

SELF-EVALUATION OF THE INSTITUTIONAL ACCREDITATION OF THE ACADEMY OF SECURITY SCIENCES



SISEKAITSEAKADEEMIA
POLITSEI- JA PIIRIVALVEKOLLEDŽ



PÄÄSTEKOLLEDŽ



JUSTIITSKOLLEDŽ



FINANTSKOLLEDŽ



Tallinn 2011

I GENERAL INFORMATION AND BRIEF DESCRIPTION

Institution of higher education:	Estonian Academy of Security Sciences (hereinafter EASS or the Academy)
Legal form:	State agency governed by a government authority
Registration code:	70004465
Postal address:	Kase 61, 12012 Tallinn E-mail: info@sisekaitse.ee Phone: +(372) 696 5644 Fax: +(372) 6965343
Contact person:	Krista Haak, Vice Rector of Academic Affairs; krista.haak@sisekaitse.ee
The main areas of activity:	EASS is an institution of higher education under the jurisdiction of the Ministry of the Interior which: <ul style="list-style-type: none">• is the only institution of education in Estonia training specialists of internal security (IS) on the level of vocational education, higher education and Master's level (including police and border guard, rescue, justice and tax and customs);• provides continuing education in the field of IS;• conducts preliminary IS training;• performs IS research and development, including applied research.
Mission	Enhancing Estonia's internal stability and security by training honest and competent civil servants through advanced education and research and development activities.
Vision	By the year 2020, EASS will become an innovative and internationally recognized centre of IS related education incorporating advanced research and development activities.
Core values	INTEGRITY, RESPECT, PROFESSIONALISM, OPENNESS, DEVELOPMENT

The territorial location of the EASS

TALLINN	The main building of EASS is located in the Tallinn suburb of Pirita-Kose. The building accommodates the College of Justice (CJ), the Rescue College, the Centre for Legal and Social Sciences, the Institute of IS (IIS), the Civil Service Training and Development Centre (ATAK), the Language Centre, the Sports Centre, the Centre for Innovative Applied Learning Technologies (CIALT); seven support structures (the Finance Department, the Human Resources Development Department, the Department of Academic Affairs, the Marketing and Communications Department (MCD), the Library, the General Department, the Management and Repair Department)
MURASTE	The main building of the Police and Border Guard College (PBGC) is located in Harju County.
VÄIKE-MAARJA	The premises of the Rescue School of the Rescue College are located in West-Viru County.
PAIKUSE	The Paikuse School of the PBGC is located in Pärnu County.

History

On 15 April 1992, the Estonian Academy of Public Safety was founded by the Government of the Republic of Estonia. The training began with the specialties of police, investigation, customs, corrections, defence forces and border guard. In 1993 the institution was renamed the Estonian National Defence Academy, the specialty of rescue service was added. In 1996 the specialty of population management was added. In 1998 teaching of military specialties was terminated and the name of the Academy was changed to the **Estonian Academy of Security Sciences**. In 1999 as a new specialty, public administration was

opened. In 2001, in cooperation with Tallinn University of Technology, the first students were admitted to the Master's programme in public administration; the specialty of court officer was opened in the Corrections College. In the autumn of 2002, the Financial College (FC) was established, where the specialties of customs and taxation are taught. In 2004, the Paikuse Police School joined the Police College and the Väike-Maarja Rescue School joined the Rescue College. In 2005, in collaboration with the University of Tartu, the first students were admitted to the Master's programme in business administration; ATAK started its operation; a vocational education programme of prison officers was opened. In 2006, vocational education of a rescue leader was opened; Muraste Border Guard School was merged with the EASS. In 2009, the Master's programme in IS was opened. In 2010, the Police College and the Border Guard College merged; CIALT started operation; the Public Administration College downsized its activities and became a structural unit as the Centre of General Subjects and was then renamed the Centre of Legal and Social Sciences in the year 2011.

Specialties taught at EASS, the number of students and the staff

Table 1. The specialties taught at EASS and the number of students (as of 01/09/2011)

Specialties	Vocational education		Professional higher education		Professional higher education		Master's study	Total	
	Day studies	Distance studies	Day studies	Distance studies	Day studies	Distance studies			
College of Justice									
1	Prison officer 1y	26	97					123	
2	Correction 3y			80		5		85	
Rescue College									
3	Rescue specialist 1y	21						21	
4	Rescue leader 1y	20						20	
5	Rescuer 1y	46						46	
6	Rescue service 4y			70		78		148	
Police and Border Guard College									
7	Police service 2y	67						67	
8	Border Guard Service 4y			24	1			25	
9	Police 4y				120	50		170	
10	Police service 3y			77	19	2		98	
Financial College									
11	Taxation and Customs			34		60	85	179	
Institute of Internal Security									
12	Internal Security 2y						103	103	
Total		180	97	285	140	60	220	103	1085

Estonian is the language of instruction of all the specialties.

Table 2. The permanent staff of EASS by structural units (as of 1.09.2011)

Study and research structure	Employees	Including support function	Support structure	Total
Rector, Vice Rector of Academic Affairs, Vice Rector of Research and Development	3			3
Police and Border Guard College	88	48	Vice Rector of Administration, councillor, Head of Information and Communication Technology	6
College of Justice	9	2	Department of Academic Affairs	5
Rescue College	56	34	Library	8
Financial College	8	2	Personnel Development Department	8
Institute of Internal Security (incl. InHTK)	8	1	Financial Department	5
Language Centre	8		General Department	2
Civil Service Development and Training Centre	7	1	Foreign Relations	4
Centre of legal and social sciences	10		Marketing and Communication Department	29
Sports centre	3	1	Economic and Repair Department	
Total	200		Total	70
			Employees of EASS total	270

The interest groups arising from the principal activity of EASS:

- 1) The students of EASS
- 2) The staff of EASS
- 3) Employers' representatives
- 4) Alumni
- 5) The students of preliminary IS training
- 6) The students of continuing education
- 7) The society

The key cooperation partners of EASS:

Ministries

[The Ministry of the Interior](#) (MoI)

[The Ministry of Justice](#) (MoJ)

[The Ministry of Finance](#) (MoF)

[The Ministry of Education and Research](#) (MoER)

Boards

[The Tax and Customs Board](#)

[The Police and Border Guard Board](#) (PBGB)

[The Rescue Board](#)

[The Security Police](#)

County governments

Partner establishments of higher education:

Estonian institutions of professional higher education, University of Tartu, Tallinn University of Technology

Partner schools of general education:

Tabasalu Secondary School, Iisaku Secondary School, Põlva Secondary School, Pärnu Hansa Secondary School, Pirita Economic Secondary School, Kohtla-Järve Secondary School, Kohtla-Järve Russian Secondary School; Viimsi Secondary School.

The main achievements of EASS over the past five years

- 2006 With the support of the projects funded from the programs of the European Social Fund (ESF), the staff of the Academy received further training and the learning environment was developed. The Academy obtained the status as a member of the ERASMUS Charter.
- 2007 The conferences of EASS achieved an international dimension of scientific conferences on the issues of IS, which in 2009 resulted in the status of an international scientific conference on IS by way of official confirmation in the annual calendar of the Association of European Police Colleges (AEPC).
- 2008 IIS was launched with the aim to strengthen research and development activities. The Proceedings of EASS began to appear as a peer-reviewed research journal (ETIS qualifications 1.3) with an international editorial board. The first admission in the new outcome based curricula took place in all the specialties of professional higher education.
- 2009 The Master's programme in the field of IS was opened. The system of budget directors was established. The most modern crisis management simulator of the Nordic countries was opened in the framework of the "Safe and Secure" project, on the basis of which CIALT was established in 2011. The Open Academy lecture series was launched. EASS became the national contact point for communication with the European Commission in the issues related to the European Migration Network.
- 2010 The first three research groups were created for submission and publication of research results. The Assessment Council of the EKKA granted an education license without a time limit in the curriculum group of professional higher education of business and administration. The achievement of being appointed to the rotating Presidencies of CEPOL APC and CEPOL WGL; Membership in CEPOL ERWG was established. The number of publications associated with EASS, as published in ETIS, crossed the line of 500 published articles. Recognition for quality-related activities: the highest points scored in the comparison of eight institutions of professional higher education in the pilot project "Quality: Management in an Institution of Higher Education"; EASS was elected the pilot school in the institutional accreditation of institutions of higher education by the Estonian Higher Education Quality Agency (EKKA) and was a nominee of the Annual Quality Award 2010 in the competition of the Estonian Association for Quality. Continuing education in the field of justice was in its full extent brought under the management of the CJ.
- 2011 The European Agency for the Operational Cooperation on the external borders of the European Union (FRONTEX) Partnership Declaration and the Framework Training Co-operation Agreements were signed. EKKA granted an education license without a time limit in the IS curriculum group both on the level of professional higher education and the Master's studies. The

award for the most outstanding research and development work is granted. The Court of Honour of the Academy was established. EASS won the invitation to tender cooperation projects announced by the European Commission in collaboration with the Finnish internal defence related educational institutions for developing an educational institution similar to EASS in Kosovo.

A brief description of self-evaluation

EASS has undergone a number of quality assessments and external reviewers have made relevant proposals for improvement. For their implementation and for the preparation of institutional accreditation, on the initiative of the Rector, the method of improvement projects was elected for the academic year 2010/11. The basis for determining the priority of improvement projects was the following agreed selection criteria: involvement in the objectives of the development plan, the views of interested parties and the improvement proposals of the external evaluators; the result is an overview of a specific area, or an introduced new approach, the results can be used for planning of future improvement actions. On 17 September 2010, with the Rector's Decree No. 1.1-2/35 "Preparation of EASS for Institutional Accreditation" the Steering Committee of the project of preparation for institutional accreditation (responsible for conducting the process of institutional accreditation and supporting the functions of project managers in their area of responsibility) was established and the responsible parties were identified. The reporting of the projects carried out was conducted by the project managers on the third Monday of each month at the meeting of the Steering Committee. The materials are currently available on the Intranet in the folder "Institutional Accreditation".

Table 3. Implementation of the improvement projects of EASS in the academic year 2010/2011

Project	Project Manager	Results
Alumni Feedback Survey	Kätlin Vanari, Head of the Academic Department	2.2.3
Learning environment satisfaction survey	Kairi Kuuse, Public Procurement and Working Environment Specialist	2.4.5
Impact of e-learning on the learning process	Vaiko Mäe, Educational Technologist	2.4.5
Impact of the proportion of contact study on the learning process	Nele Teearu, Specialist of the Academic Department	2.4.5
Strategic Management Analysis	Lauri Tabur, Rector	1.1.4
Analysis of Research and Development Activities	Ramon Loik, Vice Rector for Research and Development	3
Analysis of the mobility of the students and the lecturers	Kaisa Ellandi, Foreign Relations Specialist	1.2.5 2.4.3
Systematization of the evaluation of lecturers	Elina Orumaa, Head of the Personnel Development Department	1.2.1 1.2.2
Employer satisfaction survey	Sigrit Lilleste, Quality Manager	1.2.4
Feedback of the learners to the learning process	Maret Kõre, Assistant of Development Projects	2.4.5
Internship management and feedback from the view of the learner	Krista Haak, Vice Rector of Academic Affairs	2.4.5
Analysis of outcome-based curricula	Kätlin Vanari, Head of the Academic Department	2.2.2 2.4.5
Development of the regulation of continuing education	Tanel Oppi, in the capacity of the Director of ATAK	4.2.1
Description of the projects of EASS	Ly Sillaots, Head of the Department of Finance Kristi Kulu, Head of Foreign Relations	3.2.2 3.2.3

For information and involvement of the employees, the following events were conducted:

- Information Day of Institutional Accreditation for the staff of the Academy (28/01/2011) - Introduction to the nature, organization and the conduct of accreditation;
- Introduction and practical assessment of institutional accreditation (2.03.2011) - involving EKKK, introduction of the criteria and practical demonstration;
- Briefings for institutional accreditation in the structural units (a total of 10 meetings, 79 key persons involved);
- Information Day of the results of the improvement projects (05/18/2011);

- Discussion of self-analysis with the Steering Committee and the managers of improvement projects (08/12/2011);
- Forwarding of the self-evaluation to the personnel for examination/making proposals (08/15/2011);
- Introduction of self-analysis and discussions with student representatives.

II SELF-ASSESSMENT

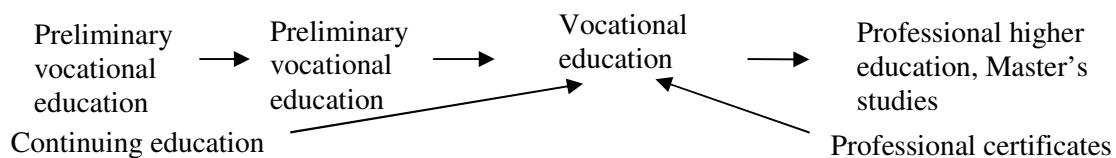
Area of assessment 1. ORGANIZATIONAL MANAGEMENT AND OPERATION

1.1 General management

1.1.1 The role of EASS in society

EASS is a state institution of professional higher education under the jurisdiction of the Ministry of the Interior, providing Master's studies, professional higher education and vocational education on the basis of secondary education. In addition, continuing education is conducted and publications and teaching materials for IS related and other public service areas are issued. A strong emphasis lies on conducting applied research and preliminary education in the specialties of IS and on participation in research and development in the key areas for the development of the state. During comprehensive and systematic development of the above activities, in the past five years, the Academy has become the IS competence centre of national importance bearing a number of important roles in society:

- EASS is the only institution of higher education in Estonia providing IS related education as a complete system where integrated learning is conducted through four levels of education, supported by a systematic organization of continuing education and the awarding of qualifications:



- EASS is the academic authority in the field of IS through professional conferences, research publications and applied research;
- The organizational model of EASS consolidates the knowledge based service of the entire field of IS and arising from its uniqueness and the operational efficiency, an international positive example as a source of learning;
- EASS is the Contact Point and the Analysis Centre of the European Migration Network in Estonia;
- EASS is a venue of international co-operation exercises. In addition to support and organization of large-scale international field and staff exercises, the CIALT Centre has specially been designed for organizing various modules for such exercises in a virtual environment.

The mission and vision of the Academy (see page 2) are formulated through its social role and in line with the expectations of the above mentioned interest groups.

Results:

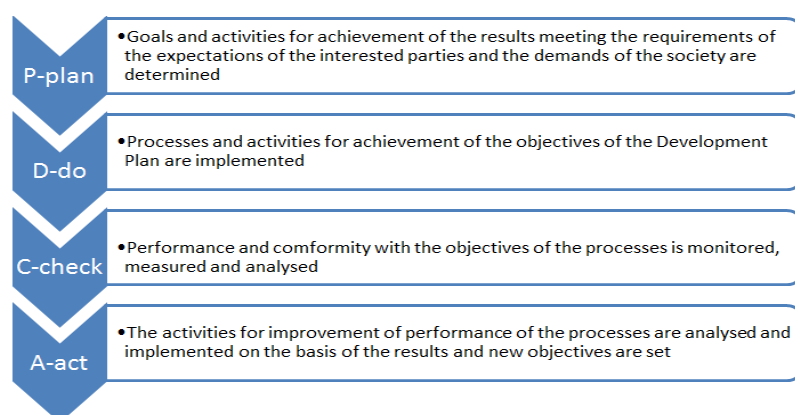
- 1) Since 2002, seven international scientific conferences in the field of IS have been conducted ([see link to the homepage](#)).
- 2) EASS has expanded the foothold for preliminary education on IS in different regions of Estonia (link to 4.1.1)
- 3) In cooperation with partners from Finland, the European Commission invitation to tender was won for development of an institution of IS education in Kosovo (2011).
- 4) With the Government Decision, as of January 1, 2010, EASS has been designated as the national contact point of the European Commission in issues related to the European Migration Network and has prepared a number of research papers, reports and background papers ([see link on the homepage](#)).
- 5) An advanced competency centre - CIALT has been developed, which created a Language Robot which won the award of the MoER "The Best Foreign Language Initiative 2011" (criterion 3.2.4)
- 6) Management of seminars, trainings and workshops for the major exercise EU CREMEX 2011 by the Director of the Rescue College and development of the instructional materials needed for the exercise at the Academy.

1.1.2 Conformity of development and action plans with the mission, vision, core values and national priorities and the expectations of society

The development plan has a strategic role in the management of the Academy; it is the basis for the action plan, the annual work plans of the colleges, centres, and other structural units and for monthly reporting. The development plan is consistent with the development plan of the Ministry of the Interior (VAAK) and with the expectations of society expressed through the development plan. In addition, the input to the strategic goals are the main directions of the strategy of Estonian Higher Education, the National Defence Strategy of Estonia (particularly clauses 72 and 74 thereof) and the Estonian Security Policy until the year 2015 (in particularly clauses 26.10 and 26.11 thereof), the objectives set by the councils of the colleges and the advisory body, sectoral strategies of EASS (e. g. staff , marketing), the research and development priorities approved by the Estonian Research and Development Council (RDC), the surveys of interest group satisfaction, analyses of risk assessments and the external evaluation provided to EASS. The development plan is updated annually for the next three years on the basis of the above mentioned inputs and the objectives that take into account the expectations of society ensuring the sustainability of the activities. Moreover, the development plan has an important role in shaping the core values of the Academy.

At the beginning of the year, an action plan is prepared, based on the development plan and according to the availability of resources. The more specific activities, deadlines and responsibilities are indicated in the structural work plans to ensure the movement in the direction approved in the development plan and the action plan. On the basis of work plans, the managers of the structural units report on a monthly basis in a meeting of the expanded membership of the Rector's office. The contribution of EASS to the VAAK is reviewed at least two times a year with the involvement of the management of EASS and the Ministry of the Interior.

Strategic management is based on Deming's principles:



The risk assessment preceding the preparation of the development and action plans has been taking place since the year 2004. Since 2009, the Ministry of the Interior has been conducting risk assessment across the entire administrative field. The risks are consolidated and management determines the level of the risks. For high risks, risk management activities have been designated which are currently taken into account as improvement activities.

Results:

- 1) For evaluation of the compliance with the core values, the creation of the court of honour was initiated by the Rector (2010), which was confirmed by the Council of EASS in 2011. Compliance with the core values by the student body and the alumni is evaluated by the employers (e.g. on the basis of the results of the satisfaction survey of the year 2010, bearing of the core values was scored the highest by the employers (an average 3.66 on a scale of 5 points).
- 2) As a result of the risk assessment, organization of language learning has been amended and additional language training conducted pursuant to the needs of those matriculated (risk: In

the Eastern region, there is no incentive and time resource to increase the proficiency of the official language of civil servants); Master's studies have been opened (risk: a lack of sustainability in the IS related educational policy), a new document management system, Postipoiss, has been introduced (risk: slow document circulation and coordination process); renovated facilities (risk: the worn-out buildings).

1.1.3 Determination of the key results of the Academy

The strategic objectives of the development plan have been formulated as the key results. Monitoring of the activities approved in the development and action plans takes place regularly once a month at the expanded meeting of the Rector's office. A comprehensive analysis is reflected in the annual report at the end of the fiscal year. Achievement of the key results is communicated at the beginning of the year on the development day of the Academy affecting all the employees. The Action Programme of the Rector (2010-2015) adheres firmly to the key activities of the Academy. Until the year 2015, three main strategic objectives have been formulated as key results:

1. The need for competent workers in the field of IS has been satisfied, including:

- the training needs of different levels of education are met;
- learning activities are developed in cooperation with employers and partners;
- the feedback and counselling system meets the needs and expectations of students.

2. The EASS is an institutionally accredited institution of higher education, including:

- learning activities meet the aims of the curriculum;
- high-quality research and development activities are conducted;
- students and faculty members are academically mobile.

3. The EASS is an effectively functioning organization, including:

- the management quality of the units of the Academy is high;
- the support services support effectively the core activities;
- the employees are highly skilled and motivated;
- the internal and external communication is effective;
- the working and learning environment and facilities are modern.

Those objectives are in line with the measures set for the Academy in the structure of the VAAK 2015: (1) teaching and (2) research and development activity which include additional items arising from the analysis of the current situation and the further mapping of the expectations of the interest groups. The activities necessary for achieving the objectives and the indicators to measure the results have been detailed in the Development Plan. EASS as a state agency keeps an account of the key areas required in the area of public finance. Major economic indicators have been analyzed and consolidated in the annual report which is part of the annual report of the consortium of the Ministry of the Interior. The management training of the extended Rector's office in the spring of 2011 resulted in an agreement that the key results of the Academy are above all indicators stemming from the mission and vision and a systematic analysis of the results is the basis for understanding, assessing, predicting and improving the performance of the Academy. The attainment of objectives, performance of the management system and achievement of the key results is assessed through a comprehensive feedback and monitoring system.

Results:

- 1) The key results are shown at the respective sub-criteria
- 2) The comparison of all universities of applied sciences according to 9 criteria: ERASMUS exchange, number of custom training, student dropout etc. ([see link to the home page](#))

1.1.4 Development, management and implementation of the action plans by top management, development of the membership and interest groups

The Academy has real and effective development and action plans as of the year 2002, in the preparation of which all the membership are actively involved, including the students. The review and improvement of the development plan takes place **in three stages** - once a year, a broad-based SWOT analysis for mapping the current state is conducted; in the second stage, the membership

has an opportunity to submit proposals in writing for amendments to the development plan (e.g. in 2011, feedback was also acquired through the internal web forum; in the third stage, discussion of the proposals is conducted in the Rector's office. Once each quarter, the Finance Department prepares and submits to the Rector's office a report package that includes an overview and outcomes of the basic processes. The monthly overview of the use of budget funds is available for everyone.

The Rector, together with the management team, has created an efficient system for implementation of the development and action plans through the support and involvement of the membership. For identifying the priorities and expectations and for notification of innovation a variety of methods are used (criterion 1.1.6):

- Once a month, the Rector calls a meeting of the expanded Rector's office, consisting of the heads of the structural units (e.g. from autumn 2011, it is open to everybody, a video transmission to the schools is provided);
- A result was the renewal of the weekly express mail and the Verbis aut Re newspaper, which both contain the Rector's column and consistently deliver messages on the important issues for the Academy and recognize and reward good performance;
- Since the year 2007, monthly discussion groups of lecturers on various topics have been held; As of 2010, the discussion groups were extended to all the employees;
- In the autumn of 2010, visits by the top management to schools were launched to introduce the plans of the academic year;
- At the beginning of the year, an extended development day takes place, where the managers of structural units provide an overview of the performance of the work plan, all the presentations are available on the Intranet (from 2011 onwards there is an opportunity through video transmission to participate in the information days targeted to the members of the Academy);
- Since 2010, monthly meetings of the management with the members of the student representation have been held to discuss the concerns of students and involve them in making important decisions.

From 2007/2008, the trend is to improve the quality of management and implementation of quality management principles to ensure the sustainability of the Academy. The quality system is designed to ensure a high quality of instruction and the satisfaction of the interest groups. **In quality management the following principles are adhered to:** (1) orientation to results (achieving the results which satisfy the significant interested parties of the Academy), (2) student centeredness (creation of a long-term value for the student), (3) leadership and purposefulness (inspirational leadership of the leaders, accompanied by the unity of purpose for all), (4) the processes and evidence-based management (management through mutually related systems, processes and facts), (5) staff development and involvement (maximizing of the contributions of the employees through their development and involvement), (6) continuous learning, innovation and improvement (presenting challenges, initiating changes by using learning and innovation), (7) development of partnerships (developing and maintaining value-added partnerships), (8) social responsibility (understanding/responding to the expectations of the interest groups of society).

Results:

- 1) Members of the top management are active players in the various networks, projects, organizations or working groups related to the promotion of higher education which ensures their contribution to improving and directing the area of IS (e.g. **the Rector** is a representative of the Rectors Council of Applied Universities in the Steering Committee for the Internationalisation of the Estonian Higher Education and Research, an evaluation expert of the ESF projects of the Archimedes Foundation; an expert of the Security and Space Programme Committee of the EU 7th Framework Programme (7FP); **the Vice Rector of Research and Development** is in the European Union Studies Association (EUSA), in the CEPOL Governing Board; in the External Relations Working Group of CEPOL, in the European Association of International Education(EAIE), **the Vice Rector of Academic Affairs** is a member of the Steering Committee of the Program PRIMUS (program financed

by European Social Fund for raising the quality of the education of institutions of higher education and the competitiveness of the graduates), work groups of development of the Education Acts by the MoER, work groups of the PRIMUS project (e.g. curriculum development, lecturer evaluation), an education expert in international projects.

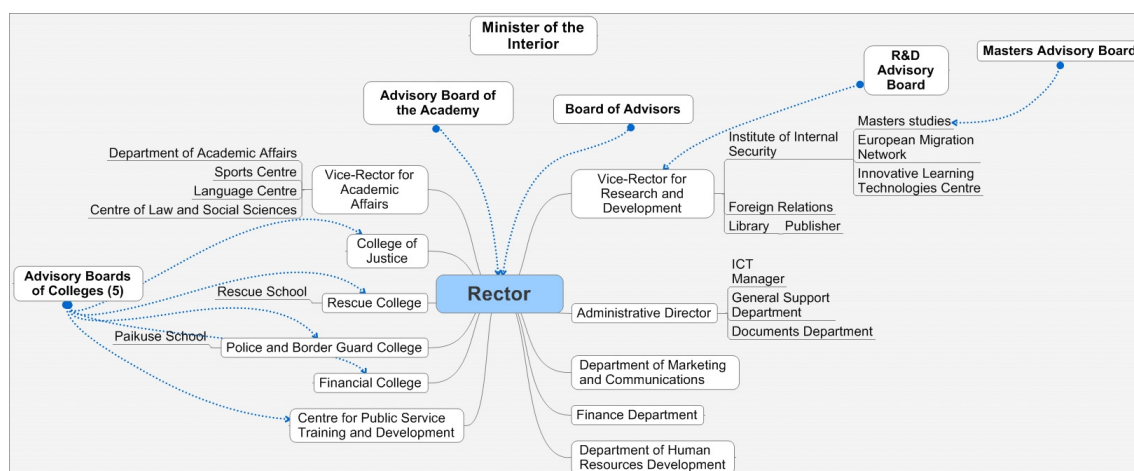
- 2) Table 4 Evaluation of management on the level of the Academy 2008-2010 (five point scale, link to 1.2.4)

MANAGEMENT AT THE ACADEMY LEVEL		2008	2009	2010
1	Division of tasks is clear to me	3	3,81	3,97
2	Meetings are held on the basis of a relevant agenda			3,89
3	The Academy is managed well			3,87
4	I am aware of the goals set	3,4	3,66	3,8
5	The staff is involved in development activities		3,58	3,78
6	The behaviour of the management sets an example to the staff			3,71
7	The management inspires the staff for cooperation			3,63
8	The work environment is trustful	2,8	3,42	3,58
9	The employees are cared about	3,5	3,53	3,53
10	Sufficient information is delivered in the process of changes	2,8	3,27	3,43
11	All employees are treated equally			3,31
12	Among the staff, sense of unity is prevalent			3,3
13	The changes have been carefully thought out	2,7	3,06	3,18
AVERAGE		3,03	3,48	3,61

The evaluations by the staff of the Academy management and the involvement of the Academy show positive trends in all the aspects.

- 3) Nationwide recognition for consistent quality practices: in the pilot project, “Quality management in institutions of higher education 2010”, the highest point score in comparison with eight institutions of professional higher education; selection as the pilot school for institutional accreditation of institutions of higher education, a nominee of Quality Award 2010 of the EAQ competition with an act “Improvement activities of the EASS as the lessons of self-and external evaluation”.
- 4) The quality related involvement, training and enabling of evaluation experience has resulted in thirteen employees having received training in various quality projects; the EAQ "Development Program of the Quality Developer 2010-2011" was attended by ten employees, the Rector attended the study visit for examination of strategic management and quality assessment of the higher education of Singapore organized by the EKKA and the MoER; eight employees have an experience of assessment of quality projects and three employees have an experience of validation.

1.1.5 Determination and description of responsibility on all levels of management to support the achievement of the goals of the Academy and a consistent performance of the core processes



The highest collegial decision-making body is the **Council of the Academy**, which includes the management, representatives of the teaching staff and the students. The Council makes decisions on general issues of educational, research and development activities, reviews the curricula of professional higher education and submits them to the Minister of the Interior for approval, establishes rules governing the educational process, elects the staff lecturers, approves

the development plan and the budget implementation report and makes decisions on other issues relevant to the Academy.

At least once a year the **Advisory Body** meets. The Advisory Body connects the Academy with the ministries and agencies related to the curricula as well as the society. It comprises the Secretaries General/Deputy Secretaries General of the Ministries, the Directors General of the Boards and a representative of the State Chancellery designated by the State Secretary and other persons designated by the Minister of the Interior. The Advisory Body makes proposals to the Council of the Academy, the Minister of the Interior, the Minister of Education and Research and evaluates the issues related to the development of the Academy, including the development of the curricula.

In order to enhance cooperation with employers and for developing the specialties, **the Councils of Colleges** have been formed at the Colleges, whose main task is organization of the cooperation of EASS and the appropriate agency and making proposals to the Rector or the Council of the Academy on the curricula of the College, formation of the budget, identification of the training needs and other issues related to the development of the College. Both the students and the alumni are involved in the work of the Councils of Colleges.

The structure of the Academy is divided into **the study and research structure** (the Academic Structure), **and the support structure**. (Table 2, p. 3) Employee satisfaction with the work of the support units has been examined systematically since the year 2008 and as of the year 2009, satisfaction with the management level on the level of the structural unit was added.

Results:

- 1) The changes in the structure and composition in the recent years are based on the development plan related goals and expectations to EASS: In order to support the Research and Development activities, the position of a research fellow (2008), and the position of the Vice Rector of Research and Development (2010) were created; for launching and developing Master's studies, IIS (2008) was created; for the purpose of supporting cross-system staff development, the Personnel Development Department was formed on the basis of the Personnel Department (2010) and a 1.0 position for implementing the SIKARO project was created (2011), the position of a full-time educational technologist was created to support the lecturers (2008), in 2010 CIALT was launched; the Centre of General Subjects was renamed the Centre of Legal and Social Sciences in connection with the change of the emphasis from a study unit into a research unit (2011); with the decision of the Minister of the Interior, the function of internal audit was abolished at EASS to reduce duplicity; currently the internal audit is conducted by the Department of Internal Audit of the Ministry of the Interior and the assessment to the system of internal control of the Academy is provided in the annual report of the area of government of the Ministry of the Interior (2009).
- 2) A significant set of procedures has been established for raising the quality of support services, the responsibility of the staff/students and for notification. As of September 1, 2011, forty seven internal regulations exist, the updating of which is performed during the annual review. The plurality of times is caused by the fact that the activities of EASS are determined by the Public Service Act as well as the legislation complete with implementing provisions regulating different authorities, services and areas of education.
- 3) On the basis of the results of the management audit (2007), enhancing management competence was defined as one of the development goals. In 2008 the systematic training of managers was launched for development of managerial skills and cooperation of managerial levels. During 2008-2010, 2 special trainings per year were provided for top and mid-level management.

- 4) Table 5. Assessment of the cooperativeness and professionalism of the support units (5 point scale)

SUPPORT UNIT	cooperativeness			professionalism		
	2008	2009	2010	2008	2009	2010
1 Library	4,4	4,42	4,53	4,4	4,43	4,53
2 Finance	4,4	4,47	4,52	4,63	4,56	4,63
3 Marketing and communications	3,9	4,28	4,42	4,39	4,23	4,39
4 Foreign relations	4,2	4,14	4,44	4,45	4,32	4,45
5 Record management and legal service	3,2	4,13	4,2	4,31	4,3	4,31
6 Personnel	4,1	4,15	4,13	4,24	4,08	4,24
7 Organisation of study	3,7	3,98	4,1	4,15	4,08	4,15
8 Administration (repair, maintenance, guarding etc)	4	3,66	4,09	4,02	4,15	4,02
9 Research and development			4,08	4,21		4,21
10 IT (SMIT)	3,5	3,69	3,56	3,95	4,18	3,95
AVERAGE	4,04	4,1	4,21	4,19	4,26	4,29

Over the last three years, evaluations of the employees of the cooperativeness and the professionalism of the structural units have had a positive trend and exceed the goals of the Development Plan of EASS.

- 5) Table 6. Workers' assessments of management on the unit level (5 point scale)

MANAGEMENT UNIT LEVEL	2009	2010
1 Division of tasks is clear to me	4,07	4,4
2 Meetings are held on the basis of a relevant agenda		4,13
3 The Academy is managed well		4,1
4 I am aware of the goals set	4,19	4,07
5 The management inspires the staff for cooperation		4,06
6 The behaviour of management sets an example to the staff		4,03
7 The employees are cared about	4,17	4,1
8 The work environment is trustful	4,05	3,96
9 The staff is involved in the development activities	3,97	3,89
10 Among the staff, sense of unity is prevalent	4,06	3,89
11 All employees are treated equally	4,1	3,88
12 Sufficient information is delivered on the process of changes	3,83	3,76
13 The changes have been carefully thought out	3,64	3,65
AVERAGE	4,01	3,99

Surveys of evaluations of unit level management were introduced in the year 2009. 84 % of the students were very satisfied or satisfied with management of the College (Satisfaction survey of learning environment 2011).

1.1.6 Targeting and management of internal and external communications

The Marketing and MCD is responsible for the internal and external communication of the Academy and reflecting EASS in the Estonian media. The department shapes the identity of the Academy, orders and distributes visual information materials and representative publications presenting educational opportunities; organizes internal and external movement of information of the Academy and creates/develops relationships with interest groups and partners. Media coverage is available on the Intranet via the weekly Express Mail, under the heading "What they write and say about us" and all news and press releases are posted on the website under the heading "News". MCD prepares monthly reviews of media coverage. Once a month appears the Verbis aut Re newspaper, which reflects the topics related to activities, partnerships, collaborative projects, sports, culture and other public events of the Academy. If necessary, special editions are published, such as special issues dedicated to youth information fairs. MCD acts as a contact point with the Student Council. An additional scholarship has been awarded to the members of the Student Council in accordance with their contribution and active involvement; the contribution of the members is assessed by the Chairman and the contribution of the Chairman is assessed by MCD.

For development of external communication:

- Various social media channels were introduced in 2010 (e.g. YouTube) and networks (such as Twitter and Facebook), which enable the department to have a better understanding of interest groups, gather feedback and organize activities better (e.g. in 2011 a fan page was

created which addressed new applicants and was actively visited. Questions were answered in the “cultural language characteristic of the target group”).

- Close cooperation is conducted with the PBGB, the Rescue Board, the MoJ and the Tax and Customs Board. At least twice a year cooperation seminars are held (e.g. in 2008 a recruitment procedure was approved, describing the student recruitment process and identifying the division of roles and the responsibility between cooperation partners and EASS in the activities conducted).
- For promoting cooperation with other institutions of professional higher education, the Rector participates in the work of the monthly Rectors Council of Applied Universities, where cooperation of institutions of professional higher education and representation of common values to the public and to target groups and online groups is discussed and planned. In the framework of the Rectors Council of Applied Universities, regular work meetings of the Vice Rectors of Academic Affairs and the members of the Quality Working Group take place 4-6 times a year.

Regarding **the development of internal communication**, since 2008 particular attention has been paid to improving the exchange of information between management, the Department of Academic Affairs and the academic staff (criterion 1.1.4)

- Mutual information exchange of the employees at different levels of the organization is conducted through mailing lists and the electronic document management system (such as the updated weekly Express Mail (2010), mailing lists of different target groups, SiseBook, Intranet and the joint calendar). To improve communication between the different locations, video conferencing equipment (2010) is used for facilitating meetings of working groups, seminars and training courses
- Pursuant to the results of the satisfaction survey, the minutes of the meetings of the Rector's office and the Council of EASS are sent to the e-mails of the employees, which facilitate the transparency of the management of the Academy.
- Since 2007, monthly joint discussion groups of the faculty and staff have been held, covering the issues relevant from the point of view of the organization, educational activity and research and development activity. The discussion groups are open to all employees.

Results:

- 1) Table 7 The employees' assessments of the movement of information (5 point scale, link to 1.2.4)

MOVEMENT OF INFORMATION		2008	2009	2010
1	The information necessary for work is available for me			4,10
2	I am informed about what is going on at the Academy	3,50	3,67	3,68

- 2) As a result of the cooperation with the Boards, by the spring of 2011, the marketing and presentation materials of the Academy were renewed, a new slogan “EASS - where the best are learning” was introduced, some new films for image building and marketing were prepared, including a film introducing the Master's programme.
- 3) With the purpose of keeping a common identity, the uniform insignia is used throughout the Academy ([see link to the homepage](#) EST); in cooperation with the Student Council, the cap of EASS was designed (the first caps were delivered in April 2011); the tradition of wearing the graduation and souvenir pins of the Academy was re-established, at the graduation ceremony the graduation pin was granted by the Academy to the graduates of professional higher education and the Master's studies.
- 4) In 2010 a new website of EASS was launched with a total of fourteen sub-pages and about fifty sub-administrators have been designated for the different parts of the web. In 2010, MCD conducted twelve counselling trainings of administrators, in addition, individual consultations are held for the new administrators.

1.1 Development activities of the general management

The planned development activities	The expected result
Systematization of development projects as a method.	To implement the method also in 2011/12, the improvement activities of the projects are the input of the strategies.
More active involvement of alumni in the development of EASS, recreating the Alumni Association, election of the board and approval of the statutes.	The Alumni Association has been elected, the statutes have been approved and the Alumni Association has been involved in the dialogue for planning the future of EASS (2012).
Combining of the marketing and communication strategies in order to prevent duplications.	A unified marketing and communications strategy has been developed (2012).
Development of the internal communication channel (Intranet) and introduction of the new platform.	A new Intranet platform SharePoint 2010 has been introduced (2012).

1.2 Human Resources Management

1.2.1 Policies and procedures of recruitment and development of employees

Recruitment/selection of employees is based on the development plan and the human resource strategy. The processes related to human resources are systemically regulated by internal regulations. The suitability of the employees is assessed at the final interview of the probation period and at the annual development interviews which have been held with the employees in different units since 2003. In the development interview, an agreement is made regarding the training and development need of the following year. In addition, the interviews allow for the employee to receive feedback from their immediate superior. Instructional materials have been developed for conducting the interviews and the persons conducting the interviews have been trained (for example, in 2010, training for the heads of structural units for conducting development interviews). **The self-development of the employees is supported** through facilitating continuing education, promotion of degree studies, performing practical training in the employer's agency and participation in international and local conferences and seminars. **Learning/development of the lecturers is supported by** various activities (the Package of the Learning Lecturer as of 2011, criterion 3.2.1):

- the ordinary teaching staff are able to receive a free semester for achieving a specific outcome (e.g. an article, a thesis, teaching material) or improving their practical skills in the employer's agency;
- the studying lecturers are eligible for a study leave;
- the lecturers may reduce the standard load of performing teaching activities and to get replacement credit points for research and development activities facilitating learning (e.g. for research publications up to 6 ECTS credit points, for the management of research groups and projects with external financing up to 3 credit points per year) (e.g. in the summer of 2011, 320 hours of educational training enabled the addition of 5% to the standard work load of the workload accounting);
- additional remuneration is provided for the research performed in addition to the standard work load;
- in the training budget a reserve is allocated for fee-paying students studying in the doctoral programme for compensation for paying for the subjects acquired in the framework of doctoral studies; after defending the doctoral degree and successful accreditation, the lecturer is eligible for a simplified process to obtain the position of Associate Professor;
- the lecturers have an opportunity to be internationally mobile by way of ERASMUS, FRONTEX and CEPOL, which among other things, allows them to create the necessary research and professional contacts;
- the Academy pays for the participation of lecturers in foreign conferences, in the framework of which they make a presentation or moderate a workshop.

In order to support new lecturers, a mentor system was introduced with the help of PRIMUS program (2008). Under the leadership of the Human Resource Development Department, creation of the System of Career and Rotation of the Civil Servants of the Field of IS (SIKARO) was initiated. The project is aimed at improving the securing of IS authorities with a skilled workforce. The project is implemented in cooperation with the agencies in the area of government of the Ministries of the Interior, Justice and Finance, including the analysis of the strategy documents (about 20) and laws (about 150) related to IS.

Results:

1) Table 8. An aggregate portrait of the lecturers of EAS

	Statistics of the lecturers			
	2008	2009	2010	2011
Professor	6	4	4	4
Docent	2	2	1	1
Lecturer	45	40	42	40
Assistant	17	13	8	7
teacher/vocational teacher	19	18	16	17
Total	89	77	71	69
incl PhD or MA	64	53	50	50
<i>% of the lecturers</i>	72	69	70	72
staff lecturers	33	30	45	61
<i>% of the lecturers</i>	37	39	63	88
Average age	44	44	45	

Throughout the years, the lecturers of the Academy have a high level of education, despite the fact that in 2005-2006, three vocational schools, where the teachers were not required to have higher education, were merged into the Academy. Increasing the number of staff lecturers is the effort of recent years and the relevant trend has been positive. The Academy as a learning organisation: 54% of the lecturers have Master's degrees and 16 out of all the employees (incl. eight lecturers or 10% of the lecturers) are pursuing their Doctoral degrees.

The Academic level of the lecturers of the Academy has remained high throughout the years, regardless of the fact that the lecturers of the three institutions of vocational education, where higher education was not required from the instructors, were merged into the Academy. The effort of recent years has been to increase the number of regular teaching staff and the respective trend has been positive. The Academy is an organisation constantly involved in studies: 54% of the lecturers have a Master's degree and out of all the employees, 16 people (including 8 lecturers or 10% of the lecturers) are currently pursuing their Doctoral degree.

Anticipation of an adequate number of lecturers is complicated by the fact that in the area of government of the Ministry of the Interior there is no clear vision of the staffing needs, so due to lack of confidence in the past years (lack of knowledge of the non-state budgetary places and of the moving of the Academy), employment contracts were concluded for one year only. In 2011, the first lecturers of continuous service over the years were elected for the maximum term allowed by law (5 y). The decrease in the number of study groups 2009-2010 affected the work load/competence requirements of the lecturers; in order to maintain the standard work load, they had to carry out teaching in the field wider than their specialist qualifications. As of the academic year 2010/2011, with the enabling of research and development activities as alternate credit points, the lecturers again had the opportunity to specialize and to carry out both research and development activities and various levels of teaching. As a result, despite the decrease in the number of students, the number of permanent teaching staff has not declined since 2010.

2) Table 9 A statistical portrait of the agencies of IS (November 2010)

	under 30 y	31 – 40 y	41 – 50 y	51 – 60 y	over 61 y	men
Police and Border Guard Board	23%	43%	27%	7%	-	66%
Rescue Board	23%	30%	31%	14%	2%	91%
Tax and Customs Board	16%	26%	24%	27%	7%	29%
Prison service	31%	22%	21%	21%	5%	42%
Ministry of the Interior	24%	42%	19%	13%	2%	36%

The employees of the Academy, in comparison with other agencies in the area of IS, have a homogenous age composition, which ensures sustainability, the existence of progeny and equal treatment of sexes in the education of the IS field.

- 3) In the budget of EASS an opportunity of using up to three free semesters has been scheduled; in 2005/06 and 2008/2009, the opportunity was used by one lecturer, in 2011/12, three lecturers are using the opportunity. In 2010/2011, in the framework of alternate credit points, six lecturers were in practical training in the employer's agency.
- 4) In the framework of the mentor's program, eight mentors have been trained and seven lecturers have been supported.
- 5) In 2010, EASS was elected as a training partner of Tallinn University for systematic, value-creating and sustainable cooperation in the field of lifelong learning in the training of managers and professionals.
- 6) Table 10 Competitions for faculty positions.

Average competition for the position	2007	2008	2009	2010	2011
Professor	0	0	0	1	1
Docent	0	1	0	0	0
Lecturer	2	1,2	5,3	1,7	1,7
Assistant teacher/vocational teacher	1,3	1,3	0	1,2	2
Total	1,6	1,2	5,3	1,2	1,4

Despite the relative unpopularity of the position of a lecturer, the competition level is even. The higher competition in the year 2009 was caused by the fact that lecturers were elected for three positions at the same time, work experience in the field of IS was not set as a prerequisite.

- 7) Table 11 Statistics of continuing education of the employees in 2008-2010

Indicators of continuing education	2008	2009	2010
Budget (mill/EEK)	2,44	1,61	1,15
Expenditures (mill/EEK)	2,38	1,03	1,13
Participation total (time)	796	946	1 140
Training days	1 532	1 593	1 878
Employees at the Academy total	323	288	281
Participants	211	260	216
Participation from the staff (%)	65,3	90,2	76,9
Volume in hours	10 601	11 939	14 831

The budget for continuous education (in 2011, 83,085 Euros) is complemented with resources through the PRIMUS program, through various cooperation networks (e.g. CEPOL, FRONTEX) and extensive use of the Academy's own lecturers for in-service training (e.g. document language, English, life saving first aid). During the first half of 2011, 100% of the staff lecturers and 92.4% of the non-teaching staff, including 29.1% of the workers, have participated in continuous education.

1.2.2 Balanced account of the quality of the earlier activity upon selection, appointment and evaluation of the academic staff

In filling academic positions, representatives of the IS agencies are involved to ensure substantive coordination of the employers with the lecturers, including the content of education. Most of the positions are filled by public competition. One of the improvement projects of the year 2010/11 was systematization of the formal evaluation of the lecturers. Through wide involvement, the faculty evaluation procedures were compiled with guidance materials and qualification requirements; workshops were conducted for the lecturers for supporting self-assessment and for the members of the evaluation committee; the job descriptions of the lecturers were updated. The procedures of conducting the probation period and the development interview were brought into compliance with the evaluation system (e.g., the work/results expected from lecturers in three areas - learning activities, research and development, self-development and organizational development – can be found throughout the job descriptions, the summary of the interview of the period of probation and evaluation in the form of self-evaluation): evaluation of the teaching work is based on the ability of the lecturer to be in conformity with the internal legislation of the Academy and the feedback of the cadets (e.g. the Department of Academic Affairs submits an overview of the three years' feedback of cadets on the person being evaluated). Thus, the

recognition, motivation, remuneration and recruitment of the lecturers are in a causal relation with the evaluation results. The following benefits are ensured for the evaluated lecturers – they have the right to become ordinary teaching staff through a simplified process and as an ordinary lecturer they are eligible for a free semester; the salary class of the lecturers can only be raised through evaluation.

Results:

1) Table 12 Statistics of evaluations of the lecturers

position	2010/2011 academic year			
	lecturers in the staff	obligation of evaluation	number of lecturers evaluated	% of the lecturers
professor	4	0	1	25
docent	1	0	1	100
lecturer	39	0	21	54
assistant	9	0	5	56
teacher/vocational teacher	17	0	12	71
Total	70	0	40	57

In total, 41 employees were evaluated in the year 2011 (including one administrative employee), out of whom, 12 received an excellent, 22 a good and 7 a satisfactory total evaluation. The study process was rated as excellent in 16 cases (39%), research and development activities in 3 cases (7%) and self development and development of the organisation in 16 cases (39%). A proposal for a salary increase was made in 20 cases (49%), the salaries of 10 lecturers

2) A proposal calling for ordinary lecturers without election was made to 18 persons (44%). 23 lecturers participated in election of the teaching staff in spring 2011 and one lecturer successfully applied for a free semester.

1.2.3 Determination and availability of principles of remuneration and motivation of employees and adherence thereto

The evaluation of positions in 2007 led to the creation of a modern system of remuneration suitable for an educational institution in order to ensure equitable and motivating salaries. With the purpose to increase salaries, the number of positions was optimized, the job titles were harmonized and new job descriptions were developed. The basic salary was secured for the lecturer even if EASS was not able to provide a sufficient amount of teaching opportunities in the respective field – alternate credit points and remuneration for research and development were introduced. By 2011, the salaries of EASS have remained below the average salaries of the Estonian labour market; however the salaries of the lecturers have regained their pre-recession levels. The salaries of the lecturers increase through successful evaluation, in case of administrative employees, on the basis of the development interview; fixed-term remuneration for dedication is applied to excellent employees. The new remuneration policy implemented in 2011 helped to some extent to increase the wages of low paid administrative employees. The employer motivation system was developed as a result of a motivation survey in spring 2008 and its various components have been tested in the course of the annual satisfaction survey. The economic recession prevented the implementation of the system of motivation on the planned level, but less costly system components are implemented on an informal basis.

Each year on Teachers' Day, the cadets elect and the Rector announces the best lecturer of the year, as well as the best lecturers of each College, School and the Learning Centre. Since 2010, as a development activity on the Home Page of the Academy, everybody is entitled to partake in the opinions of the new owner of the title (e.g. ideas about the election, what makes a good lecturer into the best one, memorable moments of being a lecturer).

Results:

1) The organization of joint activities at the Academy is what Employees deem the most motivating (in 2010, the average satisfaction 4.20 on a scale of 5 points). The employees' motivation is evidenced by the organization of a number of activities organized on the employees' own initiatives (e.g. poetry morning on Valentine's Day, bread festival, campaign "Let's Do It").

2) Table 13 Comparison of the salaries of lecturers at the Academy

	2007			2008			2009			2010			2011 spring		
	man	woman	difference in %	man	woman	difference in %	man	woman	difference in %	man	woman	difference in %	man	woman	difference in %
professor	1968			2159			1911			1880			1824		
docent	1782			1662	1625	2	1834			1772			2335		
lecturer	1443	1445	0	1958	1873	4	1661	1593	4	1705	1498	12	1924	1541	20
assistant	1293	1213	6	1634	1627	0	1271	1217	-4	1279	1276	0	1577	1312	17
teacher/vocational teacher	1070	1139	-6	1352	1621	-20	1210	1144	5	1334	1092	18	1390	1465	-5
AVERAGE	1394	1360	2	1761	1794	-2	1483	1496	-1	1422	1422	8	1720	1539	11
Average total	1380			1775			1489			1494			1640		

The trend is a slight increase in the salary gap between men and women, the prevention of which should be dealt with in the aspect of gender sensitive budgeting.

3) Table 14 Assessments of employ recognition and their financial opportunities

RECOGNITION, MOTIVATION		2009	2010
1	Peer recognition	4,11	4,28
2	Birthday card on e-mail	3,78	4,21
3	Child going to school		4,19
4	Recognition of the manager	3,95	4,07
5	Letter of appreciation	3,66	4,01
6	Cross of merit and medals of merit of the Academy	3,9	4,01
7	Election of the best lecturer	3,82	4,00
8	Election of the best colleague	3,89	4,00
9	Public recognition	3,7	3,95
10	Recognition of a long term employment in the organisation	3,83	3,89
11	Departmental recognition	3,57	3,84
12	Birth of a child	3,34	3,81
13	Birthday present	3,69	3,76
14	Finishing a school	3,72	3,72
AVERAGE		3,77	3,98

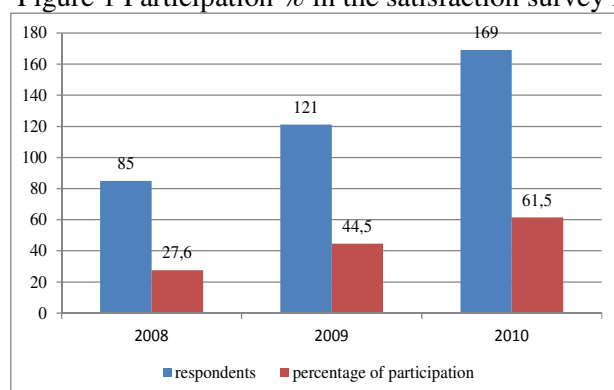
SUPPORT		2008	2009	2010
1	Extended base holiday and holiday based on seniority		4,67	4,56
2	Holiday at the requested time		4,34	4,53
3	Free time for running personal errands	3,70	4,43	4,46
4	Health days		4,30	4,45
5	Sports facilities	4,20	3,89	4,24
6	Souvenirs and stationary with the symbols of the Academy	3,50	3,86	4,18
7	Flexible work time (beginning and end)	4,10	3,90	3,96
AVERAGE		3,88	4,20	4,34

1.2.4 Employee satisfaction survey and using the results thereof for improvement of activities

Employee satisfaction surveys have been performed since 2008, the survey is conducted in an electronic environment, however there is also an opportunity to respond on paper (e.g. in 2010, this possibility was used by 29 employees). Results are analysed by the location (Tallinn, Paikuse, Muraste, Väike-Maarja), and by positions (managers, specialists, lecturers and other employees). The questionnaire is reviewed annually (e.g. based on proposals, the wording of the questions have been simplified, any repetitions ruled out, new questions have been introduced based on the current needs). The satisfaction survey is conducted on a five-point scale in six thematic areas (for example, in 2010 there were 11 sub-chapters) from two perspectives: "satisfaction with the current situation" and "significance for the employee." At the end of each area, there is the opportunity to make comments on areas of development in the free response form. In the year 2009, investigation of satisfaction with management separately on the level of the Academy and on the unit level was initiated. In 2010, the letter accompanying the questionnaire highlighted the improvement actions performed based on the results of the satisfaction survey for the previous year, which received positive feedback from the employees and was introduced to the student satisfaction survey of the learning environment. During the last two years, a summary seminar with the managers of structural units has been held for analysing the satisfaction results and the proposals set forth as areas of development. Together with the satisfaction survey, drawing up a list of the activities performed was initiated, which shall be presented in the cover letter of the satisfaction survey of the following year as an input.

Results:

- 1) Figure 1 Participation % in the satisfaction survey in 2008-2010



The results of the last three years indicate a positive trend in both the number of respondents as well as in the percentage of participants: In 2009 – 121 employees from 272 possible respondents or 44,5%, 2008 - 85 employees from 308 possible respondents or 27,6 % In comparison with the previous year, the employees were more likely to indicate their position and location (In 2010 only 7 employees failed to indicate, in 2009 the respective number was 19).

- 2) The employees have provided positive feedback to significant developments of recent years, which have been noted in their free responses on the satisfaction survey both on the level of the events of the year and the ideas of the year. On the estimation of the employees, the Academy has coped very well with organizing important large-scale events, which suggests that their attitudes and influence towards development activities are supportive (highlighted mostly were the scientific conference of the Academy, the election of the new Rector, the Christmas Party, completion of the project "Migrating Security", merging/moving of the Police and Border Guard College, initiated quality projects, etc.).
- 3) Table 17 Employees' assessments of change of employment

If offered another job at the same salary, would you change your job?		YES			NO		
		2010	2009	2008	2010	2009	2008
		1 number of people	13	13		131	107
2 % of respondents	9%	11%	11%	91%	89%	89%	

- 4) The average grade of feedback given to the work of the support units has had a positive trend across three years (Table 5, p. 10), the human resources and the IT department of the support units have a lower rating compared to last year, but the decrease is minimal. Regarding support, there is a positive trend in all indicators of recognition, motivation and organization of joint activities across the three years, (except for the extended annual holiday and the holiday based on the length of service). The support opportunities offered by the Academy were given the highest average across different areas by the employees. Table 14, p. 15)
- 5) Table 15 Employee satisfaction ranking across areas (5 point scale)

AREA	Satisfaction			Importance		
	2008	2009	2010	2008	2009	2010
1 Support opportunities	3,88	4,20	4,34	4,13	4,33	4,49
2 My work	3,91	4,12	4,25	4,73	4,66	4,73
3 Support units	4,04	4,10	4,21	4,19	4,26	4,29
4 Joint events	4,30	3,91	4,20	4,08	3,78	3,93
5 Transport			4,06			
6 Management on the unit level		4,01	3,99		4,63	4,61
7 Recognition and motivation		3,77	3,98		3,87	4,04
8 Express mail and home page			3,94			
9 Movement of information			3,89			4,53
10 Cafeteria			3,82			
11 Management at the Academy	3,03	3,48	3,61	4,58	4,45	4,38
AVERAGE	3,83	3,94	4,03	4,34	4,28	4,38

In the comparison of the average grades of the areas in the years 2008-2010, positive trends predominate, except for management at the unit level in comparison with the year 2009, where the difference is minimal. As regards to all the comparative indicators of management at the Academy level, the changes over the three years have a positive tendency (Table 4, p 9).

6) Table 16 Employees' assessments of their work and the workplace (5 point scale, linked to 1.2.4)

MY WORK		2008	2009	2010	O 2009	O 2010
1	I am dedicated to my work			4,58		4,76
2	I like my work	4,40	4,40	4,46	4,78	4,82
3	I apply the core values of the Academy in my daily work			4,43		4,52
4	I have been given the opportunity to attend trainings necessary for my work	3,80	4,10	4,39	4,61	4,76
5	The work tasks are understandable, I know what is expected of me	3,80	4,17	4,37	4,70	4,81
6	The work corresponds with my knowledge, experience and abilities	4,10	4,24	4,36	4,73	4,78
7	I am satisfied with my position at the Academy	3,90	4,13	4,32	4,72	4,82
8	I receive feedback about my work from my immediate superior		4,14	4,17	4,45	4,68
9	The work provides me opportunities for self development	3,90	4,00	4,16	4,66	4,72
10	I feel that my contribution is appreciated			3,79		4,67
11	The principles of remuneration are clear	3,50	3,79	3,72	4,60	4,64
AVERAGE		3,91	4,12	4,25	4,66	4,73

The strength of EASS is in its human resources, the employees working at the Academy are motivated and satisfied with their work place and their assessments show a positive trend regarding work related indicators, (except for the clarity of the principles of remuneration).

1.2.5 Employee participation in International mobility programs, collaborative projects, networks

Employee mobility manifests through different directions of activity: ERASMUS, CEPOL, FRONTEX, AEPC, the European Union Committee of the Regions, European Network of Police Women, Leonardo da Vinci, NICPacee, Nordplus, PRIMUS, etc. Through **ERASMUS** it is possible to become acquainted with the work of partner universities and expand and deepen contacts. The number of ERASMUS teaching staff and non-academic staff depends on the Archimedes scholarships which are related to the number of students attending student exchange programs. EASS would like to increase the number of scholarships of students, lecturers and administrative personnel. By participating in professional trainings, seminars, workshops, conferences and exchange programs of CEPOL both, administrative personnel and lecturers have an opportunity to enhance their professional competence. Thanks to the **CEPOL** network, the staff of EASS has contributed to the development of science - regularly board meetings and various working groups take place, in which EASS representatives take an active part in the Common Curricula Working Group (CCWG), the External Relations Working Group (ERWG) and the Working Group on Learning, (WGL), the head of which is the manager of CIALT Various conferences on the topics of police education such as on the impact of the Bologna Process on police education are held. The aim of **FRONTEX** is development of the single border management system, including the development of border guard education, including creation of a common curriculum of mid-level border guard officers. Under FRONTEX meetings are held of the expert councils of different working groups, due to which EASS has acquired important cooperation partners all over Europe and contributed to the European border guard system for IS and development of border guard education.

In addition to these programs, a study tour in the framework of the Leonardo da Vinci programme was conducted to become acquainted with the training of prison officers of Norway in the Norwegian Correctional Services Education Centre. In the framework of the Nordplus program a study visit to the University of Vilnius was organized. Employees have been involved in various projects, such as the tripartite (Sweden, Estonia, Armenia) project of development of the Armenian civil defence capabilities, participating from Estonia were lecturers from the Rescue College; a crisis simulation project "Safe and Secure", Georgian mobility partnership project, Firefight II, ENSACO, etc.

On an annual basis, lecturers visit professional training courses and conferences, where they make presentations and lead work groups. Conferences and training sessions are designed to expand

professional knowledge, gain new contacts and share the experience of Estonia. Foreign lecturers visit EASS mainly in the framework of the ERASMUS program or the Open Academy. Through the Open Academy we would like to share expertise on IS with the widest possible audience and support the people working in the field of IS in the lifelong learning process. Mobility in the form of incoming lectures is very important because it allows the sharing of expertise of the foreign lecturers with the students and the employees and thereby increases the competence of the entire staff.

Results:

1) 18 Total mobility of the employees of EASS (the number of participations).

	2008	2009	2010	Total
Police and Border Guard College	79	23	34	136
Financial College	0	1	1	2
College of Justice	8	10	6	24
Rescue College	45	23	22	90
Employer of EASS	44	20	39	103
Total	176	77	102	335

In the framework of the Erasmus program, five lecturers have taught abroad and the number will increase to seven in 2011. With the non-academic personnel of the ERASMUS program, as of the year 2010, three employees have been on a foreign assignment.

2) Table 19 The lecturers incoming to EASS

ERASMUS					Open Academy
2007	2008	2009	2010	2011	2011
1	1	1	2	3	5

3) Representation/results of the activities of the employees of EASS in the framework of CEPOL and FRONTEX (the results of 3.2.3)

1.2.6. Employees and students are being guided in their activities by the Principles of academic ethics

Since 2008, the Development Plan has formulated the **core values** (the 5A's) of the organisation and detailed their content. The Public Service Code of Ethics and the core values/guidance materials established by the authorities, based on the rules of good practices and customs, ethics of the police, rescue workers, etc., have been taken as a basis for the creation of the core values of the Plan. A wide range of outreach work has been conducted among the employees and the students for communicating the core values of public service, the authorities, EASS and for harmonization of value-based behaviour practices. The core values are posted on the bulletin boards of Colleges, they are introduced to new employees and students (orientation days, The Student Manual, information stands, etc.). Fixation of the core values in the students is supported through the curricula (e.g. lecturers of the PBGC have been involved in the Police Ethics and Prevention of Corruption working group of CEPOL, as a result of which as of the academic year 2008/2009, when teaching ethics in the College, the practical tasks of the core curriculum have been used, methodological recommendations have been followed, the sources recommended in the curriculum have been used). The value-based behaviour of students is monitored and violations are handled pursuant to "The Procedures of Implementation of the Disciplinary Liability of the Student."

As one of the potential components supporting value-based behaviour, in 2010, on the Rector's initiative the process of creation of the court of honour was launched, the task of which is to discuss the public mistakes of the membership against the core values of the Academy or the Public Service Code of Ethics, including potential conflicts, which infringe upon the core values of the Academy. The value-based model of behaviour will ensure compliance of the activities of the employees with the principles of academic ethics. The publications of the Academy Publishing House go through peer review; the articles of the employees in 'the Proceedings' pass blind reviewing (including plagiarism check). The Rules of Organization of Studies sets out requirements for prevention of plagiarism and for handling cases of plagiarism. When evaluating student papers, lecturers use a program, which allows them to detect plagiarism in student papers. In addition, the employees/students must in their research and development work adhere to instructions of preparation of student papers and requirements for completion of a manuscript of

"the Proceedings". Under the Doctor's Chamber, awareness of the employees in the nature and necessity of academic ethics is raised.

Results:

- 1) In 2011, the Court of Honour of the Academy was created, and the Statutes of the Court of Honour have been confirmed by a Council decision.
- 2) In the autumn of 2010, the updated study material on DVD "Ethics in the public sector" was prepared in ATAK, which is used in carrying out ethics training.
- 3) In the employers satisfaction survey conducted in (2011), feedback was sought on the bearing of the core values of the Academy which for the first time gave positive feedback on the affirmation of the core values (criterion 2.2.3).

1.2 Development Activities of the Human Resources Management

The planned development activities	The expected result
The introduction of a new employee induction program, including the administrative staff of the Academy.	A mentor system for the administrative employees is fully functioning
Application of the teaching potential of personnel of the Academy.	The internal Academy (the internal training system) has been launched (2013).
Development and implementation of the career and rotation system of the employees of the area of IS (SIKARO).	An integrated recruitment, career and rotation strategy, incl. determination of requirements for education in the conditions of service (2015).
Further development of the procedure of evaluation.	The evaluation methodology for the measurement of Research and Development outputs has been specified (2012).
Development of the employee motivation system (clear specification of the benefits offered).	The approved transparent system of employee motivation (2012).
Organisation of training for the lecturers for identification/handling of plagiarism.	Procedure of handling of plagiarism has been prepared, relevant training for the employees has been conducted (2011/12).
Analysis and support of the non-staff lecturers of the Master's program (a lot of non-staff lecturers are involved in the Master's program).	In the framework of a Doctoral thesis, non-staff lecturers have been studied 1-2 times per semester in the course of three years, resulting in a personal training and support program of a lecturer (2015).

1.3 Management of financial resources and the infrastructure

1.3.1 Distribution of financial resources and feasibility of funds management and development of the infrastructure

Distribution of financial resources is based on the measures and principal activities specified in the Development Plan. The Academy has a four-year financial plan which supports funding of the activities agreed upon in the Development Plan, including priorities. Funding of research and development activity is related to research work, development of the curriculum and improvement of the learning conditions, conducting of the IS Master's program and presentation of the Academy to the target audience.

The following amendments have been introduced as the development activity of management of financial resources:

- Since 2007, execution of the budget has been introduced to budget directors across units: the files are available and if necessary, changes are explained; in the framework of preparation of the budget and the Development Plan, budget negotiations are held with the budget directors;
- Since 2008, budgets of the units have been planned on the basis of the budget instructions, which has resulted in clearer, more transparent and easier budgeting and money management for the budget directors;

- As of 2009, the system of budget directors has been used, under which the activities of the field are planned based on the Development Plan and the field manager fully directs and manages the activities, development and resources of the area;
- From the year 2009 onwards, the quarterly management report package is prepared, which includes the more important financial, staff, student and other projects of the Academy and other parameters necessary for decision making;
- As of 2009, a basic cost model of the study places across the specialities consisting of different components and helping to plan the complete budget for the Academy has been developed;
- In the years 2008 and 2009 a consolidation process of the Information and Communication Technology (ICT) sector was carried out (across the area of government of the Ministry of the Interior, a single ICT agency was created), which has enhanced the quality of ICT services and, as a result of the scale effect, resource management of the field of ICT has improved.

Results:

1) Table 20 Dynamics of the budget of EASS across the sources of financing (thousand/Euros)

Sources	2006	2007	2008	2009	2010	2011	2012 *
Foreign assistance funds	282.9	247.2	179.0	390.0	161.5	123.0	212.0
Co-financing	61.2	61.8	25.1	0	0	30.8	52.1
From state revenues	6 216.6	7 098.0	9 446.4	7 738.1	7 213.3	7 220.6	7 217.4
Grants	1.3	72.8	127.8	181.1	83.1	146.4	194.7
From economic activities	683.9	776.6	1 659.3	1 466.5	1 161.8	1 109.5	1 098.2
From the sale of assets	517.4	774.6	0	0	0	0	0
Funds transferred	1 171,8	1 623,3	534.4	300.8	797.5	540.0	0
Total	8 935.0	10 654.2	11 972.0	10 076.4	9 417.2	9 170.2	8 630.2

* Estimated

- 2) Over the past two years in the field of finance no important points have been highlighted in the audit report, which led to the conclusion from an accounting point of view that financial transactions are recorded properly and fairly.
- 3) In the last five years, significant investments have been made in the improvement of the learning and work environment (Table 21, p. 21).

1.3.2 The use of information systems that support the management of the Academy and the coherent operation of the basic processes

Information technology (IT) activities are coordinated by the IT Centre of the Ministry of Interior (SMIT), which is responsible for providing the services of the field of information and communication management needed for ensuring IS and for the organization of the necessary administrative and development processes. On-site user support is provided by the technicians of SMIT; maintaining of servers and computer networks is generally performed remotely. Development/implementation of new IT services and applications takes place in cooperation with SMIT.

The Internal Web brings together the documentation regulating the activities of the entire Academy, joint mailing lists and internal network drives that store important documents and which are accessible to all persons involved in the Academy.

At the beginning of the studies, the students receive a user account with which it is possible to log onto computers of the Academy, to print and to copy. Since the year 2006, the study information system (SIS) has been used for communicating study-related information and in 2009, the Academy joined the SIS of professional institutions of higher education. As of autumn 2010, all the enrolled students are immediately provided with an e-mail address of EASS@kad.sisekaitse.ee. Academy staff and the cadets have the opportunity to use the EBSCO host Web databases, the information system ESTLEX,

Keelevara (the Language Treasure) and a large Estonian-English-Estonian economic dictionary. Current court rulings are published in Digesta (Centre of Registers and Information Systems), offering students the ability to monitor the judiciary in real time. On-line versions of the magazines Juridica and Director are available. Access has been established to different research databases (including from the year 2011, access to the SAGE full text data base).

Results:

- 1) With the purpose of adding quality and increasing the speed and availability of information, a new website was launched in 2010, which created a more diversified range of opportunities for communication and transfer of information, including access to the databases and international social networks offered through EASS.
- 2) The specialty related teaching materials of the lecturers are available in e-library in a PDF format (over 100 e-books). The e-Book Library Project is very popular because it allows reading, saving and printing e-books for free over the Internet 24 hours a day.
- 3) The lecturers use Web-based e-learning environments (IVA, Moodle), which allow for diversifying the learning process through e-learning resources. For the purpose of development of e-learning, the Academy is involved in the ESF program BeST (criterion 2.4.4).
- 4) The common SIS has been in use since 2009, which is used by all Estonian institutions of professional higher education; student information is updated in the database of students STUD; the applications for admission to entrance is conducted through the Estonian Information System of Admission to Educational Institutions (SAIS).
- 5) In 2009, a new document management system Postipoiss was implemented which accelerates the process of the circulation of documents and enables electronic coordination of documents.
- 6) Since the year 2011, the buildings at Kase Street have new and secure, free of charge, Wi-Fi coverage.

1.3.3 Compliance of working conditions of the employees and the conditions of study and research of the students with the needs arising from the special character of the Academy and with the expectations of its members

The educational buildings have a total area of 17,795 m², which is divided between the four educational premises as follows: 6609 m² (Kase Street), 2433 m² (Väike-Maarja), 5815 m² (Paikuse), 2938 m² (Muraste). The educational premises are equipped with modern working and learning facilities and rooms that meet the educational needs of the academy as an institution of IS education, research and development and the expectations of the staff.

EASS educational premises in Kase Street:

- The main building with 31 lecture halls (including two state-of-the-art lecture halls out of which the FBI lecture hall was renovated in 2003 and the Raska lecture hall in 2010), the library, the offices of the lecturers (39), two computer classrooms (15 seats), chemical laboratory, the virtual simulation centre and the cafeteria (60 seats);
- The administration building which can accommodate at least 60 employees;
- The Sports Centre, which includes a self-defence and wrestling room, a boxing and fitness centre, a hall for indoor ball games and a separate shooting range;
- Three residence halls for students(540 places);
- Garage and other infrastructure facilities.

Paikuse School of the PBGC of EASS:

- 19 classrooms, two computer classrooms (26 seats), a lecture hall (85 seats), a video conference room (24 seats) and a forensic laboratory;
- Library, a multimedia room, the school museum, the nurse's office;
- Mat hall, fitness and sports centre renovated in 2007, indoor shooting range, outdoor shooting range built in 2005;
- Indoor training facility for patrol officers, training ground for drivers, garages;
- Four residence halls (260 places);
- Cafeteria renovated in 2009 (150 seats), administrative offices, staff lounge, conference room

and the school archive.

The PBGC of EASS in Muraste:

- In the academic building completed in 2002 there are 9 classrooms (164 places) and a multi-functional assembly hall (160 places, an audio and video system, translation system, touch-sensitive whiteboard, video conferencing equipment).
- In 2006, the accommodation and administration building was renovated from the funds of Schengen Facility (SF). The building accommodates two classrooms (40 and 24 places), offices, a library and a dormitory (141 places), 4 rooms for guest lecturers, a sauna, washing facilities, technical facilities, laundry and gym;
- In the cafeteria (70 seats) meals are provided three times a day, 7 days a week.
- Under the project *Schengen Facility* in 2007 the training base and the service dogs school were built, the outside utility lines and utility systems were renovated, sports facilities, the training depot, the training border and the sports and training field with border crossing booths were completed, which contributes to the implementation of a variety of situation analyses for the study process.
- In 2010, the 25 m indoor shooting range was brought into compliance with requirements. Proposed is a 1.5 km illuminated running and skiing path with training and workout areas, a helicopter landing pad, a service dog training ground, a 25 m outdoor shooting range and an indoor 75 m shooting range with shooting simulation devices.

The Rescue School of the Rescue College of EASS in Väike-Maarja

- The academic building was renovated in the year 2000 with 9 classrooms, staff offices and lounges;
- Two training depots accommodating garages for rescue vehicles, maintenance and storage rooms of rescue equipment and locker rooms for students (one of the training depots was renovated in 1998, the second was built in 2000);
- The residence hall with 43 rooms (115 places), laundry, library, ancillary premises and service facilities;
- A 2-storey building built in 1979 accommodating a cafeteria/assembly hall, gym, lobby and administrative premises;
- A building for cold smoke training;
- A training field located 7 km from the town of Väike-Maarja situated in an old gravel pit. In the training field there are two internal fire simulators and places for teaching various rescue operations.

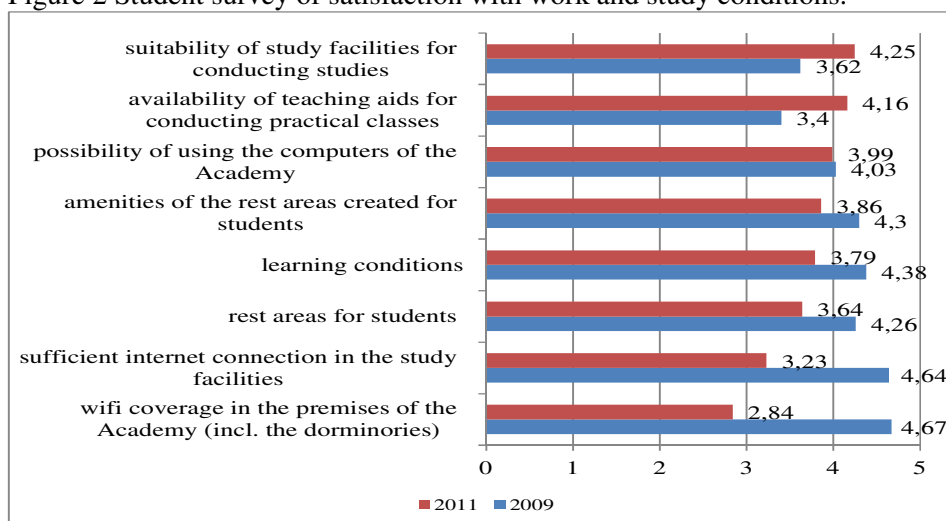
Results:

1) 21 The most important investments of EASS into the learning environment over the past five years (in Euros)

2011	<ul style="list-style-type: none"> • In Paikuse Police School, renovation of the facade and installation of new windows, in Kase Street, renovation of the roof of the sports building and of the facade of the dormitory (320,000); • In Kase Street, renovation of the ventilation system of the sports building (15,390); • The development of teaching resources (license) (19,415).
2010	<ul style="list-style-type: none"> • The renovation and furnishing of the Eduard Raska lecture hall (100 seats), (48,566); • In Kase Street, renovation of the facade of the academic building (102,016); • In Kase Street, building of student housing (40,510); • In Muraste, construction of the indoor shooting range (38,579); • In Paikuse Police School, renovation of the heating station and ventilation (54,658); • In Väike-Maarja Rescue School, installation of new windows (13,459)
2009	<ul style="list-style-type: none"> • Technical solution of the public web of the Academy (50,140); • Purchase/development of virtual simulation software for Safe and Secure activity (129,995); • Renovation of the facades of dormitories I and II in Kase Street and of the Paikuse Police School (76,462); • In Muraste, installation of the ventilation system in the academic building (8,162);

2008	<ul style="list-style-type: none"> • In Kase Street renovation of the water distribution system (74,726); • In Paikuse Police School, purchase of an electrical cabinet (9,742); • Renovation of the heating station and the training field of the Rescue School (26,614); • Purchase of ICT hardware and software (176,111); • Acquisition of machinery and equipment (60,189).
2007	<ul style="list-style-type: none"> • Purchase of ICT hardware (160,179); • Rescue work coordination simulator (116,958); • ICT Learning Software (141,523); • Rescue workers breathing apparatus (11,666); • Renovation of buildings in Paikuse, Väike-Maarja and Kase Street (facades, the indoor training facility, replacing the windows, etc.) (257,971).

- 2) One of the indicators of the strategic objective - to ensure continuous development of the working and learning environment - is acquisition of new educational materials for the library of the Academy. In the students' satisfaction scale of 5 points, the library opening times are 4.38, copying facilities 4.03, quantity of library materials 4.25, access to various databases 4.23 and service 4.63. The lower levels of satisfaction (3.74) are with the Internet connection, for which, therefore, improvement actions have been planned (Study environment survey 2011). In comparison with the year 2009 the results have improved.
- 3) Figure 2 Student survey of satisfaction with work and study conditions.



1.3 The development activities of management of funds and the infrastructure

The planned development activities	The expected result
The introduction of business software SAP (consolidation of the sub-offices of the Ministry of the Interior).	Teams made up for introduction of financial, human resources and logistics modules (2012). Joining SAP will take place (2014).
Development of clear and transparent principles for funding.	The financial strategy will be completed (2011).
Further development of the basic cost model of a student places by their specialties	A new and more detailed basic cost model of the student places will be functioning (2012).
Development of the ICT strategy of the Academy.	In collaboration with SMIT, ICT development strategy 2012-2015 has been drawn up (2011)
Introduction of accommodation program, "Campus" and interfacing with SIS and the financial program.	Support services will be centralised to the optimal level for implementation of the TUTSE project (2013).
Wi-Fi extension to replace the currently used one which is open to all insecure networks.	All schools and dormitories will be covered with a secure and fast Wi-Fi availability (2015).

Implementation of a single document management system in the area of administration of the Ministry of the Interior.	Access to documents will be guaranteed through the new document management system (2013).
Using the resources from the sale of CO2 quotas to insulate buildings of EASS	The façade insulated/windows will be replaced in Paikuse School, the façade of the dormitory and the roof of the sports building insulated in Kase Street (2013).

Area of evaluation 2. LEARNING ACTIVITY

2.1 Performance of the learning activity and formation of the student body

2.1.1 Definition of objectives set for the learning activities and achievement thereof

Study-related objectives are defined in the plan of the area of government of the Ministry of the Interior and in the EASS Development Plan 2015 as follows: (1) the training needs of the different education levels are met, (2) the learning activity meets the students' expectations and needs, (3) the learning activity meets the objectives of the curriculum, (4) The learning environment and facilities are modern. The activities necessary to achieve the objectives are defined in the Action Plan and in the work plans of the Vice Rector of Academic Affairs, the Department of Academic Affairs and other units. With participation in the "Primus" program, during the period 2009-2011, action plans of the narrower fields of the relevant areas of the sub-themes of the program have been prepared, such as APEL (assessment of prior and experiential learning) and the agenda and counselling of the third sub-theme "Development of quality implementation of APEL" and the agenda of the sixth sub-theme "Supporting learner's coping ability"). Achievement of the study-related performance targets is reported in the annual report to be submitted to the Ministry of the Interior which is based on "The Analyses of the Results of the Learning Process". These analyses have been regularly produced since 2002 in order to analyze and evaluate the effectiveness of the learning process in order to compare the results of the recent academic year with earlier ones. The results of the analysis form an input for updating the Development Plan and the action plans. The results are presented to the members of the Rector's office prior to preparation of the Development Plan and to all employees at the end of the year.

Results:

- 1) Table 22 Objectives set for the learning activities of the Development Plan of EASS and achievement thereof 2008 - 2015*

Indicator	2008	2009		2010		2011	2015
	Result	Objective	Result	Objective	Result	Objective	Objective
Indicator of objective 1: percentage of fulfilling the state commissioned education (%)	58%	75%	77%	90%	72%	>92%	>92%
Indicator of objective 1: Average grade of final exams and/or graduation theses							
- vocational education	3,64	-	3,86	3,8	3,67	>3,8	>3,8
- higher education	3,24	-	3,36	3,5	3,14	>3,4	>3,4
- Master's studies	-	-	-	-	-	3,4	>3,5
Indicator of objective 2: Average grade of the feedback provided by students (on the scale of 5)	4,05	3	4,25	3,2	4,33	>4,4	>4,4
Indicator of objective 3: Average grade of students (on the scale of 5)	3,73	3,65	3,62	3,65	3,5	> 3,65	> 3,7
Indicator of objective 4: Number of e-courses recognized with the quality mark	0	-	2	2	2	4	>5

* In the Development Plan the indicators characterizing the meeting of the objectives were first defined in the year 2008.

- 2) Out of the objectives set for the learning activities, the learning activities meeting the needs and expectations of the learners and the modern learning environment and resources have been achieved, but additional actions for fulfilling state-commissioned education, raising the

average grade of the graduation thesis/final exam and the average grade of the learners are necessary.

- 3) The activities planned in order to achieve the study-related objectives in the work plans of the Vice Rector of Academic Affairs, the Departments, the Colleges and the Training Centres are filled to the extent of 90%. The remaining tasks have either been postponed to subsequent years or they have actually disappeared.

2.1.2 Creation of preconditions for ensuring the professional competitiveness of the graduates both domestically and internationally

The essential condition for ensuring professional competitiveness is close association of the learning process with employers. Lecturers are either experts in the field or practitioners who provide competitive knowledge. Employers' representatives are involved in committees of assessment of achievement of learning outcomes of the curriculum. Ordinary teaching staff has the opportunity for updating their practical skills through on-the-job training in the agencies. Leaders and professionals working in agencies are also involved in teaching in the capacity of guest lecturers. In recent years, attention has been devoted to the international competency of the lecturers, supported by the mobility and international experience of the teaching staff. Besides internships, the next important role is practical work hours, particularly in vocational training, the quality of which is ensured by the evolving of a practical learning environment (criterion 2.4.4.)

For raising international competitiveness, language teaching is under constant development. The critical appraisal of the alumni of the language skills acquired at the Academy caused the change of the principles of language teaching upon transition to outcome based curricula. All the curricula place a greater emphasis on learning of a professional language as a compulsory subject, and acquisition of the required level of professional language through elective and optional subjects. Graduates of professional higher education shall pass an examination of professional language on the level B2. In the coming years it is planned to integrate language learning into professional subjects, the effectiveness of which has been proven with the current practice of the specialty of corrections.

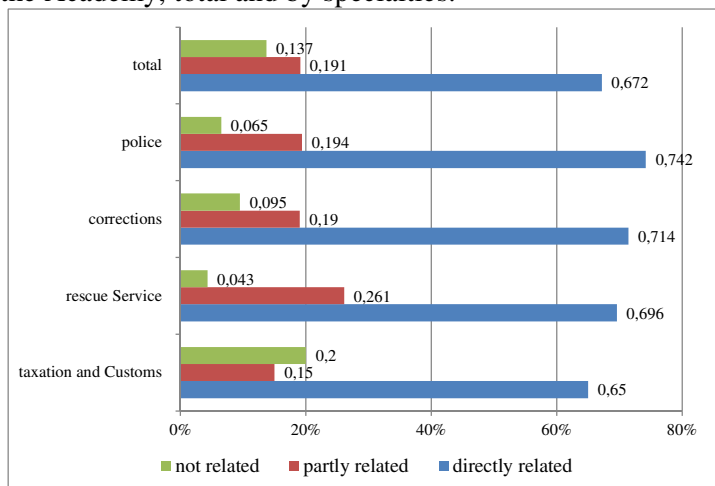
For ensuring the competitiveness of the students, development of curricula is conducted in accordance with international core curricula, a good example of which is the curricula of the Police and Border Guard. In the specialization of the Border Guard, the international curriculum based on the Common Core Curriculum prepared by FRONTEX and in the specialty of the Police, creation of the core curriculum is currently conducted at the European level.

Competitiveness at the international level is particularly important in the Master's Study, where since 2011 some courses have been taught in English by foreign teachers in order to mediate international expertise in the field of IS to the students, lecturers and employees of this field. The International module is supported by ESF funding from the project "Knowledge-intensive security" (KIS), which aims to develop the Master's studies and support the mutual collaboration of the Academy, the partner universities and the various IS agencies.

Results:

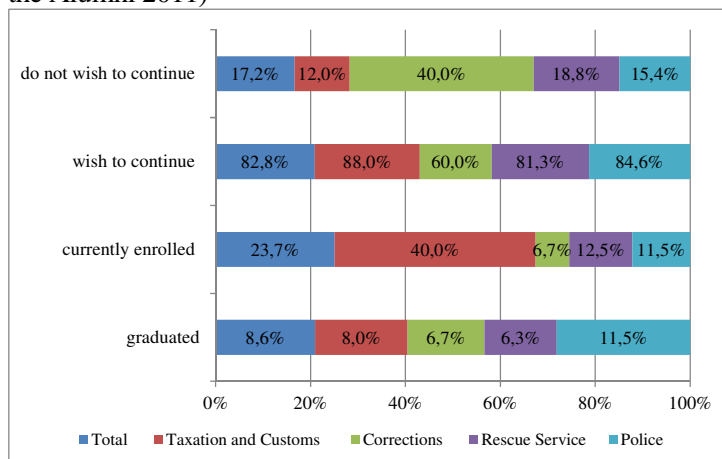
- 1) 13.9% of the top managers of the IS agencies (Ministry of the Interior, Boards, prisons), are graduates of the Academy. The Rector of the Academy, the Vice Rector of Research and Development, the Director of the CJ and the Director and the Deputy Director of the Rescue College are alumni of EASS. Among the staff lecturers there are 21 alumni.
- 2) In the curricula of professional higher education are opportunities of optional subjects so that every student could form their studies according to their wishes and their needs to improve competitiveness. As of the Academic year 2008/2009, 58 different subjects have been offered, out of which 30 have been opened. In the framework of the international module of electives of the Master's studies, it was possible to participate in five English-speaking subjects, which were attended by 125 participants from within and outside the Academy (e.g., traffic safety management, criminal analysis, current issues of criminology and penal policy, international organized crime and crisis communication).

- 3) Figure 3 The link of the current work of the alumni of EASS with the specialty acquired at the Academy, total and by specialties.



The competitiveness of the graduates is characterised by the future status of the alumni in the labor market. 67.2% of the alumni defined themselves as directly and 19.1% partially linked to the specialty (Source: Study of the Alumni 2011).

- 4) Figure 4 Using the opportunities of continuing education by specialties (Source: the Survey of the Alumni 2011)



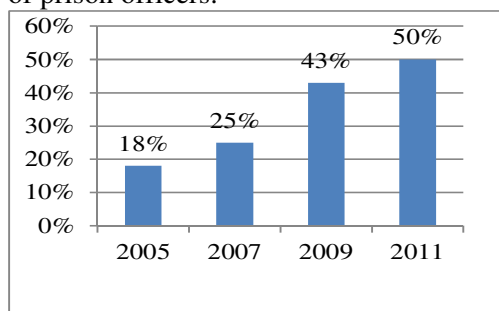
Out of the alumni of EASS, within 2 years after graduation, 23.7% have continued their degree studies and 8.6% have graduated. These results serve as evidence of the competitiveness of the alumni in further education.

- 5) Table 23 Granting of vocations in the field of rescue in 2006-2010

Name of the professional standard	2006	2007	2008	2009	2010	Total
Rescuer I		1207	133	109	143	1592
Rescuer II	45	51	29	61	86	272
Rescue specialist III					98	98
Rescue specialist II				51	17	68
Rescue specialist III				37	5	42
Rescue inspector III		63	17	10	15	105
Rescue inspector IV			29			29
Total	45	1321	208	268	364	2206

The volume of granting of vocations has increased, also the proportion of higher level vocations has increased in the rescue field.

- 6) Figure 5 The proportion of prison officers with specialty education from the total number of prison officers.



One of the goals of the development plan of the MoJ is training a professional body of prison officers, the indicator of which is the proportion of prison officers with a specialty education. The trends show that EASS has been able to fulfill the role imposed to it as the personnel turnover is smaller among the officers with specialty education.

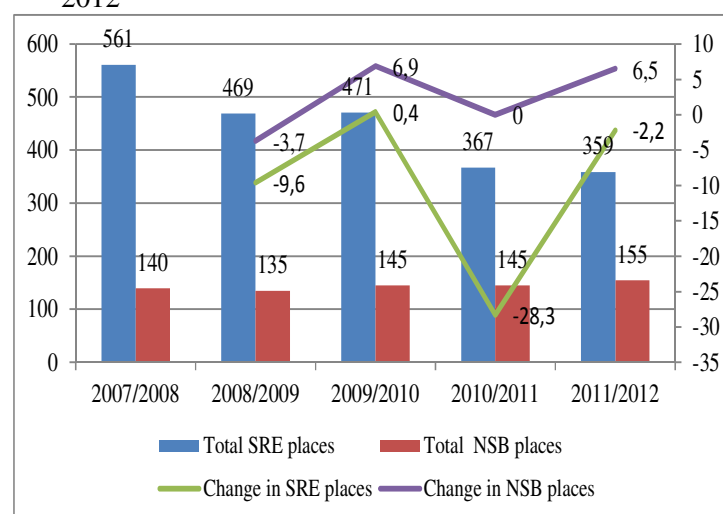
2.1.3 Planning of student places in accordance with the need of society and the opportunities and objectives of the Academy

Planning the number of student places takes place with the coordination of the Ministry of the Interior who has an overview of the staff needs of the agencies over the coming years. On planning state commissioned study places, the basis is the study carried out by the Praxis Centre for Policy Studies in 2008 “Labour Market Analysis and Labour Forecast of Estonian Institutions of IS” which aims to increase professionalism of the special officers by recruiting graduates of EASS to the institutions of IS. Unfortunately, it is not possible to be fully based on the forecast of the state commissioned education as due to the economic recession, the opportunities to recruit special officers have changed and changes have taken place in the structures of the agencies.

Efficient work is performed in cooperation with the Ministry of the Interior and with the authorities on identifying training needs, as a result of which the number of student places in recent years has been approved in the early spring, which greatly simplifies the preparation for the beginning academic year. Before the confirmation, the number of student places is analyzed in the Council of the College. The number of student places formed on the basis of the state-commissioned education (SCE) is approved by Minister of the Interior in accordance with Regulation No. 13 “The Procedure of Drawing Up SCE in the Area of Government of the Ministry of the Interior” from February 25, 2009 and the number of non-state budgetary places are approved by the Rector based on the possibilities of the Academy (the lecturers/financial resources) and the needs of the agency.

Results:

- 1) The number of state-commissioned student places is in real balance with the actual needs of the labour market, due to which graduates of the recent years have been able to find employment in the acquired specialty.
- 2) Figure 6 Dynamics of (SCE) and non-state budgetary (NSB) study places in the years 2007-2012



The number of SCE and NSB study places is characterized by a constant decrease. By specialties, the tendencies of planning the study places vary and are based on changes taking place in the respective agency (e.g. the number of state-commissioned places in the curricula of rescue has increased and the SCE in the specialty of Border Guard service has been terminated, as the Border Guard Board merged with the Police Board and preparation of the officials is conducted under the joint curriculum.

2.1.4 The compliance of the rules of admission with the mission and objectives of the Academy, supporting the development of a motivated student body

For the purpose of a motivated student body and for introducing the specialties, cooperation is carried out with the IS agencies, ministries and institutions of professional higher education. Admission rules are laid down in the Council Decision “The Terms and Procedures of Admission to EASS and exclusion from EASS”. Admission tests and their evaluation criteria are based on the requirements of the relevant agency to the individuals admitted to service. In 2011 the admission requirements were harmonized across specialties and the tests were aligned with the real needs instead of the increased requirements. So the system became more transparent, clearer and more student-friendly (e.g. the assessment criteria set for physical tests were harmonized, submission of documents was simplified by joining the Admissions Information System (SAIS)

and graduates of professional higher education can continue their studies at the Master's level in the same year if their average grade is at least 4.6. Special committees involving both the employees of the agency and the Academy are formed for conducting admission tests.

Admission takes place **in open competition** (target groups being high school graduates and persons not connected to the service) **and inter-agency competition** (the target group being the working staff). The inter-agency competition is conducted by the relevant agency that sets the rules for admission. **Testing of the candidates** for professional higher education and vocational education **consists of several steps:** (1) knowledge of the official language (Estonian language state examination results of at least 40 pts or the candidate performs an additional Estonian language test at the Academy), (2) general study capability (the high school diploma average grade for the mother tongue, in a foreign language and in mathematics), (3) physical fitness within the set norms (4) motivation to learn and work in the field of IS (the professional aptitude interview). Important for admission to the Master's studies is prior exposure to the field of IS, the knowledge of English language and a vision for a future Master's thesis.

EASS has put emphasis on the prior clarification of the above admission requirements among the student candidates: on the web site is information on the content of the admission tests and sample tests of the Estonian language, during open days it is possible to practice the physical tests or to participate in preliminary tests. As of the admission of the academic year 2011/2012, submission of the documents takes place via the electronic entrance system SAIS, which facilitates the completion of the admission process.

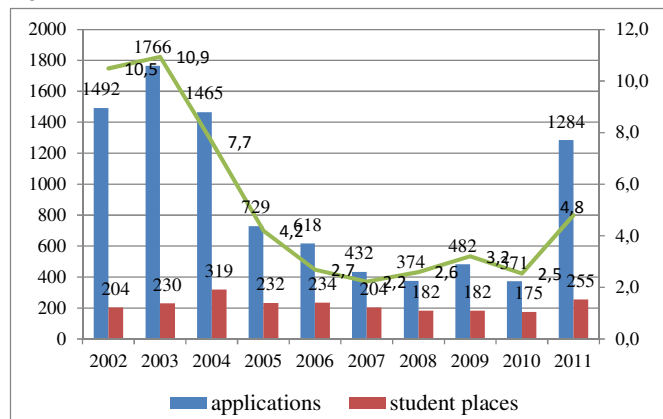
For introduction to IS related specialties, preliminary IS related education in the schools of general education has been expanded. The two-year preliminary education is performed as an elective subject of the curriculum of secondary schools with the aim to provide knowledge and skills that are necessary to protect public order, guard the border, carry out fire and rescue work, prison work and the work of customs and tax officials. At the end of both academic years, a training camp will take place in the rescue school and the police school. The young person who has passed preliminary education is able to take the exam of an assistant rescuer or an auxiliary police officer and will be awarded extra points at admission.

For introduction of the specialties, advertising in mass media is used. EASS participates in information fairs (e.g. Teeviit (Signpost); Orientiir (Landmark), etc.), arranges open days, conducts student shadow days and introduces specialties on the days of IS conducted in secondary schools. For introduction to the Master's studies, representatives of the agencies are provided with the opportunity to attend lectures conducted by the Open Academy.

Results:

1) The students value the learning process and the Academy and there is a significant improvement of the valuation of the decision to study at the Academy: in 2011, 93% of respondents were very satisfied (2009, 63%); mostly satisfied 5.9% (2009, 6%); not satisfied at all 0,7 (2009, 17%) (Learning Environment Satisfaction Survey 2011)

2) Figure 7. The number of student candidates and student places and the competition in 2002 - 2011



In the years 2003-2007, a decline occurred both in the number of candidates and in the competition: as a positive trend, as of 2007, the competition has been increasing. As a result of continued efforts over the years, in 2011 a record number of candidates participated in the admission competition, which was most of all influenced by using the electronic entrance system SAIS and a new extensive advertising campaign in different media channels.

3) The survey conducted for marketing performance assessment showed (academic year 2011/2012) the preferences of the main channels of information of the student candidates:

home page (81.5%), Facebook (40.7%) and information fair "Teeviit" ("Signpost" 37%). The recommendation of officials and friends/acquaintances attending/graduated from the Academy was also very important. According to the last poll, most recommendations have been received from rescue officials (44.4%), friends/acquaintances (37.0%).

- 4) The results of the preliminary education on IS are provided in the results 4.1.1. In 2011, two persons who passed the preliminary education submitted an application to commence study.
- 5) In the academic year 2010/2011, out of the 94 people who participated in the Open Academy, 3 submitted applications to the Master's studies on IS in the academic year 2011 (link to 4.2.1).
- 6) For clarification of the admission tests, in 2011 an electronic learning object "[Physical tests](#)" was completed, which helps to successfully perform the physical test. In the summer of 2011, a week-long course in the Estonian language took place in the Language Centre for 12 young Russian speaking people from East-Viru County, out of whom 3 people successfully passed the admission competition
- 7) According to the Action Plan for East-Viru County (Ida-Virumaa tegevuskava) a special scholarship was created to motivate and support vulnerable young people of important target groups. In the academic year 2011/201 an additional scholarship is paid for one person admitted to the Academy and to one student under the "Statute of the scholarship of the East-Viru County scholarship" and "Sports Scholarship Statute".

2.1.5 Creating opportunities for learning at the Academy for persons with special needs

EASS is ready to create learning opportunities for people with special needs, who have passed the admission tests. Due to the requirements of employment in service, access to the curricula of the field of police, rescue and corrections is limited for students with physical special needs as the candidates must pass physical tests. Regardless of physical special needs it is possible to attend the specialty of Customs and Taxation, the specialty of Emergency Dispatcher and in the Internal Security Master's studies. As of now, no people with special needs have commenced their studies in these specialties. In the admission of the year 2011, for the first time there were candidates who asked for opportunities to obtain discounts on paying their tuition fees. This issue was discussed in a meeting of the admission committee and it was decided to submit to the Council of EASS a provision for "The Procedure for Reimbursement of the Tuition Expenses of Degree Studies" according to which special needs students have an opportunity to apply for reduction of the tuition fee by 10%.

On development of the learning environment, EASS takes into account the enabling of physical access for special needs students. In the study premises of the Police and Border Guard School in Muraste, there are conditions for special needs students, in the emergence of a need, it is possible to introduce further changes in other study premises.

Results:

- 1) As learning objects, 28 educational materials have been created in which audio equipment is used and with the help of which studying is possible for visually impaired students.
- 2) With the decision of the Council of EASS "The Procedure for Reimbursement of the Tuition Expenses of Degree Studies" was amended with the possibility to reduce the tuition fees of special needs students.

2.1 Performance of the learning activity and the development activities of formation of the student body

The planned development activities	The expected result
Analysis of the impact of the amendments introduced in the admission procedure entered into force in the year 2011.	The amendments of the admission procedures and the admission process of 2012 based on the results of the analysis (spring 2012).
According to the Higher Education Strategy 2006-2015, an analysis of possibilities of physical activity for special needs students.	Mapping of the physical learning environment of the Estonian Chamber of People with Mobility Disability (2011) Further developing the learning environment (2012).
Supporting of the students' competitiveness internationally	Operates the English language module of the IS Master's program and has been launched an international IS Summer Academy (2012)

2.2 Curriculum Development

2.2.1 Opening of curricula based on the objectives of the Academy and the needs of the labour market, taking into account the country's strategies and society's expectations

Upon opening of new curricula, the main trends in European higher education policy, the needs of IS related authorities and the society, as reflected in the development plan of the area of government of the Ministry of the Interior (VAAK) have been taken into account. The representatives of the Ministry of the Interior, the appropriate agency and the Academy have been involved in the development of the curriculum. The main need to open new curricula comes from the employers in cooperation with whom the training needs are mapped and a work group for development of the curriculum is established. The project is coordinated by the Council of the College and approved by the Council of the Academy. Opening of the curricula takes place in accordance with the "Statute of the curriculum"(SoC) approved with the decision of EASS.

In cooperation with partner universities and authorities, in 2009 a Master's program unique in Europe was launched in social sciences, with a view to offer master's degrees across the specialties in the field of IS, allowing the acquisition of the competence to manage IS organizations. Heterogeneity of the target group ensures the opportunity of implementation of the curriculum in the future, mainly based on the need to develop dynamically the competence of the officials in the field of IS, as well as the formal requirement set by the Ministry of the Interior for qualifications of top and middle managers. Under the regulation of the Minister of the Interior, the requirement for Master's education shall apply to most top managers of IS agencies by the year 2015.

Results:

- 1) In recent years, two strategically important new curricula have been developed and opened: In 2009, **Master's program on IS** (to ensure the development of the area of IS across specialties and conducting of applied research important for the state); in 2011, **curriculum of professional higher education of Police Service** (to ensure employees with new competencies for the merged PBGB).
- 2) On five curricula of vocational education, new curricula of the Academy have been approved in accordance with the national curricula of the year 2010.
- 3) As a result of the Transition Evaluation, the curricula of the Academy received the highest evaluation and the committees found that the curricula meet the expectations of the state and society, the needs of the labour market and the goals of the Academy. *"The curriculum has been prepared in cooperation with the ministries and agencies providing IS according to their needs for qualified personnel, as well as based on the need of EASS for qualified teaching staff and professional research staff of IS"*(An expert evaluation of the curriculum group of IS2010).

2.2.2 The systematic approach and regularity of the curriculum development activities and the involvement of various interest groups in the development of curricula

The lecturers, students, alumni and employers are involved in curriculum development working groups. Since 2006 there have been significant developments - the curriculum developers have been trained both in the intra-Academy trainings and in the training of the "Primus" program "Outcome-based curriculum in higher education". In 2006-2007 the curricula of the Police, Corrections and Taxation and Customs were conditionally accredited, which pointed to several shortcomings in the curriculum development process. Accordingly, since "The Development Plan of EASS 2007-2009", the goal has been improving the quality of learning. In 2007 the transition to outcome based curricula began, which contributed to the improvement of the learning process. Cooperation with employers enhances the outcome based curricula, for example employers' contributions were limited to participation in the Council of the Curriculum or the Council of the College, but in the last three years, they have been involved in defining the learning outcomes (2007/2008) and work groups of outcome-based assessment (2008 - 2010). At IIS, similar to the Councils of Colleges, there was established an advisory body for development of the Master's

studies and organization of the cooperation of the relevant government agencies. As a result of the continuous process of curriculum development, the curricula are reviewed annually and the formulation of learning outcomes is also improved, based on the experience of teaching and outcome-based experience. Curriculum development is performed through various decision-making bodies, which on the one hand makes it a long-term process, but on the other hand ensures the involvement of important partners.

Additional funding has been requested for the development of curricula. In the years 2006-2008, the curriculum of the Police was developed on the funding of ESF under the project "Going for Excellence" and in 2010-2013, the curriculum of Master's studies of IS is developed in the framework of the project KIS. Upon development of other curricula of higher education, the options of the program "Primus" are used.

From the learning activity-related quality projects of the academic year 2010/2011 a need grew for provision of a comprehensive evaluation of the curricula. In cooperation with the Department of Academic Affairs and the managers of the curricula the procedure of internal evaluation was prepared, which regulates the organization of internal evaluation of the curricula and the preparation and publication of reports. The aim is a systematic analysis of the learning activities and learning results in three areas (the learning activity, the learning environment, curriculum development), which is an input in curriculum development and improvement of the learning activity.

Results:

- 1) EASS was the first institution of professional higher education in Estonia to be fully transferred to outcome based curricula (2008/2009), as a result of which: **a) the structure of the curricula was streamlined**, substantive modules including a common block of general subjects were formed; **b) the volume of electives was increased**; **c) internships were made more flexible**, the internships lasting throughout the semester and dealing with several issues were changed into shorter internships based on learning outcomes; **d) the evaluation criteria of the graduation theses were determined**, which made the decisions of the evaluation committees of the graduation theses more transparent and supporting the students/supervisors in the thesis preparation process; **e) language learning was restructured**, a professional foreign language is a compulsory subject and as an optional subject it is possible to learn an additional foreign language so that the student would achieve the language proficiency necessary for learning a professional language. For development of language learning, the Language Centre has organized cooperation seminars for language teachers of institutions of higher education for discussion of learning outcomes and outcome-based assessment. The described changes were recognized in the year 2009 with the award of the program "PRIMUS", "For the remarkable work in developing competence-based curricula".

- 2) Table 24. Results of external evaluations of the curricula of EASS

Year	Name of the curriculum	Result
2002	Rescue Service; Public Administration	full accreditation
2006	Taxation and Customs;	accredited for three years
2007	Police Service; Corrections	accredited for three years
2008	Border Guard	full accreditation
2009	Corrections; the Police Service	full accreditation
2010	The curriculum group of business and management	perpetual education license
2011	The curriculum group of IS – professional higher education	perpetual education license
2011	The curriculum group of IS – Master's studies	perpetual education license

- 3) As a basis of curriculum development the SoC has been drawn up and the role of the manager of a curriculum has been introduced. The forms of the implementation documents of the curricula were prepared (lesson plans, subject programs, etc.).
- 4) As of 2011, in the framework of the project KIS: 1) the analysis of the structure and objectives of the curriculum of the Master's program has taken place, the internship has been associated achievement of the learning outcomes described in the curriculum, the list of elective subjects and

the learning outcomes have been revised, (2) the international module has been presented, (3) a film introducing Master's studies with English subtitles has been prepared, (4) three open-Academy lecture series and two new subjects have been developed: IS related operational activities (3 ECTS credit points) and the EU Immigration Policy and Supervision (2 ECTS credit points), (5) In the framework of the Research Conference 2010, an EASS workshop "International joint learning - opportunity or risk?" was held.

- 5) 50 faculty members have received training in curriculum development and outcome-based evaluation (e.g., "Curriculum Development at an Institution of Higher Education", 2007 "Outcome-Based Curriculum", 2008 "Outcome-Based Evaluation", 2009 "Outcome-Based Evaluation") Additionally, in the years 2008-2011, professional curriculum development workshops of the program "Primus" have been held. In the curriculum development workshops, over the last three years a total of 20 employers' representatives, lecturers from all the departments (35) and students from all specialties (5) have participated.

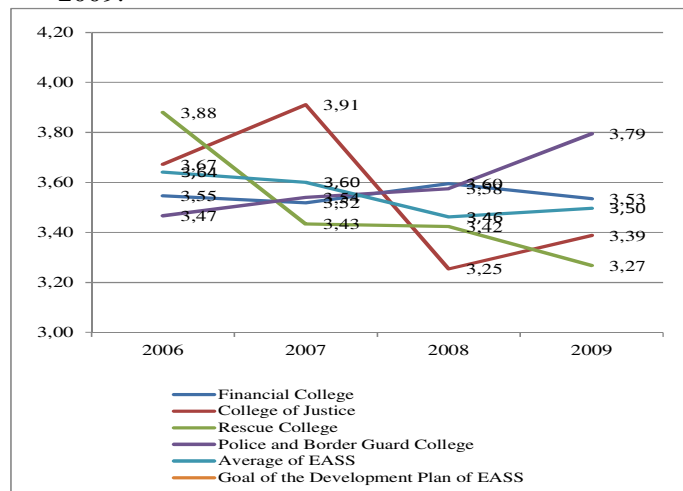
2.2.3 Employer and alumni satisfaction survey and taking into account the results thereof in curriculum development

The feedback from employers and alumni are generated mainly through direct communication. College directors and lecturers are involved in the activities of the agencies on a daily bases and thus can obtain information on satisfaction with the quality of the educational and the level of graduates. The representatives of employers and the alumni are largely an overlapping target audience, because employees in the agencies are predominately graduates of the Academy. Alumni and employer feedback is discussed in the Councils of Colleges where the main changes in the curricula are determined and in the management of the Academy. The most important changes introduced on the basis of the feedback of the alumni, or employers, are related to the organization of language learning and the internship.

For identification of the satisfaction of the alumni, a variety of alumni satisfaction surveys have been carried out among the alumni as a whole and by specialties. In 2008 and in 2011 an extensive alumni survey by the students of the Academy was conducted and formed the basis for two graduation theses and in 2011 a course paper was prepared. Additionally, in connection with development of the curricula in 2010, the alumni of the specialties of Taxation and Customs, Corrections and Rescue Service were surveyed. The employers' measured satisfaction was first studied by the Academy in 2011 under improvement projects. The study involved a Master's student with whom the questionnaire was prepared and the study carried out. The employers' expectations and current satisfaction were examined in four areas: (1) the quality of learning (knowledge, skills, personal characteristics, bearing the core values of the Academy), (2) organization of the internship (intern, supervisor), (3) the potential for cooperation with the Academy; (4) continuous education.

Results:

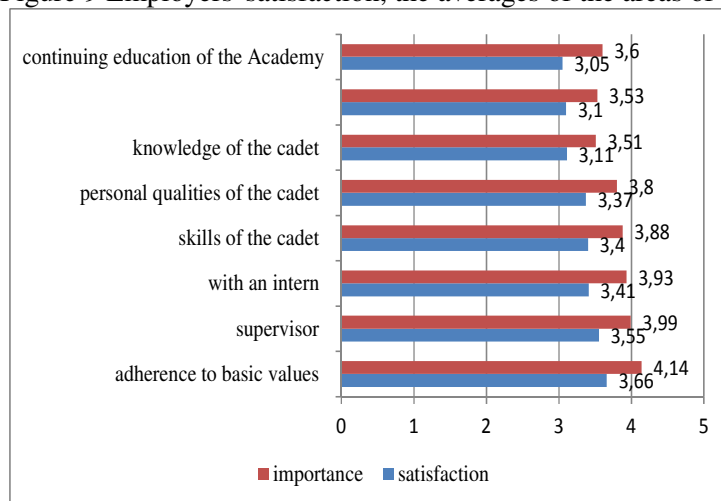
- 1) Figure 8 The average assessments of the alumni satisfaction by years of graduation 2006 - 2009.



The goal of the development plan regarding alumni satisfaction is 3.6, but the average satisfaction assessment of the alumni of the professional higher education and the Academy is lower. The highest satisfaction among the graduates of the years 2008 and 2009 are the alumni of the Police and Border Guard College (3.78); the alumni of the Rescue College and the CJ are more critical (respectively 3.27 and 3.39). There exists a negative trend in the satisfaction of the alumni in the assessments of the Rescue College as of the year 2006.

The main factors affecting the ratings of the alumni are dissatisfaction with language learning. By specialties it occurred that in the specialty of Rescue Service the foreign language skills, the IT skills and coping in the labour market needs further attention, in the specialty of Corrections, the foreign language skills and in the specialty of Taxation and Customs, the foreign language skills. The changes introduced in language learning in the 2008 are not reflected in the results of the alumni survey because the studies included alumni who studied a foreign language before the changes.

2) Figure 9 Employers' satisfaction, the averages of the areas of 2011 (5 point scale)



The employer satisfaction survey showed that the gap between the specialty of foreign language skills and the expectation was big. As a result of the cooperation of the MoJ and the CJ, the MoJ funds, from the academic year 2011/2012, a position of an extra-curricular lecturer of the Russian language to support the acquisition of the Russian language on level B1.

2.2. Curriculum development activities

The planned development activities	The expected result
Change of the curriculum of the Rescue Service.	In cooperation with the Rescue Board, analysis of the needs of amendment of the curriculum of the Rescue Service (2012).
Conducting an internal evaluation of the curricula for the first time.	In respect of all the curricula, internal evaluation has been carried out; the summary has been submitted to the Council of EASS (2012). The proposed development activities according to the results (2013).
Development of the common module of general subjects and continuous development of language learning in the professional higher education.	The modules of the general subjects of professional higher education are on a uniform basis. The performance of the changes in language learning has been evaluated and development activities have been planned. (2012/2013).
Routine collection of feedback from alumni and employers and organizing activities aimed at them.	The data of the graduates of the year 2011 collected in the SIS. There are regular seminars for employers on an annual basis. Alumni and employer feedback is examined every two years (2012).

2.3 The academic progress and assessment of the students

2.3.1 Monitoring and support of the academic progress of the students

Monitoring of the academic progress of the students is systematic; the principles have been defined in "the Rules of Organization of Studies". Learning outcomes are fixed at the end of the semester at the time scheduled in the academic calendar. The students have the opportunity to correct their academic deficiencies within a month of the beginning of the new semester. If academic deficiencies have not been corrected in justifiable cases, a deficiency liquidation schedule approved by the Director of the College is compiled for the students. The schedule of correction of academic deficiencies is also compiled by the students who suspend their studies at

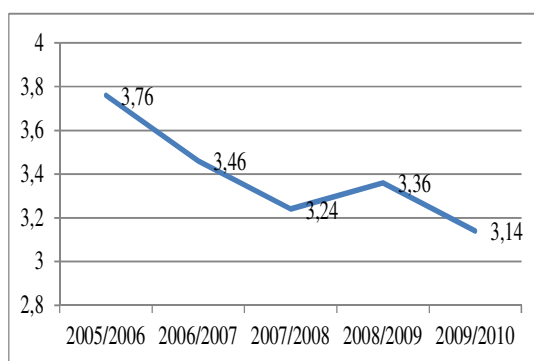
their own request. The detail of the schedule of academic deficiencies drawn up in the Colleges and the students' initiative in drawing up the schedule vary (the results of the audit conducted by the Department of Academic Affairs in the academic year 2010/2011). If a student has been exmatriculated due to academic deficiencies, he or she has the possibility to correct the academic deficiencies and to seek rematriculation.

In the curricula of professional higher education, full load studies are carried out with increased requirements, a system of student counselling has been developed at the levels of a College and of the Academy. The primary account of academic progress is kept by the academic assistants of the study groups who try to anticipate problems, informing the students of the requirements upon completion of studies and if problems occur, contact the student, help with drawing up a schedule for correction of academic deficiencies and with contacting the lecturers. The Department of Academic Affairs monitors the students' progress as of the 10th day of every month and in a summarized form at the end of the academic year. Annual summaries of the results of studies have been prepared since 2002 in order to assess the effectiveness of the learning process and compare the results of the academic year. Since 2007 collection of changes for "The Rules of Organization of Studies" is carried out on the basis of the proposals of the parties to the study process. Thus the principles of support and monitoring of academic progress is specified on a constant basis.

The Academy supports students' academic progress, creating favourable conditions for the dedication to their studies. EASS is one of the very few institutions of higher education in Estonia where the students attending state commissioned student places are paid a monthly basic scholarship during the studies (During the first academic year, 88.20 Euros, during the second academic year 99.96 Euros, during the third academic year, 117.60 Euros and during the fourth academic year 129.36 Euros per month), and additional scholarship based on the academic performance. Taking into account the academic results and the attendance, the MoJ pays additional scholarships to the students of the CJ. For the officials working in the prison service and police service prior to commencing their studies, the agency retains the average wage for the period of studies.

Results:

- 1) With the aim of supporting academic progress of students, the lecturers have the obligation in all subjects to submit to the SIS the study material of the subject and the calendar plan describing the outcomes, topics, the schedule, resources, evaluation of the subject and opportunities for correction of academic deficiencies. In the academic year 2010/2011, study materials were submitted for 90% of the subjects and the calendar plans for 80% of the subjects.
- 2) The study "The counselling needs of the students of EASS" indicated that in the students' opinion, academic advisors have the most important role for solutions of school-related issues.
- 3) With students, schedules for correcting academic deficiencies have been drawn up as of the academic year 2008/2009. In the first year, the proportion of the students with the schedule of correction of academic deficiencies was small, 0.038%, because it was a new approach, then in the following years, schedules for correction of academic deficiencies have been drawn up for an average of 0.10% of the students.
- 4) Figure 10 The dynamics of the average grade of EASS in 2006-2010



Across the Academy, academic progress is characterised by the average grade of the students, for which a target has been set in the Development Plan of 3.65. In the years 2009-2010, the results show that the target has not been achieved. The Vice Rector of Academic Affairs and the Head of the Department of Academic Affairs conducted discussions in the Colleges and Schools in the spring semester of the year 2011, to analyse the reasons for the decline of the academic progress of the students.

On the estimate of the teaching staff, the circumstances behind the decline of the average grade are the following:

- learning outcomes described in the curricula have led to higher demands for academic results and changed the evaluation - achievement of the threshold criteria are monitored more precisely; instead of comparative evaluation, criteria based evaluation is used and the grades in letter form, bear a different meaning than numbers;
 - in the curriculum there are voluminous subjects the acquisition of which is complex, and the lower score strongly influences the indicators of academic progress;
 - students' levels are more varied; the proportion of learners with a native language other than Estonian has increased and for them learning in the Estonian language is difficult at first.
- 5) According to the Rules of Study Organisation, students are entitled to receive further consultation from the lecturers. Lecturers can support the weaker students by allowing academic support (e.g., trainings to perform physical testing, consultations to complete engineering and mathematics related subjects, with the support of the MoJ, additional Russian-language instruction). For more gifted students, additional self development opportunities are provided (e.g., "Chemistry club" (Source: Improvement project: "Impact of the change in proportion of contact study "(criterion 3.3.1).
- 6) Academic deficiencies are the main reason for exmatriculation on the initiative of the Academy and the proportion thereof has increased as of the academic year 2007/2008 in connection with the specification of principles of academic progress in the Rules of Study Organisation. Per academic year 7.1% - 8.6% of the students were exmatriculated due to academic deficiencies. Advanced monitoring of academic progress has led to a significant increase of the proportion of rematriculated students (21% of those exmatriculated due to academic deficiencies) and the number of graduates as external graduates (12 graduates in the academic year 2009/2010).

2.3.2 Outcome-based assessment of students that supports learning and is in line with the learning outcomes

Outcome-based assessment of study results is consistent with the principles of outcome-based assessment. Described in the Rules of Study Organisation is the grading scale, the procedure of conducting exams and assessments, the formulation of outcome-based assessment results and the communication and challenging thereof. Achievement of learning outcomes is assessed by the responsible lecturer of the subject, except internships, graduation theses, final exams and course papers, where the grade is decided upon by a Committee formed of the lecturers and representatives of employers. Students have the right to perform the 2nd re-examination/re-assessment in front of the Committee. About 50% of the subjects are taught and assessed by several lecturers according to the partitions and criteria determined in the calendar plan. Ensuring the constructive cohesion of the subjects is contributed to by the subject program where the learning outcomes and the outcome-based assessment methods supporting the achievement of learning outcomes are indicated. The outcome-based assessment methods and criteria of the subjects and internships are described in the calendar plan so that achievement of the learning outcomes can be checked. For outcome-based assessment of the graduation thesis, there are cross-Academy criteria. The "Procedure of Graduation Theses" in the academic year 2010/2011 describes the procedure of defending the graduation theses. Outcome based assessment has been fully implemented and in the spring of the academic year 2010/11, the first class who completed outcome based learning was graduated.

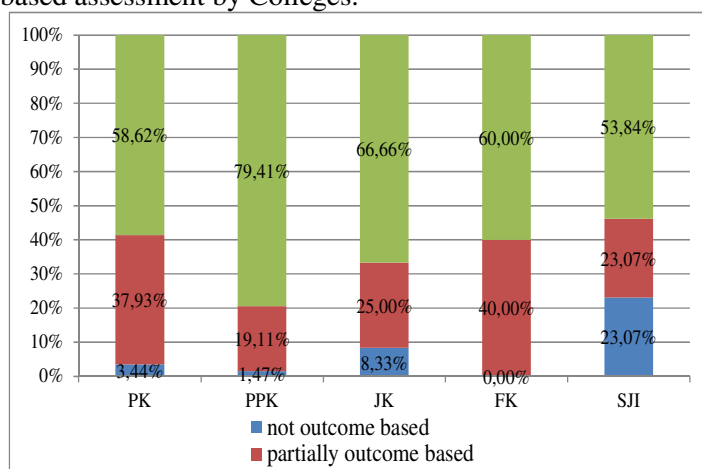
Transition to outcome based curricula/assessment was a big change for the lecturers, various trainings and seminars were organized for them. In the past three years, relevant training has been organized also for non-staff lecturers. Besides training, lecturers are supported by mentors and curriculum advisers upon implementation of outcome-based assessment. The best practices of the lecturers have been introduced both in discussion circles of the lecturers and on the Intranet. In the course of supporting and training the lecturers, adherence to the outcome-based assessment described in the calendar plan to the principles of outcome based principles has been analysed. In the spring semester of the academic year 2009/2010, the analysis "Adherence of Evaluation to Planned Learning Outcomes (HinKa)" supported by the program "Primus" was conducted. In the autumn semester of the academic year 2010/2011, the Department of Academic Affairs conducted an analysis of calendar

plans on the basis of which feedback was provided to the lecturers on accreditation and upon visitations of the Vice Rector of Academic Affairs and the Head of the Department of Academic Affairs in the Colleges and Schools.

For students, the principles of outcome-based learning have been explained particularly during orientation days, at the beginning of each subject course and for the group leaders, in additional trainings and briefings. On the estimate of the lecturers, the awareness of the students of outcome based assessment is low, but the conclusions of the survey “The Need for Counselling of the Students of EASS” showed an increase in the interest of the students. This has been shown in recent years by the complaints submitted by students, where the grade given by the lecturer has been contested for lack of outcome-based assessment criteria.

Results:

- 1) Examinations/assessments can be performed up to three times. In 2008/09, in 91% of the cases the course was completed in the first attempt, in 8.3% of the cases, the second attempt was needed and in 8% of the cases, the second re-examination was performed, which the students have to pay for and which on the student's request is conducted before a Committee. A repeat survey will take place in the academic year 2011/12.
- 2) According to the requirement of the Rules of Study Organisation, the lecturers have an obligation to prepare the evaluation reports within 7 days, in the academic year 2010/2011, 70% of the lecturers submitted the evaluation report on time. For the purpose of better communication of the results of the evaluation, SIS has been developed so that the student would have an overview of the results of the current evaluation and of the compared performance across the curriculum.
- 3) Professional examinations must be performed by the students of the specialties of Border Guard and Rescue Services and the vocational students of the Border Guard official, rescuer, rescue specialist and emergency dispatcher (criterion 2.1.2). Upon graduation from the Academy, a professional certificate is granted to 21% of the graduates.
- 4) Figure 11 Proportions of the relevant calendar plans complying with the principles of outcome-based assessment by Colleges.



The results of the analysis of calendar plans conducted in the autumn semester of the academic year 2010/2011 showed that 92% of the calendar plans fully or partially complies with the principles of outcome based assessment. For the purpose of clarity of outcome-based assessment principles, the conditions of correction of academic deficiencies require further coverage.

2.3.3 Accreditation of prior and experiential learning

Accreditation of prior and experiential learning (APEL), as part of the curriculum, has been taken into account since the 2004/2005 academic year and as of the academic year 2007/2008, the APEL system is used. With participation in the program "Primus", the collection of statistics of APEL was amended in 2009/2010, which ensured greater comparability with other institutions of higher education. The principal counsellors of APEL are academic assistants and the specialists of the Department of Academic Affairs and in the PBGC also the lecturers who have received the relevant training. Most of the APEL counsellors have undergone trainings on APEL counselling and evaluation. The counsellors of APEL receive remuneration from the funds of the PRIMUS program. APEL-evaluators are either lecturers or members of the APEL Committee, composed of the head of the curriculum, the lecturer and a specialist of the Department of Academic Affairs. From 2009/2010, trainings to APEL evaluators are performed on a specialty basis.

According to the activity plan of the 3rd sub-topic of “Primus”, for evaluation of the functioning of the APEL system, in the spring semester of the 2010/2011 an analysis was conducted on the applications, decisions and entries made in the student records for the purpose of evaluation of compliance of formulation and contents of APEL related documentation with “[The Principles of APEL](#)” agreed upon in the Primus program. The results revealed that the application form is complex for the students and the APEL Committee has not justified its decision and its relevance to further performance of the curriculum by the student. The biggest problem is formulation of APEL decisions in such a way that on their basis it would be possible to make correct entries in the student records.

Results:

- 1) Table 25 The number and volume of APEL applications across specialties in the 2010/11 academic year

Specialities	Number of APEL applications	Volume of APEL applications	Completely satisfied applications	Partly satisfied applications	Unsatisfied applications
IS (MA)	4	26	4	20	0
Corrections	8	79	6	1	1
Taxation and Customs	12	49	10	0	2
Rescue service	32	1029	26		31
Police	51	4075,1	29	12	0
Total	107	5258,1	75	33	34

- 2) In the framework of the 3rd sub-topic of the Primus programme, the following APEL trainings/seminars to raise the awareness of evaluators and consultants have taken place in 2010: training of evaluators (7 participants), four workshops for evaluators and counsellors (58 participants), two workshops introducing self analysis and APEL possibilities for counsellors and students (43 participants). In 2011 an APEL basic training for employers (17 participants), APEL evaluation workshops for evaluators (33 participants), an APEL briefing for students (18 participants), and for employees dealing with continuing education (11 participants) took place.

2.3. Development activities of academic progress and evaluation of the students

The planned development activities	The expected result
Making the schedules of correction of academic deficiencies more detailed, training of academic assistants, and analysis of the progress of the students with the schedule of academic deficiencies.	The quality of the schedules of correction of academic deficiencies has improved and the proportion of the students receiving a re-schedule has diminished (2012/2013).
Participation in the elaboration of the development task of registration for re-examinations in SIS, application for registration for re-examinations in SIS.	Partially implemented the possibility of registration for re-examination in SIS and the number of students with an unclear status has diminished (2011/2012).
Conducting trainings related to evaluation of students/providing feedback for lecturers, analysis of the results of subject monitoring.	Satisfaction of students with the feedback or evaluation of the lecturers has a positive trend (2013)
Simplifying the process of APEL for the applicants and quality improvement, communication of the changes to the students and the evaluators.	The procedure of APEL has been changed, simplified principles of APEL, a seminar for the members of the APEL committee on the topic of compilation of APEL decisions has been conducted (2011/2012).
Analysis of the comments provided in the challenges and feedback questionnaires submitted by students.	The challenges submitted by students have been separated from other applications and the report of internal evaluation of the curriculum reflects the substantive analysis of the challenges and the development activities (2011/2012).

2.4. Support processes of learning

2.4.1 The operation of the organization of study to ensure completion of the studies by the students within the nominal period of time

The organisation of studies operates on the principle of the system of a “study year”, based on which the admitted students are divided into study groups according to a joint syllabus. The syllabus is an implementation document of the curriculum where the compulsory subjects are divided into semesters based on the substantive sequence of teaching the subjects. If a student does not pass the subject provided in the syllabus by the due time he or she is motivated to draw up a schedule for correction of their academic deficiencies. If the student does not adhere to the approved dates of the schedule, exmatriculation shall follow. Those exmatriculated due to unsettled academic deficiencies are entitled to pass exams, assessments and defences in the capacity of external students based on the rate established by the Council of EASS. After correction of academic deficiencies as an external student, the person is entitled to request rematriculation, which is normally permitted.

The important starting point of the organisation of study is the obligation of a state-commissioned student to attend the studies, which ensures a more effective achievement of learning outcomes and contributes to the completion of the studies within the nominal period of study. Upon failure to attend the studies, the basic scholarship will be reduced proportionally. The participation of an NSB student in the studies is recommended, but the lecturer has the option to set the conditions of attendance.

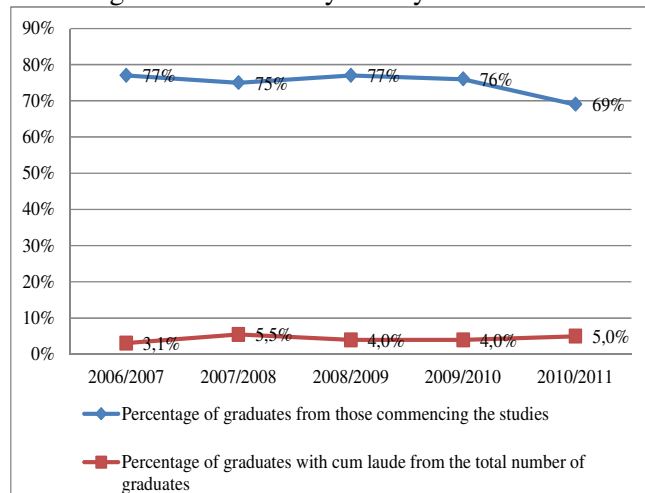
Stability is essential for functioning of the organisation of studies, especially so that the distant students are able to combine learning and working. For this purpose, principles for compilation of the time table have been defined in “The Procedure of Planning the School Year” (e.g., specific days of the week, when there are distance studies at school and when elective subjects take place). Upon drawing up the time table, it is taken into account that the examinations and assessments are given earlier in the day and that the non-staff lecturers receive an appropriate time.

For coordination of the operation of studies and supporting the students, positions of academic assistants have been created for Colleges. Academic assistants are responsible for advising students, compilation of time tables, supporting the lecturers, keeping records on academic performance and primary support of the students. The results of the study “The need for counselling of the students of EASS” suggest that the students feel that the greatest support is provided by academic assistants whose contribution towards graduation within the nominal period of study cannot be underestimated.

Supporting the students in the process of drafting the graduation thesis and the Master's thesis takes place with the documents “The Procedure of the Graduation Thesis” and “The Procedure of Compilation and Defending of the Master's Theses” which helps to contribute to completion of the studies within the nominal period of study. Of key importance in ensuring the quality of the graduation thesis is the preliminary defence, when the paper being defended is essentially complete and the author has an opportunity to improve the thesis on the basis of the feedback received from the committee. The obligation of a student of a state-commissioned student place to reimburse tuition costs if he or she shall be exmatriculated before graduation certainly motivates the students to complete the studies within the nominal period of study. The obligation to reimburse tuition costs is based on the “Institutions of Professional Higher Education Act” and the procedure has been approved by Regulation No. 61 of the Minister of the Interior dated 25 July, 2007 and named “The Procedure of calculation and reimbursement of the tuition costs of EASS”. Flexible terms are available for payment of the tuition fee, in which the student can choose how many payments a year they can make towards the tuition fee.

Results:

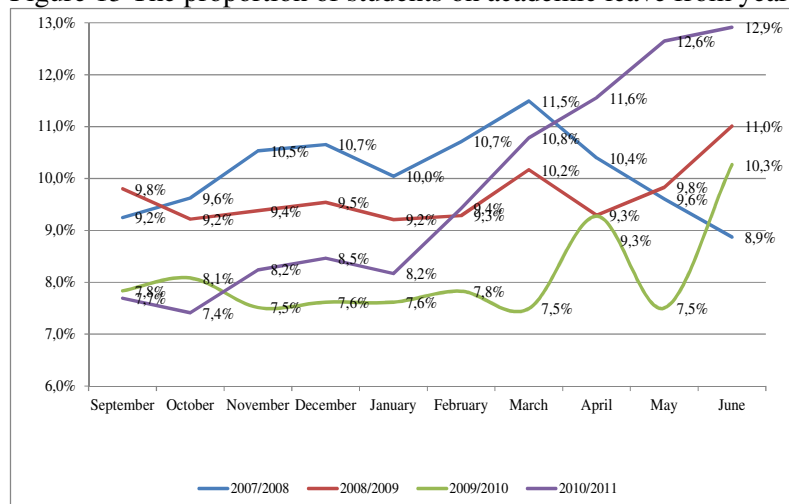
- Analyses of the results of the preliminary defences and final defences show that the theses are defended with more positive outcomes after the preliminary defence, but 49% of the students pass the preliminary defence conditionally or with a negative result. The students who passed the preliminary defence conditionally have the opportunity to supplement their work, but the proportion of those students who decide to suspend their studies is large.
- Figure 12. The proportion of students starting the studies compared to the proportion of graduates achieving cum laude from year to year



69-77% of the students complete their studies within the nominal period of study. It is positive that the proportion of students who have graduated cum laude has been stable over the years. The smaller proportion of graduates in the previous academic year is related to the small number of graduates of the Master's program. The proportion of the students who graduate has an impact on the fulfilling of state commissioned education (link to 2.1.1), the results of which in the recent years do not meet the objectives and EASS has analysed the factors having an effect on graduation.

In 2011, the first 11 students of the Master's studies in IS graduated, which represents 27.5% of the original number that started in 2009. Their feedback to the graduation theses/final examinations revealed that the graduation period was made more difficult by the tight schedule, especially the extremely high study load in the last semester (criterion 3.3.2).

- Figure 13 The proportion of students on academic leave from year to year



The proportion of students who graduate is influenced by suspension of studies due to failure to complete the graduation theses by the due time. In connection with the specification of the requirements set for a graduation thesis (2008/09) the proportion of the students taking an academic leave at the end of the academic year has increased.

2.4.2 Academic and career counselling of students

According to "The Rules of Study Organisation" counselling of students is conducted in a multi-level way by different persons. The process has involved group leaders, the academic assistant of the College, lecturers and the Heads of the Departments and the Director of the College. The student can turn, with primary and general questions, to the **group leader** who in cooperation with the academic assistant and the Director of the College will find a solution to the problem, or in severe cases it is possible to turn to the Vice Rector of Academic Affairs or to the Rector. General information about living and learning at the Academy is communicated to the students through mailing lists. **The academic assistants** counsel students on the issues related to organisation of studies, the curriculum, class schedules and calculation of the scholarship, evaluation of their academic results, APEL and the

tuition fee. The academic assistants contact the student if there are academic deficiencies and if he or she does not show an initiative towards correction of the deficiency. In more complex issues related to the rights of the students and to the curriculum, the students are advised by the **Director of the College**. The **lecturer** advises students on issues related to completion of subjects in the consultation times indicated in the calendar plan of the subject, at the consultation time of the lecturer or at the time set by mutual agreement. **Students may** seek advice regarding the subjects from the lecturers of the Chair or from the Head of the Chair. The **employees of the Department of Academic Affairs** advise students on the general issues related to admission and organization of studies. The **foreign relations specialist** advises foreign students and the students wishing to participate in student exchange programs about opportunities for studying abroad.

For support of the induction of the first-year students, orientation days at the Academy and the College take place before the start of the studies, which provide an overview of the organisation of work and study, the core values of EASS, the curriculum and the counselling system. For receiving information of the future profession and the employer, the Colleges organize visits to agencies for first year students. New students are introduced to the library homepage, e-library and other options for usage of information. It is also possible to receive training for the search of information as appropriate and the selection of the topics of interest.

Career related outreach activities are carried out when disseminating information about the specialties of the Academy in relevant fairs and information days, involving representatives from the agencies. All the curricula include subjects dealing with the professional organization and career opportunities. In recent years, the expectation of day students to obtain a more accurate overview of their targeted agency has emerged. The expectation of distance students is to receive more information about changes within the agency. To this end, as of 2009, the Minister of the Interior and the Director General of the Rescue Board have introduced their respective agencies to the students in the capacity of guest lecturers.

The availability of counselling services are provided during the entire period of studies. During the internship, a student can first turn to the internship supervisor assigned to him or her. If no solution is found or the student is experiencing problems with the supervisor, the student has the right at any time to turn to the lecturer coordinating the internships in the College who, according to his or her competency, tries to solve the problem or forwards it to the Director of the College.

The sub-theme 6 of the program PRIMUS, "Coping of the Student" focuses on training of employees involved in the counselling system and enhancing mutual cooperation. Supervisions are held for the administrative personnel of the Colleges, aimed at the enhancement of cooperation between administrators (Director, Deputy Director and academic assistants), which will increase the quality of cooperation with students.

Results:

- 1) A study of the alumni of Estonian Universities (R. Eamets, 2011) showed that 3% of the alumni of EASS used the counselling system, 89% of the participants said they did not need counselling and 9% of the alumni felt the need for counselling, but found no options.
- 2) Students evaluated their satisfaction with support services at 4.19 on the 5-point scale (Learning Environment Satisfaction Survey 2011). The highest evaluation was the support staff's willingness to help students: 89% of respondents were very satisfied and satisfied. The high evaluations of the students indicate the competence and willingness of the employees to cooperate, offering support services (academic assistants, employees of the Financial Department, the Department of Academic Affairs and the employees of the Administration Department).
- 3) During 2010, a survey "The counselling needs of the students of EASS" was conducted which showed the areas of the counselling system where further development is needed, such as career counselling and improvement of information counselling, etc.
- 4) Since 2008, 90% of the academic assistants of EASS have undergone training in counselling techniques).
- 5) Under the "Primus" program the counselling system of EASS was significantly advanced in 2010 with seminars and trainings such as: "Supervision and preliminary interviews for the administrative employees of Colleges", a career counselling seminar for student counsellors (14

participants), trainings and information sessions for group leaders have been organized (16 participants).

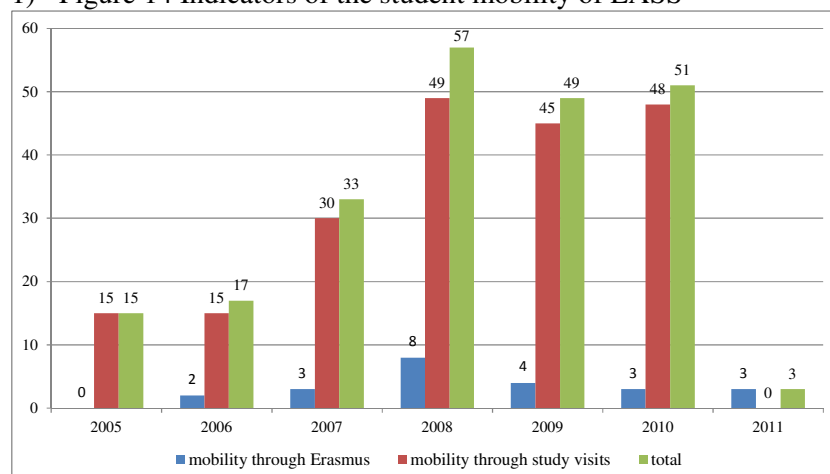
2.4.3 Support for International Mobility of the Students

Students have the opportunity to acquire knowledge in professional internships abroad with the help of scholarships from various funds and institutions of higher education or in the framework of student exchange on the basis of agreements between countries and institutions of higher education (such as FRONTEX and ERASMUS). The students and interns participating in the programs of European lifelong learning, Comenius and Erasmus, can participate in EILC in foreign countries free of charge. The language courses are paid for by the European Commission and they also cover the costs of accommodation; the students are entitled to apply for additional support of Erasmus to the extent of a one month of study. The Archimedes Foundation offers other mobility programs. All the information is centralized on the homepage under “Studying abroad” and “Internships abroad”. According to the Development Plan, it has been planned to increase the number of students attending foreign universities under the ERASMUS program, given the current and potential base level of the ERASMUS student exchange program, which depends primarily on the growth of the reception capacity of EASS and the financing decision of the Archimedes Foundation (the base level of the mobility of students, lecturers and employees have been linked with respective coefficients by the Archimedes Foundation, the number of student exchange places is determined by the Council of the Foundation).

For students of EASS, the Colleges mainly organize short-term professional study visits to partner universities. The short-term study visits of the CJ are designed to explore how corrections studies take place in other countries and what the working arrangements and conditions are. The 3rd year students of the specialty of Corrections and their lecturers mainly visit the training centre and prison in Finland, the training centre of the prison authorities and various prisons of Lithuania and the Latvian training centre in Riga and Valmiera Prison. The short-term study visits of the Rescue College are designed to give students a comparison with other rescue schools and rescue systems. The study visits of the Rescue College take place in the framework of the subject “Information Systems and Data Processing” in the Vilnius Rescue School, the Polish Main School of Fire Service and the Helsinki Rescue School. The students of the PBGC attend conferences at the Finnish Border and Coast Guard Academy and in the last two years participated in student exchange programs at the Police Academy in Niedersachsen, Germany.

Results:

1) Figure 14 Indicators of the student mobility of EASS



In 2011, questions regarding mobility were included in the learning environment satisfaction survey. Availability of information regarding student exchange opportunities was evaluated at 3.66 and the sufficiency of mobility opportunities was rated at 3.51 (on the 5 point scale).

2) As of 2011, the Academy has 19 bilateral agreements. Educational institutions operating in the area of IS have also requested the ERASMUS Charter - therefore the number of bilateral agreements has doubled (reference to the home page). Students attend predominantly short-term study visits (average duration of 2-10 days), providing an overview of the work of partner institutions and training centres, and curricula. The problem is to find suitable partners, since the specialties and curricula of public service of each country are very specific. Most of the subjects

passed in the framework of the ERASMUS program cannot be substituted at the Academy; the student performs them in addition to their curriculum.

3) Table 26 Incoming students to EASS

	2007	2008	2009	2010	2011	Total
EILC	16	64	64	47	31	222
ERASMUS		1		1	1	3
OTHER (agreement)				2		2
Total	16	65	64	50	32	227

In recent years, 6 universities instead of the usual 2 to 4, have been applying for organizing EILC summer and winter courses and therefore each university is allocated only one group of 16 students for the language course both in winter and summer.

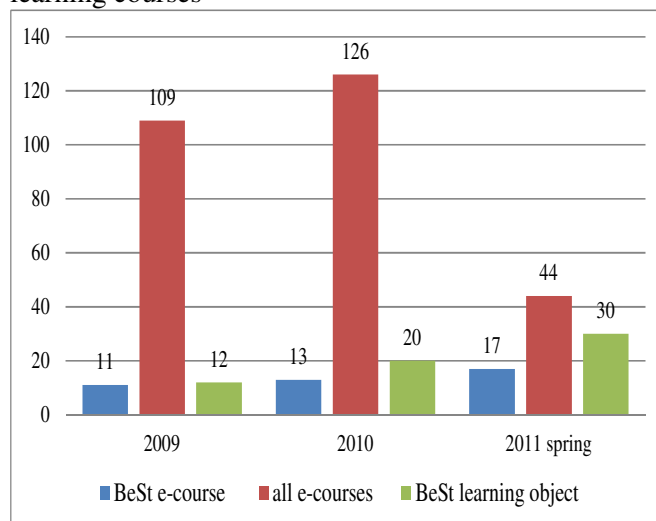
2.4.4 Usage of modern technological and educational technological tools for organization of studies

For organization of studies there are available four different study premises providing different possibilities (criterion 1.3.3). There are various educational technology tools used, such as in 2009/2010, the transfer to a new SIS took place which greatly increased the opportunities and resources to communicate study related information (e.g., timetables, teaching materials, evaluation results, review of performance of the curricula, responding to the feedback questionnaire, etc.). Besides SIS, lecturers can use e-learning and create learning objects to conduct their courses. In EASS, the IVA and the Moodle learning environments are used; in addition to open source tools for creation of learning objects, the platform “Home of the Learning Objects of EASS”, created on the basis of the home page can be used. The studies are supported by the library facilities, the e-library, which is an integrated system of electronic collections and other services that comprises the publications of the publishing house of EASS in the e-book form in an e-catalogue, links to e-databases, e-magazines, e-materials and lists of defended graduation theses. An e-learning support system has been created. As of 2008, the Academy has employed a full-time educational technologist, “E-learning Development Plan of EASS” has been compiled, “The Procedure of E-learning courses and Learning Objects” was established and the home page of “Home of Learning Objects of EASS” was created.

In 2010/2011 the unit named CIALT began its operations that grew out of the activities of the project "Safe and secure". The main objective of the unit is to provide methodological and education technological development and training service for degree studies and continuing education of IS, to enhance operational and tactical preparedness for disasters and terrorism consequence management. On the basis of CIALT, continuing education and subjects in the curricula of degree studies are conducted.

Results:

1) Figure 15 Dynamics of the number of BeSt e-learning courses and learning objects, and all the e-learning courses



Creation of e-learning content has a positive tendency in regard to e-courses as well as learning objects developed in the framework of "BeSt" program. The number of lecturers conducting e-learning for the first time is increasing. Two of the e-courses created by lecturers have been recognized with the "Quality mark of an e-course". E-courses make up 51% of all the subjects of the curriculum of Taxation and Customs, 33% of the curriculum of Corrections, 28% of the curriculum of Police and 19% of the curriculum of Rescue Service.

3) The software and virtual simulation programs managed by CIALT are in addition to continuing education used in the following subjects: Operational Communications (MA curriculum), Disaster

Management, Fire Safety Requirements in Planning and Construction (Rescue Service) and Organization of fieldwork and Police Activity in Crisis Situations (Police). Compared to the two programs in 2007, six different virtual simulation platforms are used, which in addition to teaching, also offer the opportunity to conduct professional applied research. Every year at least two new fields of study have been added in which virtual simulations are used.

3) Table 27 Achieving e-learning targets

Objectives	Base level	2010
Objective 1 indicator: the proportion of the lecturers participated in trainings on e-learning	6,7	Objective 8%
		Result 18%
Objective 2 indicator: number of information activities per academic year	4	Objective:8
		Result 20
Objective 3 indicator: number of cooperation seminars	5	Objective: 5
		Result: 5

The first year of the “E-Learning Development Plan of EASS” was productive. It was positive that besides lecturers, also a number of administrative staff developed their educational technological competency and the number of workshops conducted for the purpose of enhancing both cooperation and communication exceeded the plans

2.4.5 Periodic gathering of feedback from students about the functioning of educational and support processes and taking into account the results through improvement activities

One of the indicators of the quality of education is the feedback from students to the learning process. For the assurance and assessment of the quality of education, various feedback surveys are conducted. In the spring and autumn semester students evaluate subject courses and the quality of teaching thereof, on the basis of which the Department of Academic Affairs maps the most important trends and makes improvement proposals to the management. As of the academic year 2010/2011, a new SIS is used at the Academy in which the module for monitoring of the subject is integrated. Subject monitoring is conducted in two survey environments: study groups, from admissions in 2009, are using the LimeSurvey environment for feedback questionnaires; the users of the new SIS - from admissions in 2010 - are questioned with the help of the new subject monitoring module. For monitoring of the Master's study module, feedback seminars are held twice a year, during which Master's students discuss the content and organization of the studies and the quality of teaching. The results of the feedback will be reflected in the evaluation of the lecturers and on the improvement of the quality of teaching. Also, very important is the active involvement and the input of the Student Council in the decision-making process of the Academy and in the creation of additional opportunities for representing the interests of students, including management meetings, participation in workshops, etc.

In 2010/2011, the principles for a comprehensive feedback system were developed, where in addition to subject monitoring the provision of feedback to the other parts of the curriculum will take place. The feedback questionnaires of internships, graduation theses and final examination have been developed and implemented in pilot groups. The results of the feedback surveys are integrated into the teacher evaluation system, the average evaluations form the basis for election/evaluation of a lecturer and as input for conducting development interviews.

The students' feedback to the teaching and support processes are examined in the learning environment satisfaction survey which was conducted in 2009 and 2011.

Results:

- 1) Student satisfaction with the learning environment (criterion 1.3.3) with the support services (criterion 2.4.5).

2) Figure 16 The average evaluations of student satisfaction 2006 – 2011.



The students' satisfaction with teaching quality has been examined since the academic year 1999/2000 and the conclusions on the Academy level have been made since 2002/2003. On three occasions the questionnaire/organization of the survey has been revised to better meet the needs of the Academy. Student satisfaction has a positive trend and the objectives set in the Development Plan have been achieved.

support processes of learning

The planned development activities	The expected result
Increasing the proportion of graduates, analysis of the reasons of failure to graduate (how many defend their theses successfully, how many suspend their studies and how many graduate later, after taking academic leave).	The conditions of preliminary defence or the further fate of those failing to pass the preliminary defence analysed, questionnaire of drawing up the graduation thesis and supervision conducted and the activities for increasing the proportion of graduates planned (2011/2012)
Compilation and application of the principles of career information and counselling.	A system of career counselling has been created across the Academy. Regular career information is conducted in the Colleges (2012/2013).
Introduction of the opportunities for psychological counselling for students (information days, briefings, home page, notice boards).	The students are familiar with the opportunity of psychological counselling (2011/2012)
Development of the principles of organization of studies of the Erasmus students and of the module of international studies aimed at them.	Students of the Erasmus program participate in the studies of EASS (spring semester 2011/2012).
Amendment of the procedure of subject monitoring with internships and the feedback questionnaire of graduation theses/final exams.	The students provide feedback of the subjects, internships and the graduation theses/final exams (2011/2012).
To support the mobility of the Master's students in the framework of the DoRa program and the mobility programs of CEPOL and FRONTEX.	One long term and five short term student mobility places of DoRa filled (2011/12).
Evaluation area 3. RESEARCH AND DEVELOPMENT OR CREATIVE ACTIVITIES (R&D)	
3.1 R&D performance	
3.1.1 Definition and performance measurement of the objectives of the field of R&D	

R&D serves two main objectives: (1) to support the learning process, development of teaching aids and lecturers in both degree studies and continuing education; (2) to ensure new knowledge and innovative solutions for EASS and other agencies of IS in order to develop their activities and

enhance IS in Estonia. The Development Plan defines the objectives, activities and the indicators of achievement of the objectives of R&D. The framework priority topic of R&D for the years 2010-2014 is: "Internal Security in a globalizing world: new forms of challenges and problems threatening Estonia". The objectives and activities of R&D are reflected in VAAK and thus are subject to the state budget. Priorities for R&D provide that every graduation thesis, Master's thesis or a result of research of an employee of EASS, creates new, previously unpublished knowledge of a scientific phenomenon or issue. The established priorities and guidelines of R&D are mandatory for all students and employees to comply with in their application of adding R & D (including writing and supervision of Master's theses) to the standard work load and accounting for it as additional work.

The Research and RDC cooperates on performance of its duties with the ministries and other government agencies, local governments, research and development institutions and other agencies where necessary (c.1 (4)). Within the competence of RDC is the ordering of R&D activities from the members and partners of EASS which meet the priorities (c.4(1)); adjusting/determining the priorities of the research and development activity; establishing measures to ensure the quality of research and development which is calculated into the work load for additional remuneration (e.g. research and development proposals must be approved by the Director of the relevant College or the Centre prior to submission, who with granting the approval are responsible for the substantive needs and usability of the result in the activity of EASS).

Research and development is conducted on the basis of an agreement, in the form of additional work or it is counted as a part of the standard work load of a staff lecturer according to the requirements and pay rates established for research and development in the Procedure for Remuneration. Preparation of contracts and the checking of the work performed are administered by IIS in coordination with the Vice Rector of Research and Development. The outcome of the work of the research groups is a scientific publication indexed with the classification of 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.1, 5.2, 6.1 or 6.2 in ETIS. The head of the research group requests funding of the activity and arranges for preparation/management of the appropriate financing projects. The research group may include other researchers and experts from outside the Academy. EASS compares and analyzes the research and development statistics with the other RCAU members. News about work targeted towards promotion of research which is carried out at the Academy is periodically entered into the ETIS environment by an EASS researcher.

Results:

- 1) For support and the uniform coordination of R&D IIS was launched in 2008. The position of Vice Rector of Research and Development was restored and in 2010 and in the same year CIALT was established.
- 2) For achieving the objectives of R&D six research groups have been set up in EASS ([see link to the home page](#)). The research groups involve fifteen persons working outside the Academy and four master's students of EASS. As of August, 2011, researchers of the Academy are involved in eight research groups outside EASS (7 persons).
- 3) Research awards: A lecturer of the Centre of Law and Social Sciences – the Primus Studying Lecturer of the Year, 2009; a lecturer of the Department of Prison Management of the CJ-third place in the competition of research papers on criminology and penal law of the MoJ (2008); a lecturer of the Department of Taxation and Customs of the FC - Bank of Estonia Science Award, 2011; the professor of the Department of Crisis Management of the Rescue College is a participant in two utility models and holds eight patentable inventions.

- 4) Table 28 The number of research/creative works in ETIS as of 18 August 2011 ([see link to the home page](#)).

Institution of education	ETIS classification																				ETIS total	Resear chers	RDC per person		
	1.1.	1.2.	1.3.	2.1.	2.2.	2.3.	3.1.	3.2.	3.3.	3.4.	3.5.	4.1.	4.2.	5.1.	5.2.	6.1.	6.2.	6.3.	6.4.	6.5.				6.6.	6.7.
Academy of Security Sciences	9	20	32	0	11	0	13	52	4	19	15	5	3	6	31	1	154	36	4	0	79	54	548	79	6,94
Tallin Health Care College	2	3	23	0	1	0	0	32	2	6	8	0	4	2	76	3	56	15	0	0	23	22	278	53	5,25
Tallinn Pedagogical College	0	2	3	0	5	0	0	49	2	6	7	1	13	0	12	0	37	50	3	0	23	7	220	30	7,33
Estonian National Defence College	2	23	23	0	0	3	4	15	3	14	4	12	9	0	6	1	14	29	0	0	16	11	189	23	8,22
Tartu Health Care College	10	3	4	0	2	1	0	11	0	2	9	0	2	0	34	0	21	15	0	0	3	13	130	42	3,10
Estonian Entrepreneurship University of Applied Sciences	3	15	1	0	2	0	2	5	4	13	4	0	0	2	16	0	6	6	0	0	2	1	82	27	3,04
Tartu Art College	1	3	28	0	5	5	10	5	0	1	0	2	1	0	0	6	1	0	0	0	8	1	77	3	25,67
University of Applied Sciences	2	4	4	0	3	3	4	11	0	11	4	0	0	0	4	0	2	4	0	0	11	4	71	18	3,94
Estonian Maritime Academy	2	3	6	0	0	0	9	10	1	7	6	0	2	0	2	4	2	3	0	0	0	1	58	9	6,44
Estonian-American Business Academy	4	11	2	0	0	1	8	1	1	4	0	0	0	2	1	0	0	0	0	0	6	1	42	7	6,00
Estonian IT College	1	3	1	0	0	2	0	2	0	5	0	0	0	1	11	0	2	7	0	0	0	0	35	6	5,83
Estonian Aviation Academy	0	1	1	0	0	0	0	3	0	4	3	0	0	0	4	0	12	2	0	0	0	0	30	3	10,00
Lääne-Viru College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	10	0	0	1	2	15	3	5,00

The lecturers of EASS have published more textbooks and other teaching materials (including e-learning tools) (ETIS 6.2). In recent years the proportion of scientific articles 1.1 in ETIS has risen: 2005 (1) 2007 (2) 2008 (1) 2009 (4) 2011 (3).

3.1.2 Investigation and consideration of the needs of society and the labour market when planning R&D activities

R&D has close connections with the employers' needs. The research topics meeting the research and development priorities are formed in the light of the suggestions received from IS and other state defence-related institutions. The authorities are questioned about the research needs in relation to the graduation theses and in the spring, the Council of the College discusses the needs for research for the graduation topics for the following year. Employers' representatives are involved in supervision of graduation and Master's theses (e.g. Master's theses have two reviewers, one of them being a specialist in the respective field (the employers' representative), the other one a staff member of the Academy). In cooperation with employers, since 2002, the Academy has been organizing IS related conferences on current topics and the suggestions received from these form a basis for planning the R&D activities. Since 2007 the conferences have had a research and international dimension, the working language is both Estonian and English. In addition to the general scientific conference, meetings with employers on narrower topics are held. Since 2008, the FC has had a tradition to summarise the year with a conference covering professional topics, which provides opportunities for presenting R&D results, having discussions on the important issues related to the public sector and finances; the inclusion of students, creation of professional social network and environment for the public and cooperation partners. Since 2007, in cooperation with the PBGB, conferences of the PBGC covering the trends of police education have been held. In 2010 a cooperation seminar of EASS with the employers was held which discussed the SIKARO project and the organization of internships related to the agencies. On the basis of the SIKARO project, creation of a new research group has been planned.

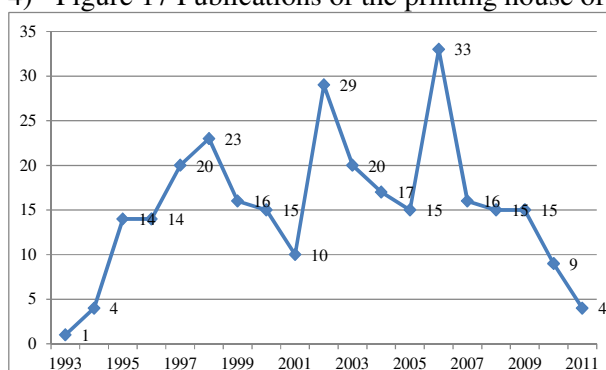
Results:

- 1) The professional annual conferences of the FC and the PBGC ([see link to the homepage](#))
- 2) For the purpose of input to the development plan, an annual International Scientific Conference on IS targeted for the public is conducted, with 200 to 250 participants, including 10-15% from abroad ([see link on homepage](#)). Participants have given the Conference a high score (in 2010, an average rating of 4.5 on the 5 point scale). Based on the results of the discussions held in the

workshops of the conference, project activities have been developed (e.g. KIS, SIKARO), legislative changes to improve students' employment and career opportunities (e.g. regulation of the Minister of the Interior for reimbursement of educational expenses) have been initiated.

- 3) The Language Centre has organized language courses and prepared study materials based on the needs of the agencies: in the period of 2005-2009, Estonian language courses of 100 hours took place for the employees of the Eastern Rescue Centre, who wanted to commence studies in the Rescue School; in 2009 a Russian-language course was conducted for the staff of Viru prison; in 2008-2009, two 40 hour international courses of professional English were conducted for the officers of police, customs and border guard, "Integrated Training for Peace Support and Security Management; in collaboration with ATAK in 2007-2011 courses of the Estonian language for native Estonian speaking civil servants and for civil servants whose mother tongue is not Estonian were held on the order of the State Chancellery and the Finance Ministry; and, professional language teaching materials "Language learning notebook for rescuers" (www.kutsekeel.ee) and the "Force of Law" (www.kutsekeel.ee) for professionals in the field of IS whose mother tongue is not Estonian were compiled.

- 4) Figure 17 Publications of the printing house of EASS in 1993-2011



In the years 1993-2011 the printing house of EASS has issued 290 publications which are directly related to the topics of IS or the research needs of the employers. A decline of the publications of the printing house was due to a new publishing strategy, where instead of A and B type study materials, a peer reviewed publication was initiated and at the same time many lecturers began preparing learning objects.

3.1. Development activities of R&D performance

The planned development activities	The expected result
Strengthening cooperation with the Ministry of the Interior to identify the most important and necessary directions of R&D.	R&D strategy based on the development needs of international IS is being prepared; there is a joint RDC across the field of IS (2011/12).
Organisation of trainings with international dimension in EASS, implementing the competence of the employees of EASS.	Every year there are at least two international training modules of FRONTEX or CEPOL (2012-2015) in EASS.
Review of the academic structure and the composition of the academic positions of EASS (especially professors, docents, researchers, lecturers).	In the composition of EASS the academic positions have been amended (2012/2013) and the number of professors has increased by 20% (2015).
Publication of contributions of international authors in the 'Proceedings' and supporting of the staff, helping them to publish their articles in international scientific journals.	EASS "Proceedings" are ETIS 1.2 classified as an international peer-reviewed scientific magazine. (2013).
In cooperation with the Tax and Customs Board to organize annual joint conferences.	Joint conferences held in cooperation with the Tax and Customs Board (2012).

3.2 R&D support processes

3.2.1 Functioning of the R&D support system

Remuneration and motivation of the lecturers supports the functioning of the R&D (criterion 1.2.1 and 1.2.2) was initiated to encourage R&D and to support progeny; a **Doctoral Chamber** was established in 2010, which brings together the lecturers who hold a PhD and the PhD students. The long term goal is to develop these sessions into a research forum where researchers have an opportunity to present their research, receive immediate feedback, advise each other and share experiences. In the Doctoral Chamber, the research groups provide an overview of their activities

and results, every meeting there is one main presentation or guest speakers - recognized scholars from other universities.

To motivate and popularize R&D, in 2011 a competition for the best IS-related research and development work of the year was initiated. The competition aims to recognize the membership for outstanding research and development, to raise and encourage the level of research and development and to increase the usefulness to society. The competition is arranged by IIS, the evaluation committee of the competition works is RDC, the results will be announced at the anniversary of the Academy or the graduation ceremonies. The submissions are divided into four categories: (1) the research of the year; the employees/research groups of EASS (2) the development of the year; the employees/research groups of EASS, (3) the research of the year; the cadets of EASS (4) the development of the year; the cadets of EASS. The first recognitions will take place on the 20th anniversary of EASS, spring 2012.

R&D publishing will include the EASS "Proceedings", which is a peer-reviewed scientific journal with an international editorial board (ETIS 1.3). "Proceedings" has been published since the year 1993 and is the only scientific journal in Estonia focused on IS, where it is possible to publish scientific articles on topical problems of IS. Manuscripts go through peer review, the deadline for submissions each year is the first of October. With a decision of the editorial board, starting in 2011, book reviews and reviews are accepted, the publication of which is decided by the editorial board. In the "Proceedings" summaries of the best Master's and Doctoral theses are published.

Results:

- 1) Based on the structural reorganization of the management of R & D, in 2010 staff satisfaction with the R & D support service was examined for the first time with the level of cooperation evaluated at 4.08, professionalism at 4.23 (on the 5 point scale). The success of a scientific conference was overwhelmingly elected as the most successful event in 2010 by the staff.
- 2) The results of the support of the R&D of the employers have been provided in the criteria 1.2.1, 1.2.2.
- 3) The Doctoral Chamber has taken place three times, the participants' feedback has been very positive. As the meetings have been planned in the form of an informal conversation, records of the participants are not kept. About 15-20 people are involved in the Doctoral Chamber.
- 4) The publications issued by the EASS publishing house 1993-2011 (criterion 3.1.2)

3.2.2 Sources of funds necessary for the development of R&D and the strategy supporting acquisition thereof

Effective use of support funds has led the Academy to a new quality level. As a source of development of R&D, applying for money from EU structural funds has been used. Thanks to the projects, programs and support activities, funds have been targeted more consciously, as a result of which EASS has grown from a recipient organisation into a donor organization. This has resulted in responsibility where the offers made to EASS allow sharing competency with other Member States. In recent years with the savings policy enacted due to the recession, the daily needs of the development area covered by projects, programs and activity support are covered by revenue from the state funds. The skilled use of assistive funds has greatly increased EASS development opportunities for the students/staff of EASS and significantly improved the learning environment. The exact funding priorities and the principles of using targeted funding are reflected in the Financial Strategy of EASS (to be completed at the end of 2011.a).

Results:

- 1) EASS projects and other targeted financing from 2006 in Estonian and English (reference to the project table that will be posted on the homepage both in Estonian and in English)

- 2) Table 29 Expenses of EASS on RDC 2007-2011 (in Euros, operating expenses with personnel cost)

Budget year	2007	2008	2009	2010	2011	2012	2013	2014
Total measured of RD including	1 150 748	1 284 955	1 211 530	1 058 881	1 430 499	991 124	991 538	1 054 542
Investments	801 880	364 719	364 551	403 427	791 539	453 773	434 599	479 337
Operating expenses	348 868	920 237	846 979	655 453	638 961	537 351	556 939	575 205

3.2.3 Participation of the Academy in different R&D networks

In the view of support of the implementation of the priority lines of action of the foreign relations of EASS, EASS has membership in and cooperates with the following international organizations and professional networks:



CEPOL (European Police College) - agency of educational co-operation uniting the institutions of higher police education of the EU Member States dealing with the development of police science. Estonia is related to CEPOL since accession to the EU in 2004. EASS membership in the organization is considered a high priority. Through CEPOL, EASS mediates EU top level trainings for many target groups of senior and leading government officials of the area of government of the MoI (the PBGB, the Security Police Board and others).



FRONTEX (the European Agency for Operational Cooperation on the external borders of the European Union) - has submitted an official invitation to EASS for receiving the status of a partner academy to provide educational cooperation for the target group of senior officials of the development of the single border guard system, including education.

PBGB (PBGB) and border guard cooperation linking



states, EU candidate countries and the target states of the European Neighbourhood Policy (ENP). Membership of EASS in the organization contributes to the deepening of the international dimension of police education in Estonia, supports the Estonian positions in the direction of cooperation of the Republic of Estonia.



EFSCA (European Fire Service Colleges Association) – a network of educational cooperation which links the institutions of rescue education with other States.

EU Member



EURASHE (European Association of Institutions in Higher Education) - supports the international accreditation

process of EASS and supports cooperation between the institutions of professional higher education of the EU.



NISPAcee – cooperation network linking the institutes and learning centres of public administration of Central and Eastern Europe. The organization supports the increase of the learning quality of degree studies and continuing studies of EASS through international cooperation.

BUP (Baltic University Programme) – supporting the R&D of EASS through the cooperation network of the universities of the Baltic Sea countries. EASS joined the partner declaration in autumn 2009, development of cooperation perspectives,

including R&D cooperation.

Results:

- 1) The employees of EASS have actively contributed to the development of CEPOL training programmes. In 2007 a vision document of the methodology and the implementation of continuing education of police education (Vision of Learning) was completed ; in 2007 a peer counselling and mentoring system (Peer Review) was set up, which has been implemented at the Academy; in

2008 a description of quality assessment procedures of continuing education Q13 (Quality in 13 questions) was created, which has now developed into a separate training product; in 2010 EASS was the Chairman of the Annual Programme Committee (APC) of CEPOL, being responsible for CEPOL's training calendars; in 2010 an international survey SEPEB was completed, which mapped the internationalization opportunities of police education to enhance the mobility level of police education; in 2011 an analysis system of training quality indicators "Traffic Light System" which was invented by EASS was implemented in CEPOL; in 2011, with the participation of the Language Centre of EASS, an interactive e-learning object "Virtual station" was completed.

2) Table 30 Representation of EASS in the management of CEPOL

Position	Working group/Committee
Vice Rector of Research and Development	Member of the Administrative Committee with the right to vote, member of the working group of foreign relations
Director of Police and Border Guard College	Replacement member of the Administrative Committee with the right to vote
Councillor of Police and Border Guard College	National contact person, coordinator of exchange programs, administrator of e-Net, leader of the TOPSPOC course, member of the Budget and Administrative Committee
Deputy Director of Police and Border Guard College	Coordinator of joint curricula, member of the Working Group of Learning
Head of InHTK	Leader of Working Group of Learning (WGL)
Head of Institute of Internal Security	Research and investigation correspondent
Head of Financial Department	Replacement member of the Budget and Administrative Committee

The CEPOL Estonian team consists of eight people (2011), who are involved in the work of committees and workgroups which make decisions on principles regarding development and work organisation related activities.

- 3) The modules of the CEPOL joint curriculum are recommended to be used in CEPOL courses and in the in-service training of police officers for every level as well as in the base curricula of Police Colleges in EU Member States. EASS has translated six CEPOL curriculum modules, the use of which is recommended in the corresponding training courses: CC05/A The Fight against Terrorism, CC05/B Police Cooperation in Europe - Methods and Instruments (including teacher guidelines), CC05/C, Europol (teacher guidelines), CC05/D Police Ethics and Prevention of Corruption (teacher guidelines), CC06/A, Domestic Violence, CC06/B Money Laundering, CC06/C Trafficking in Human Beings.
- 4) The Academy has organized the CEPOL training course for top senior police officers TOPSPOC for the last six years in cooperation with three different European Member State Police Academies (e.g. EASS shall organize the last module of 2011 in Tallinn). The feedback of the police top management who participated in the modules has been very positive and in particular, has highlighted not only the high level of the police organization and the Academy, but of the entire country of Estonia in introducing IT technologies in various spheres. Through this course it has been possible within six years to develop a positive image of the Academy and the Estonian state as in all EU Member States and international organizations such as Europol, Interpol, etc. In addition, EASS has organized the regular meeting of the working group of development of learning activities of CEPOL (WGL) (2009), the regular working meeting of the Annual Program Committee (APC) (2010) and the regular meeting of the External Cooperation Working Group (ERWG) (2011).
- 5) As a result of two years of negotiations, on March 2, 2011 a cooperation agreement was signed with the European border control agency FRONTEX, where EASS is responsible for organization of Europe-wide trainings in collaboration with partner Academies. In addition to the EASS, a cooperation agreement was also signed by the relevant institutions of higher education of Spain, France, Malta and Poland. This is so far the biggest expansion of the network of the agency of external borders, when simultaneously five European institutions of higher education were recognized. In Europe, there are only fifteen universities worthy of such recognition. In 2011, the Academy is organizing at least four FRONTEX cooperation events in Estonia and is holding negotiations with partners about bringing several Europe-wide voluminous training programs into

EASS. FRONTEX TME, a foreign exchange program for lecturers has been launched and the Academy will take an active part in the program. For example, this year the Academy will receive a total of seven foreign lecturers from Belgium, Romania and Sweden.

3.2.4 Modernization and efficient use of the R&D infrastructure

EASS learning and working facilities meet modern requirements (criterion 1.1.3). The study facilities are equipped with fixed or portable video projectors and boards. Each room has a Wi-Fi connection and a stationary computer, or a teacher will use their PC for video projectors. Light, sound insulation and acoustical requirements are ensured. Lecturers have free access to lounges (including water cooler, refrigerator, microwave, etc.). Reservations of rooms are made through SIS (classrooms), or an electronic calendar (meeting rooms). In 2007, videoconferencing technology was acquired, allowing for the conducting of international discussions on R&D via video bridge. In the main building of EASS are computer workstations for use for learners and staff in the study classes, the library, four language classrooms and a crisis simulation training classroom with a staff room. In addition to the work stations, the school building has a free Wi-Fi coverage in order to provide foreign visitors with the opportunity to use a secure web environment, including the options of e-infrastructure.

The management and the daily organization of work of the Academy are supported by modern IT solutions. In addition to the electronic environment of space and time planning, Internet and Intranet aggregate the documentation governing the activities of the Academy (including the standard documentation recording R&D activities and a large number of publications through the e-library). The information related to the study process is available in SIS; student information is in the student database STUD. Through study group and topic based e-mail lists, fresh news information regarding the study process or organisation is forwarded to students and teaching staff (including the actively used mailing list "the Doctoral Chamber" of the doctoral candidates).

The training lab based on virtual simulation completed in the framework of the project "Safe and Secure" will allow the supplementation of the training program of police and rescue specialities and develop the skills of mid-level operational officials for more efficient coping with crisis situations. EASS is the only institution of higher education in Europe, who has such a simulator for carrying out studies. On September 1, 2010, CIALT was launched on the basis of this training class designed to provide the education methodological and technological development and training services for degree studies and continuing education of IS. The main areas of activity: Development of teaching methods and didactics of disaster and crisis management; provision of interactive training services for operational services, including the Rescue Board, the Police and the Border Guard Board, Emergency Medical Care, the Airport Operations Unit, the Environmental Board, the Health Care Board, the Tax and Customs Board, compilation of interactive training materials, substantive and technical implementation of interactive learning objects; development and implementation of the projects related to development of educational methodology; coordination and execution of simulation trainings, development of international study methodology through cooperation networks of EASS (CEPOL, FRONTEX, DCAF, etc.), research of teaching methodology and didactics and applied research in labour economics. On the initiative and in cooperation with the Language Centre, CIALT is developing a Language Robot which allows the use of modern ICT tools to enhance the activities of officials of IS in a foreign language environment. Also under development are solutions of evacuation simulation which allow a more effective planning of building evacuation.

The Väike-Maarja Rescue School of the Rescue College has one of the largest rescue training fields of the Nordic countries, which is equipped with both gas and water infrastructure, there are educational facilities, which in addition to conducting studies enable to test/develop the new rescue tactics/tools.

Results:

- 1) In the duration of the "Safe and Secure" project in 2008-2010, **104 trainings** took place on the basis of the virtual simulation classroom (39 rescue, 25 police, 21 joint and 19 emergency medical trainings), where cadets of EASS and 1,336 officers from rescue, police and ambulance services (including 24 foreign experts) were trained. Instructors have received trainings in different areas: rescue (6), police and border guard (8), emergency (3) railway (1). Experts and instructors say that the lab now provides a more rapid and effective training service than earlier.

- 2) On April 14, 2011 a public seminar on “Learning and Innovation” was held, which introduced the latest technological achievements and methodologies for IS work and learning activities. An evacuation exercise was carried out both in virtual and real environments; a new virtual simulation computer program was introduced for training purposes and development was started for a language learning invention "Language Robot". The Language Robot received a Letter of Commendation and a monetary award of Archimedes and the European Commission in the competition of the Language Deed of the Year. The plan is to make the Innovation Day an annual event, so that students, employers and the private sector would have an overview of the innovation developments of IS.
- 3) From the year 1999, in the training field of the Rescue College there is a final exercise ("The End War"), where the cadets and the lecturers with partners (including foreign partners) test their skills acquired during the academic year in the context of the complex exercise. The competencies of the EASS colleges (e.g., Rescue, Police, and Justice) are integrated in this exercise. The exercise, which started as an exercise of local importance has grown into an international event with around one hundred participants (including the injured, the authorities, foreign teams, cadets and staff of other colleges). Those interested can see "The End War" with their own eyes, information and registration is on the home page.

3.2 Development activities of the R&D resources and support processes

The planned development activities	The expected result
Involvement of the academic staff in conducting research conferences (allowing credit points for presentation /workshop moderation).	More lecturers make presentations or moderate a workshop in the scientific conference of EASS (2011/12)
Supporting of the lecturers and PhD students involved in R&D activities through various opportunities, including further development of the Doctoral Chamber.	A single R&D support service has been developed (including a studying lecturer’s package, equal opportunities for PhD students) (2011/12).
The increased use of EU Structural Funds for implementation of R&D through the provision of support services, supporting project management.	The proportion of increased foreign aid resources upon carrying out R&D activities has a positive trend (2015).
Development of the funding strategy of R&D in the framework of overall financial strategy.	Financing of R&D is clear, transparent and applicable to all (2012).
Increase of the innovative IT capabilities for carrying out R&D.	The proportion of software based simulation programs has increased 50% (2013). CIALT has been developed into one of the most advanced virtual simulation learning centres in the Nordic countries (2015).
Creation of an information centre of IS with an international dimension, concentrating the IS knowledge of the partner universities and other research and development institutions of the Academy.	EASS has become an information centre with an international dimension complete with an electronic service for IS knowledge through which both domestic and foreign partners can find materials (2015).

3.3 Supervision of student papers

3.3.1 Involvement of the students of all levels in research or creative work and investigation of their satisfaction with supervision

In professional higher education and in the Master's program, a part of the curriculum is the graduation thesis or the Master’s thesis, the preparation of which supports the deepening of the professional knowledge of the student and demonstrates their ability to use acquired knowledge and practical experience, the ability to analyze and generalize the used materials and thoughts and to present the findings in the proper format. The graduation thesis is the requirement for completion of the curricula of Taxation and Customs (8 ECTS credits), Rescue Service (5 ECTS credits), Police (5 ECTS credits) and the Border Guard Service (5 ECTS credits). In the curriculum of Corrections, the requirement for

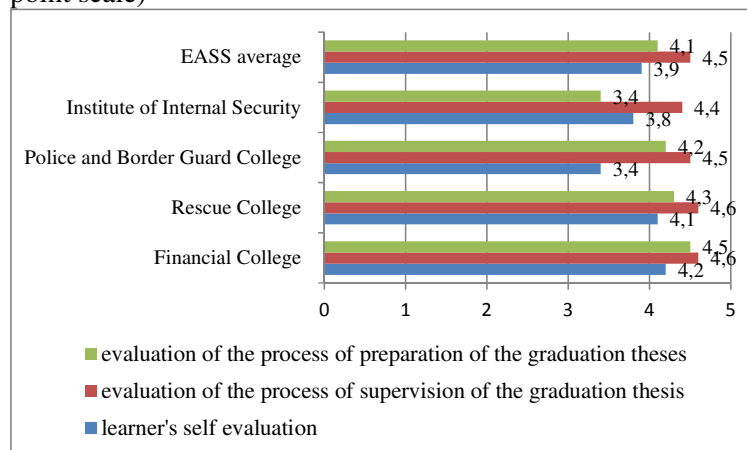
completion is the graduation exam, while students compile a longer written work in the research seminar. In addition to the graduation thesis, the curriculum of Taxation and Customs and the Border Guard Service includes a course paper (2 ECTS credits). The Master's thesis is based on scientific research and on international requirements established for research papers. It covers theoretical inconsistencies or a practical problem or a research question (30 ECTS credits). The planned topic of the Master's thesis is one of the criteria to be admitted to the Master's study. The topics for course papers, graduation and Master's theses are offered to students 1 to 1.5 years before starting to write the paper. Colleges and the Institutes have extensive experience with the authorities in the formulation of common research topics and the topics generally reflect the current issues for the authorities. The list of topics has been published on the [home page](#). For finding topics, different authorities have different practices (for example, the PBGB have formed a committee who collects and coordinates the topics proposed by the students).

For EASS, the quality of the research work and conformity with the requirements of research is important. In cooperation with RKRN, the best graduation thesis has been elected from the year 2006. Colleges and the Institute shall provide the best thesis of their specialty, among which the best thesis of Academy shall be elected, the author of which shall be awarded with the RKRN recognition at the graduation ceremony. For recognition of the best Master's thesis, the Rector Emeritus, Priit Männik, created a private scholarship. The most interesting results are published in the "Proceedings" of EASS or in the journals of the appropriate agency (Häire 112, etc.).

Since 2011, a satisfaction survey of graduates regarding thesis preparation and supervision has been conducted throughout the Academy. The feedback received about the supervisors of the graduation thesis has an impact on the planning of the work load of supervision for the following year. Also, on the basis of the feedback received about and from the supervisors, Colleges and the Institute have started to conduct seminars for supervisors in order to harmonize the understanding of the requirements for research and to improve the quality of supervision.

Results:

- 1) Figure 18 The satisfaction of graduates with the thesis preparation and supervision (2010/11) (5 point scale)



Students provide a higher evaluation to the supervisors, (4.5) this score is stable across the units. A lower evaluation of self-assessment was justified by the students for poor time planning.

- 2) EASS involves students in research of the issues that are current for the Academy (for example, in the framework of improvement programs of 2010/11, a Master's student studied employer satisfaction and a student of the PBGC studied the satisfaction of the alumni; as of September 1, .2011, four Master's candidates are involved in the activities of research groups of EASS.
- 3) EASS has recognized the best graduation thesis since the year 2006. In 2011, the private scholarship of Priit Männik was awarded to the Master's thesis "Solution of stage evacuation in health care and social welfare institutions".
- 4) Two articles have been published in the "Proceedings" on the basis of the results of a research conducted by students. In the issue of 2011, four articles compiled on the basis of the research papers defended in the framework of the Master's program of IS will be published.

3.3.2 Professionalism, efficiency, and the work load balance of the supervisors that ensures the quality of research and the efficiency of graduation from the Academy.

According to the Rules of Study Organisation, a graduation thesis has a supervisor and if necessary, a co-supervisor. Generally, the supervisor must have a higher education of the first degree, but exceptions are possible with the permission of the Vice Rector. The primary criteria for selection/validation of the supervisor and co-supervisor is to ensure adequate supervision in both the requirements set for the research as well as in the expertise in the field the research is performed in. Generally, the supervisor is an employee of EASS and the co-supervisor is a person outside the Academy who is able to give advice on the content of the thesis. In case of a Master's thesis, higher demands have been set for the supervisor/co-supervisor - a Master's degree and prior supervision experience. Supervisors have the opportunity to participate in the relevant training of 'Primus' (for example, in 2010 an in-house training on "Student research project supervision and feedback" took place). The supervisors of the graduation and Master's theses are approved by the Director of the appropriate College or the Head of the Institute, who establishes a relevant Committee. The Committee analyzes the compliance of the selected topics/supervisors with the established requirements and may make a suggestion of an amendment. Upon making the decision, the previous years' experience with the specific supervisors and the work load of the supervisor in the academic year is taken into account. The unwritten rule is that the supervisor should not have more than three Master's theses and more than five graduation theses.

For ensuring research quality and the successful completion of the graduation/Master's thesis, the final academic year in professional higher education and in the Master's studies has been divided into the following stages: (a) approval of topics/instructors, (b) Seminar for the graduation/Master's thesis, and (c) preliminary defending. According to student feedback, these steps successfully support the ongoing work on the thesis. In recent years, supervisors have been involved in the seminar of the graduation/Master's thesis and in the preliminary defence to ensure consistent quality of work.

Preparation, supervision and evaluation are supported by appropriate instructional materials. "The guide for preparation and formulation of student papers" is updated on a regular basis at the beginning of the academic year and it forms a basis for teaching subjects related to the preparation of research papers. In the curricula of professional higher education, there are two research preparation subjects: in the curriculum in the first academic year "Introduction to research" (2-3 ECTS credit points) and in the penultimate academic year "Research Methodology" (2-3 ECTS credit points). In the curriculum of Master's study the research module is 17 ECTS credit points. Upon preparation of research, students may seek assistance by reviewing the evaluation criteria of the graduation thesis or Master's thesis posted on the [intranet](#).

Results:

- 1) The average grades of graduation theses and Master's theses have been provided in the results of the criterion 2.1.1.
- 2) The lecturers of EASS have supervised 30 Master's theses and one Doctoral thesis outside of the Academy (ETIS).
- 3) The analysis of the defence of the graduation theses of academic year 2009/2010 and the student feedback showed the need for organization of an information day for supervisors. In 2010/2011 workshops for supervisors were held in IIS (January 20, 2011), PBGC (February 9, 2011) and the FC (November 16-17, 2010 and January 24-2, 2011), which dealt with the principles of compilation of research papers, the strengths and weaknesses of previous research papers and supervision and evaluation of research papers.

3.3.3 Guidance for students for identifying plagiarism and the avoidance thereof

EASS has defined plagiarism as indecent behaviour in the learning activity; it is contrary to the core values. According to agreement, cases are settled on a case by case basis, upon the first time of indecent behaviour the phenomenon of plagiarism as unethical conduct is explained; manifestation of recurrent cases are always seriously responded to. The principles for dealing with indecent conduct have been defined in the Rules of Organisation of Studies (ROS), including different degrees of severity of plagiarism and the measures following indecent conduct (a reprimand, admonition, exmatriculation). Students are guided towards avoidance and identification of plagiarism in the course of the curriculum in the subjects dealing with the principles of research work, e.g., in professional higher education “Introduction to Research Work”, “Research Methodology” (2-3 ECTS credit points) and on the Master’s level, a Module of Research Work in the general and specialized subjects. The issue of plagiarism is covered on the orientation days of first-year students and a “Memo of plagiarism” has been developed and published on the notice boards of Colleges.

Besides the students' awareness, the awareness of the lecturers has an important role in avoiding plagiarism. The lecturers have participated in discussions of ROS, which have specified the procedure of handling plagiarism at the Academy. Discussions of questions related to plagiarism have taken place in the discussion groups of the lecturers in the years 2008-2010.

Results:

- 1) In the past three years, no students have been exmatriculated for indecent conduct in the learning activity, i. e. there have been no cases of large-scale plagiarism in preparation of written work giving independent credit points.
- 2) On August 29, 2011 a workshop for lecturers on the topic of plagiarism was held, which resulted in the beginning preparation of a new, updated, guide for identifying and handling the plagiarism process.

3.3 Development activities of supervising student papers

The planned development activities	The expected result
Improving quality of instruction, request for systematic feedback about supervision, turning the training days of thesis supervisors into regular events, creation of an interactive learning object for reviewers, training on evaluation criteria for the defence committee of graduation theses.	The proportion of students making it to successful preliminary defence/defence has increased; a series of in-house trainings for supervisors in IIS, satisfaction with the supervision has increased, reviews have a better quality and enable discussion in the process of the defence, the evaluation forms of the defence committee have been completed taking into account outcome based evaluation, students receive better feedback for their graduation theses (2011/12).
Informing students of methods for identifying plagiarism and avoiding it.	Proceedings for plagiarism are uniform at the Academy. A learning object on plagiarism has been developed. A procedure for plagiarism has been specified, the principles of the Rules of Organisation of Study have been drawn up (2011/12).
To more involve students in research and development.	A Master’s research group has been created.

Evaluation area 4. SERVING SOCIETY

4.1 Promotion of R&D and participation of the Academy in development of the society

4.1.1 The system of the Academy for promotion of R&D

Since the year 2005, EASS has been conducting IS related preliminary training as an elective of the secondary school curriculum. The aim of the Development Plan 2015 is that IS related preliminary training is integrated into recruitment and the IS related educational system. The objective

of preliminary education is to provide the knowledge and skills necessary to protect public order, guard the state border, carry out fire and rescue work, prison work and the work of customs and tax officials. The training is divided into two groups: 1) police and border guard specialties, 2) rescue specialties. In addition, students receive an overview of the work of tax officials, customs officers, prison staff and of the skills and knowledge required for the work. The training lasts two years, in addition to theoretical knowledge, study visits to institutions of IS are held. At the end of both academic years, a two-or three-day training camp is held in the Väike-Maarja Rescue School and in the Paikuse School of the Police and Border Guard College. The acquired skills and knowledge provide an opportunity to take the exam of assistant rescuer or auxiliary police officer. The students who successfully complete the training are offered additional points upon admission.

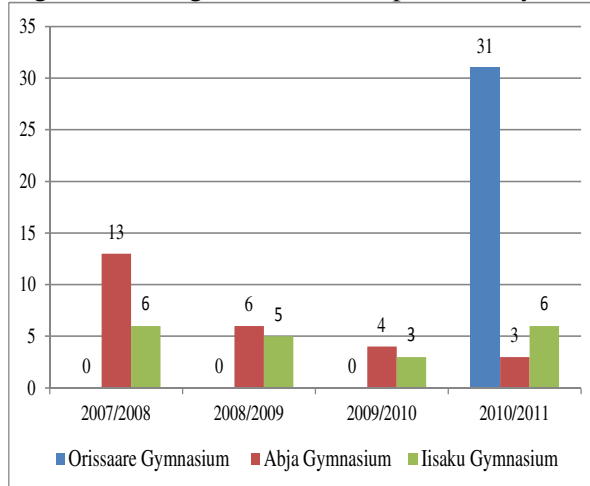
EASS promotes its activities through various options. For the recruitment of employees of IS agencies and high school graduates, the activities for accomplishing objective 1.1. have been planned to increase the share of internet marketing and other modern means of information and communication in marketing activities as outlined in the development plan 2015. Messages are forwarded to Internet environments that are most frequently visited by young people, which form the target group of EASS; the Academy is represented in at least three central education fairs per year. For introduction of the specialties the following means are used: advertising in mass media and participation in information fairs (e.g. Teeviit (Signpost), Orientiir (Landmark) etc.) are used; twice a year, days of open doors are held; days of IS are held in secondary schools; as an innovation of the year 2011 student shadow days were conducted (a secondary school student has an opportunity to accompany a student of EASS in all their activities for two days); and for introduction of the Master's study, an opportunity to participate in the lectures of the Open Academy is offered to the representatives of the agencies.

For the purposes of maintaining the continuity of IS related study, research and development, the need for a museum with a permanent exposition emerged for the systematic conservation and exhibition of the objects of the Academy having a historic and cultural value. The vision of the museum is the mapping, classification and display of the objects with preservation value located in the Schools of the Academy, which include gifts to the Academy, objects and visual materials related to the history and formation of the Academy and materials of the persons significant to the Academy. The collection of the objects of the museum and audiovisual material was named the Museum of EASS "Chamber of Memory" and was established in 2011. The evaluation criteria for objects are: the link of the object or the audiovisual material with the Academy; the historic and cultural value; temporal scope; originality and quality.

Results:

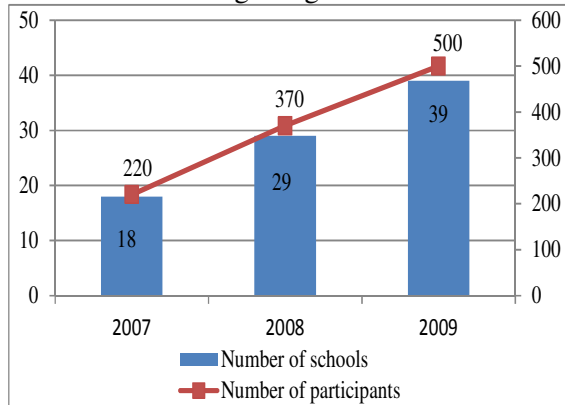
- 1) R&D is promoted through the activities of annual scientific conferences (criterion 3.1.2)
- 2) The lecturers of the Academy publish many popular scientific articles in their specialty magazines and newspapers (e.g. Verbis Aut Re, Radar, Häire 112, Parliament Proceedings, etc. (as of July, 2011, 37 articles entered into ETIS, Table 28, p. 39). Science is also promoted through the more popular scientific articles of "the Proceedings" and other specialist publications.
- 3) An innovation implemented in 2011 was a "student shadow day", where four secondary school students participated (1 in the Rescue College, 1 in the FC and 2 in the Police and Border Guard College).
- 4) In 2009 in the framework of the Citizen's Day lecture series, "The citizen of our legal space" was conducted for the students of Viimsi School; in 2010 a practical study day in EASS in the framework of history and social studies classes and a study visit to Tartu Prison were organized for secondary school students.
- 5) For purposes of the Development Plan at least twice a year, thematic exhibitions targeted for the public have been organized: 2008 (6), 2009 (5), 2010 (6) 2011 (2). Each year the Day of Library and the Day of Mother Tongue has been celebrated.

6) Figure 19 The graduates of the preliminary training of IS over the years.



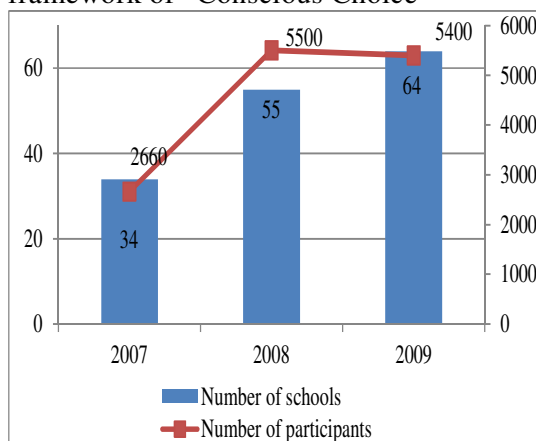
Since the year 2005, an IS elective (with the specialization of taxation and customs) has been taught at Pirita Economic Gymnasium (the target group are the students of the 11th grade, on average 13-15 learners). In 2006 a preliminary training cooperation project on IS “Verbis aut re” was held in Lasnamäe Pae Gymnasium and Paekaare Gymnasium. In 2010, a program of IS preliminary training was conducted in Tallinna Karjamaa Gymnasium (25 learners). For many years, preliminary training has been taking place in Abja Gymnasium, Iisaku Gymnasium and Orissaare Gymnasium.

7) The Academy has prioritized information of the general public of its activities/results, therefore the proportion of press releases sent out has significantly increased: in the years 2008 and 2009 it accounted for 11%, in 2010 17% and the first half of this year 21% of the total media coverage. Figure 21 Involvement of EASS in SOS training days



During the years 2004-2009, the employees/cadets of EASS were involved in SOS training days organised by the Tallinn Red Cross, the goal of which was to teach students safe conduct by way of practical tasks and to provide an overview of the learning opportunities at EASS. In 2010, this project grew into a training program “Protect yourself and help others” (KEAT), which is targeted to the students of grades 6-8 and is dedicated to fire, water and traffic safety with additional emphasis on first aid.

8) The project manager is the North Estonian Rescue Centre and the role of EASS is organising the “final camp”. In 2010 and 2011, participating in the final camp in Muraste were 8-member teams of 48 schools of Tallinn and Harju County. Figure 20 School visits held in the framework of “Conscious Choice”



The objective of the cooperation project “Conscious Choice” in 2007-2009 was to increase the awareness of secondary school graduates with the specialties and the learning opportunities in institutions of professional higher education. EASS visited both Estonian and Russian language schools where two-hour information periods took place. In 2011, instead of visits to the schools, a new TV series “School Try” was held on Estonian TV for introduction of the Estonian institutions of professional higher education and the specialties taught therein (the program held on 11.06.2011 introduced EASS).

9) In 2011, cooperation agreements were signed to conduct IS related preliminary training in Järve Russian Gymnasium in Kohtla-Järve, in Põlva Secondary School, in Tabasalu Gymnasium and in Pärnu Hansa Gymnasium. In all the regions, IS Information Day involving cadets was held (March 14, 2011 in Saaremaa, March 9, 2011 in Harju County, and May 4, 2011 in Kohtla-Järve). Learning takes place in both the Russian and Estonian-language schools and the feedback of students is very positive (e.g., a program providing experiences of

cadets and participation in the learning process has improved the students' knowledge of the Estonian language and of the country as a whole).

- 10) The Academy has been visited by school children (an average of 15 school visits per year, about 200 participants), in addition, from time to time kindergarten children have visited the Academy as well (e.g. Paikuse School has a long history of cooperation with the Paikuse kindergarten, at the Kase Street facility in the autumn of 2010 an “Academic Father's Day” was organised for kindergarten children, where an exciting adventure game was conducted and rescuers taught the children how to handle a fire extinguisher).

4.1.2 Participation of the employees of the Academy in the work of professional and trade associations, in the capacity of experts in social councils and decision-making bodies

EASS contributes to development cooperation and takes part in civil missions. A number of employees of the PBGC and the Rescue College have served in the capacity of experts involved in development cooperation and civil missions. The subject is of a high importance for EASS and in 2010, a workshop of the scientific conference was held on the topic “Contribution of Estonia to EU civilian missions and development cooperation”, where among other things the issue of whether preparing for civilian missions could be taken on by an Estonian institution of higher education - the National Defence College or EASS or both in cooperation. The employees of EASS, police officers, border guard officers, customs officials and other experts of civil sectors (the majority of them are graduates of EASS) have been assisting in Moldova, Georgia, Afghanistan, Kosovo, Bosnia and Herzegovina, Iraq and elsewhere. The parliament is preparing a law for participation in international civilian missions which should, in the future, lead participation in civilian missions with a common ground. Data collection of experts to be sent on international civilian missions to foreign countries and international organizations, the “Experts”, will provide an overview of the available specialists that could be sent to one or another mission.

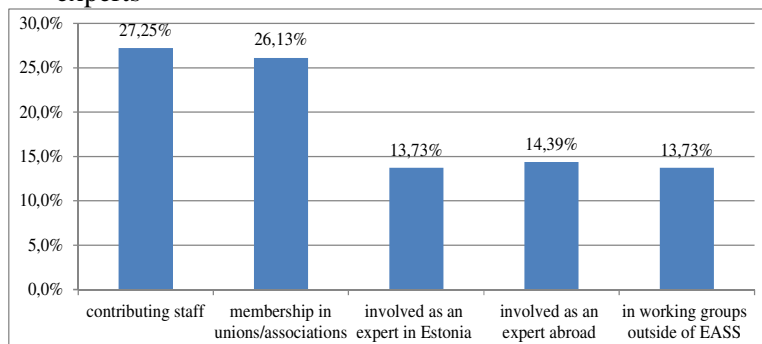
Results:

1) Figure 22 Contribution of the Rescue College to civilian missions



Out of the employees of the Police and Border Guard College, one person participated in a civilian mission in the year 2005 and one employee has been on a mission since 2009. The Director of the FC has participated in the joint delegations of the Congress of Local and Regional Authorities of the Council of Europe and the Committee of the Regions on nine occasions, monitoring elections in different developing countries of Europe.

2) Figure 23 Contribution of the employees of EASS in social development work in the capacity of experts



The term “employee” denotes the lecturers and the administrative staff whose social and professional contribution to the work of both Estonian and international organisations and associations ensures essential exchange of information for EASS (e.g. participation in the capacity of an evaluator, an expert, a consultant, a member of the work group). At the same time it enables a broader sharing of competencies.

- 3) In 2011, a research team of the Academy conducted a personnel study in the Ministry of the Interior under the subject of the mission of EASS as an institution of the area of government to provide research and development to the Ministry and to fulfil the role of a competency centre.

4.1 Development activities of promotion of R&D and participation in the development of society

The planned development activities	The expected result
Systematic collection and preservation of the objects and photo collection of historic value related to EASS	The museum of EASS "Chamber of Memories" shall submit a final report on December 31, 2011
According to the EASS Development Plan 2015, conducting IS related preliminary training in upper secondary schools in a bigger volume than before.	IS related preliminary training has been launched in accordance with the agreements concluded (2012-2013). The number of students completing the training and enrolled in EASS has increased by 10% (2014).
Extension of the regional IS information days of the counties	Information days will be held in all the new regions (5) (2011/12)
Treatment of the topics of gender equality.	When planning the Development Plan 2016, the issue of gender equality has been taken into account.

4.2 Continuing education and other educational activities aimed at the general public

4.2.1 Life-long learning, the design, evaluation and planning of improvement activities thereof

Organization of continuing education is decentralized. It is now provided by a number of different structural units. The most voluminous provider of continuing education by the number of participants in trainings, the number of training days and the turnover is the **ATAK** which merged with EASS in October 2005 and operates as an entity in the status of a College. ATAK is also one of the largest training providers for public service in Estonia. The key training areas are public administration, management, law and professional skills (including language training) and target groups are state and local government officials. The lecturers/staff of EASS act as trainers (about 30%) along with practitioners and specialists (consultants) from civil service and other training institutions. In addition to ATAK, continuing education is provided by the Rescue College, the CJ, the PBGC (including the Service Dogs Training Centre), the Language Centre and the Sports Centre. Employees of several other entities such as the Centre of Legal and Social Sciences, the FC and administrative units participate in particular in the trainings organized by ATAK in the capacity of trainers. A representative of ATAK attends the international DISPA (Directors of Schools and Institutes of Public Administration) meetings and NISPAcee annual conferences on a regular basis.

The main customer of continuing education of the Rescue College is the Rescue Board, which has established excellent cooperation in requesting trainings, along with other customers, including the private sector. Many courses are related to the awarding of or increasing the vocational level and the persons who have completed the courses are granted a professional certificate. Most of the trainings are carried out in Väike-Maarja Rescue School. In addition to domestic trainings, several international training courses have been organised (link). **CJ** has provided continuing education in an increasingly greater volume as of the second half of the year 2010, when the organization of professional training in this area was brought from the MoJ to the CJ under a contract concluded with EASS. Trainings are provided only to the employees of prisons and of the relevant field of the MoJ and are closely related to the curriculum of degree studies. The main institution ordering continuing education from the PBGC is the PBGB and a relevant cooperation agreement has been signed. Upon an order, training services are provided to other agencies (e.g. local governments). Trainings are provided in the Muraste and Paikuse training centres.

Provision of public lectures to the general public. EASS involves recognized professional experts from Estonia and abroad in conducting studies. For the purpose of sharing competence to the widest possible audience and for supporting lifelong learning of the persons related to the field, the Open Academy provides an opportunity to participate in the lectures, trainings and events of EASS for those who are not involved in any curriculum of EASS. The lectures of Open Academy are free of charge

for everybody and it allows: (1) participation in the Open Academy lectures: an opportunity to participate in discussions on topics which are not related to the curricula of EASS, but are relevant from the perspective of the understanding of and development of IS; (2) participation in auditing the elective and optional subjects in IS related Master's study and other degree studies.

For participation in the study process carried out in the framework of **degree studies**, an auditor has two possibilities: a) he or she participates directly in the study process and/or performs independent work in agreement with the lecturer; upon successful completion of a course, the auditor receives a certificate of continuing education, the credit points of which can be transferred via APEL, when studying in the IS Master's program. An EASS Council decision has confirmed a fee for participation in the studies as an external student or an auditor upon completion of a course with passing the exam/assessment (except for those who are from the partner organizations); b) participates in the study process, but upon completion of the course, does not pass the exam or the assessment. In this case, no certificate is issued to the auditor. Tuition fee must be paid upon participation in the studies as an external student or an auditor (except those who are from partner organizations).

Results:

- 1) In the framework of the project, attended by employees or the students of Tallinn University of Technology, the European College of Tartu University, the PBGB and the Rescue Board.
- 2) In 2010/2011, three public lectures and fifteen optional subjects were offered at the Academy, including four subjects in English: Criminal Analysis (3 ECTS credit points), Crisis Communication (2 ECTS credit points), Management of Traffic Safety (2 ECTS credit points), Current Issues of Criminology and Penal Policy, (3 ECTS credit points). In total, 90 people outside the Academy participated in the Open Academy. Feedback indicates the level of satisfaction with the organisation and the content of the lecture was high; there was less satisfaction with the availability of lecture materials.

- 3) Table 31 Indicators of continuing education in the structural units of EASS in 2010 (in Euros)

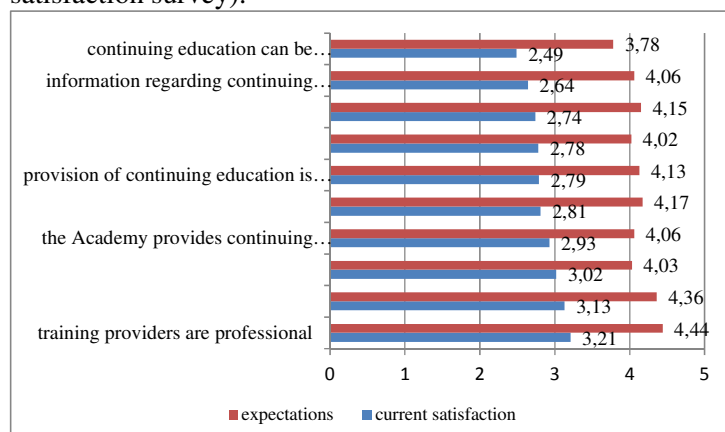
	ATAK	PBGC	RC	CJ	Total
participants	2908	993	2244	528	6673
training days	421	350	291	85	1147
turnover (€)	402643	2010	181281	22035	607969

Compared with earlier indicators, the volume indicators of ATAK have fallen in both turnover (2008 - 824 460€; 2009 - 671 072€) and in the number of participants (2008 - 4096; 2009 - 3476). This is due to one-time, large-scale projects in 2008 with ESF funding of which ATAK was chosen to be the implementer (for example, a training project targeted towards eight prison officers and four projects aimed at the joining of the PBGBs in 2008 and a large-scale training project for the officials of the PBGB). The volume indicators of the Rescue College are growing, compared to the previous years (turnover: 2008 – 128,600 €; 2009 – 90,566 €), the number of participants: 2008 – 1070; 2009 - 1134). The data of PBGC include the training statistics of dog handlers provided by the Service Dogs Training Centre, in the framework of which free courses are directly funded by EASS from the state budget, the cost of which is not reflected in the statistics and are offered free to the PBGB.

- 4) In 2010, the MoF investigated the quality of training and development activities centrally offered among training specialists during the years 2008-2010 and the coordination of the public service training system. The activities of ATAK as a state centre of training and competency were graded 2.6 (4-point scale), 58% of respondents were satisfied, 37% dissatisfied. 89% of the responders were satisfied with the tailor-made trainings conducted by ATAK; 74% of respondents were satisfied with the organization of training. The average satisfaction with the content of the course, the lecturers, and organization was 3.1 (4-point scale). In the period of 2008-2010, 77% of the respondents turned to ATAK, mainly because ATAK specializes in civil service (82%). The survey showed low scores on organization of registration for the training courses of ATAK and as a substantial development activity, registration for trainings on the website of ATAK was made more convenient 2011
- 5) In the framework of the project of improvement of the quality of EASS, in 2011 a common form of feedback used in continuous education was introduced and draft procedures (regulation) of Academy-wide continuous education, which in the second half of 2011 will be submitted to the

Council of EASS for approval, was developed.

- 6) Figure 24 Employers' assessments of continuing education provided by EASS (2011 employer satisfaction survey).



- 7) In addition to organising trainings, ATAK has issued a customer newsletter (since 2009 - 12 issues) and within various training projects, compiled sizable study materials (2010 "Ethics in the public sector" - interactive DVD), "Raising of local government administrative capability through co-operation of local government units", "learning tool for the implementation of the Police and Border Guard Act", etc.). For finding new trainers, the possible lecturers have been asked to conduct sample lectures to the employees of ATAK.

4.2. Development activities of continuing education and of the education activities targeted toward the general public

The planned development activities	The expected result
Dissemination of IS related knowledge via "Open Academy", changing the format into a virtual one. Ensuring the availability of the learning objects targeted towards the general public	The learning objects/lectures targeted towards the general public are available on the website "Open Academy", from the trainings, ECTS credit points can be obtained that can be taken into account upon raising educational attainment (2012).
Comprehensive and systematic approach to the continuing education of EASS, harmonization of the principles of carrying out continuing education in the units, raising the quality, harmonization with degree education.	The rules of continuing education of EASS approved (2012). The programs of continuing education are outcome-based, feedback of continuing education comparable (2013).
Shaping of EASS into the leading centre of continuing education for the entire field of IS.	EASS, in cooperation with ministries and agencies, have developed a vision document of further development of continuing education in the field of IS (2012).
Conducting open lectures and information days for the community.	Each college will conduct one information day (2011/2012)
Promotion of R&D activities among pupils and their parents.	In the framework of the Year of Science in collaboration with Viimsi School, an event "The Night of Scientists in Viimsi School" (thematic workshops) has been organized (2011/2012).

4.3 Other public activities

4.3.1 Targeting and evaluation of public activities and planning of improvement activities

EASS cooperates with the Estonian Police Women's Association. On March 6, 2011, a charity family day from Women to Women was held, the initiators of which were the Estonian Police Women's Association, the Women's Home Defence and EASS. The aim was to promote citizens' initiatives from the ticket sales and donations to support the Estonian Women's Shelters Union; to

raise people's awareness of women's opportunities and challenges in the power structures; to provide an educational and interesting leisure time activity for the entire family (www.naistepaev.ee/1). Women's roles and responsibilities in ensuring IS in Estonia were introduced, the opportunity to learn ways of how to better ensure the security of themselves and their loved ones was provided, the daily and ceremonial uniforms of the police were demonstrated, demonstrative performances of service dogs was held, service cars of IS agencies and a helicopter of the Estonian Border Guard Aviation Corps were introduced.

In the development plans of the local governments of the geographical locations of EASS - Pirita City District Government and Paikuse, Väike-Maarja and Harku municipalities, EASS is mentioned as an integral part of local life, which is taken into account in the development of the local life.

Results:

- 1) Development of EASS is integrated into the life of the local government, which is why the issues associated with the Academy have been mentioned in the development plan of Pirita City District Government in eleven places, in the development plan of Paikuse municipality in five places, in the development plan of Väike-Maarja municipality in two places and in the development plan of Harku municipality in three places.

4.3.2 Contribution to the development of well-being of the community by sharing resources and/or through organizing public events

Development of community welfare is also contributed to by the students whose curriculum contains subjects or internships, one of the performance conditions of which is implementation of a community-oriented project (e.g. the curriculum of the Rescue Service contains an internship of prevention work (2.5 ECTS credit points) and one of the expected outcomes of the internship is the student's ability to conduct training and outreach activities on implementation of rescue-related prevention work; within the framework of whose activities, events have been organized in hospitals, schools, nursing homes, etc.; in the curriculum of the Police Service, similar prevention work of the area of police is accomplished in the framework of the internship of public order maintenance (8 ECTS credit points).

Results:

- 1) EASS has cooperation agreements with the PBGB and the Rescue Board for free use of facilities; cross-use of the prison training cell is conducted.
- 2) The library also services the employees of cooperation partners; on the spot, the library can be used by everyone. In addition to the publications in the collection of the library the best graduation theses and Master's theses are in the online catalogue, Riksweb, in full text form.
- 3) The sports field of EASS has been used for rehearsals for dance festivals.
- 4) EASS rents out rooms: examples; a number of sports trainings and competitions in the sports halls, continuing education in Väike-Maarja, Paikuse and Muraste, allowing the use of simulators and the training field; the premises of EASS was rented by the riot police, in 2009/10 and in 2010/11; the Kase Street dormitory facilities of EASS were used by the Open Air School, which was looking for temporary facilities during the time of repairs of their own school
- 5) The facilities of EASS have been introduced through local events, for example on June 4-5, 2011 Muraste Village Society in cooperation with Harku municipality organized the Ball Game Day, the Village Day and the Song Festival, which were attended by civil society organizations, local governments and institutions of Harku municipality. The contribution of the Police and Border Guard College: The cadets play football, the employees conducted a quiz, the cadets presented the facilities of the PBGC of EASS, in cooperation with the Police and Border Guard College, the equipment of the PBGC was introduced; canine demonstrations were conducted and the mascot, Leo the Lion, attended.
- 6) EASS offers assistance to communities during crises (e.g., the activity of Väike-Maarja Rescue School upon liquidation of storm damage, roof cleaning, etc.)
- 7) As usual, the students and the staff of the Academy are ardent donors. In the first year of operation in 1993, a letter of appreciation from the Estonian Blood Centre was awarded to EASS as 102 students donated blood. Close cooperation with the Blood Centre is continuing, donor days are organized at the Academy once a year.

- 8) The cadets and the personnel of the Rescue College and the PBGC of EASS have been involved in securing social events for years (e.g. FIS Nordic Junior World Ski Championship in Otepää; FIS cross-country skiing world cup events; Tartu Marathon, Viru Rally, receptions (VIP-d) and official visits.
- 9) The ticket revenues and donations (753.79 Euros) from the “Women to Women Day” were delivered to the Estonian Women`s Shelters Union on March 25, 2011; the amount helped to re-open the temporarily closed support phone to women experiencing violence. On May 2, 2011 a framework agreement was signed between EASS and the Estonian Police Women's Association (EPN) providing for implementation of future cooperation projects and support of achievement of the aims of EPN in the activities of the Academy (cooperation to help organize events supporting women working within police authorities and within EASS, allowing the usage of the buildings and facilities of EASS necessary for the activities of EPN and mutual information of the members of the organization of each other's activities and opportunities.
- 10) EASS was the headquarters of the crisis during the mass riots of 2007; auxiliary police officers were trained on the basis of EASS.

4.3. Development activities of the other public activities

The planned development activities	The expected result
To turn the activities of servicing society into systematic and targeted ones.	Starting from the Development Plan of 2012-2015, the activities of the relevant sector have been targeted.
Fulfilling the framework agreement of cooperation of EASS and the Estonian Police Women's Association (EPN).	The annual Career Development Seminar (2011) of the European Network of Policewomen was conducted.
Development of cooperation with local governments regarding public activities.	Compiled the readiness list of the possible services offered to the community; the relevant information has been published on the website (2012).
Development of cooperation between EASS and the Women's Home Defence and launching new cooperation projects.	Signing of a framework cooperation agreement between EASS and the Women's Home Defence, one public cooperation project has been organised (2012).

List of abbreviations and terms

AEPC	<i>Association of European Police Colleges</i> - EASS membership and active participation in the organization contributes to the deepening of the international dimension of Estonian police education, supports Estonian positions towards CEPOL and supports the objectives of development cooperation
ATAK	Civil Service Training and Development Centre
BeST	a program financed by ESF for creation of an integrated e-learning support system and for supporting the creation of the content of internationally recognized e-learning that complies with quality requirements
BUP	<i>Baltic University Programme</i> – supporting the R&D of EASS through the cooperation network of the universities and institutions of higher education of the Baltic Sea countries. EASS joined the partner declaration in autumn 2009, development of cooperation perspectives, including R& D cooperation
CEPOL	<i>European Police College</i> – an agency of educational co-operation uniting the institutions of higher police education of the EU Member States dealing also with the development of police science
CIALT	Centre for Innovative Applied Learning Technologies (InHTK)
CRIPHE	Council of Rectors of Institutions of Professional Higher Education (RKRN)
CJ	College of Justice (JK)
DCAF	<i>Geneva Centre for the Democratic Control of Armed Forces</i> - EASS is not a member, but has hosted a training of senior and leading border guard officials of the Balkan countries. DCAF has expressed a desire to continue and expand cooperation. In particular on the transfer of border guard competence to the Balkan countries (which may be future EU Member States).
DoRa	Program of Doctoral studies and internationalization
FC	Financial College (FK)
EFSCA	<i>European Fire Service Colleges' Association.</i>
EILC	<i>The Erasmus Intensive Language Course - Estonian language on the basis of English language</i>
ESF	The European Social Fund
ETIS	Estonian Research Information System
EURASHE	<i>European Association of Institutions in Higher Education</i> - supports the international accreditation process of EASS and supports cooperation between the institutions of professional higher education of the EU.
EKKA	Estonian Higher Education Quality Agency (EKKA)
EASS	Academy of Security Sciences
EU CREMEX	EU Chemical and Radiological Emergency Management Exercise 2011
ERASMUS	Higher Education sub-program of European Lifelong Learning Programme
FRONTEX	the European Agency for the Operational Cooperation on the external borders of the European Union - has submitted an official invitation to EASS for receiving the status of partner academy. Educational cooperation for the target groups of the senior officials of the PBGB Development of a single European border guard system, including border guard education.
ITC	IT College
ISEE	Simulator program of the logistics of operational services
ICT	Information and Communication Technology (IKT)
IT	Information technology
IS	internal security (SJ)
IIS	Institute of IS, structural unit of EASS within the area of administration of the Vice Rector of Research and Development (SJI)
MoER	Ministry of Education and Research (HTM)
MoJ	Ministry of Justice (JM)
MoI	Ministry of Interior (SiM)

MoF	Ministry of Finance (RaM)
MEU	Mainor Entrepreneurship University of Applied Sciences (MK)
NSBSP	student place - non-state budgetary student place (REV)
NISPAcee	cooperation network linking the institutes and learning centres of public administration of Central and Eastern Europe. Supports the development of the educational quality of the Public Administration College and ATAK of the EASS through international cooperation
PBGB	Police and Border Guard Board (PPA)
PBGC	Police and Border Guard College (PPK)
PRIMUS	program financed by European Social Fund for raising the quality of the education of institutions of higher education and the competitiveness of the graduates. The program involves 21 institutions of higher education.
SBSP	student place - state budgetary student place (RE)
SCE	State-commissioned education (RKT)
SAIS	Admissions Information System
SIKARO	career and rotation system of the employees of the area of IS
SMIT	IT Centre of the Ministry of Interior
STUD	up-to-date database of students
SIS	Study Information Syst
RDC	Research and Development Council (TAN)
MCD	Marketing and Communications Department (TKO)
APEL	accreditation of prior and experiential learning
ROS	Rules of Organisation of Studies (ÕKE)
SoC	Statute of the Curriculum (ÕKS)
KIS	Knowledge-intensive security
UT	Tartu University (TÜ)
TUT	Tallinn University of Technology
TU	Tallinn University (TLÜ)
VAAK	Development Plan of the area of government of the Ministry of the Interior.