Institution: SISEKAITSEAKADEEMIA (Estonian Academy of Security Sciences)

Assessment committee:

David Woodhouse – Chairperson

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Dates of the assessment visit: 6-8.12.2011

Component assessment (mark with 'X'):

	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
Organizational management and performance	X			X
Teaching and learning	X			
RDC		X		
Service to society		X		

Comments

***Commendations*:**

EASS uses national strategies as inputs. The Academy collaborates with many boards and agencies, and international bodies such as CEPOL and FRONTEX. Collaborators also include employers and other stakeholders, and EASS ensures it is serving national needs. The extended Rector's meeting is open to all, including stakeholders.

The Academy approach appears to be 'trust but control' and the top-down control is good.

The financial budget and management is very thorough.

Infrastructure is satisfactory for the purpose. There are many improvements over five years (SE p25-26).

The Marketing & Communications Department is exceptionally good, doing a lot with few staff. The internal communication is done well, and they prepare good materials. The social networks for communicating have been used: this addresses the right age group and is cost effective.

EASS does a lot of systematic surveying, including staff, students, employers and alumni. The Department of Academic Affairs (DAA) gathers and handles the data well.

Staff are satisfied and committed, as they are supported and involved. New staff report a positive experience of mentoring. The participation of the staff of the EASS in activities outside the institution is extensive.

The rotation of staff into and out of the Academy is an excellent scheme. It keeps academics in touch with the practicalities that they are supposed to be teaching; conversely it gives the practitioners opportunity to systematise their knowledge by having to pass it on, and also gives them a period of time in an environment that supports further study (PhD work).

The team noted positively that when someone is identified for rotation into the Academy, they are given professional development to support their forthcoming teaching responsibilities. A more systematic scheme (SIKARO) is in fact being developed. This will permit advanced and comprehensive planning across the various IS organisations.

Annual Development Reviews are done systematically and comprehensively. The reviewers are pre-trained. The DAA provides relevant evaluation data for the reviewer to consider during the interview, and collects the output from the reviews. This data feeds into the professional development activities arranged by the institution during the following year. The agreements made

at the review become the contract with the reviewee for the next year. The team noted that several, apparently successful, management training sessions have been held.

Students find the mentoring experience positive. EASS has a good system for supporting students at risk (SE p36-38).

The team commends the systematic use of internships, and notes that an internship handbook has just been produced and is to be introduced to staff.

The team commended the training of master's project supervisors, the use of one internal and one external supervisor, and the limit on number of supervisees.

The work done by CIALT is impressive, although it also may be vulnerable as it depends on one person.

EASS conducts many conferences that enhance the external liaison, including international.

Worthy of Recognition:

EASS uses national strategies as inputs. In this way, it extensively considers the country's priorities and society's expectations, as expressed via the government.

There is a weekly meeting of the Senior Management Group, and a monthly meeting of a larger group which includes heads of all units and other interest groups. This meeting is in fact open to all including staff at other campuses via video.

The thorough and comprehensive annual Development Interviews result in precise definition of staff tasks for the forthcoming year.

The rotation of staff into and out of the Academy is an excellent scheme.

EASS handled well a downturn in funding, and hence staff requirements, in recent years. The team noted that the decreases were on a sliding scale with the highest paid losing most and the lowest losing none.

CIALT effectively supports academic staff in their use of electronic environment in their courses.

The participation of the staff of the EASS in activities outside the institution is extensive. There is numerous evidence of experts co-operating internationally in the educational and developmental field of different institutions related to IS in EU. The Academy is represented in many councils and boards which are related to decisions regarding the requirements of curricula, the funding

of EASS etc. This gives the opportunity of maximising the effects of direct feedback and thus the possibility for negotiation of terms for improvement of the quality in all fields of the academy.

Recommendations:

Management of EASS is not assisted by the spread over four campuses, although it does not appear to affect teaching adversely. The matter is a live issue, and this uncertainty affects the planning and possibly the attractiveness of the Academy to students. A decision on whether there will be any relocation, and if so, when and where, is needed as soon as possible.

The impact of management training should be evaluated systemically and coherently.

The Academy needs to ensure that the staff rotation system works (ie that people do not stagnate and fail to move). No EASS speciality-related staff member should go more than 5 years without working in an organisation relevant to her/his teaching area at EASS.

More attention is needed to using the data of surveys in order to feed planning and improvement.

As there were negative comments about the café at Kase St, the Academy should consider how to provide a space where staff and students from across the Tallinn campus can socialise.

Surveys conducted by the EASS show a fall in student satisfaction over the last two years. In particular, satisfaction related to the internet has fallen dramatically. EASS should investigate this and identify likely reasons and consequent actions.

As internationalization is one of the development goals, EASS should find ways to provide more support to students for international experience in order to improve the relatively low take-up.

The Academy needs to take all possible steps to ensure that graduates are functional in both Estonian and Russian. EASS should have a strategy for RDC activities.

As the Academy is looking to develop its research capability (in the sense of advancing knowledge) it should ensure that the word 'research' is reserved for that activity, rather than the very wide and inclusive present usage.

In order to meet the priorities for R&D ("every graduation thesis /…/ creates new, previously unpublished knowledge of a scientific phenomenon or issue", SE p 48) and the planned outcomes of research groups (a scientific publication, SE p 48), EASS would need more research-oriented professors and more international research collaborations.

In RDC, the Academy needs to plan for the possible future cessation of or reduction in funding from European Social Fund.

The team was not impressed with the performance of the Centre for Public Service Training and Development (ATAK), and noted that the satisfaction with ATAK reported in the self-evaluation is very low (SE p62-64). The team was surprised therefore that this matter does not directly feature in the plans (p64). However, the situation is complicated, and the low satisfaction might be broader than with ATAK alone. The team noted the overlapping, or potentially intersecting, roles of ATAK, CIALT, the Open Academy and the Colleges. The Academy should define its intent and objectives in the area of continuing education, lifelong learning, community education and e-learing, and then plan how best to achieve these objectives.

Assessment committee sent the preliminary report to EKKA: Jan 3, 2012

Assessment committee received the comments of the institution under accreditation: Jan 18, 2012

Assessment committee approved the final version of component assessment with 4 votes in favour and 0 votes against.

Signature of the Chairperson of the Committee:

Date: Feb 3, 2012

Assessment of sub-areas:

1. ORGANIZATIONAL MANAGEMENT AND PERFORMANCE				
Sub-area	**conforms to requirements**	**conditionally conforms to requirements**	**does not conform to requirements**	**worthy of recognition**
1.1 General management	X			X
Requirements	**Evidence**	**Comments**		
1.1.1 A higher education institution has defined its role in the Estonian society. **1.1.2** The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations. **1.1.3** Key results of a higher education institution have been defined. **1.1.4** The leadership of a higher education	• the rate of achievement prescribed in development/ action plans (key results) • results of employee satisfaction survey: satisfaction with management and information flow • *other indicators arising from institutional purposes* • *interviews* • *documents*	**1.1.1** "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." (SE p5) Discussion with stakeholders confirmed that EASS has clearly positioned itself in relation to students wishing to pursue its specialities, and to the likely employers of its graduates (the MofI and the Boards). **1.1.2** EASS uses national strategies as inputs. In this way, it extensively considers the country's priorities and society's expectations, as expressed via the government. It has an Advisory Board drawn from the ministries and professional boards. Furthermore, external personnel are present on many of the Academy's councils. The PDCA approach is used in planning to achieve quality (SE p7) and the recently-appointed Quality Manager is building on this using Deming's Principles. The Rector has led the attention to quality, and staff is becoming accustomed to the necessary thought and action. It will be important to ensure that results are achieved in a steady, continuous fashion, and that action is not overwhelmed by data collection and structure. The Vision includes a desire for international recognition, and EASS has obtained a consultancy in Kosovo, as well as interacting with other countries through		

institution conducts the preparation and implementation of development and action plans, and involves the members and different interest groups. **1.1.5** Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes. **1.1.6** Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.		CEPOL and FRONTEX. **1.1.3** In the Development Plan, the Academy has set three 'development goals' (called 'key results' in the self-evaluation). #3 is about the nature of the Academy (input), #2 is about its core functions (teaching & research), and #1 is an output indicator, namely satisfying the personnel needs of the IS industry The Development Plan is periodically reviewed. **1.1.4** There is a weekly meeting of the Senior Management Group, and a monthly meeting of a larger group which includes heads of all units and other interest groups. This meeting is in fact open to all including staff at other campuses via video. These groups discuss the plans and the quality system for implementation and improvement. **1.1.5** The thorough and comprehensive annual Development Interviews result in precise definition of staff tasks for the forthcoming year. During the interview references are made to the position descriptions. Managers met by the team seemed aware of their responsibilities. For some years, there has been regular training for managers (SE p11) on general and specific topics. It is reported that these have been worthwhile. For example, the results of the 2011 survey also showed the positive trend with the management satisfaction (average satisfaction with general management 3,87 (point 2, Table 4, p10) and average satisfaction with management on unit level 4,12 (point 5, Table 6, p12). *Recommendation*: The impact of such training should be evaluated systemically and coherently. **1.1.6** External and internal communication (including periodical review of their functioning) is well-handled through the Marketing & Communications Department (MCD). MCD makes good use of social media, both to advertise and to assist existing students. This is a usefully economical mechanism. Students are involved in the work of MCD.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
There is extensive e-mail and video communication between staff and students.				
1.2 Personnel management	X			X

Requirements	Evidence	Comments
1.2.1 The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a higher education institution, and ensure academic sustainability. **1.2.2** When selecting, appointing and evaluating members of the academic staff, their past activities (teaching, RDC, student feedback, etc.) are taken into account in a balanced way. **1.2.3** The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.	• the rate of competition for academic positions • the number and profile of the staff (academic and administrative/support staff, age distribution, qualifications, including their average age by qualification level) • the proportion of foreign teaching staff and research staff • indicators of international	**1.2.1** The principles & procedures for recruitment are adequate and in accordance with the development goals. New staff is appropriately mentored. Top management is young. EASS needs to ensure that the same people do not stay for an excessive period, followed by a sudden wholesale change. The rotation of staff into and out of the Academy is an excellent scheme. It keeps academics in touch with the practicalities that they are supposed to be teaching; conversely it gives the practitioners opportunity to systematize their knowledge by having to pass it on, and also gives them a period of time in an environment that supports further study (PhD work). The team noted positively that when someone is identified for rotation into the Academy, they are given professional development to support their forthcoming teaching responsibilities. A more systematic scheme (SIKARO) is being developed. This will permit advanced and comprehensive planning across the various IS organizations. At the end of 2011 a new development-manager in HRD department was recruited to work out the most effective system for the development of EASS staff in the future. *Recommendation:* The Academy needs to ensure that it works (ie that people do not stagnate and fail to move). No EASS specialty-related staff member should go more than 5 years without working in an organisation relevant to her/his teaching area at EASS. MoI has no long-term staffing plan, although EASS's staff numbers are directly

1.2.4 Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities. **1.2.5** Employees participate in international mobility programmes, cooperation projects, networks, etc. **1.2.6** Employees base their activities on principles of academic ethics.	mobility of academic staff as a proportion of their total number • *other indicators arising from institutional purposes* • *interviews* • *documents*	dependent on finances provided by MoI. *Recommendation*: MoI should endeavour to advise the EASS at least two years in advance of its anticipated needs for employees in the IS field, and hence staffing numbers at the Academy. EASS handled well a downturn in funding, and hence staff requirements, in recent years. The team noted that the decreases were on a sliding scale with the highest paid losing most and the lowest losing none. Annual development interviews feed into the staff development needs and provision. **1.2.2** Students are able to provide input to employing staff. The Department of Academic Affairs (DAA) provides student feedback information to the development review process. The annual Development review process works well. The Development Interviews are done systematically, comprehensively, and annually (as the name suggests) in October and November. The reviewers are pre-trained. The DAA provides relevant evaluation data for the reviewer to consider during the interview, and collects the output from the reviews. This data feeds into the professional development activities arranged by the institution during the following year. The agreements made at the review become the contract with the reviewee for the next year. This is one step in a cycle of review processes, which includes also probation review, assessment for promotion, and lustral (5-year cycle) review. **1.2.3** Remuneration has been systematised. Staff seem motivated, supported and informed (Table 14, SE p18), despite the period of decreased salaries (Table 13). (Cross-reference: 1.2.1) **1.2.4** EASS does a lot of systematic surveying, including staff, students, employers and alumni.

Staff evaluation of management is moderately good, in a range of 3.3 to 3.97 on a 5-point scale (SE Table 4). Evaluation at unit level is better (3.65-4.4) but slipping slightly (SE Table 6). The increase in participation in satisfaction survey is good (Fig 1, SE p19).

EASS has analysed the survey data, but has not in all cases interpreted or acted on it. Eg staff satisfaction increases in Table 15, but there is no suggestion of the reason.

Recommendation: More attention is needed to using the data to feed planning and improvement.

Staff assessment of the work environment is high (almost all over 4 on a 5-point scale) (Table 16, SE p20).

1.2.5 There is extensive international involvement (Table 18, SE p21). Conversely, there are foreign teachers at EASS (6 in 2011; 8 expected in 2012). There is extensive European networking.

1.2.6 There are no known breaches of the principles of academic ethics. EASS has set and integrated to their every-day work 5 core values (integrity, respect, professionalism, openness, development), and has recently established a Court of Honour (which has met only once so far) to hear cases of breach of the values.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
1.3 Management of financial resources and infrastructure	X			
Requirements	**Evidence**	**Comments**		
1.3.1 The allocation of financial resources of a higher education institution, and the	• the distribution of the revenue and	**1.3.1** The budgetary process begins with allocation to the Academy from the Ministry of Finance (MoF). EASS then plans how its objectives and any MoI requirements will be met out of this (together with grant or project money). This		

administration and development of infrastructure, are economically feasible; and are based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).

1.3.2 A higher education institution uses information systems that support its management and the coherent performance of core processes.

1.3.3 The working conditions of the staff and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of an institution of higher education and the expectations of members. | expenditure
• investment dynamics
• results of employee satisfaction survey: satisfaction with working conditions
• results of student satisfaction survey: satisfaction with learning and RDC conditions
• *other indicators arising from institutional purposes*
• *interviews*
• *documents* | is argued to the MoI, which then justifies the budget to MoF.

The amount available to the Academy is generally sufficient, and staff and students report that the resources and facilities are adequate for their work. The team confirmed this through its own inspection of two of the campuses. EASS earns further funds through various grants, services, contracts and consultancies.

Handling of funding is done very firmly and well.

Management of EASS is not assisted by the spread over four campuses, although it does not appear to affect teaching adversely. The matter is a live issue, and this uncertainty affects the planning and possibly the attractiveness of the Academy to students.

Recommendation: A decision on whether there will be any relocation, and if so, when, is needed as soon as possible.

1.3.2 EASS uses various external information systems which support its management and educational processes. These include the IT system of Ministry of Interior, SIS of professional universities and admission system (SAIS).

Reservations of rooms are made through SIS (classrooms), or an electronic calendar (meeting rooms). 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.

Students are allowed access to e-books, and can print them (on payment of the cost).

1.3.3 The team received very positive comments on the buildings and facilities, and the team itself found the surroundings of the two campuses visited were |

		salubrious. There is enough dormitory space of adequate quality. EASS learning and working facilities are equipped with modern requirements: fixed or portable video projectors and boards. Each room has a Wi-Fi connection and a stationary computer. *Recommendation*: As there were negative comments about the café at Kase St, the Academy should consider how to provide a space where staff and students from across the Tallinn campus can socialize. Surveys conducted by the EASS show a fall in student satisfaction over the last two years (Fig 2, SE p26). In particular, satisfaction related to the internet has fallen dramatically. *Recommendation*: EASS should investigate this and identify likely reasons and consequent actions. The proposed target date 2015 of implementing the Wi-Fi system is far too distant.

2 TEACHING AND LEARNING				
Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
2.1 Effectiveness of teaching and learning, and formation of the student body	X			

Requirements	Evidence	Comments
2.1.1 A higher education institution has defined its educational objectives and measures their implementation. **2.1.2** A higher education institution educates students so they are nationally and internationally competitive. **2.1.3** The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education. **2.1.4** The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of the motivated student body.	• positive graduation rates, including the fulfilment of RKT • employer satisfaction with preparation of graduates • rates of alumni employment • other indicators *arising from institutional purposes, and give, among other things, evidence of the international competitiveness of graduates* • *interviews* • *documents*	2.1.1 The objectives are set out clearly in the Development Plan (See cross-reference 1.1.1 & 1.1.3). The Academy has a range of measures for these objectives and needs to ensure that it acts on the results (cross-reference 1.2.4). EASS has collected a lot of data about the measurement of educational objectives, which have been analysed systematically (the internal evaluation of all curricula, the results of study process, etc.). All these results and the areas of improvement have been already taken into account in planning the activities for 2012 (EASS activity plan for 2012). As a result of the Master students feedback special seminars for the Thesis supervisors have been arranged (15.12.2011 and 18.01.2012); **2.1.2** Data on employment of graduates in their field of specialization on the professional higher education level suggests that they are nationally competitive. There is little national competition because it is the only specialized institution in this field. (The Financial College probably has the greatest competition, from the universities.)The team had no data on international competitiveness, but as the task of the Academy is to educate workers for specified sections of Estonian society, international competitiveness is less important, although it guaranteed by egg, the application of principles of core curricula by FRONTEX and CEPOL.

2.1.5 Students are provided with opportunities to study at a higher education institution regardless of any special needs.		In order to maintain the quality of the master program, the Academy needs to ensure that in general, master theses are supervised by a person with PhD and for practical matters, by a co-supervisor from the professional field. For each thesis, there should be an external examiner who has supervised master students and/or familiar with requirements for master theses at some other institutions. **2.1.3** The number of student places is primarily dictated by the Moil in accordance with its analysis of national need. Recently, there were many more applicants than places, due to a change in the application system, improved marketing (web hits increased by 500%), and economic stringencies (from the MI) leading to a reduction in the number of (externally specified) places. **2.1.4** The Academy's courses are of a specific nature and purpose. The admission rules relate to these and cover language ability, physical ability, nationality and a background check. The assessment of motivation of the students is done at the beginning of the study, e.g., in the College of Justice there is a familiarisation visit to prisons. **2.1.5** The nature of the Academy's work is such that, eg, handicapped students would be unlikely to succeed in its courses, but this criterion is complied with as far as possible.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
2.2 Study programme development	X			

Requirements	Evidence	Comments
2.2.1 A higher education institution bases its new study programmes on its purposes and the needs of the labour	• student satisfaction with the quality of studies	**2.2.1** EASS is constantly in touch with those bodies that are likely employers of its graduates, and through these contacts maintains its knowledge of national strategies and the expectations of society, and

market, and considers the strategies of the country and expectations of the society. **2.2.2** Development activities related to study programmes are systematic and regular, and different interest groups are involved in the development of study programmes. **2.2.3** Graduate satisfaction with the quality of studies and employer satisfaction with the quality of graduates are surveyed and analysed; the results are considered in the development of study programmes.	• alumni satisfaction with the quality of studies • employer satisfaction with preparation of graduates • results of quality assessments of study programme groups • *other indicators arising from institutional purposes, e.g., the number of joint study programmes, the number of study programmes in English, etc.* • *interviews* • *documents*	plans its programs accordingly. The students that graduate from the Academy generally continue to work in their field (SE fig 3). Students in state-funded places are bonded to do so for a period equal to their study period. Students in the Finance College more often leave the public service to work in the private sector (where an employer might buy out their bond if they are not private students). The team commends the systematic use of internships, and notes that an internship handbook has just been produced and is to be introduced to staff. Graduates' language ability is an issue, since they should be able to interact with people anywhere in Estonia. According to the alumni satisfaction surveys the factors affecting the ratings of the alumni are dissatisfaction with language learning (SE p 36). There is still a problem for Russian speakers about the knowledge of Estonian and for Estonians about the knowledge of Russian. The team acknowledges the efforts that EASS has done to improve the language learning, e.g., integrating language teaching with speciality teaching, which means cooperation between speciality lecturers and language teachers (since 2009), and understands that the poor knowledge of both the Russian and Estonian language should not be considered as a problem of the Academy but a problem of the whole society. *Recommendation*: The Academy needs to take all possible steps to ensure that graduates are functional in both Estonian and Russian. **2.2.2** The curricula are reviewed annually for possible changes and representatives of interest groups are involved in curriculum committees. A significant recent revision has been caused by the merger of the Border Guard and the Police sections into a single

college. This now has a new curriculum that is mostly common. The Police and Border Guard Board has been involved in these developments, but still expressed a concern that the graduates might now be too general in their abilities and knowledge, and not specialised enough.

The Academy believes that further specialization should take place through the continuing education.

The Academy is discussing with the Police and Border Guard Board the reintroduction of vocational programs.

2.2.3 The EASS regularly surveys graduates and employers, and analyses the results. The team was shown a number of tables (SE fig 8 & 9) representing the level of employer and graduate satisfaction, and some actions have been taken or are planned, e.g., production of an internship manual.

Generally speaking the employers' satisfaction is good because mostly they direct, or at least agree with, the curriculum. Interaction by employers with interns and involvement in meetings at the Academy provide other mechanisms for employer feedback.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
2.3 Student academic progress and student assessment	**X**			

Requirements	Evidence	Comments
2.3.1 Student academic progress is monitored and supported. **2.3.2** Student assessment supports learning and is in line	• the average duration of study by its levels • the proportion of dropouts • *other indicators*	**2.3.1** There is a system for monitoring student progress, and for supporting students at risk of failing (SE p36-38). Students find the mentoring experience positive. Some students receive stipends or scholarships. The team received positive feedback from students on the level of support available from

with learning outcomes. **2.3.3** A higher education institution has an effective system for taking account of prior learning and work experience.	*arising from institutional purposes* • *interviews* • *documents*	teaching staff. **2.3.2** Over the last two years, the Academy has moved to a curriculum specification and assessment process that is based on Learning Outcomes. This supports learning because it is clear to students what they need to do to succeed in a course. Staff found the change difficult and time-consuming, but now recognise the benefits. They are now ready to revise the system to improve it. Staff needs to be very precise in their specification of the desired outcomes when implementing outcome-based assessment criteria. The extra precision of specification allowed students to contest some results when they felt the grade was not in accordance with the outcome-based assessment criteria. **2.3.3** EASS has a well-developed system of APEL in place (SE p 39-40). Since it is a very specialised institution it is often difficult to have a precise match with prior studies.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
2.4 Support processes for learning	**X**			

Requirements	Evidence	Comments
2.4.1 The organization of studies creates an opportunity for students to complete their studies within the nominal period. **2.4.2** A higher education institution provides counselling	• the proportion of foreign students and foreign guest students • the number/ proportion of students who have studied at foreign	**2.4.1** All students study full-time, attendance is compulsory, support and oversight systems are strong. Almost 80 % of professional education students complete their studies within the nominal period (SE Fig 12). The completion of Master studies is less than 30%. The Academy believes this is due to time pressures (parallel work and study) on students. The team notes that the Academy has recognized this problem and

related to studies and career. **2.4.3** A higher education institution supports student international mobility. **2.4.4** Modern technical and educational technology resources are used to organize educational activities. **2.4.5** Students are periodically asked for feedback on learning and support processes (the organization of studies, assessment, counselling, etc.); the results of surveys are taken into account in improvement activities.	institutions of higher education compared to the total number of current students and graduates • the proportion of dropouts • results of feedbacks • *other indicators arising from institutional purposes* • *interviews* • *documents*	made a number of changes which it hopes will ameliorate the situation. **2.4.2** By the nature of the institution, students are almost all oriented towards their desired career. For academic and pastoral support, each student has a mentor. There is also a system of group leaders selected by the students themselves. These leaders provide liason and support. The students are also oriented towards their professions by means of the internships. **2.4.3** EASS offers exchange places to students and staff. The deployment to other academies abroad is very limited. The team understands that it is not easy to find international partners for exchanges, and language is one of the issues. *Recommendation*: As internationalization is one of the development goals, EASS should find ways to provide more support for international experience in order to improve the relatively low take-up. **2.4.4** The panel found that modern educational technology is widely used in the Academy. CIALT effectively supports academic staff in their use of electronic environment in their courses but is vulnerable while it depends on one person. The team noted that from 2012 EASS has won a consortium grant from EC "InSec", which is dedicated to increase the innovation and research within security organisations and will help the institution to staff the centre for more new technologies. **2.4.5** As mentioned above, there is much surveying and direct communication among students, staff and managers. The results of surveys/recommendations are analysed and taken into account, eg

		improvement of parking facilities for students.
		A new comprehensive survey system has been introduced only recently. It is expected that this will permit more extensive action on results.

3 RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)				
Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
3.1 RDC effectiveness	X			

Requirements	Evidence, e.g.:	Comments
3.1.1 A higher education institution has defined the RDC objectives and measures their implementation. **3.1.2** A higher education institution monitors the needs of society and the labour market, and considers them in planning RDC activities.	• results of external evaluations (research evaluation, quality assessment of doctoral study) • management and participation in centres of excellence: the number and scope of finances of centres • numerical data in national research db categories (1) to (8) • the number of research publications/creative works per member of the teaching staff and per member of research staff • *other indicators from institutional purposes* • *interviews*	**3.1.1** Teaching activity seems to have a higher priority than RDC in the Academy`s activities. Activities considered by EASS under the term "research" refer to routine data analysis and are related to answering practical questions according to the needs of Estonian society. *Recommendation*: As the Academy is looking to develop its research capability (in the sense of advancing knowledge) it should ensure that the word 'research' is reserved for that activity, rather than the very wide and inclusive present usage. 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 (SE p 47-48). The Development Plan defines the objectives, activities and the indicators of achievement of the objectives of R&D. EASS establishes measures to ensure the quality of research and development (mainly number of scientific publications, SE p 48) which are 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

• *documents*	EASS. *Recommendation*: EASS should have a strategy for RDC activities. External documents such as the 'Development Plan 2015' are not an Academy strategy, though they set the context for it. EASS's own RDC Strategy needs a mission and vision and targets for the future. For example, EASS should specify its desired balance between theoretical and practical research. 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. In cooperation with the Ministry of the Interior, EASS identifies the most important and necessary directions of R&D, eg how to prevent fire etc.	

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
3.2 RDC resources and support processes		X		

Requirements	Evidence, e.g.:	Comments
3.2.1 A higher education institution has an effective RDC support system. **3.2.2** A higher education institution has financial resources needed for RDC	• results of employee satisfaction survey: satisfaction with RDC support services	**3.2.1** The Academy is not a research intensive institution, but in order to strengthen its educational activities it encourages and supports its academics to obtain PhD degrees. One mechanism for this is the recently established Doctoral Chamber, which brings together the 7 academic staff who hold a PhD and the PhD students (ie staff studying for PhDs at other institutions). The long term goal is to develop these sessions into a research forum

development and a strategy that supports their acquisition. **3.2.3** A higher education institution participates in different RDC networks. **3.2.4** RDC infrastructure is being updated and used effectively.	• investments into the RDC infrastructure • the proportion of RDC finances in the total budget, separately including finances received from international contracts, applied R&D contracts, grants for creative activity; trends, comparison with partners (partial overlap with management) • RDC finances per member of research staff (calculated in full-time positions) • *other indicators arising from institutional purposes* • *interviews* • *documents*	where researchers have an opportunity to present their research, receive immediate feedback, advise each other and share experiences. Support is also provided to staff in other ways: a staff member may be given a term free of teaching, PhD study fees may be paid, study related travel may be supported, and significant publications attract credits towards staff members' annual work load. A competition for the best IS-related research and development work of the year was initiated in 2011. The competition aims to recognize outstanding research and development, to raise and encourage the level of research and development and to increase the usefulness to society. The EASS "Proceedings" is a peer-reviewed scientific journal with an international editorial board. Summaries of the best Master's and Doctoral theses are published in the "Proceedings". Also some "research groups" have been created, but these need more precise definition and composition. In terms of supporting the learning process, development of teaching aids and lecturers (objective 1, SE p 47) the Academy conforms to the requirements but not completely in ensuring new knowledge and innovative solutions (objective 2, SE p 47). *Recommendations*: In order to meet the priorities for R&D ("every graduation thesis /.../ creates new, previously unpublished knowledge of a scientific phenomenon or issue.", SE p 48) and the planned outcomes of research groups (a scientific publication, SE p 48), EASS would need more research-oriented professors and more international research collaborations. **3.2.2** As a source of development of R&D, applying for money from EU structural funds has been used. 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.

Recommendation: The Academy needs to plan for the possible future cessation of or reduction in funding from European Social Fund.

3.2.3 To support 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, FRONTEX, AEPC, EFSCA, EURASHE and BUP.

3.2.4 At the moment, the RDC infrastructure is not extensive. There is lack of access to electronic databases needed for potential staff research projects.

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. |

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
3.3 Student research supervision	**X**			

Requirements	Evidence, e.g.:	Comments		
3.3.1 A higher education institution involves students of all study levels in research, creative or project activity; and systematically surveys student satisfaction with their	• total number of defences of doctoral theses, their number by field, trends • average period of	**3.3.1** In professional higher education and in the Master's program, a part of the curriculum is the graduation thesis or the Master's thesis, respectively. In the curriculum of Corrections, the requirement for completion is the graduation exam, while students compile a longer written work in the research seminar.

Since 2011, a satisfaction survey of graduates regarding thesis | | |

| supervision.

3.3.2 Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.

3.3.3 Students are guided to recognize plagiarism and to avoid it. | doctoral studies, trends
• the proportion of international doctoral students
• the proportion of doctoral students who have studied at foreign universities for at least one semester
• the proportion of supervisors (including co-supervisors) from outside of the higher education institution, including from foreign countries
• the proportion of opponents from foreign countries at defences of doctoral theses
• results of student satisfaction survey: satisfaction with supervision
• *other indicators arising from institutional purposes* | 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.

In terms of project activity the Academy conforms to the requirements but not completely in terms of research activity.

3.3.2 According to the Rules of Study Organisation, a graduation thesis has a supervisor and if necessary, a co-supervisor. Supervisors are trained before they undertake their duties. 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 (or vice-versa if the external person is stronger in the discipline).

3.3.3 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. |

	• *interviews* • *documents*	

4 SERVICE TO SOCIETY				
Sub-area	**conforms to requirements**	**conditionally conforms to requirements**	**does not conform to requirements**	**worthy of recognition**
4.1 RDC popularization and the involvement of an institution of higher education in social development	X			X

Requirements	Evidence, e.g.:	Comments
4.1.1 A higher education institution has a system for popularizing RDC. **4.1.2** Employees of an institution of higher education participate in the activities of professional associations, and as experts, in social supervisory boards and decision-making bodies.	• the number of people/enterprises (including students, separately) involved in activities of popularizing RDC, the number of events by type, trends • employee participation in non-university bodies (the number and %) • articles by employees in newspapers (the number of articles per employee), commentaries, interviews, etc. • *other indicators*	**4.1.1** The institution has a system for popularising the field of security sciences among the different interest groups, with the main group of interest being high school students. RDC popularization is done through a tight co-operation with inter-agency institutions that can contribute to the field of IS, eg Tartu University in terms of law studies and Tallinn Technical University in terms of engineering issues. IS-related topics are discussed and researched in different institutions of higher education and assistance and supervision are offered either by the EASS or the different agencies via the EASS. Most of the RDC is done in the EASS in research groups that are being led at least administratively by the staff of EASS, with academics from institutions outside of EASS actively participating in the research. Since EASS is functioning in a very specific field, the popularization of its work does not have the highest priority outside the EASS. The main concern of the popularization is to familiarize the society, civil servants and academics to the field of IS-related work and issues. EASS also participates to some scale in introducing its work to pupils in science related conferences (see extensive list in SE p60-61). EASS makes use of social networks. **4.1.2** The participation of the staff of the EASS in activities outside the institution is extensive. There is numerous evidence of experts co-

	arising from institutional purposes • *interviews* • *documents*	operating internationally in the educational and developmental field of different institutions related to IS in EU. The Academy is represented in many councils and boards which are related to decisions regarding the requirements of curricula, the funding of EASS etc. This gives the opportunity of maximising the effects of direct feedback and thus the possibility for negotiation of terms for improvement of the quality in all fields of the academy. The assistance in the field of civil service in different agencies is also very extensive – the practicality and theory work closely together in a system where both parties need specific development and the rotation system (SIKARO) supports it (cross reference: 1.2.1).		
Sub-area	**conforms to requirements**	**conditionally conforms to requirements**	**does not conform to requirements**	**worthy of recognition**
4.2 In-service training and other educational activities for the general public		X		
Requirements	**Evidence, e.g.:**	**Comments**		
4.2.1 A higher education institution has strategic objectives and a clear action plan in the field of lifelong learning. The implementation of the action plan is periodically evaluated and improved as necessary.	• the number and proportion of staff in continuing educ (and in other forms of paid open learning) per hour, or the number of ECP per participant • the proportion of money from continuing educ compared to the total funds for educational activities	**4.2.1** The issue of in-service training has been addressed on many levels of the institution. Every EASS college and CPSTD are oriented towards their specific specialty but it remains unclear who is in charge of organizing and conducting training for different institutions. EASS does not appear to have a clear vision in the field of life-long learning. The academy would benefit from clarifying the objectives and setting and argumenting a strategy for in-service studies in the field of IS and public service related issues and then continue developing towards satisfying the needs of the employers. The team was not impressed with the performance of ATAK and noted that the satisfaction with ATAK reported in the self-evaluation is very low (SE p62-64) and was surprised therefore that this matter does not directly feature in the plans (p64). Based on the information from		

• *other indicators from institutional purposes* • *interviews* • *documents*	this survey, ATAK has taken some initial steps to raise the quality of the service and therefore the satisfaction of the customers. However, the situation is complicated, and the low satisfaction might be broader than with ATAK alone. The team noted the overlapping, or potentially intersecting, roles of ATAK, CIALT, the Open Academy and the Colleges, while acknowledging that there is informal cooperation among all counterparts. *Recommendations*: The team recommends that as a priority the Academy defines its intent and objectives in the area of continuing education, lifelong learning, community education and e-learning, and then plans how best to achieve these objectives.

Sub-area	conforms to requirements	conditionally conforms to requirements	does not conform to requirements	worthy of recognition
4.3 Other public-oriented activities	X			

Requirements	Evidence, e.g.:	Comments
4.3.1 Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on those evaluations. **4.3.2** A higher education institution contributes to the enhancement of community welfare, sharing its resources (library, museums, sports facilities, etc.) and/or organizing concerts, exhibitions, performances,	• the number of public-oriented events by type, the number of participants (if measurable) • *other indicators arising from institutional purposes* • *interviews* • *documents*	**4.3.1** Public oriented activities are divided into two groups by purpose – creating the populace for the academy and educating and familiarising the citizens with the field of IS from the national and international perspective. The Marketing and Communications department organizes twice a year a so-called recruitment seminar. The first seminar is usually held in fall, when they analyse the results of their last campaign period. The second seminar, held in autumn, is about planning and organizing their next campaign period, based on the results of the previous seminar (SE, section 1.1.6 on p 13). The interest group is addressed via social networking and the information is gathered about the popularity of the possibilities of the web and the amount of visitors to the EASS website. The mere statistics show that there has been a remarkable increase in the visits

conferences, fairs and other events.		to the EASS website, but since no analysis has been done on the basis of the statistics, it is not possible to tell whether or not this has a real impact on the applicants of EASS. In respect of Facebook, 89% of the 2011 applicants who filled out a survey said that they received information about EASS from Facebook. The impact of full preliminary training (2,5 year courses) cannot be evaluated until 2013 when the first graduates of the preliminary training in seconday schools will have the opportunity to apply for studies at the academy. Until now, smaller scale courses have been carried out and no surveying concerning how the preliminary training affects the number of applicants has been conducted so far. **4.3.2** Due to quite strict rules on the use of the premises of EASS, the sharing of resources can be done only to a partial extent, and in a controlled interest group. This means that the resource sharing mostly occurs in the civil service environment. The lecturers from outside of the EASS can be given an accommodation in the dormitories of the EASS, different student sports events are held on the premises of the EASS. The institution gives the opportunity for inter-agency students to use the library. The EASS has been organizing conferences in the field of IS to educate civil servants and broaden the views of citizens. One of the aims for performances and conferences is to create interest in potential students from the age of 15, so by the end of the high school they would become cadets at the EASS. Another reason for the conferences and fairs is to familiarize citizens with the work, possibilities and risks in the security environment of Estonia and EU. The Marketing and Communication Department (MCD) is very actively communicating internally and externally and is committed to bringing information to different interest groups.