Assessment Report

Study Programme Group of Arts

Euroacademy

Estonian Entrepreneurship University of Applied Science

2017

Contents

Introduction

Quality assessment of a study programme group involves the assessment of the conformity of study programmes and the studies and development activities that take place on their basis to legislation, national and international standards and developmental directions with the purpose of providing recommendations to improve the quality of studies.

The goal of quality assessment of a study programme group is supporting the internal evaluation and self-development of the institution of higher education. Quality assessment of study programme groups is not followed by sanctions: expert assessments should be considered recommendations.

Quality assessment of a study programme group takes place at least once every 7 years based on the regulation approved by EKKA Quality Assessment Council for Higher Education *Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education*.

The aim of the assessment team was the evaluation of the study programme group of Arts in two higher education institutions in Tallinn – the Euroacademy and the Estonian Entrepreneurship University of Applied Sciences.

The team was asked to assess the conformity of the study programmes belonging to the study programme group of Arts and the instruction provided on the basis thereof to legislation and to national and international standards and/or recommendations, including the assessment of the level of the corresponding theoretical and practical instruction, the research and pedagogical qualification of the teaching staff and research staff, and the sufficiency of resources for the provision of instruction.

The following persons formed the assessment team:

Judy Glasman *(Chair)*	Dean of School of Creative Arts, University of Hertfordshire; Vice Chair of Council for Higher Education in Art and Design – United Kingdom
Soledad Garcia Ferrari	Senior lecturer in architectural design, Edinburgh College of Art, University of Edinburgh – United Kingdom
Sonja Spee	Manager of Quality Assessment and Educational Development in Art Education, Royal Academy of Fine Arts and Royal Conservatoire, Artesis Plantijn University College Antwerp – Belgium
Andres Tali	Freelance artist, graphic designer (formerly Professor of Fine Art, Dean of Faculty of Fine Art, Dean of Faculty of Media and Vice Rector of Estonian Academy of Arts; also former Chair of Board of KUNO Network) – Estonia
Georg Fischer	Student member; Leipzig University of Applied Sciences - Germany

The assessment process was coordinated by Tiia Bach (EKKA).

After the preparation phase, the work of the assessment team in Estonia started on Monday, March 27, 2017, with an introduction to the Higher Education System as well as the assessment procedure by EKKA, the Estonian Quality assurance organization for higher and vocational education. The members of the team agreed the overall questions and areas to discuss with each group at the institutions. The distribution of tasks between the members of the assessment team was organised and the detailed schedule of the site visits agreed.

During the following three days, meetings were held with the representatives of the Euroacademy (March 28-29) and the Estonian Entrepreneurship University of Applied Sciences (March 29-30). The schedule for discussion on site for the various study programmes only allowed for short time slots to be available for team members to exchange information, discuss conclusions and implications for further questions.

On Friday, March 31, the team held an all-day meeting, during which both the structure of the final report was agreed and findings of team meetings were compiled in a first draft of the assessment report. This work was executed in a cooperative way and the members of the team intensively discussed their individual views on the relevant topics.

In the following sections, the assessment team summarises their general findings, conclusions and recommendations which are relevant across the SPG of arts and presents findings for each of the two institutions separately. The team provides an external and objective perspective on the programmes and the contexts within which they are delivered. The intention is to provide constructive comment and critique which may form the basis upon which improvements in the quality of the programmes may be achieved.

General findings and recommendations at the study programme group level

It should be noted that the Estonian Entrepreneurship University of Applied Sciences (EUAS) started the evaluated study programmes in 2014 and 2015 and therefore the evidence for the quality assessment report is limited to information related to the current students and state of development of the programme which does not include graduates yet.

Strengths

- Both institutions are making a good contribution to the creative and digital technologies economic sector in Tallinn and Estonia through their graduates, collaborations with industry and public events, and through their current students and those who have graduated, who are working in the sector both during and after their studies.

- The panel found through documentation and in meetings during the visits that programmes of study are well orientated towards labour-market needs and there are good connections with regional employers and alumni working in the design and creative technologies fields.

- It was found that the study programmes in the Arts group and institutions which teach them are effective in providing a relevant practical, professional education and training which include relevant internships and contribute to the development of appropriate knowledge for employment.

- In both institutions, Arts programmes are offering flexible and student-centered courses, which support students who are working or are returning to study; Accreditation of Prior Learning (APEL) in relation to previous qualifications or working experience is in use to support flexible entry into study programmes.

- In both institutions, programmes benefit from interdisciplinary contributions from other faculties outside Art and Design within the same institutions, giving students a rounded education which supports their wider knowledge and the professional skills in their specialist areas of study.

- Teaching staff in the institutions include professionals as well as industry and studio practitioners in the relevant disciplines.

- Study Information Systems are in place in both institutions and support students' study needs, as well as being a useful tool for gathering data such as student feedback on studies and the performance of tutors.

Areas of improvement

- After reviewing examples of student work from all programmes, the panel found that more extensive use of broader and contemporary cultural references in general, and in relation to the specialist professional study area, including references drawn from an international context is recommended.

- The panel recommends that both institutions confirm and extend current examination and assessment procedures checking that individual tutors are not making final decisions on student grades without the contribution of other tutors or by the teaching team. This applies particularly to EUAS. This will help to ensure maintenance of standards within programmes and also fairness and equality of marking across courses.

- Whilst some use of international mobility is available within both institutions as evidenced in meetings and the Self-Evaluation Reports (SER), the panel encourages further use of international mobility and networking of staff and students, and the comparison of programmes and teaching activities with both other Estonian and also international programmes. This should include cooperation between art institutions at higher education level, and projects between students at different institutions for example through on-line channels and / or other mechanisms.

- Some regular review of data and performance exists in both institutions, however the panel recommend that this is undertaken on a more routine basis using an annual cycle of programme analysis of the study year and student performance. This should be followed by action planning that brings together student achievement and feedback, tutor proposals and contributions from other stakeholders, allowing for a coherent approach to the development of programmes and student learning.

- It is recommended that both institutions foster a more active approach to the sharing of effective and innovative teaching between teaching staff on the same programme and across programmes. EUAS has taken some steps in this direction and further developments should follow.

- The panel was pleased to identify in meetings with teaching staff, programme managers and alumni that some courses and tutors are already participating in wider external industry and arts activities. This should be further extended across all programmes and providers (for example students entering public competitions, joining professional networks, contribution to external events including exhibitions and screenings).

Assessment report of SPG at the Euroacademy

1.1. Introduction

EUROACADEMY (known as EuroUniversity until 2009) was established in 1997 as a private higher educational establishment. In 1999, NPO Eesti Euroinfo Ühing became the keeper of Euroacademy (Eurouniversity) due to the amendments of legislation. In 2011, EuroUniversity lost its university status due to the closure of the curriculum of Doctoral studies. The number of students who have graduated from Euroacademy (resp. EuroUniversity) comprises 2169. 879 students out of those have graduated from the Faculty of Design.

As of 01.12.2016, 553 students were studying in the Euroacademy. Since its establishment, the institution provides instruction in five faculties: the Faculty of International Relations (59 students), the Faculty of Translation (35 students), the Faculty of Business Management (263 students), the Faculty of Environmental Protection (103 students), and the Faculty of Design (77 students) (data as of 1 Dec 2016).

At the moment, the Euroacademy has 21 functioning programmes, among them 4 active programmes in the study programme groups of Arts: Interior Architecture (language of study Estonian); Interior Architecture (language of study Russian); Fashion Design (language of study Estonian); and Fashion Design (language of study Russian). Admission to both programmes in English as language of study is planned for the academic year 2017/18.

Statistical Data of the Study Programme Group

Number of students by academic years

Academic years		2012/13		2013/14		2014/15		2015/16		2016/17	
Total in Euroacademy		592		598		534		508		553	
Faculty of Design	Interior Architecture	183	242	125	174	91	128	78	112	54	77
	Fashion Design	59		49		37		34		23	

Source: SER of the Euroacademy

Admission statistics of the Faculty of Design

| Academic years	2012/13	2013/14	2014/15	2015/16	2016/17
Interior Architecture	21	21	14	10	12
Fashion Design	15	9	3	12	6
Total	**36**	**30**	**17**	**22**	**18**

Source: SER of the Euroacademy

Overall drop-out rates during academic year

Academic year	2012/13	2013/14	2014/15	2015/16
Curriculum Interior Architecture				
Number of students	183	125	91	78
Number of drop-outs	18	11	6	15
Drop-out percentage	10%	9%	7%	19%
Curriculum Fashion Design				
Number of students	59	49	37	34
Number of drop-outs	7	2	3	4
Drop-out percentage	12%	4%	8%	12%

Source: SER of the Euroacademy

Number of graduates in the SPG of Arts

	12/13	13/14	14/15	15/16	16/17
Number of graduates	43	39	19	23	
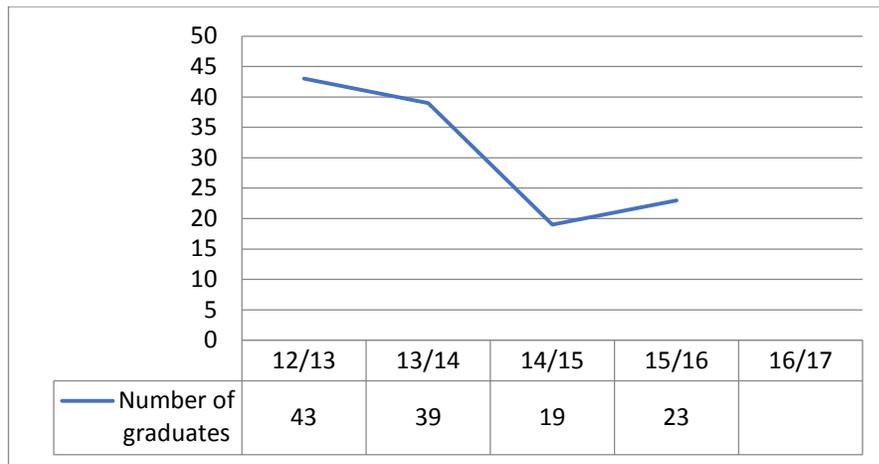
Source: HaridusSilm

1.2. Strengths and areas for improvement of study programmes by assessment areas

Study programme development

Standards
- ✓ The launch or development of the study programme is based on the Standard of Higher Education and other legislation, development plans, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being sought.
- ✓ The structure and content of modules and courses in a study programme support achievement of the objectives and designed learning outcomes of the study programme.
- ✓ Different parts of the study programme form a coherent whole.
- ✓ The study programme includes practical training, the content and scope of which are based on the planned learning outcomes of the study programme.
- ✓ The study programme development takes into account feedback from students, employers, alumni and other stakeholders.

General Comments

As set out in the Self-Evaluation Report and confirmed in meetings with managers and tutors, the Faculty Council supports the development of study programmes and there is a willingness through the work undertaken on revised regulations to implement these in the coming period.

The study programmes at the Euroacademy are based on the standard of higher education as well as on professional standards.

The content of modules and courses in the study programmes supports achievement of the learning objectives.

The study programme includes practical training which the students and alumni confirmed in meetings is useful in developing relevant professional knowledge and skills.

When developing programmes, the Faculty Council considers new trends in the specific areas and changes in the labour market as set out in the Self-Evaluation Report. The development of courses takes into account formal and informal feedback from students and teaching staff. More consistent ways of gaining and acting on feedback would be useful.

The newly developed procedures concerning the review of the quality of the programmes are appropriate, however the panel recommends that these should be more widely and actively used among the teaching community.

The Euroacademy has recently moved into well-appointed refurbished premises and has the potential to develop further its provision and grow its student numbers.

In reviewing student work and the programme documents, the panel are able to confirm that the Fashion Design programme supports students' development in a number of relevant professional areas including design, pattern-cutting, sewing and styling.

After meetings with students and reviewing student work, that panel found that the Interior Architecture programme strongly supports students technical and software skills for example in relation to layout. The panel found that there was room for some projects to give students more creative and individual development alongside the technical aspects.

Strengths

- The Euroacademy provides current professional programmes which develop appropriate education and an appropriate level of technical skills. These are underpinned with general art skills and practical knowledge appropriate to the current labour market needs in Estonia.

- The development of new and innovative modules, which are ready to be launched, based on interdisciplinary work across the faculties and are rooted on considerations of industry changes and student requests (Eco-design; and Entrepreneurship in Fashion Design and Entrepreneurship in Interior Architecture). The Euroacademy will need to consider how students are advised on their study paths and the selection from these options after they are introduced.

- The general arts subjects provide good support for the development of students' drawing, colour and composition skills in 2D and 3D and are useful for students without prior study of Art or Design.

- Programmes provide language teaching as elective courses and opportunities for European mobility for staff and students.

- The panel found that in meetings with tutors that programmes benefit from informal staff collaboration and close working between staff and students.

- The Euroacademy engages with its alumni to provide good internships and employment opportunities for students and graduates. This was confirmed at meetings with students and employers.

- The newly introduced Study Information System (SIS) provides for detailed information on courses as well as anonymous student feedback for different components of their study.

- The panel found evidence that the Fashion Design programme develops graduates with skills in fashion graphics, pattern-cutting and styling providing students with some choices in their employment as they enter the labour market.

- The Interior Architecture programme as confirmed in meetings with employers and alumni, develops graduates with appropriate skills including high level technical skills and working with clients, appropriate to employment in general and technical professional areas of interior design.

- The internship component provides a good experience for students in developing their understanding of the subject's professional context. These are well organised by the Euroacademy and the assessment is an example of good practice which combines that of the tutor and the external internship supervisor.

Areas of improvement and recommendations

- After meetings with programme managers and teachers, the panel suggests the introduction of an annual cycle of programme and course analysis of the previous study year with an action plan for the following year. This process should bring together information from various sources including data such as student grades, student feedback and additional feedback from various sources including teaching staff and potentially alumni. The action plan should include curriculum development and any changes to teaching and learning within individual courses.

- An open-minded comparison of study programmes and teaching activities with both other Estonian and also international programmes could benefit curriculum development.

- While students and staff were aware of the intended learning direction of programme components, during interviews the panel found that there should be more active use and ownership of the programme and module documents, as well as better awareness among the teaching team about the scope of their individual responsibilities for course and programme changes in their own teaching subject. Teaching staff need to be aware of the processes and timetable for making changes, including when a more significant change will require approval at the institutional level by for example the Faculty Council.

- After meetings with students and reviewing student work, the panel recommends the revision of the content, amount and direction of the general arts teaching including drawing, painting and outdoor artists' practice etc. This should be further integrated with student's main subject of practical studies. Students requested at the meeting with the panel the introduction of more practical workshops relevant to both Fashion and Interior Design disciplines.

- To revise aspects of the programmes to encourage a more contemporary, creative and experimental approach for students, including the general art curriculum. This can be undertaken through the development of specific projects with these elements, for example.

- Further and more active use of enthusiastic and successful alumni for example through an industry panel for each programme and presentations for students from higher-level professionals working in relevant businesses or who have transferred their knowledge into other business areas. At the meeting with students it was noted that students requested more practical skills teaching related to the professional workplace, for example how to deal with clients.

Resources

Standards
- ✓ Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme.
- ✓ There is a sufficient supply of textbooks and other teaching aids and they are available.
- ✓ Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- ✓ Resource development is sustainable.

Assessment Report on Study Programme Group of Arts

General Comments

Resources in general support the achievement of objectives of the study programmes. The library provides books, magazines and teaching materials in the specific study fields. Text books and other teaching aids are available to students.

The premises are well-appointed, provide an appropriate environment for teaching and learning, and are sufficient to support student growth in the future.

Strengths

- The Euroacademy has moved recently to light, airy and spacious accommodation which provides a pleasant environment for staff and students, and which provides for displays of the work and achievements of students and tutors around the building.

- The tour of facilities confirmed the panel's view that there is appropriate studio accommodation which provides a good environment for the art and design skills activities and other learning.

- The Fashion teaching space was found – during the site visit and teaching observation – to be well used for teaching practical elements of pattern-cutting, modelling on the stand and fit to the body.

- The implementation of the Study Information System was found to be useful for communicating information to students, who use this on a frequent basis. Amongst other functions, it provides the opportunity for students to give feedback on the programme and on individual tutors.

- Students have suitable access to computer suites and studios outside teaching hours.

- There is provision of social space for students to meet and study and the Euroacademy provide an office for the Student Council.

- The Euroacademy has built up varied collections of objects which are useful in the general art subjects for drawing and for gaining historical knowledge. These are displayed and used throughout the building.

Areas of improvement and recommendations

- The panel noted during the site visit that there is an existing library with a collection of relevant books and magazines, however, additional the acquisition of contemporary magazines and journals related to study area and broader contemporary culture are recommended in the future. Consideration could be given in the future to weekend opening.

- Making use of the opportunities presented in the current building, the panel recommends the improvement of the range of equipment, through regular resource planning that brings together requests from teaching staff, necessary upgrades and the incorporation of new technologies, such as a pattern-cutting table, new specialist software as suggested by students in the meeting with the panel.

- The panel recommended setting up a small 3D workshop for using different technologies and materials for model-making, such as clay, plastic, wood, etc. which would support students understanding of 3D thinking, making and the quality of materials.

- As student numbers grow in the future, to consider the provision of 3D printing facilities.

- A wider selection of software used as industry standard or near industry standard would be useful for the students to be introduced, e.g. Adobe Creative Cloud, Rhino etc., and this was recommended in the discussion with the alumni group.

- Consideration needs to be given to access arrangements for students and staff with physical disabilities in being able to access and use facilities in the building.

Teaching and learning

<u>Standards</u>
- ✓ The process of teaching and learning supports learners' individual and social development.
- ✓ The process of teaching and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of planned learning outcomes.
- ✓ Teaching methods and tools used in teaching are modern, effective and support the development of digital culture.
- ✓ Practical and theoretical studies are interconnected.
- ✓ The organisation and the content of practical training support achievement of planned learning outcomes and meet the needs of the stakeholders.
- ✓ The process of teaching and learning supports learning mobility.
- ✓ Assessment of learning outcomes is appropriate, transparent and objective, and supports the development of learners.

<u>General Comments</u>

Students are taught by experienced tutors in small groups.

Classrooms and studios are equipped appropriately and organised for teaching.

The process of teaching and learning is flexible and takes into account the specifics of the form of study and planned learning.

The organisation and the content of practical training support achievement planned learning outcomes and meet the needs of the students and employers.

The process of teaching and learning supports opportunities for learning mobility for some students.

Assessment of learning is appropriate and transparent.

Students undertake a thesis as part of their final year of studies which is linked to their main area of practical study.

<u>Strengths</u>

- Students currently benefit from being taught in small groups and are supported by well-organised tutors who are focused on their students' needs and committed to helping their

students learn. The students reported at the meeting that they value the personal contact and communication that they have with teaching staff.

- Students do short projects and exercises and receive regular informal feedback with assessment taking place as part of an exhibition each semester of completed work. This is good practice in that all students who have completed work participate and this allows students to see the work of other year groups.

- Classes generally focus on the key general art skills or specialist practical skills, in a 'step-by-step' approach that support student's progress over the years.

- Courses provide practical training and all students undertake an internship in, or related to, their subject of study, which the students reported as being useful in helping their understanding and skills related to working life and employment.

- Students are well informed of the requirements for their assessments and they reported in the student meeting that tutors help them to understand the requirements and expectations of examination.

- The process of teaching is flexible and takes into account different learner needs including students studying part-time or returning to study following breaks. Students have the opportunity to transfer study through APEL and through learning mobility arrangements.

- Assessment is appropriate to the levels of study. The staff team assess using an exhibition format, drawing on the contributions of the teaching team in producing student grades. Students are able to see their work in comparison with their class.

- Final year assessment includes external jury members bringing an external perspective to this process.

Areas of improvement and recommendations

- Evidenced through the examples of work from students as well as course content, the panel recommends that more extensive use of broader general and contemporary cultural references are included in the studies, including references related to the professional and international contexts.

- Following on from the above recommendation, it would be beneficial to encourage the students to engage with critical and design thinking within the teaching and learning environment. This should include teaching staff making connections in their teaching between the general art subjects and the specialist areas of study (linking practical and theoretical areas of the programme).

- After an evaluation of students work, the panel found that the teaching team should consider implementing more creative design projects in both Fashion and Interior Architecture, to bring out individual creativity more fully in relation to students' practical subjects.

- Particular attention on the above point should be made in Interior Architecture with more variety and creative content of projects, alongside the technical skills development and the understanding of furniture, fittings and surfaces that already takes place usefully in the programme.

- Students expressed during the meeting with the panel that they would appreciate the provision of additional experimental and creative workshops.

Teaching staff

Standards
- ✓ There is teaching staff with adequate qualifications to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- ✓ Overall student assessment on teaching skills of the teaching staff is positive.
- ✓ The teaching staff collaborate in the fields of teaching and research within the higher education institution and with partners outside of the higher education institution (practitioners in their fields, employers, and staff members at other Estonian or foreign higher education institutions).
- ✓ Recognised foreign and visiting members of the teaching staff and practitioners participate in teaching the study programme.
- ✓ The teaching staff is routinely engaged in professional and teaching-skills development.
- ✓ Assessment of the work by members of the teaching staff (including staff evaluation) takes into account the quality of their teaching as well as of their research, development and creative work, including development of their teaching skills, and their international mobility.

General Comments

Teaching staff have sufficient qualifications to achieve the objectives and planned learning of the study programmes.

Overall student assessment on teaching skills of the teaching staff is positive.

Teaching staff collaborate in the fields of teaching within the higher education institution and with partners outside of the higher education institution.

Some foreign and visiting members of the teaching staff and practitioners participate in teaching the study programme.

The teaching staff has demonstrated engagement in professional development and exhibit their work around the building.

Strengths

- At the Euroacademy there is evidence of experienced teaching staff who are effective in teaching the course content.

- Teaching staff collaborate informally to support student learning and support teaching colleagues.

- Students appreciate the dedication and individual attention of their tutors in both programmes of study.

- Teaching staff regularly introduce of new and updated study, especially in the Fashion programme.

- Staff have opportunities to display their work in the building and have had access to support for research and practice development for example supporting creative practice of a staff member in Istanbul.

<u>Areas of improvement and recommendations</u>

- Meetings with managers and teaching staff evidenced the need for more active staff development planning, which should include support for the creative practice of tutors and a more collaborative approach to sharing teaching skills and teaching innovation within and across programmes.

- A formal process for staff evaluation which includes student feedback questionnaires, student achievement, individual staff development planning and curriculum development, should be developed for use on a regular basis implementing in full the process outlined in the Self-Evaluation Report.

- It is evident that the majority of current staff teaching at the Euroacademy have considerable experience in teaching and as professionals. The panel recommend in the future the consideration of additional early career teaching staff as full time teachers and active designers as full time and substantive part time tutors. This was seen as should benefitting the sustainability of the teaching community in the medium and longer term.

- Research links described during meetings with managers and evidenced in the Self-Evaluation Report provides a solid base for further development. The panel commend current activity such as the Baltic Horizons Journal. This activity should be extended to provide more opportunities for staff to develop links between research, creative practice and teaching.

- Staff and students were aware of international exchange opportunities, however the panel therefore recommends an increase in the range of participants able to take up these opportunities from amongst the teaching staff. Fostering English language skills of teachers would contribute to this. The recommendation is made to further increase opportunities for international exchange for staff and students, and to consider implementing joint study projects with other national and international HE institutions.

Students

Standards

- ✓ Student places are filled with motivated and capable students.
- ✓ The dropout rate is low; the proportion of students graduating within the standard period of study is large.
- ✓ Students are motivated to learn and their satisfaction with the content, form and methods of their studies is high.
- ✓ As part of their studies, students attend other Estonian and/or foreign higher education institutions as visiting or international students.
- ✓ Employment rate of alumni is high.
- ✓ Alumni and their employers are pleased with their professional preparation and social competencies.

General Comments

Students are motivated and enjoying their studies.

Students are interested to learn and are generally satisfied with their study experience.

The dropout rate has not improved, however the proportion of students graduating within the standard period of study has improved in 2016.

As part of their studies, some students attend other Estonian and/or foreign higher education institutions as visiting or international students.

60% of graduate respondents were found to be working in their specialism or in a related area.

Strengths

- Graduates are making a good contribution to the creative industries in Tallinn and wider Estonia through starting businesses, retail activity and employment of others, including graduates from the Euroacademy. This is to be commended and a strength of the Euroacademy.

- The panel met a group of successful alumni and employers who are well informed of current industry needs. Alumni and their employers are pleased with their professional preparation and the social competencies of graduates.

- Students are supported through study part-time and the use of APEL arrangements.

Areas of improvement and recommendations

- The alumni of the Euroacademy have the potential to be more extensively involved in study programme development on a formal level and reported in the meeting with the panel that they are willing to do so.

- The Euroacademy have seen a decline in their student numbers in the last 4 years from 242 to 77 students. The Euroacademy will need to develop effective approaches to increasing their student numbers in the future.

- The institution would benefit from a more regular annual review process including student grades, student feedback on individual course components and external recommendations for change. This should form part of an annual planning process.

- There is the potential for wider exposure of student's exhibitions including final assessments. Students and the reputation of the Euroacademy would benefit from a more active participation from the general public, alumni and employers.

- Increase the number of participants taking up the opportunities for international academic mobility. Fostering English language skills of students would contribute to this.

- The Student Council could be encouraged to stimulate the wider participation of students from all study fields in order to engage more broadly in the quality of teaching and learning.

2. Assessment report of SPG at the Estonian Entrepreneurship University of Applied Sciences

2.1. Introduction

The Estonian Entrepreneurship University of Applied Sciences (EUAS) commenced its activities in the autumn of 1992. From 1992 to 2002, the school bore the name Mainor Business School (MBS). The founder of the school was the consulting firm Mainor and in the early years the school taught mainly economics and management. Mainor Business School was registered on 4 November 1993 as one of the first private schools in Estonia. At the beginning of the year 2002 it was decided to abandon the direction of academic higher education and MBS joined the Audentes University and was renamed Mainor Institution of Higher Education. The current name - the Estonian Entrepreneurship University of Applied Sciences (EUAS) – was adopted in 2010.

In the study programme group of Arts there are currently 4 active professional higher education programmes: Web Design and Digital Graphics with the language of study being Estonian; Web Design and Digital Graphics with the language of study being Russian; Game Design and Development (language of study being Estonian); and Design in Creative Entrepreneurship. However, the latter will be closed soon and was not a subject of assessment. Both Web Design and Digital Graphics and Game Design and Development are relatively new programmes opened in 2014 and 2015 and there are no graduates yet. There are plans to launch Game Design and Development programme in English in autumn 2017.

Statistical Data of the Study Programme Group

Name of the curriculum	Language of study	Level of curriculum	Code	Beginning of the study of the first group	Duration of study	Study load	Number of students
Web Design and Digital Graphics	Estonian	Applied HE	126497	01.09.2014	3.5 years	180 credit points	113
Web Design and Digital Graphics	Russian	Applied HE	139097	01.09.2015	3.5 years	180 credit points	27
Game Design and Development	Estonian	Applied HE	149917	01.09.2015	3 years	180 credit points	52
Game Design and Development *	English	Applied HE		01.09.2017	3 years	180 credit points	-

*registration of curriculum is ongoing, first admission hopefully in autumn 2017.

Name of the curriculum	Year	Admission applica-tions	Student movement			Student workload (as on 01.11)			
			admis-sion	early leavers	gradua-tes*	TOTAL	full-time workload	part-time workload	academic leave
Web Design and Digital Graphics (Est & Rus)	2014/15	76	35	5	-	35	35	0	0
	2015/16	105	53	21	-	83	80	2	1
	2016/17	129	69	n/a	n/a	140	119	12	9
Game Design and Development	2014/15	-	-	-	-	-	-	-	-
	2015/16	33	20	0	-	23	22	1	-
	2016/17	50	34	n/a	n/a	52	48	4	0
Design in Creative Entrepreneurship (will be closed)	2014/15	-	-	26	22	123	51	47	25
	2015/16	-	-	16	9	72	22	32	18
	2016/17	-	-	n/a	n/a	47	11	26	10

*the first graduates in WDDG and GDD programmes in spring 2017, however, the graduates of the so-called old programme (Design in Creative Entrepreneurship) in the Study Programme group of Arts are shown.

2.2. Strengths and areas for improvement of study programmes by assessment areas

Study programme development

Standards
- ✓ The launch or development of the study programme is based on the Standard of Higher Education and other legislation, development plans, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being sought.
- ✓ The structure and content of modules and courses in a study programme support achievement of the objectives and designed learning outcomes of the study programme.
- ✓ Different parts of the study programme form a coherent whole.
- ✓ The study programme includes practical training, the content and scope of which are based on the planned learning outcomes of the study programme.
- ✓ The study programme development takes into account feedback from students, employers, alumni and other stakeholders.

General Comments

The panel appreciated the openness of the management team, the organisation of the programmes and the development of the role of Heads of Curriculum.

The quality of the Self-Evaluation Report was noted by the panel.

The launch or development of the new study programmes is based on the Standard of Higher Education and other legislation, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being sought.

The structure and content of modules and courses in the study programmes supports achievement of the objectives and designed learning outcomes.

The study programme includes practical training and entrepreneurial development, the content and scope of which are based on the planned learning outcomes of the study programme.

The study programme development takes into account feedback from students, employers, and other stakeholders.

The Game Design and Development programme was found to be up to date, responsive to both student feedback and the wider international professional context.

The Web Design and Digital Graphics (Web Technologies) programme was found to be engaged with current professional and social matters, using current digital technologies for learning and teaching, and developing students relevant technical and professional skills.

The Web Design and Digital Graphics (Graphic Design) programme was found to combine knowledge of IT skills with digital graphics skills. Students would benefit from more design thinking and creative components in their projects.

Strengths

- Meetings with managers and tutors indicated that there is early involvement with industry in collaborating on programme design and development and useful continuous engagement with employers including scheduled meetings with stakeholders.

- Meetings with employers as well as tutors identified that the programmes are up to date and include relevant technical skills such as programming and software use, and knowledge of related applications and users.

- Emphasis on current needs of industry and the development of entrepreneurial skills which includes team work and other collaborative working among students from different study areas was reported to be useful in the meeting with students.

- Innovative modules successfully bring together students from design and technology in mixed groups alongside business students benefitting their future employment and understanding of working with a diverse team.

- The programme structures and courses for Games Design and Web Design demonstrated that these are responsive to the changing employment context. Staff are working directly

with employers at the heart of these programmes and studies have been updated frequently and are closely related to professional networks and communities.

- Web Technologies and Games Design programmes are innovative and develop students' problem-solving skills.

- The Curriculum Council described in the Self-Evaluation Report and the appointment of Heads of Curriculum are beneficial to programme development and ensure the programmes are coherent. This was cross-referenced in meetings with managers and programme leaders who further explained the recent development of these roles and their benefits.

- Programmes of study include complementary subjects such as psychology, organisational behaviour, which are beneficial to student learning and were commented upon positively at the student meeting.

- 'Studying at University' and 'Research Methods' modules make a useful contribution to students learning and help students who are returning to study as evidenced in the meeting with students.

- The teaching arrangements for Web Design and Digital Graphics are designed for students who may need to combine studies with other commitments, which current students acknowledged as a useful aspect of the programmes.

- Students explained in the meeting that they are able to draw on their working contexts and experience in projects and internship models which is seen as important for improving their prospects within their current jobs and in the future job market.

Areas of improvement and recommendations

- As evidenced in the review of student work, more extensive use of broader general and contemporary cultural references including those drawn from international contexts would be useful to benefit students design and media knowledge.

- Following on from the point above, the Digital Graphics programme requires more emphasis on design thinking, creative processes and problem-solving in more depth. Consideration of some larger projects with higher credit value that integrate a variety of specialisms would be beneficial. The current programme structure appears to be based on a large number of courses with low credit value, and the development of more advanced learning in specialisms in greater depth seems unclear.

- Meetings with teaching staff and the review of student work showed that the Digital Graphics programme needs to take some account of the materials and techniques of design artifacts, through using some analogue projects particularly in the first two years of study.

- Evidence of a flexible and responsive approach (in Games Design and Web Technologies) should be adopted by all programmes in relation to curriculum development and keeping up to date.

- The curriculum councils and programme development would benefit from a more regular approach to quality management through introducing an annual cycle of programme and course analysis and action planning for programme development. This should bring together a variety of data such as student grades and feedback from various sources including students, teaching staff and employers.

- Students commented on the positioning of some of the general modules in relation to the year of study and felt that a number of modules did not fit the progression of their studies, for example some introductory modules appeared to be happening in the final years of study.

- The panel recommends the development of modules which provide English language teaching that would be useful as part of student's professional and specialist learning.

Resources

Standards
- ✓ Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme.
- ✓ There is a sufficient supply of textbooks and other teaching aids and they are available.
- ✓ Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- ✓ Resource development is sustainable.

General Comments

Resources support the achievement of objectives in the study programme including computing and classrooms. Further development of the space to reflect the content of the study programmes is recommended, for example displaying student work in teaching spaces and public spaces of the building.

The panel did not visit the Tartu premises, so cannot offer a view about facilities in this second site.

Strengths

- Study programmes are designed to use learning on site (face to face), learning using open websites and bespoke online learning support. This is used extensively on these programmes.

- Many of the students are encouraged to be part of a professional networked digital community through on-line participation and attending events.

- The development of a bespoke Study Information System alongside links to other sites and digital functions was found to be useful by students for information and communications.

- Computer suites are up to date and could accommodate growth of student numbers.

- A wide range of relevant, industry standard software is available.

Areas of improvement and recommendations

- Meetings with teachers and students provided evidence that a wide range of digital resources are used. The panel recommends this is extended to ensure, given the learning approach, that all students across all modules and programmes are given advice about digital information and learning resources, including those which extend their knowledge as well as their skills.

- The panel recommends, after discussion with managers, that the building of a collection of art and design books and contemporary magazines which has not yet been developed is undertaken to encourage the development of wider cultural knowledge and for reference while on site.

- The building was found as a result of the tour, to be suitable for teaching activity however the panel recommends the development of the premises to display student and staff work (for example on screens), including exhibitions open to other students, employers and the public.

- Develop the use of on-line sites for promoting student work and the achievements of EUAS to potential employers and applicants.

Teaching and learning

Standards
- ✓ The process of teaching and learning supports learners' individual and social development.
- ✓ The process of teaching and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of planned learning outcomes.
- ✓ Teaching methods and tools used in teaching are modern, effective and support the development of digital culture.
- ✓ Practical and theoretical studies are interconnected.
- ✓ The organisation and the content of practical training support achievement of planned learning outcomes and meet the needs of the stakeholders.
- ✓ The process of teaching and learning supports learning mobility.
- ✓ Assessment of learning outcomes is appropriate, transparent and objective, and supports the development of learners.

General Comments

The process of teaching and learning supports learners' individual and social development, which includes working with others from the same specialism and with students from different subjects in EUAS on specially designed group work, team work and business start-up projects.

The process of teaching and learning is flexible and takes into account the specifics of the form of study and facilitates the achievement of planned learning outcomes. Students have the opportunity to transfer study through APEL and through learning mobility.

Teaching methods and tools used in teaching are modern, effective and support the development of digital culture as both a learning tool and a subject of study.

Practical and theoretical studies are integrated in the programmes.

The organisation and the content of practical training support achievement of planned learning outcomes and meet the needs of the stakeholders including students and employers.

The assessment tasks are appropriate and support the development of learners, with a variety of assessment activities in place across most of the subjects.

Learning outcomes are clearly published and are used by staff in designing assessment.

Strengths

- Teaching and learning is responsive to student needs and is flexible and adapted where necessary.

- A variety of 'active teaching' approaches (for example group work, presentations, discussions, etc.) are encouraged as set out in the Self-Evaluation Report and confirmed by the panel during the visit; assessment methods are fit for purpose, varied and support student learning.

- EUAS has encouraged staff to develop these 'active teaching' methods which are a strength and encourage independent thinking and self-motivation.

- Staff encourage students to engage with professional networks and current events, as part of the students' learning, which enables them to be cutting edge and to understand the needs of different users.

- Practical training which is innovative in some areas, is included in the programmes and supports the achievement of learning and teaching.

- Students are clear about the objectives for the independent work and they regularly set homework that support their learning.

- Students with different abilities and skills are provided for in the design of studies.

- Students are supported through studying part time and using APEL arrangements.

Areas of improvement and recommendations

- Euroacademy to confirm that modules are graded and moderated by a team of tutors in order to protect standards and parity of grade decisions across courses and programmes. Individual modules, particularly in the final year of study, should not be marked by a tutor working independently from others without any other tutor being involved in the moderation of grades.

- More involvement of relevant industry external professionals in the assessment and feedback sessions of students' work in the higher levels of study.

- More public display of student work as part of assessment in the building, through competitions and in external venues, as well as the development of on-line showcases, would benefit the student group.

- Standard questionnaires should be used to gather student feedback across all programmes including a focus on individual programme components.

- Further consideration of the international agenda would be useful to identify the needs of different cultures and users globally.

- Teaching staff should give consideration to how the current teaching techniques will be used when and if student numbers in groups expand, including giving further consideration of the teaching of some of the specialist technical skills where the change in student groups includes those with less previous technical experience.

Teaching staff

Standards
- ✓ There is teaching staff with adequate qualifications to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- ✓ Overall student assessment on teaching skills of the teaching staff is positive.
- ✓ The teaching staff collaborate in the fields of teaching and research within the higher education institution and with partners outside of the higher education institution (practitioners in their fields, employers, and staff members at other Estonian or foreign higher education institutions).
- ✓ Recognised foreign and visiting members of the teaching staff and practitioners participate in teaching the study programme.
- ✓ The teaching staff is routinely engaged in professional and teaching-skills development.
- ✓ Assessment of the work by members of the teaching staff (including staff evaluation) takes into account the quality of their teaching as well as of their research, development and creative work, including development of their teaching skills, and their international mobility.

General Comments

There are teaching staff with qualifications to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.

As a result of meetings with students the panel established that overall student feedback on the teaching of the tutors is positive.

The teaching staff collaborate in the fields of teaching and some research and development within the higher education institution and with partners outside of the higher education institution.

In order to develop teaching skills, the Centre for Excellence in Learning and Teaching, as set out in the Self-Evaluation Report and identified in meetings with managers, offers specific courses for

example for new lecturers at the start of the academic year. Heads of Curriculum offer one to one support for staff including at induction.

The teaching staff is routinely engaged in professional development.

Assessment of the teaching performance of the teaching staff, including staff evaluation, takes into account the quality of their teaching as well as of their research, development and creative work, and international mobility as identified in the Self-Evaluation Report.

Strengths

- Meetings with the teaching staff and students showed that the majority of teaching staff are enthusiastic, active practitioners in their subject and committed to student learning.

- The Centre of Excellence provides good introductions to staff in using digital systems and online learning.

- The tutors include professionals and international staff.

- Teaching staff are encouraged to participate in external networks and activities; for example they have been involved with the 'Garage 48' project and with international competitions in Minsk where EUAS staff were judges.

- Teaching by the teaching staff is well connected with their creative technical practice.

- The professional contacts of teaching staff with external companies and industry bodies help to inform the study programme and student projects.

Areas of improvement and recommendations

- Although links with practice and international networks are evidenced in documentation and meetings, the panel recommends extending this good practice further in encouraging the participation of foreign and visiting members of teaching staff and practitioners.

- Although there is evidence of some sharing of teaching approaches and skills, we would encourage the further development of this for all teaching staff across and within programmes of study, and also as part of the wider teaching community. This could include more opportunities to share best practice on teaching strategies and tools, particularly considering the less experienced members of teaching staff.

- In the Self-Evaluation Report EUAS identifies the aim to set up annual development interviews with teaching staff members. The panel encourages the introduction of a formal process for staff evaluation which includes student feedback questionnaires, student grades, individual staff development planning and curriculum development. Attention should be given in this process to the participation of substantive visiting lecturers and early career tutors.

- Meetings with teaching staff identified that teaching staff are generally well briefed on their roles by the Heads of Curriculum, however the institution would benefit further from sharing best practice between these tutors and other senior colleagues.

- As the programmes roll out, staff would benefit from further opportunities of participation in international research projects, training courses and networks as well as international mobility.

Students

Standards
- ✓ Student places are filled with motivated and capable students.
- ✓ The dropout rate is low; the proportion of students graduating within the standard period of study is large.
- ✓ Students are motivated to learn and their satisfaction with the content, form and methods of their studies is high.
- ✓ As part of their studies, students attend other Estonian and/or foreign higher education institutions as visiting or international students.
- ✓ Employment rate of alumni is high.
- ✓ Alumni and their employers are pleased with their professional preparation and social competencies.

General Comments

Programmes of studies started in 2014 and 2015 and therefore it is not possible to evaluate whether students are graduating within their standard period of study at this point.

Student places are filled with motivated and capable students as evidenced at the meeting with students. They are motivated to learn and their satisfaction with the content, form and methods of their studies is high.

Many of the students are working and have already passed studies previously, sometimes in other subjects. The recognition of prior learning and work experience through APEL support their learning process.

The dropout rate is relatively low. Monitoring of the progression of students on Web Design and Digital Graphics (Graphic Design) should continue. There are no graduates for these programmes yet, but the academic progress of most students is positive, with only 5% of the students having a success rate of less than 50% as cited in the Self-Evaluation Report.

Entrepreneurship skills are development through the Entrepreneurship module (15 ECTS) and some specific projects.

Employers are pleased with students' professional preparation and social competencies with some students finding work in the relevant field during their studies.

Strengths

- Students appreciate and benefit from a flexible programme of study where they can combine studies with work or other commitments.

- Students have chosen EUAS programmes because these are seen innovative and relevant to industry.

- Students appreciate individual support and guidance from tutors.

- The use of the Study Information System 'traffic light' system alerts staff to students who may be experiencing difficulties with their studies.

- Students are able to use their current workplace and work experiences in their coursework and assessment.

Areas of improvement and recommendations

- Where students are unable to take mobility opportunities, to consider international contact through other mechanisms with staff and between student networks for example using on-line methods.

- Consideration of students' diverse learning needs in relation to technical study and skills acquisition where there are larger groups of students.

- The Student Council could be encouraged to stimulate wider participation of students in order to engage more broadly in the quality of their learning and teaching.