Table 23. Number of compulsory subjects with differentiated and non-differentiated assessment in the curricula of the Department of Furniture

CURRICULUM	DIFFERENTIATED ASSESSMENT	NON-DIFFERENTIATED ASSESSMENT
Furniture Design and Restoration	21	43
Interior Product Design	9	35

Because the groups are small, individual guidance and ongoing feedback are possible. It is public and deliberative, supporting students' reflection and self-analysis skills. In recent years, mid-term assessments have been introduced in specialty projects, in which all the teaching staff of the respective project and at least one guest participate and which allows students to assess their own development during the process. Greater attention is needed to link feedback to the achievement of learning outcomes, so that to give the learner a clear understanding of their development and the level of knowledge acquired. For this purpose testing of assessment matrices has begun. They also support transparency of assessment and allow for analysis of the content of courses and the correspondence of learning outcomes to it.

Student mobility. Over 50 students from the Department of Furniture participate in domestic and international mobility in the past five years (Table 24). Cross-curricular study mobility and cooperation between Pallas' specialties are also increasingly attracting their attention.

Study trips to companies have been organised in Estonia (e.g. to the Paragonssleep factory), and students have taken part in festivals (e.g. outdoor furniture installations designed in the course "Outdoor Furniture Project" were featured at the Viljandi Tuled festival). For international study mobility, the curriculum provides the opportunity to participate in Erasmus+ study and internship programs (Table 24). In addition, new cooperation partners are being sought (e.g. the circular materials testing laboratory SÕÕR, which will open in Tartu in 2025), and international study trips and cooperation projects are taking place. Students have participated, for example, in the Salone del Mobile.Milano design fair, in the "NordTrad-Craft" symposia of Swedish and Norwegian universities, and in internship projects in Italy and Finland. The activation of international study mobility will be in focus in the future, both through sectoral cooperation projects and through increasing student awareness.

Student RDC. Student exhibitions have taken place both in the Gallery Pallas and in academic buildings. For example,

the composition course for third-year students resulted in the exhibition "Rhythmika - Compositional Analysis of a Piece of Furniture", the opening of which also included public evaluation and feedback to support the students' performance skills. Students curated, designed and organised the 19th-century Tartu Citizen's Museum's traveling exhibition "A Whole in an Empty Place" about the life and work of Leila Pärtelpoeg. The department has taken the opportunity to present students' work in the wider urban space. For example, the outdoor furniture completed as Gert Christjanson's graduation project was exhibited on Tartu Car-Free Avenue, and the exhibition of lighting fixtures "Sustainable Lighting" created as part of the sustainable project of second-year students was organised at the Plantarium. During their studies, students visit exhibitions and professional experts both in Estonia and abroad. For example, students have been greatly inspired by trips to the woodcut master Agur Ints and visits to the collections of the Estonian National Museum, as well as visits to the Milan Design Fair and designers and companies in Helsinki.

Supporting learning. During the performance and development review carried out with students each semester, the student and members of the teaching staff give feedback, discuss the progress of the studies, evaluate the goals set, and make further choices. These reviews provide the student with personalised support and provide the teaching staff with valuable information for continuously improving the learning experience. In addition to support from the department, students receive counseling from the Academic Affairs Office and psychological counseling from the Katriito Clinic. Issues related to international student mobility are supported by both the head of department and the International Relations Manager. International visiting students who come to study at Pallas are assigned an individual student tutor who helps them settle in. Although a supportive learning environment contributes significantly to students' well-being, it does not solve all problems: the main reasons for dropping out are often related to personal life.

Table 24. Student mobility in the Department of Furniture 2019/20–2023/24

	2019/20	2020/21	2021/22	2022/23	2023/24
Number of students who have participated in student mobility (as a percentage of all students in the curriculum)	6 (12%)	1 (2%)	9 (18%)	26 (52%)	13 (28%)
including the number of students participating in the Erasmus+ programme (average number of ECTS credits)	1 (17 ECTS)	1 (48 ECTS)	3 (21 ECTS)	3 (16 ECTS)	4 (20 ECTS)
including number of students participating with other funding (average number of ECTS credits)	5 (2 ECTS)	0	6 (2 ECTS)	24 (3 ECTS)	10 (3 ECTS)
Number of external visiting students participating in the Erasmus+ programme (share among students %)	1 (2%)	1 (2%)	0	1 (2%)	0

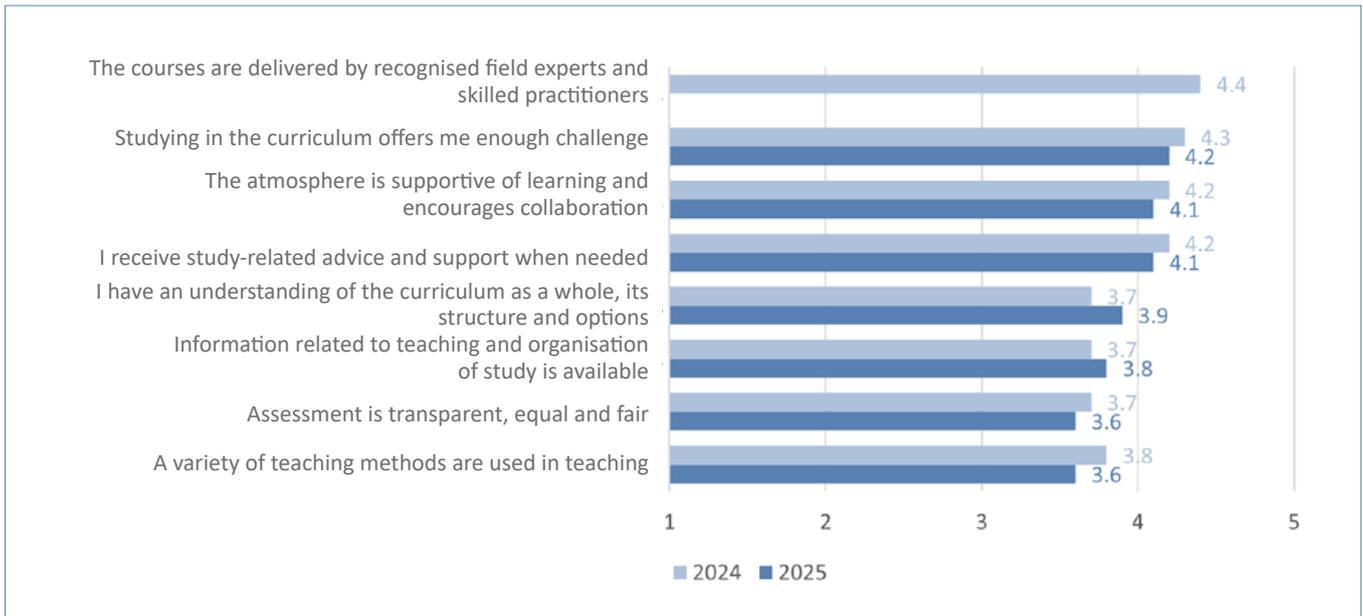


Figure 34. Feedback from students of the Department of Furniture. Learning Environment Survey 2024, 2025.

Student feedback. According to the results of the 2024 and 2025 student learning environment surveys, students in the Department of Furniture consider the curriculum to be both engaging and conducive to professional growth. The studies are perceived as well-integrated, delivered by subject-matter experts, and supported by a learning environment that effectively facilitates academic success. (Figure 34). The department’s students’ feedback shows that the studies support their ability to act independently, their specialty related practical skills, and theoretical knowledge (average evaluations 4.0–4.3).

Based on the feedback, attention needs to be paid to diversifying teaching methods, increasing opportunities for collaboration with students from other curricula, sharing information about exhibition opportunities at the Gallery Pallas, and clarifying assessment principles.

Alumni feedback. Alumni are active in their profession, continue their studies in Master’s programs in Estonian Academy of Arts (circular design, social design, interior architecture), and have been recognised with awards. For example, Grete Lehema received the 2022 SÄSI Young Designer Award, and Mirjam Pärnamets and Markus Pärnamets won the 2024 Bruno Design Award. Alumni’s final projects have significantly supported their future professional activities and have also been sold (e.g. the multi-purpose and ergonomic [desk Ability table](#) designed by Ago Albert).

LEARNING, TEACHING, ASSESSMENT

Strengths and development activities to date

- The learning process is holistic and systematic, fostering the creative and responsible development of students.
- Project-based learning effectively integrates practical and theoretical knowledge while promoting collaboration with industry partners and students from other disciplines.
- Regular feedback and cross-disciplinary mentoring support the development of each student’s individual learning journey.
- The curriculum fosters skills relevant to professional life and international collaboration, as evidenced by alumni success in competitions and progression to Master’s-level studies.

Planned development directions and activities

- To support the development of teaching competencies of the teaching staff more systematically.
- To increase the transparency of the assessment process and strengthen its alignment with learning outcomes.
- To deepen cooperation with industry partners and internship providers, and offer more structured support for internship supervisors.
- To support the development of teaching competencies of the teaching staff more systematically to harmonise assessment culture and diversify teaching methods.

4.3.3. Development of the teaching staff, collaboration and internalisation

As of 31.12.2024, the Department of Furniture consisted of 6 regular employees, four of whom have employment contracts for multiple roles (lecturer and technical assistant; senior teacher and technical assistant; senior teacher/lecturer and assistant to the head of department) (Table 25). The average age of employees is 53.5 years. The teaching staff are actively involved in teaching, creative work, and international cooperation (Annex 30). Since the department currently has 2 curricula, the full-time teaching staff includes both lecturers with a design background and restorers.

Table 25. Aggregated data on employees as of 31 December 2024

	EMPLOYEES	POSITIONS
Professor	1	0.5
Acting head of the Department, lecturer	1	1.05
Lecturer, Assistant to the Head of Department	1	0.7
Senior teacher, Technical assistant	2	2.0
Teacher	1	0.4
Total	6	4.65
Visiting lecturers	22	
Foreign visiting lecturers	0	
Other guests (seminars, exhibitions, open lectures, etc.)	0	

Partners outside Pallas are involved to ensure the quality of curriculum development, teaching, and final project supervision every year. For example, the new curriculum development working group included Mihkel-Emil Mikk, who is a recognised product designer and has worked as both a member of the teaching staff and the head of one of the curricula at the Estonian Academy of Arts. Renowned designers (e.g. Veiko Liis, Aivar Habakukk, Markus Pärnamets and Kerli Irbo) have been involved in the teaching and the final projects have been supervised by experts in the relevant subject, such as Maria Pukk (head of the EKA circular design curriculum), Anna-Liisa Unt (landscape architect) and Mayri Tiido (circular economy expert). However, the involvement of the world of work, including companies and competence centers, requires more attention from the perspective of both the RDC and the continuous development of the curriculum and teaching.

To support the development of teaching staff, Pallas organises an annual performance and development review with all regular teaching staff in the department starting in 2024. During recent years 3 teaching staff members has been attested (including one promotion due to an increase in qualification. The department’s teaching staff have participated in

continuing education courses and Pallas seminars for sharing best practices. Greater attention needs to be paid to developing pedagogical competence (e.g. course planning and the use of assessment rubrics) and to providing regular support and training to the teaching staff (Pallas has been offering this support since 2024).

To ensure the succession of teaching staff and support the onboarding of visiting lecturers or experts, short-term teaching opportunities have been introduced within the curriculum, either as part of certain courses or as electives. It gives the opportunity to discuss the state of their teaching skills and to determine their motivation to act as a future member of the teaching staff.

Work mobility of teaching staff. Over the past 5 years, faculty members of the Department of Furniture have actively participated in work mobility (Table 26). The members of the department’s teaching staff, Ingemar Maasikmäe, Kristina Allik, Kristjan Bachman, Aivar Habakukk, Madis Liplap have visited Austria, Italy, Norway and Sweden (e.g. the Milan Design Fair and the Stockholm Furniture Fair). As part of the elective course, heritage technology workshops were organised at the NordTradCraft 2024 Craft Symposium, which was attended by guest lecturers Mirjam Pärnamets and Markus Pärnamets, in addition to a member of the teaching staff from the Department of Furniture. Kristina Allik has actively participated in the meetings of the CIRBUS network design working group. The involvement of foreign guest lecturers in teaching requires special attention in the future. In the past period, they have not participated in teaching, although lecturers from foreign universities (Tero Lepponiemi, Pertti Aula, etc.) have participated in the work of the committee as experts when assessing final projects.

Table 26. International mobility of the employees of the Department of Furniture and foreign experts 2020–2024

	2020	2021	2022	2023	2024
Number of employees who participated in international work mobility (number of mobility cases)	1 (1)		2 (2)	5 (7)	3 (4)
Number of foreign lecturers and experts (“Erasmus+” etc.)	–	–	–	–	–

The department's staff's RDC supports the maintenance of professional competence and the development of field-specific skills and knowledge. Regular teaching staff have participated in study trips, carried out educational and professional projects, and participated in specialty competitions. For example, they have introduced restoration and conservation to pupils of grades 4–5 of Tartu Forselius School (Ingemar Maasikmäe), created KRC construction container infographics (Kristjan Bachman) and received a nomination for the Estonian Design Education Award (Kristina Allik). In the year 2025, a RDC project was launched to research and popularise the straw marquetry technique. The department is planning to initiate an RDC project titled "How to Teach Design?", aimed at exploring effective approaches to design education and developing tools and methods that support designer-practitioners in transitioning to teaching roles.

TEACHING STAFF

Strengths and development activities to date

- Recognised experts are consistently engaged in teaching, bridging theory with practical experience and the professional world, thereby enriching instruction with up-to-date field knowledge.
- Faculty members actively integrate teaching with creative work and international collaboration. Many view teaching as their vocation and deliberately pursue continuous development of their pedagogical skills.

Planned development directions and activities

- To involve international experts in teaching.
- To ensure the succession of teaching staff, continue developing support system that allows prospective lectures to gain initial teaching experience.

Annexes

- Annex 01.** Statutes of Pallas
- Annex 02.** IA self-analysis report preparation schedule
- Annex 03.** Overview of development activities in 2023–2025
- Annex 04.** Terms, conditions and procedures for the attestation of academic staff
- Annex 05.** Motivation Rules
- Annex 06.** Performance and Development Review procedure
- Annex 07.** Internal training calendar
- Annex 08.** RDC Strategy 2023–2025
 - Annex 08.1** RDC Action Plan 2023
 - Annex 08.2** RDC Action Plan 2024
 - Annex 08.3.** RDC Action Plan 2025
- Annex 09.** Development Plan 2021–2025
- Annex 10.** Overview of internal and external evaluation
- Annex 11.** Procedure for Collecting Feedback and Accounting for Results
- Annex 12.** Form: Activity Report for Specialty Departments 2024
- Annex 13.** The Code of Ethics
- Annex 14.** Internationalisation Principles
- Annex 15.** Overview of Foreign Experts and Guest Lecturers
- Annex 16.** Overview of Teaching Staff Recognition 2020–2024
 - Annex 16.1** Overview of Students Recognition 2020–2024
- Annex 17.** Terms, conditions and procedure for granting and remuneration of free semesters
 - Annex 17.1.** Overview of the use of free semesters of the academic staff 2020–2025
- Annex 18.** Curriculum Statutes
- Annex 19.** Tasks and Rules of Procedure of the Curriculum Council
- Annex 20.** Rules for Student Admission
- Annex 21.** Study Regulations
- Annex 22.** Guidelines for Final Projects
- Annex 23.** Overview of RDC projects funded by the targeted grant 2023–2025
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- Annex 25.** Overview of Exhibitions and other Events in gallery Pallas 2020–2024
- Annex 26.** Membership of Pallas employees in professional associations and networks
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 - Annex 27.1.** Curriculum_Photography
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- Annex 28.** Curricula visualisation
- Annex 29.** Overview of the learning environment of the 2024/25 academic year
- Annex 30.** Overview of the teaching staff 2024/25 academic year
- Annex 31.** [Subject programmes](#)

Photos: Rain Avarmaa, Marvi Taal, Kadi Pajupuu and
Pallas University of Applied Sciences.

