

TARTU ART COLLEGE

INSTITUTIONAL ACCREDITATION SELF-EVALUATION REPORT

Tartu 2015

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ABBREVIATIONS

Abbreviations of Tartu Art College

EAK	Enterprise and Development Center
TAC	Tartu Art College

Institutions of education

EKA	Estonian Academy of Arts
TAS	Tartu Art School
UT VCA	University of Tartu Viljandi Culture Academy
UT	University of Tartu

Other abbreviations

APEL	Accreditation of Prior and Experiential Learning
ECTS	European Credit Transfer and Accumulation System
EHIS	Estonian Education Information System
EKKA	Estonian Quality Agency for Higher and Vocational Education
ERM	Estonian National Museum
ETIS	Estonian Research Information System
EU	European Union
IA	Institutional Accreditation
RDC	Research, development and creative activity
RKRN	Estonian Rectors' Conference of Universities of Applied Sciences
SIS	Study information system
TMS	Feedback and monitoring system of institutions of professional higher education
WD	Information management system Webdesktop
ÕKE	Study regulations of TAC

GENERAL INFORMATION AND BRIEF OVERVIEW

Table 1. General information

Institution of Higher Education	Tartu Art College
Legal form	State institution of professional higher education
Registration code	70005950
Contact details	Tähe 38b, 50304 Tartu, ESTONIA 730 9822; artcol@artcol.ee
Address	Tähe 38b, 50304 Tartu, ESTONIA
Contact person	Valeri Nuust, Rector 730 9826, vallo.nuust@artcol.ee
Main areas of activity	Provision of higher education in arts, design, conservation and restoration, supervision and coordination of academic and creative work, conducting research, creative activity in the field of arts and design, development activity and organization of continuing education in the field of arts, design, conservation and restoration, and the provision of fee-charging services related to the above.
Mission	Art education is the key to society's creativity.
Vision	Tartu Art College is an institution of professional higher education promoting Estonian art, preserving cultural values, applying modern technologies and information technologies, supporting entrepreneurship and creative industries.
Core Values	<u>Ethics</u> – ethical and caring attitude towards fellow students, colleagues, society, cultural memory and cultural heritage. <u>Professionalism</u> – socially responsible thinking in preservation, development, and delivery of skills and knowledge. <u>Openness</u> – openness to the new and innovative, to cooperation and to the changing needs of society. <u>Creativity</u> – creativity in thinking and in the application of ideas and skills. <u>Continuity</u> – consistency in the provision of professional art education, preserving and passing on cultural heritage, and recognizing the non-priority areas of art.

[Tartu Art College](#) (TAC or College) is a College of arts, conservation, restoration and design with an integrated curriculum. TAC contributes to the continuity of Estonian art education, improves its quality, and ensures a new generation of creatively minded and responsible applied artists who are open to the world.

TAC was founded on 1 August 2000. On a continuity basis, it is a successor to a private educational institution established by the art society Pallas in 1919. Since the days of Pallas, the school has existed as both a secondary-level school and a higher art school. TAC has evolved into an important shaper of educational, artistic and cultural life in Estonia, excelling in openness and having an active say in public life, while shaping the open space.

The educational complex of TAC is located in the city of Tartu. The students of TAC come all over from Estonia, as well as from abroad.

TAC is the only university of applied arts in Estonia. TAC has the right, for an indefinite term, to carry out studies in the field of arts and humanities in the arts curriculum group (Annex 3 to Government Regulation No. 178 of 18.12.2008, «Standard of Higher Education»). Formal education is conducted on seven curriculums of professional higher education, with a period of study of four years, and a study volume of 240 European Credit Transfer and Accumulation System (ECTS) credits.

The curricula and the number of students of TAC, the main activity indicators, the structure and the effect model

Table 2. Curricula

Name of the Curriculum	EHIS code	Department
Photography	2271	Department of Photography
Painting and Wall Painting Restoration	2266	Department of Paintings
Media and Advertisement Design	2272	Department of Media and Advertisement Design
Furniture and Restoration	2275	Department of Furniture
Leather Design and Restoration	2267	Department of Leather Design
Sculpture	2263	Department of Sculpture
Textile	2268	Department of Textile

Table 3. The number of students from 2010 to 2014 as at November 10

	Students	External students	Total
10.11.2010	306	19	325
10.11.2011	313	24	337
10.11.2012	307	25	332
10.11.2013	318	21	339
10.11.2014	309	27	336

Table 4. Key performance indicators for the period 2010–2014

Activity indicator	2010	2011	2012	2013	2014
Budget allocated by the state (activity support)	1 058 618	1 081 561	1 140 535	1 264 796	1 375 311
Own revenue	161779	156 337,41	158 897	100 032	92 678
Revenues intended for specific purposes	554 002	565 595	679 097	462 241	262 054
Competition	9.14	6.9	7.07	5.56	6.14
Number of admissions	82	79	78	81	72
Number of graduates	51	46	63	51	53
The proportion of students in international mobility	8.8%	8.6%	10.1%	9.1%	11.3%

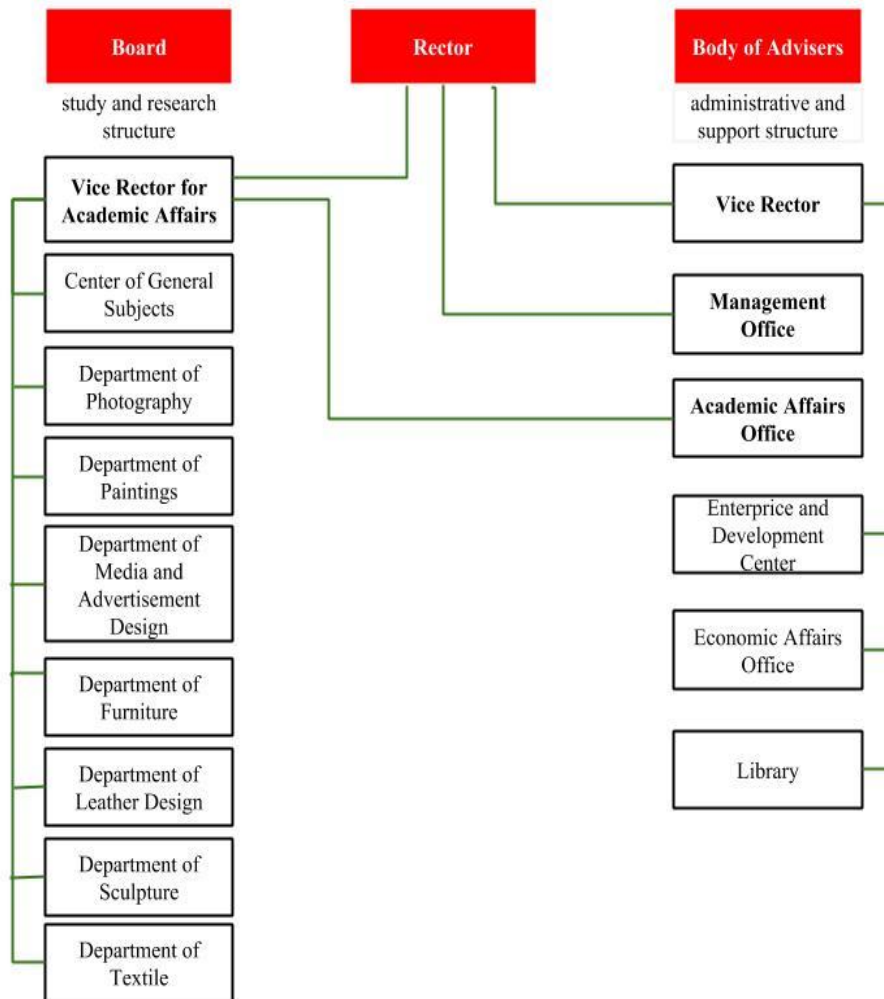


Figure 1. The structure of TAC

The management of TAC consists of the Rector and two Vice Rectors.

The Rector, who is responsible for the overall condition and development of TAC, and the legitimate and efficient use of funding, manages the College.

The area of responsibility of the Vice Rector for Academic Affairs is the structure of studies and research and the Academic Affairs Office.

The Vice Rector is responsible for the administrative and support structure (except for the Management Office and the Academic Affairs Office).

Managers also include the employees from the study and research structure and the administrative and support structure. They manage the activities within their area of responsibility.

The study and research structure is comprised of eight units that are subject to the Vice Rector for Academic Affairs. Specialty departments are responsible for teaching and the development of their curriculum. The Center of General Subjects is responsible for general subjects taught in all specialties.

The administrative and support structure is comprised of five units:

The functions of the Management Office (under the direct subordination of the Rector):

- modern and proper organization and development of record management and archival work, thereby ensuring the functioning of TAC;
- development and management of personnel work;
- organization of college accounting under the conditions of the central accounting of HTM (Estonian Ministry of Education and Research).

The functions of the Academic Affairs Office (under the subordination of the Vice Rector for Academic Affairs):

- organization and development of formal education;
- coordination and development of activities related to the quality assurance of teaching.

The functions of the Enterprise and Development Center (EAK; under the subordination of the Vice Rector):

- connecting TAC and the business environment, coordinating the implementation of contract works, ensuring the participation in public procurements in the field of art;
- organization of revenue generation in order to cover operating expenses;
- assurance and development of operative and systematic exchange of information within and outside the College;
- coordination and organization of activities related to the development of TAC;
- coordination, organization and development of domestic and international relations;
- provision of vocational and informal training for adults;
- operation, maintenance and development assurance of information technology (IT) of TAC;
- organization and coordination of research related to the development of TAC.

The functions of the Economic Affairs Office (under the subordination of the Vice Rector):

- management and maintenance of state assets used by TAC;
- ensuring the learning and working environment compliance with contemporary requirements;
- economic servicing of the core activities.

The functions of the Library (under the subordination of the Vice Rector):

- contribution to the provision of high-quality higher education in the field of art;
- contribution to learning, research, and creative activities of the members of TAC, and to the restoration activity, driving forward the restoration activities that are performed by the residents of Southern Estonia, to maintain the local educational and cultural values.

The Board of TAC is the highest collegial decision-making body in TAC, which makes strategic decisions concerning the College as an institution. The Board comprises the Rector, Vice Rectors, the heads of each unit of the academic and research structure, three representatives of the teaching staff, and four student body representatives. The Board meets at least four times per academic year.

The Rectorate is the consultative body of the Rector, which includes all the heads of units of administrative, support, academic and research structures. The Rectorate meets once a month.

The Body of Advisers is an advisory body that links TAC with the society. It is set up of representatives of the economic and cultural community, registered professional and occupational associations, employers' associations and state and local government agencies. From 23 April 2013, The Body of Advisers has been extended to include representatives of the field of design, restoration, and entrepreneurship, to link the areas of study of TAC and the society more efficiently.

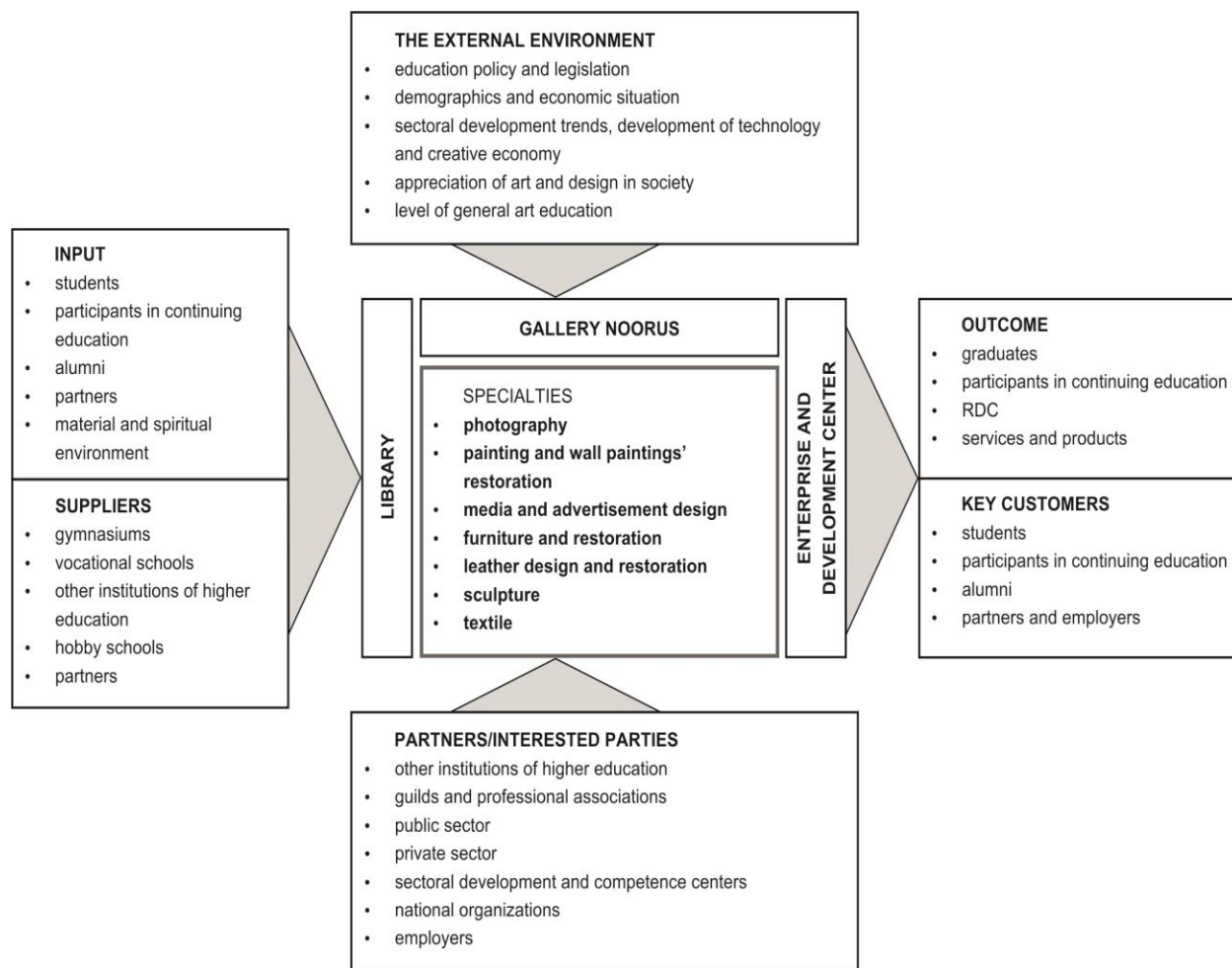


Figure 2. The effect model of TAC

The most important cooperation partners

The activities of TAC in promoting cultural life in Estonia have been consistent. The College cooperates actively with the public, private and voluntary sector.

TAC has signed cooperation agreements with universities and institutions such as the University of Tartu (UT), Tallinn University, the Estonian Academy of Arts (EKA), the Estonian University of Life Sciences, Tartu College of Tallinn University of Technology, Estonian Entrepreneurship University of Applied Sciences, UT Viljandi Culture Academy (UT VCA), Tartu Art School (TAS), Narva Vocational Training Center, Estonian e-Vocational School, the National Heritage Board, Estonian National Museum (ERM), Estonian History Museum, Estonian Agricultural Museum, the National Archives, the Narva Museum, Tartu Municipal Government, and companies such as Viru Keemia Grupp AS, OÜ Mandragora and OÜ Tekstiil Ruumis.

[Estonian Rectors' Conference of Universities of Applied Sciences](#) (RKRN) cooperates with 11 Estonian institutions of professional higher education. TAC is one of the founders of the Estonian e-Vocational School (2005), a member of Tartu Creative Industries' Cluster and Viljandi Regional Center of Excellence, a full member of the Cumulus, the International Association of Universities and Colleges of Art, Design and Media, and through RKRN, TAC belongs to the European Association of Institutions in Higher Education, EURASHE.

International cooperation and internationalization have a significant role to play in the activities of TAC. TAC participates in Erasmus, Dora, and the Nordplus programs. In order to increase the mobility of students, lecturers and support staff, and to organize joint projects, TAC has concluded cooperation agreements in the framework of the Erasmus program with 45 [partner universities](#) in 16 countries. The College has also entered cooperation agreements with the St. Petersburg Academy of Fine Arts and the St. Petersburg University of Cinema and Television. Through Erasmus program, the employees of TAC, including the faculty, have most frequently visited partner universities in Finland, Germany and Spain. The students have most often studied and performed their internships in Finland, Portugal, Spain, France, and Austria. Through this program, TAC has been visited the most by colleagues from Finland, Lithuania, and Spain. Foreign students who study in TAC are mostly from the partner universities in Lithuania, Finland, Spain and France (Figure 3).

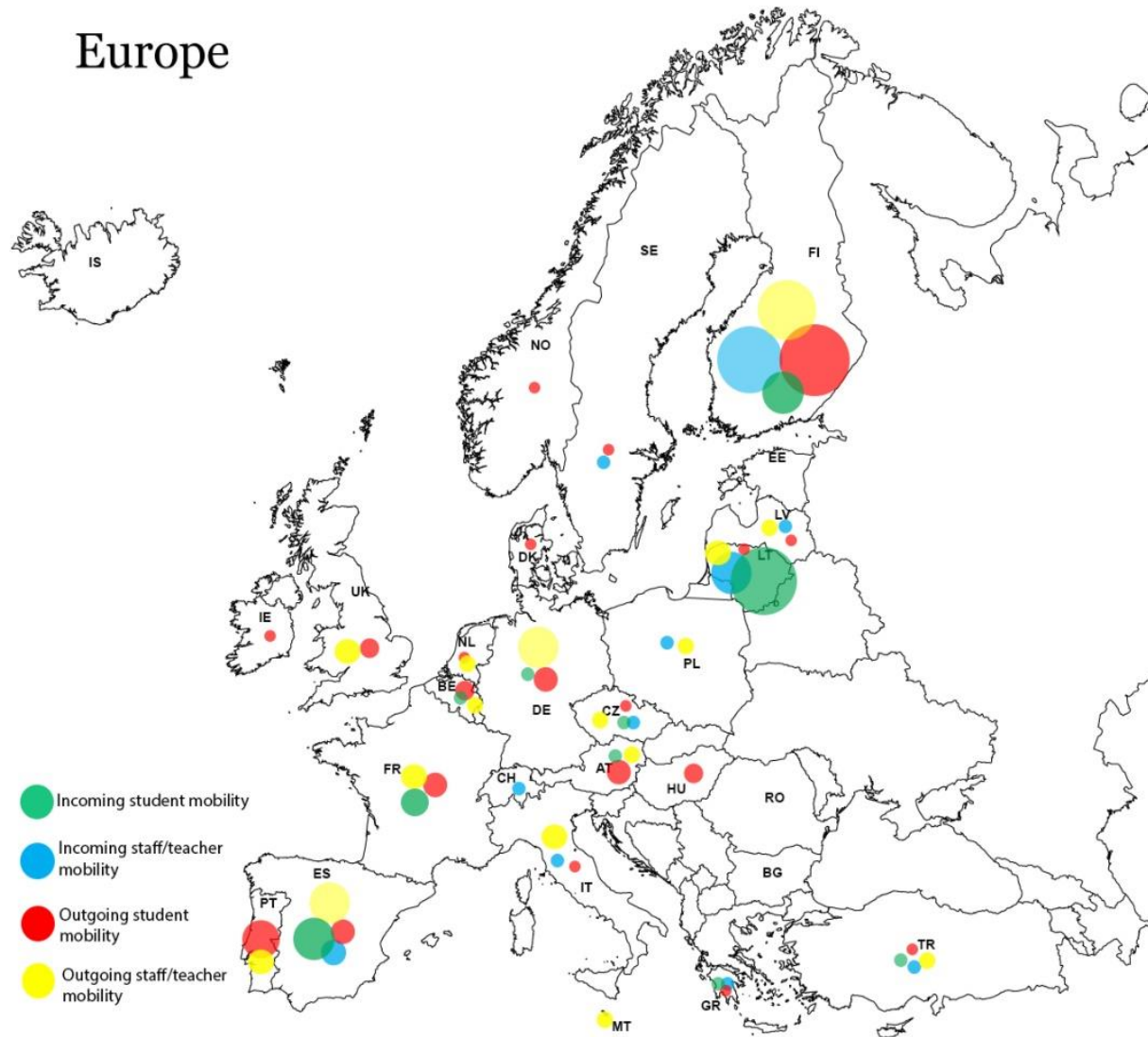


Figure 3. Mobility intensity of TAC in the Erasmus program in the academic years 2009/2010 until 2013/2014

Brief Description of the Self-Evaluation

During the self-evaluation, steering group meetings were held, and a report was drawn up. In the spring of 2014, four groups were formed under the leadership of the Rector and Vice Rectors. The groups were responsible for the preparation of chapters of the Self-Evaluation of Institutional Accreditation (IA). The academic and the support structure was represented in the group and for collecting statistics, other colleagues were also included. In addition, two student representatives participated in the work of the groups.

At the general meeting on 5 September 2014, the general principles of IA, the expected timetable and the planned drafting process of the report were presented to all employees. The general structure and the main emphasis of the report were discussed at a two-day workshop that took place on 14–15 October 2014. On 22 October 2014, the Estonian Higher Education Quality Agency (EKKA) organized training on how to draft the report, during which, TAC presented the existing draft report, and received feedback and recommendations. The groups gathered at monthly meetings. In the meantime, work was performed both individually and in smaller groups.

On May 26 2015, the draft report was sent to EKKA for review. On 17 June 2015, it was submitted to the Rectorate for perusal and opinions. On 25 June 2015, the report was presented in detail at the workshop for employee representatives and the student body.

SELF-ANALYSIS

1. MANAGEMENT AND OPERATION OF THE ORGANIZATION

Management and functioning of the organization is based on the Institutions of Professional Higher Education Act, Standards of Higher Education, the statutes of TAC and other legislation regulating the work of the College, including related public documents. The documents, on which the respective activities of TAC are based, are included, by activity type, in the list of normative documents of TAC (see Annex 19).

1.1. GENERAL MANAGEMENT

OBJECTIVES

The goal of TAC is set out in the statutes of the College (Annex 1), as follows: as an internationally recognized institution of professional higher education, its aim is to provide higher education in arts, design, conservation and restoration; supervise and coordinate academic and creative work; conduct research and creative activity in the field of arts and design; carry out development activity; organize continuing education in the field of arts, design, conservation and restoration; and provide fee-charging services related to the above.

After the amendments in the organization of higher education in the academic year 2013/2014, the Minister of Education and Research issued the directive «Allocation of activity support to Tartu Art College for the calendar years 2013–2015» (hereinafter the activity support directive), which sets out the objectives of TAC and the necessary actions for achieving them in 2013–2015.

1.1.1. THE ROLE OF TAC IN THE ESTONIAN SOCIETY

The purpose of TAC is to maintain art education in traditional specialties and in specialties relevant to Estonian culture and history. Therefore, TAC puts great emphasis on the balanced development of all seven specialties. The curricula of TAC are comprehensive, consider the needs of the modern society and labour market, and ensure the competitiveness of graduates in the labour market, in creative activities and in continuing education.

TAC cooperates with the public sector, private sector and free sector on a national and international level, participates in specialty networks and sectoral projects. In order to achieve the objectives set out in the development plan, TAC involves the representatives of its key partners in its work groups and decision-making bodies. The activities of the advisory body help to increase cohesion between TAC and the society.

TAC has strengthened its international ties, established good study, research, development and creative work conditions for the students and lecturers, and has improved the competitiveness of graduates in the labour market.

TAC has joined the Quality Agreement of the Estonian Institutions of Professional Higher Education. Clearer positioning of institutions of professional higher education is one of the joint activities of RKRN. In February 2014, a study called «[Professional Higher Education in the European Higher Education Area, outcomes, institutions and effect models in 2020](#)» (EST) was completed in collaboration with the members of RKRN. The primary objective of the research project was to draw up a framework document on cooperation and development models for local institutions of professional higher education. It focuses on improving the quality and effectiveness of education, and promoting the cooperation between local institutions of higher education and international partners. The study analysed the dynamics of change in the basic data of the higher education institutions under the leadership of RKRN members in 2008–2012. The core question of the study was what should be the structure and interaction models of Estonian professional higher education institutions in the future, regarding the management of primary activities, competitiveness and the quality of outcome of higher education institutions in the European higher education area. The staff of TAC participate in working groups of Vice Rectors for Academic Affairs and quality management, operating at RKRN, which are aimed at enhancing cooperation between universities, improving teaching quality and quality management.

The compactness of TAC allows the College to respond quickly to changes in the society and labour market, and, as a result, makes it possible to focus its activities in a more efficient way.

1.1.2. ELABORATION AND IMPLEMENTATION OF THE DEVELOPMENT PLAN AND ACTION PLANS

The development trends of TAC are defined in a five-year development plan (valid in 2011–2015, Annex 2). The Development Plan is based on the Institutions of Professional Higher Education Act, the Statutes of TAC and other legislation, and it is guided by the cultural policy of the state, art education traditions, the economic environment, the education system, the demographic situation, and the internal needs of TAC, etc.

The drafting and implementation of the Development Plan and the annual action plans take place under the coordination of the Rector and Vice Rectors, with the involvement of TAC members and stakeholders. Inclusive and transparent governance is applied to draw up the development and action plan, and to implement their objectives in a more efficient way.

The implementation of the Development Plan is assessed, based on annual Action Plans (Annex 3), the implementation of which, in turn, is evaluated by the Board of TAC. The preparation of the Action Plan is based on the objectives of the Development Plan, the performance of the previous year's Action Plan, and the evaluation of the structural units' activity report. Structural units identify their development needs on an ongoing basis. The experience with the quality assessment process shows that a different logic should be utilized for drawing up the development plan for 2016–2020.

Based on the feedback and the monitoring plan developed by TAC (Annex 15), regular feedback is collected from students, alumni, staff, internship supervisors, participants in continuing education, and other stakeholders. The results will be analysed and taken into account when drawing up new action plans, and planning the development and improvement activities. The feedback from the educational sector is collected and analysed by the Academic Affairs Office. In other areas, it is handled by the Development Manager. The suitable method for obtaining feedback is chosen depending on the purpose of the feedback. From 2006, the feedback has been gathered through a joint feedback and monitoring system of institutions of professional higher education (TMS), and from 2011 via Study information system (SIS) as well. In addition to written feedback, oral feedback from the students is collected and analysed. It is gathered in specialty departments, in the form of free conversation. Students are also involved in the curriculum analysis through the curriculum councils. The Student Council mediates the views and positions of the student body to the management.

In order to identify the expectations and needs of stakeholders, TAC cooperates actively with the public sector, private sector and free sector. Managers are involved in sectoral working groups on the state and municipal level and in the development of strategies across education institutions. For instance, the Rector has participated in the Working Group of the Higher Education Reform Implementation Plan and in the Working Group of the Development Plan of the Field of Fine Arts of the UT, and participates in the Working Group on the Strategy of International Introduction of Higher Education. The Rector and the Vice Rector participated in the discussions of the development strategy «Tartu 2030» and the creative industry clusters.

The staff, alumni and students participate in (international) co-operation networks and belong to specialty and professional associations (Annex 17).

Cooperation partners are involved to achieve the objectives set out in the Development Plan.

1.1.3. MANAGEMENT

Management of TAC is guided by the mission, vision, core values and national priorities. Clear, open and flexible management ensures a fast and efficient implementation of the objectives of TAC and an operational and expedient response to changes in the external environment.

Employees are involved in the management and decision-making process, and actively participate in the work of various committees, panels, and assemblies. Accomplishment of the mission and compliance with the core values is ensured by a free flow of information.

The structure of TAC guarantees that the needs of the employees and students reach the management. The nature of the management system (i.e. a short chain of command, operational decision-making, etc.) makes it easy to consider stakeholders' expectations and needs. Employees are able to make development proposals and other proposals to the management either directly or through the head of a department. Communication with the managers is informal and not limited to reception hours.

In order to ensure more effective management, the structure of TAC was simplified in 2006 (Figure 1). The Office, the Personnel Department, and the Accounts Department were merged into a single management office. The Information Technology Department that was in the area of administration of the Vice Rector was merged with the Development Department. In 2012, EAK (Annex 12) was created as a result of merging the Development Department and the Continuing Education Department.

Students are involved in the management of TAC via participation in the Board and the [Student Council](#) activities. They are involved in all significant activities of TAC, starting from the drafting of the Development Plan. Furthermore, they can influence the awarding of grants and scholarships. The Student Council organizes various events, including tea parties with the Rector, where issues related to the College and students are discussed in a more casual atmosphere. In the last five years, motivational trips to Russia, Finland, Latvia, Sweden and Lithuania have been organized by the Student Council members. From 2012, TAC is a full member of the Federation of Estonian Student Unions.

1.1.4. INTERNAL AND EXTERNAL COMMUNICATION

The goal of the communication principles of TAC (Annex 11) is to help achieve the strategic objectives and targets set in the Development Plan via systematic communication activities.

Internal communication, based on agreements and rules, ensures the successful operation of TAC as a whole, and the satisfaction of staff and students. Efficient internal communication also guarantees a faster external communication and a positive public image.

Electronic devices and information systems are the main tools of internal communication, although, direct communication (e.g., meetings and gatherings) and informal interaction also have an important role to play. The use of information systems and IT tools support the management of TAC and the cohesive performance of key processes, and thus provides TAC with an operative internal and external exchange of information, and excellent educational and employment opportunities for both students and the staff.

The management of TAC and the cohesive performance of key processes are supported by the following resources used for the electronic exchange of information:

- [Information management system Webdesktop](#) (WD). In use since 2009 for managing documents, time resources and group work;
- [Study information system](#) (SIS). In use since 2011 for managing information related to teaching, students and lecturers, and for academic notifications;
- [Old information system](#). Partially used for the personnel work environment;
- [Feedback and monitoring system](#) (TMS), developed under the project «Development of Quality Systems in Institutions of Professional Higher Education»;
- [Booking system](#). For booking/reserving the rooms of TAC, the bus, equipment of the Department of Media and Advertisement Design and Photography (students can also reserve equipment);
- [Website](#). The new site was completed in 2013; it includes information about the curricula and timetables, etc.;
- [E-mail](#). Among other things, alumni's mailing lists and the cultural information list are also in use;
- [Staff file server](#). Joint filing systems are at the disposal of personnel;
- [Students' file server](#). Documents for students and teaching-related folders;
- [Estonian Education Information System](#) (EHIS). State Register, which aggregates data related to the educational system.

The operation of the information systems and other equipment used is reviewed and evaluated in work meetings, in the course of everyday communication, as well as by collecting feedback. Mailing lists and WD-groups are evaluated on a regular basis. Two feedback questionnaires on the information system have been carried out. In the spring of 2010, focus group interviews took place. Employee suggestions are taken into account when making changes within TAC. Suggestions are also used for planning further development and changes.

The aim of External Communications is to reflect the activities of TAC to the media, to reach potential students and continuing education target groups, new cooperation partners and the alumni. TAC uses various channels and methods to inform the public.

One of the major ways to build a stronger professional image is to ensure the quality of teaching and create a supporting environment. Participation in collaborative projects meant for the public, and extracurricular activities carried out by the employees build the College's image as well.

1.1.5. RESULTS

KEY RESULTS

Management and operation of the organization

- Employee satisfaction with the management, involvement, development opportunities, work and information.
- Diverse cooperation with partners.
- A diverse staff community, the involvement of well-known artists in the teaching process.
- The involvement of young lecturers in the teaching process to ensure the sustainability of development.
- Great international mobility of staff.
- Successful execution of the budget and the procurement of additional resources, sufficient investment into the learning environment.

Educational process

- Stable competition and the interest of possible candidates.
- Students from all regions of Estonia.
- Great international student mobility.
- Student satisfaction with the learning environment.
- A high level of graduation theses.
- Alumni satisfaction with the acquired education.
- The competitiveness of the alumni in the labour market and in continuation in the Master's Studies.

Research, development and creative activity, and contribution into the society

- The relevance as a shaper of education, arts, and cultural life in Estonia.
- Students' active participation in creative projects and exhibition activities.
- Active participation of the staff in research, development and creative activity.
- Highly appreciated as a partner in conservation and restoration projects.
- Projects carried out in the public under the leadership and with the participation of TAC.

OTHER KEY MANAGEMENT AND OPERATION RESULTS

- In 2011–2012, TAC participated in the Archimedes project «Quality management in an institution of higher education», as a result of which, the evaluation team highlighted:
 - the personal examples of the College leaders, which creates the underlying conditions for the development of the mission, vision, values and ethics, and for the improvement of the management system and carrying out changes;
 - the results related to the society, and the management of external partnerships.
- In 2011, TAC was granted the award for the most training-friendly institution of higher education, considering that the staff have participated in the largest number of various teaching and coaching courses;
- In 2010–2011, the Rector was the Chairman of RKRN;
- In 2010, TAC was granted, due to an excellent cooperation with other institutions of higher education on curricula development, the first prize of curricular development cooperation success stories, which was established with the support of the Primus program;
- In 2010, TAC was chosen for the Erasmus Success Stories Brochure 2010;
- In 2010, TAC passed, by way of simple procedure, the evaluation of curriculum groups, the so-called transition assessment (Government Regulation No. 178 of 18.12.2008 «Higher Education Standard» Annex 3);
- In 2009, Archimedes Foundation and the Ministry of Education nominated TAC as the most successful educational institution in Estonia, taking into account international cooperation;
- In 2009, TAC was awarded the prize of International Education-Maker of Archimedes Foundation, as it had contributed through European cooperation projects, more than any other institution of higher education in Estonia, to the development of local education;

- In 2007, TAC was granted an international accreditation (Higher Education Evaluation Council Decision of 14.06.2007);
- In 2006, the Tartu City Government granted TAC the honorary title of a Culture Carrier for outstanding results;
- In 2005–2006, the Rector was the Vice Chairman of RKRN;
- In 2004, TAC was granted an international accreditation, including an institutional accreditation (Higher Education Evaluation Council Decision of 16.06.2004);
- The positioning of TAC as an institution in the European Higher Education Area has benefited from the Rector visiting educational institutions in Finland, Austria, Switzerland, France and Ireland.

In 2009 and 2014, a staff satisfaction survey, which focused on governance, was conducted. The primary results of the survey of 2014 were, as follows:

- 81% of respondents felt that the College has evolved significantly over the past five years. This confirms the compliance with the objectives set out in the Development Plan.

- 94% of respondents were satisfied with the overall management (Figure 4), which indicates that the atmosphere is good in TAC. Great satisfaction with the management culture is the result of the open management policies and the direct communication with employees.

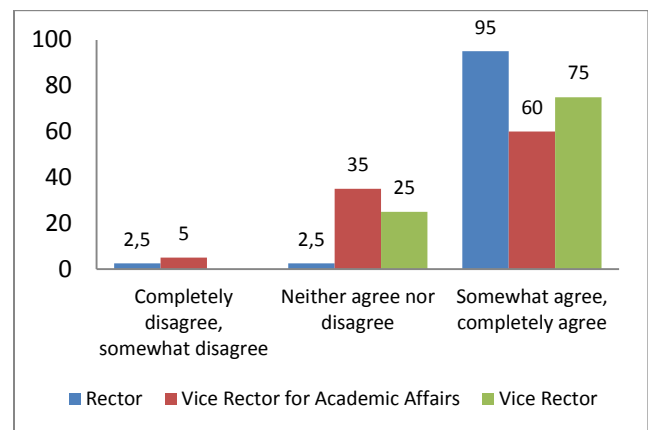


Figure 4. Management culture supports the development of the employees 2014 %

- In a comparison of the two surveys, the number of respondents who felt that they can contribute to decision-making remained stable (66% in 2014). Regular meetings of the study and support structure held under the leadership of Vice Rectors since 2011 has a key role to play in this. The entire staff was involved in the development of the 2011–2015 Development Plan. Furthermore, in 2011–2012, many employees participated in the project «Quality Management in an Institution of Higher Education», and in the compilation of this self-analysis.

- In addition, students feel that they are involved in the College’s development. 59% of respondents were completely or mostly satisfied with their involvement.

- 78% of respondents agreed completely or mostly that planned changes are implemented (Figure 5). In a comparison of the two surveys, satisfaction in this area has increased (in 2009, 68% agreed with the statement). In the period between the two surveys, the academic building on Eha Street, and buildings with the support of the structural funds were constructed, EAK was established, modernization of studio and laboratory equipment took place, the curriculum reform was carried out, etc.

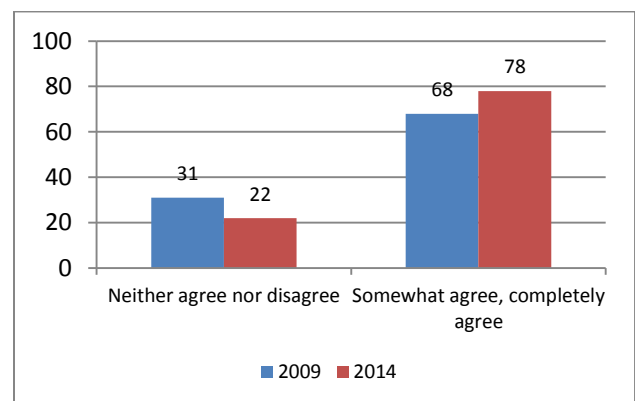


Figure 5. The planned changes will be implemented in 2009 and 2014 %

Comparison of the results of the two surveys reveal that satisfaction with the information flow within TAC has increased significantly (Figure 6). In the meantime, the flow has been improved in several ways. For example, since November 2012, a news bulletin has been issued on a monthly basis (except in August). The goals of TAC have been discussed with the staff both in the context of the project «Quality Management in an Institution of Higher Education», as well as during regular joint seminars outside of Tartu. Staff meetings are held on a regular basis, usually at the beginning of each semester.

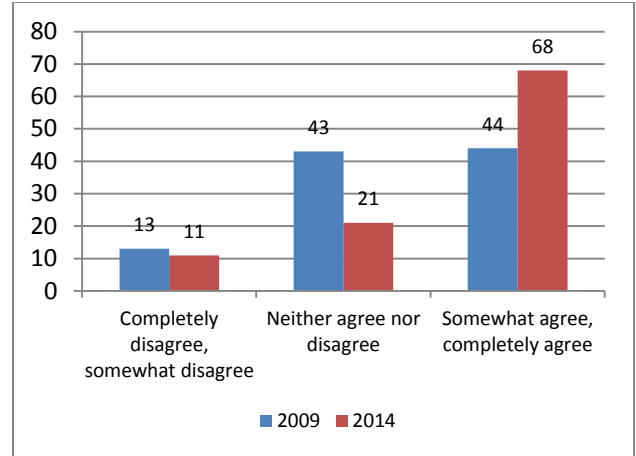


Figure 6. Satisfaction with the information flow within the College 2009 and 2014 %

- The improvement actions based on the outcome of the 2009 survey has raised the awareness of the personnel, regarding the objectives of the College: in 2014, 81% of the staff was aware of the goals of TAC (Figure 7).

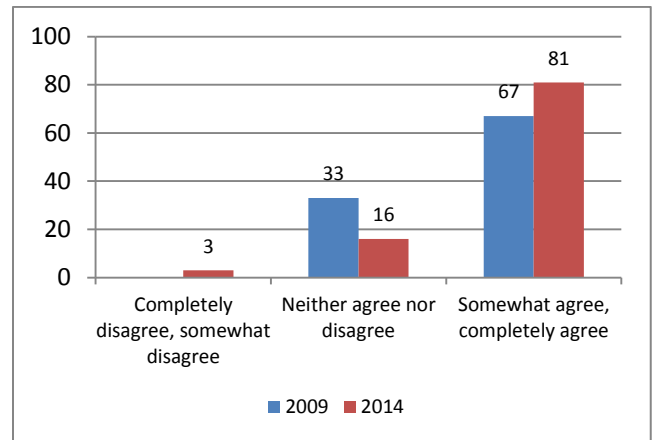


Figure 7. The staff of the College is aware of the objectives 2009 and 2014 %

- The 2014 survey showed that the satisfaction with working conditions has significantly improved, as compared to 2009 (Figure 8). This results from the renovation of academic buildings in 2014, the modernization of study premise installations, and the fact that the working environment council has been placing more attention on the ergonomics and usability of particular workplaces in the recent years.

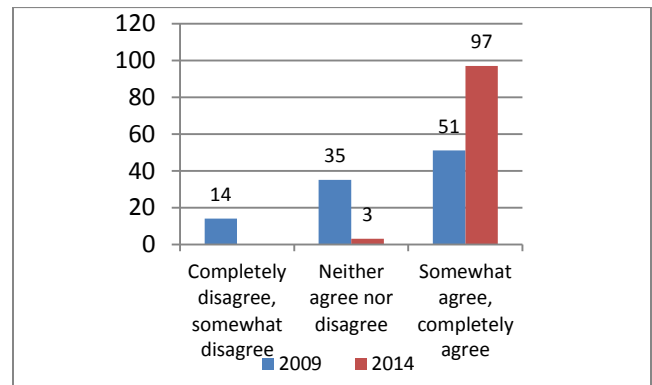


Figure 8. Working conditions are good 2009 and 2014%

- The results of the 2014 evaluation of the learning environment and organization of study showed that 96% of the responded students were satisfied with their university choice, which demonstrates their satisfaction with the quality of teaching, learning environment and the general atmosphere (Figure 9).

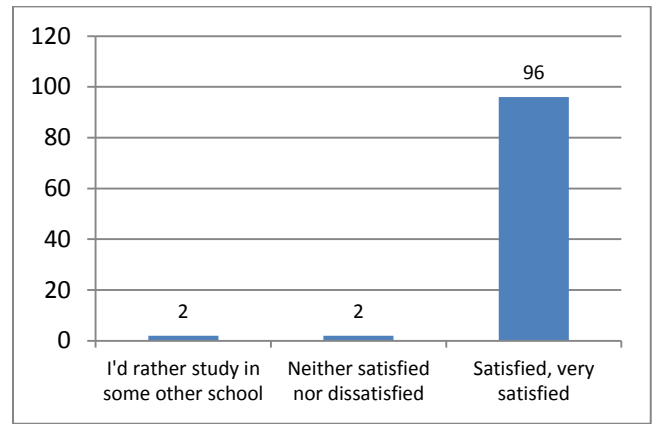


Figure 9. I am happy to be studying at TAC 2014 %

1.2. PERSONNEL MANAGEMENT

OBJECTIVES

The staff of TAC is well qualified, creative, motivated and committed. They appreciate the core values of the College and the society, and they are innovative and cooperative. The composition of the staff and the faculty is diverse.

1.2.1. RECRUITMENT AND DEVELOPMENT OF THE STAFF

Qualifications, work experience and the learning potential of employees are taken into account in personnel recruitment of both the study and research structure, as well as of the administrative and support structure. The Rector confirms the composition of the staff with the number of posts and qualification requirements for each academic year. The planning of teaching workloads for each academic year is governed by a relevant rule.

The creation and modification of support and administrative staff positions is proposed by the Vice Rector, who is guided by the need to facilitate the functioning of TAC, and to support the academic and research structure. In order to find support and administrative staff, a public competition is generally declared. Candidates are interviewed by the committee that is set up primarily for that purpose. The committee then makes a proposal to the Rector to conclude a contract with the suitable candidate.

The number of teaching and research positions is fixed with committee recommendations on the purpose of analysis and distribution of the workloads. These recommendations are based, in turn, on the recommendations of the heads of specialty departments and the Head of the Center of General Subjects to the Vice Rector for Academic Affairs.

Teaching staff members are elected by the electoral body (Board of TAC) under the Rules for Election of the Teaching Staff of TAC (renewal of contracts is based on amendments in the Institutions of Professional Higher Education Act). For the selection and evaluation of the academic staff (Annex 9), TAC takes into account past activities in three areas: teaching, RDC activities, professional and development of the organization. When selecting art professors and associate professors, the criteria for evaluation of a recognized creative person is taken into account, so that professionalism and pedagogical skills are balanced. The level of necessary teaching qualification is based on the needs of the curriculum before the announcement of the elected positions. The qualification of a teaching staff member (see Annex 8) can also be changed when the employment contract is in effect.

Practitioners, outstanding and recognized artists and top professionals from Estonia and abroad are included in the teaching process. TAC attaches deems faculty undergrowth very important, and, therefore, offers career opportunities to talented young people. Alumni are involved in teaching various subjects in order to determine their suitability for the position of a teaching staff member and their potential for development in this area. In order to ensure a broader range of competence, guest lecturers, who cannot work at TAC full-time or are not interested in doing so, are also involved.

External experts, including international experts, are involved in assessment committees of graduation projects.

Contribution to the staff's development is based on the needs of TAC and the staff, while supporting staff's self-development and organizing further in-service training (including language training). Specialty and management skills of employees and the teaching and supervision skills of lecturers have been improved through training.

RESULTS

The high proportion of part-time employees in the teaching structure is attributable to the particular nature of the field (Table 5).

Table 5. The number of employees and positions 2012–2014

	2012		2013		2014	
	Employees	Positions	Employees	Positions	Employees	Positions
Management	3	2.9	3	2.9	3	2.9
Study and research structure	60	41,508	58	39,186	61	39.69
Administrative and support structure	24	22.6	24	22.75	25	22.7
On parental leave	3		5		4	
Total	90	67,008	90	64,836	93	65.29

The employees of TAC belong in different age groups. The age distribution is fairly even. The average age of employees in 2014 was 46.53.

Due to the curricular needs of TAC and because many faculty members are actively engaged in arts, many of them work in TAC part-time. The number of positions in the teaching structure has remained stable for the past three years (Table 6).

Table 6. Distribution of teaching staff between positions in 2012–2014

Teaching structure	31.12.2012		31.12.2013		31.12.2014	
	Employees	Positions	Employees	Positions	Employees	Positions
Teacher	3	0.5	1	0.24	1	0.27
Assistant	8	2.6	8	2.691	8	2.76
Lecturer	34	15.988	30	14.156	31	13.515
Associate professor	2	0.67	3	1.145	2	0.88
Professor	1	0.2	3	1.154	4	1.49
Faculty member, Head of Department	1	1				
Lecturer, Head of Department	1	1	3	3	3	3
Associate professor, Head of Department	2	2	1	1		
Professor, Head of Department	3	3	3	3	4	4
Professor, Head of Laboratory	1	1	1	1	1	1
Head of Department	1	0.5	1	0.5	1	0.5
Technical Assistant	16	9	13	7.95	14	8.125
Assistant Head of Department	7	4.05	6	3.35	7	4.15
Total	80¹	41.508	73²	39.186	76³	39.69
On parental leave	2		3		2	

¹ 20 employees have two employment contracts for performing different duties in TAC.

² 15 employees have two employment contracts for performing different duties in TAC.

³ 15 employees have two employment contracts for performing different duties in TAC.

Considering the development of the curricula, the numbers of professor positions and the teaching staff with professor's qualification have increased over the last three years (Figure 10).

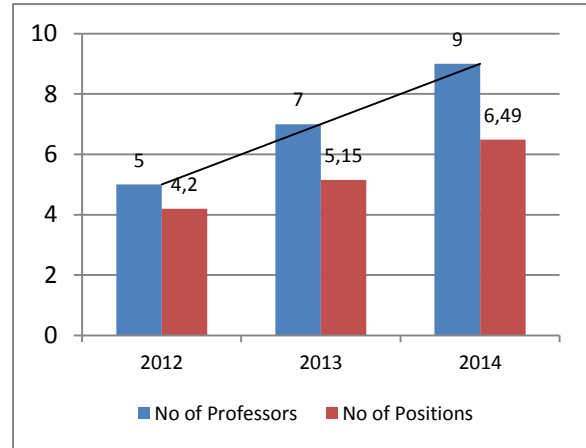


Figure 10. The number of positions of a professor 2012–2014

The goal of TAC has been to use the alumni in the teaching process to ensure the continuous succession of lecturers. The field data illustrates the growth trend (Table 7).

Table 7. Visiting lecturers 2012–2014

	Visiting lecturers			Visiting lecturers who are alumni of TAC			Foreign visiting lecturers		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Dep. of Photography	19	20	23	6	3	4	1	4	5
Dep. of Paintings	13	9	14	2	2	6	3	2	5
Dep. of Media and Advertisement Design	29	28	32	8	6	4	2	3	3
Dep. of Furniture	12	9	10	5	4	4			1
Dep. of Leather Design	5	5	10	1	3	5	1	2	
Dep. of Sculpture	13	21	16	3	9	7	1	1	
Dep. of Textile	14	6	13	2	3	6	6	1	2
Center of General Subjects	32	25	20	6	4	1	4	1	1
Continuing education	12	17	20			5			
Total	149	140	158	33	34	42	15	14	10
The share of alumni among visiting lecturers				22.15%	24.29%	26.58%			

TAC encourages employees to participate in formal education (Figure 11).

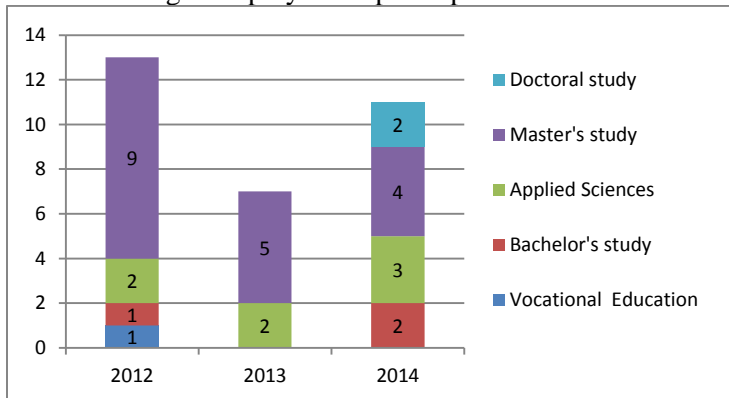


Figure 11. Learners in formal education 2012–2014

Most of the regular academic staff have a Master's degree or an equivalent qualification (Table 8).

Table 8. Qualification of the employees 2012–2014

	2012	2013	2014
Management			
Qualification between Master's and Doctoral degrees	1	1	1
Master's degree	2	2	2
Teaching and research structure			
Doctoral degree	4	4	4
Qualification between Master's and Doctoral degrees	9	8	8
Master's degree or an equivalent qualification	33	32	35
Professional higher education or an equivalent qualification	12	13	10
Secondary education or equivalent qualification	4	4	6
Support and management structure			
Qualification between Master's and Doctoral degrees	1	1	1
Master's degree or an equivalent qualification	9	9	7
Bachelor's degree or equivalent qualification	2	2	2
Professional higher education or an equivalent qualification	3	4	4
Secondary education or equivalent qualification	8	9	12
Basic education	2	1	1
Total	90	90	93

Competitions for academic positions have been held based on a 3–5 year election period and necessary whenever for other positions. There are always applicants for each post, which shows that TAC is an attractive employer (Tables 9 and 10).

Table 9. Competition for elected academic positions in 2011, 2013 and 2014¹

Position and workload	2011	2013	2014
	Number of applicants		
Lecturer of Painting (0.5)	15	10	
Lecturer of Painting and Colour studies (0.5)	10		
Lecturer of English Language (0.4)	2		
Associate Professor of Art History (0.3)	3		
Lecturer of Furniture Design (0.5)	4		
Head of the Department of General Subjects (0.5)	3		
Lecturer of Media and Advertisement Design, Head of Department (0.1)		1	
Lecturer of Painting and Wall Painting Restoration, Head of Department (0.1)		1	
Lecturer of Leather Design and Restoration, Head of Department (1.0)		2	
Lecturer of Textile, Head of Department (1.0)		1	
Lecturer of Sculpture, Head of Department (1.0)			6
Ordinary Professor of Sculpture (0.4)			3
Ordinary Lecturer of Accessories' Design (0.5)			3
Ordinary Lecturer of Drawing (0.5)			4
Applicants total	37	15	16

¹ In 2012, no public competitions were held.

Table 10. Competition for the positions of the support structure in 2011, 2013 and 2014

Position	2011	2013	2014
	Number of applicants		
Faculty member (Educational Technologist)			29
Enterprise and Development Center Project Manager		14	
Academic Affairs Manager		34	
Gallerist		7	9
Assistant Head of the Department of Media and Advertisement Design	5		
Applicants total	5	55	38

1.2.2. PRINCIPLES FOR REMUNERATION AND MOTIVATION OF EMPLOYEES

Remuneration and employee motivation principles are clearly defined, accessible to all employees and being followed. The salaries are set according to the Salary Rules, based on the position type and salary grade. The minimum salary grade rates, the length of working hours and other conditions are fixed. Employee salaries are adjusted according to budgetary possibilities, also considering what is happening to wage scales in the general society.

According to internal rules and motivation rules (Annex 10), employees are encouraged and their achievements are recognized by many means:

- annual performance fee;
- support of creative activities (both through TAC resources and extra free time);
- participation in the Erasmus program;
- duty-free weeks (free semester);
- participation in formal education and self-development opportunities;
- celebration of more significant birthdays;
- free days: three days for the child's father on the birth of a child, on marriage and for unforeseen circumstances;
- additional collective holidays of five days from 27 to 31 December;
- work days are 30 minutes shorter on Fridays;
- donor day.

The sense of community is strengthened with joint events and other joint activities:

- seminars of employees held outside the premises of the College (involving families of the staff and students' representatives) since 2005;
- joint training;
- end-of-year events for employees;
- Christmas parties for employees' children since 2001;
- specialty department and library events;
- opening of exhibitions at gallery Noorus;
- visits to trade fairs and exhibitions.

Heads of structural units conduct a development interview with their employees at least once every three years. Vice Rectors and the Rector carry out a development interview with the structural units' employees at least once every two years. The results are taken into account in overall human resources management, as well as in the planning of the career model of a particular employee.

RESULTS

In recent years, TAC salaries have been raised as follows: in 2013, the teaching structure employee salaries were raised by 10%; in 2014, the support structure employee salaries were increased by at least 10%; and in 2015, the salaries of all employees were raised by at least 10%.

According to Statistics Estonia, the average monthly gross salary in 2013 was 913 EUR in Tartu County and 803 EUR in the Estonian education sector. The average monthly gross salary of a full-time position in TAC was 818 EUR. Half of TAC employees consider their salaries to be consistent with their input. Since 2005 (2010 not included), all employees with employment contract have been paid a premium for their annual performance each year.

According to the Motivational Rules, employees are recognized as follows:

- In 2012, commendation and reward were given to 10 employees;
- In July 2013, performance fees were paid to 22 employees;
- In December 2013, recognition (letter of appreciation) was given to 25 employees and two departments;
- In July 2014, performance fees were paid to 28 employees;
- In December 2014, recognition (letter of appreciation) was given to 34 employees,

According to a 2014 survey, 70% of TAC employees were satisfied with the way their work is recognized. In addition, TAC pays its employees support in the event of childbirth, and when the child starts school, as well as in the case of death of a loved one. Employee health is checked according to staff health surveillance policies established by the Decree of the Minister of Social Affairs. In total, 40 employees have seen an occupational health physician in 2012–2014.

1.2.3. STAFF PARTICIPATION IN INTERNATIONAL MOBILITY PROGRAMS, COOPERATION PROJECTS, AND NETWORKS

The organization of employee mobility, especially teaching staff mobility, is based [on the objective of the internationalization of higher education of Estonia](#), best practices agreement of the internationalization of institutions of higher education, the Development Plan of TAC, the Foreign relations strategy of TAC (Annex 13) and the curricular requirements.

TAC promotes the mobility of its teaching and support staff using the Erasmus and DoRa programs and supports the mobility outside the program from College funds. According to TAC's goals, 20% of its employees should go on assignments abroad each year, half of whom teach at the Erasmus partner institution of higher education or participate in training offered by such programs.

RESULTS

In 2010–2014, more than 30% of TAC employees had been on assignments in other countries, which exceeds the goal by 10%. In the same period, about 18% of all employees have participated in the Erasmus program each year, exceeding the goal by 8% (Table 11 and 12).

Table 11. The share of employees who have been on assignments abroad in 2009–2014

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	
The total number of employees who have been on assignments abroad	36	36	36	3	29	
Through Erasmus program:	to teach	8	9	8	6	6
	for training	8	8	10	9	9
Total number of TAC employees	90	90	90	90	93	
The share of employees in the entire staff who have been on assignments abroad	40%	40%	40%	34%	31%	
The share of employees in the entire staff who have been on assignments abroad through the Erasmus program in 2009–2014	18.2%	18.9%	20.9%	17.2%	17.6%	

Table 12. The share of assignments abroad by the Erasmus program in the total number of assignments abroad 2009–2014

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Assignments abroad via Erasmus	16	17	18	15	15
Other assignments abroad	46	37	53	37	41
The share of assignments abroad via Erasmus out of all assignments abroad	26%	31%	25%	29%	27%

In order to plan the upcoming assignments abroad in a more efficient way, feedback from the employees who have been teaching or who participated in the training with the Erasmus program is gathered by the International Relations Manager. The European Commission, who will take into account the survey results in further planning of the program, has prepared the feedback survey forms. In TAC, the feedback on performance and experience of the mobility is excellent, varying between 4.5 and 4.9 on a five-point scale (Figure 12).

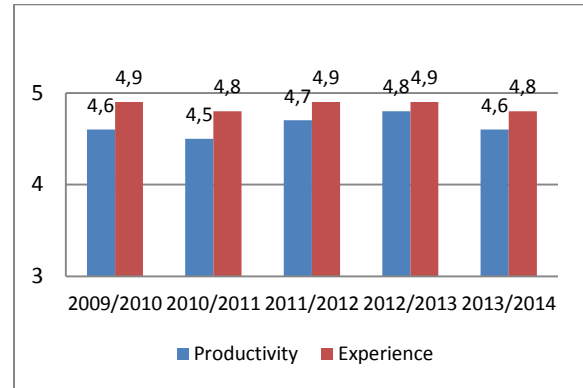


Figure 12. The feedback from the employees who have been teaching or who participated in the training with the Erasmus program in 2019–2014

In Estonia as a whole, there is a tendency that the outbound mobility of both employee and student mobility exceeds the incoming mobility, but in TAC, the number of arriving employees in the academic year 2013/2014 for the first time exceeded the number of individuals going abroad (Figure 13).

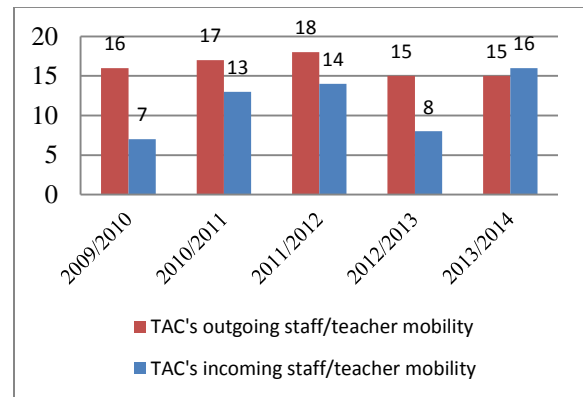


Figure 13. Employee mobility in the Erasmus program 2009–2014

1.2.4. EMPLOYEE ADHERENCE TO THE PRINCIPLES OF ACADEMIC ETHICS

TAC employees are guided by the fundamental values provided in the Development Plan of TAC. One example is integrity, i.e., an ethical and caring attitude towards students, colleagues, society, cultural heritage and cultural memory. The principles of academic ethics derive from the principles of TAC communication, internal work regulations, job descriptions, statutes of the structural units, Study regulations of TAC (ÕKE; Annex 4) and the unwritten rules evolved over the years in TAC as a small organization. The open management model consciously directs staff to adhere to ethical principles in interacting both with employees and students.

The electoral committee for selecting new teaching staff takes the loyalty of the employee towards the College and their ethical qualities into account among other things. Their direct superior, involving the management, if necessary, and conducting appraisal interviews with the employee, resolves problems with the employees. The personal example of managers is deemed to be of particular importance.

1.3. THE DISTRIBUTION OF FUNDS AND THE MANAGEMENT AND DEVELOPMENT OF INFRASTRUCTURE

OBJECTIVES

TAC ensures that the handling of funds and infrastructure resources regarding the core activities is performed in the best possible way.

Financial management is based on the objectives of the Development Plan and national priorities. The distribution of TAC funds and the development of its infrastructure relies on the Development Plan and the needs and suggestions of structural units. Action plans provide the principles and priority directions for the distribution of resources in the following fiscal year.

The Budget Commission will prepare proposals for the next annual budget and submit them for discussion to the Rectorate where adjustments are made when it is necessary. The priorities [such as software acquisitions and self-financing for European Union (EU) projects] vary annually.

In order to manage risks, special instruments are sought from the state in addition to activity support and the earned revenue. The revenue distribution policies within the budget are approved by order of the Rector. Additional funding is sought from the regional, national, and EU funds.

Faculty and staff salaries are paid from the general salary fund, administrative expenses are covered with the budget of the Economic Affairs Office and General Information and Communication Technology (ICT) costs are paid from the IT budget. Money is allocated to specialty departments from the budget on an equal footing, based on the number of students in the department. In addition, the departments and the Center of General Subjects are allocated an extra amount for specific purposes to support the mobility of students and the staff. TAC budget includes the planned expenditures for the internal and external communication of TAC, membership fees related to international networks, RDC (research, development and creative) activities and joint events of TAC, etc.

Fields managers have the right to manage their own budgetary resources. The Student Union also has its own budget.

In order to ensure the execution of the budget, the risks are spread in a variety of ways. The Rector and the Financial Manager manage the College's general budget. The heads of structural units and the Financial Manager monitor the execution of the structural units' budget on an ongoing basis. The Financial Manager regularly submits reports to the Rector on the execution of TAC budget as a whole.

The Rector prepares an annual activity report for submission to the Ministry of Education and Research. The heads of structural units prepare an annual report of their unit to the Rector. The Board of TAC approves the budget execution report and hears the activity reports. During the period of 2005–2012, an annual report audit was commissioned, but since 2012, the Ministry of Education no longer requires this.

The responsibility for additional financing obtained based on projects rests upon project managers. The Vice Rector administers structural aid and the International Relations Manager manages international programs. The total budget will be regarded as a whole, because different programs include self-financing, which is taken into account when drawing up the budget.

TAC has three academic buildings. The academic building on Tähe Street (energy performance label D) was opened in late 1996. The academic building on Tolstoi Street (energy performance label D) was opened at the end of 1998 and the academic building on Eha Street (energy performance label C) was opened in the autumn of 2010. The total floor area of the academic buildings on Tähe and Tolstoi Streets is 4,299.2 m². 1,201.5 m² of the building on Eha Street is used by TAC and 127.6 m² is in joint use with Tartu Art School (TAS is a vocational education institution that provides art education). 53% of the building located on Eha Street is at TAC's disposal (47% is property of TAS), so the total area of academic buildings belonging to TAC is 5,628.3 m².

The academic buildings are owned by the state. According to a comparison made by RKR for 2008–2012, the total area of the 13 professional higher education institutions (including office space) in 2012 was an average of 7 m² per student, in the case of TAC, the number was 18 m².

The academic buildings of TAC are open from Monday to Saturday until 11 pm to provide the students with the opportunity to work independently. Before and during the examination period, the academic buildings are open around the clock. The responsibility for occupational safety rests with the people designated for it by specialty departments.

The College has a dining facility. The showers with a sauna and locker rooms are at the disposal of students and the staff on a daily basis. In recent years, the specialty departments on the students' initiative set up student rest areas and/or kitchenettes. In spring 2015, the staff rest area was completed in the academic building on Tähe Street.

TAC has received a free gallery space from the City of Tartu. Initially, the contract for the free use of the premises was signed for the period of 2009–2014, but at the end of 2013, the contract was extended until 31 December 2018. Gallery Noorus is located in Tartu, Riia Street 11. It is an important education facility for students and a place for displaying their work to the public.

Modernization of the teaching and working environment is based on the requirements for occupational health, room noise, lighting and occupational and fire safety. Occupational environment risk assessments are carried out in cooperation with Tartu Health Care College every two years and more frequently when it is necessary. The dining facility will be expanded in order to create an environment for social communication and improve the catering conditions. In the spring of 2015, the draft design for launching the construction was commissioned and funds were allocated for the budgetary reserve of 2015.

The academic buildings of TAC are repaired as necessary. Greater investments are provided in the course of budgeting, e.g., in 2013–2014, the roof of the academic building on Tolstoi Street was replaced.

TAC has taken into account the future management costs while acquiring equipment for laboratories and workshops and developing complete ICT solutions. The anticipated equipment lifespan varies, so they can be replaced gradually also without the support of EU Structural Funds.

TAC continuously monitors the use of energy and other resources. The curricula emphasize efficiency and environmental performance and include the recycling of materials. The College has a paper container and collection box for old batteries. Depreciated computers and other equipment and paint and chemical containers are taken into a waste plant. TAC uses the Green Energy services of Eesti Energia.

RESULTS

In 2005–2014, TAC has successfully implemented the budget, optimized administrative costs and acquired additional funding. The budget revenue and expenditures are in balance. The budget (activity support from the state) has steadily increased over this period (Figure 14). Compared to 2010, the budget increased by 27.4% in 2014. The following figure 14 does not include 2013 and 2014 investments from the activity support.

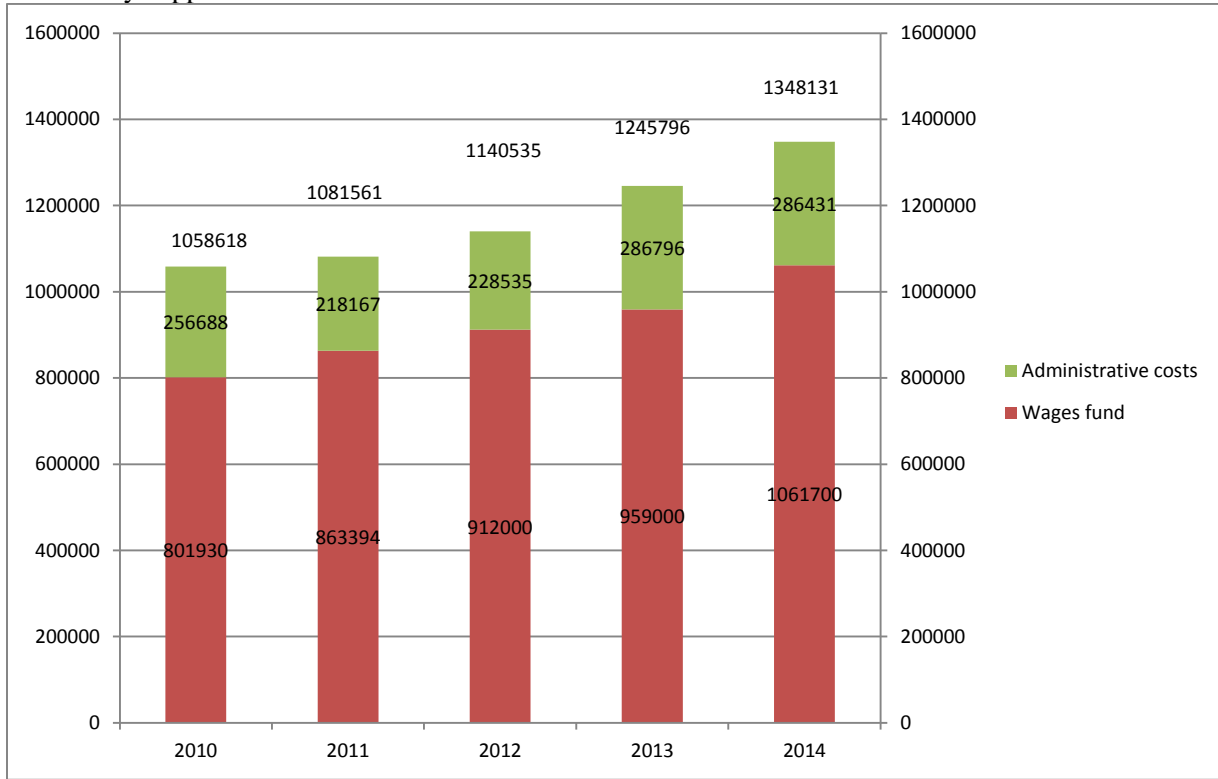


Figure 14. Breakdown of the amount of the budget recoverable from the state budget (from 2012, activity support) in 2010–2014

The ratio of the salary fund and management expenses in the overall budget has remained stable (Figure 15).

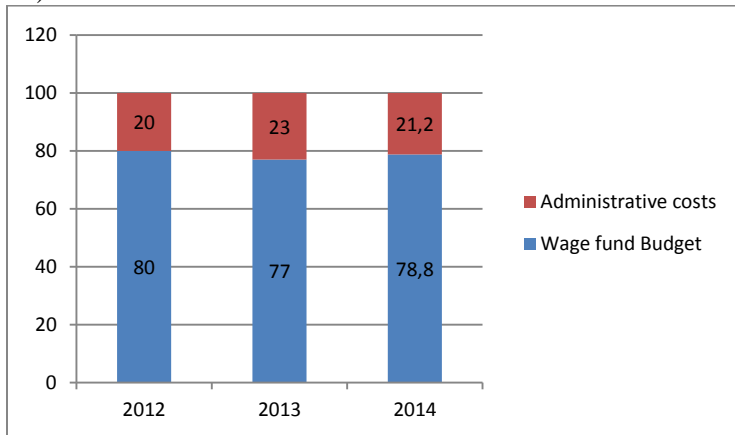


Figure 15. Breakdown of the salary fund and management expenses 2012–2014

In addition to the activity support from the state, TAC has received additional financing from various sources, which has contributed significantly to the development of the College (Figure 16).

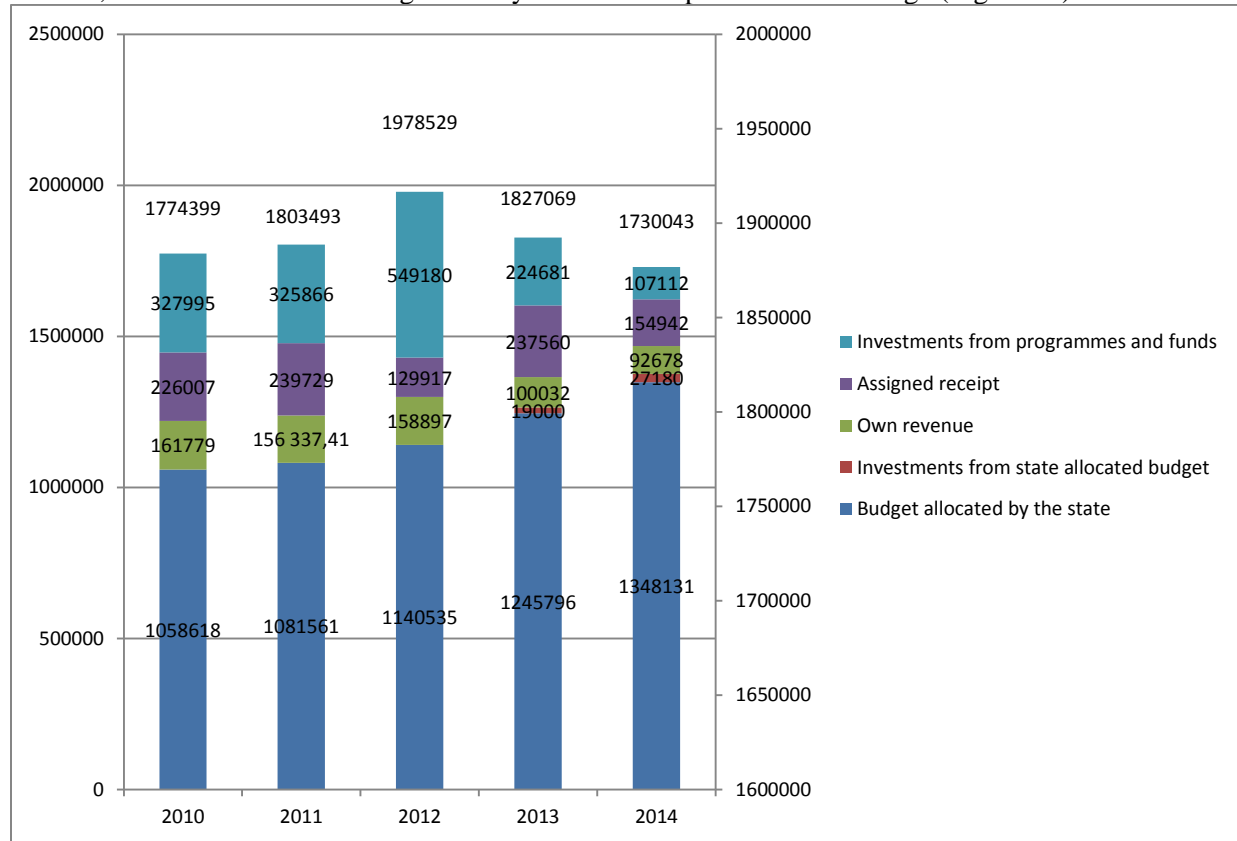


Figure 16. The total budget of TAC for 2010–2014

Since the academic year 2013/2014, Estonia has free higher education, i.e. there is no more admission to non-state budgetary (paid) student places. Therefore, the share of own revenue in the budget as a whole has been decreasing year by year. The revenue received from the provision of paid services has significantly increased, because the learning tasks are associated with a variety of projects and orders (Figure 17).

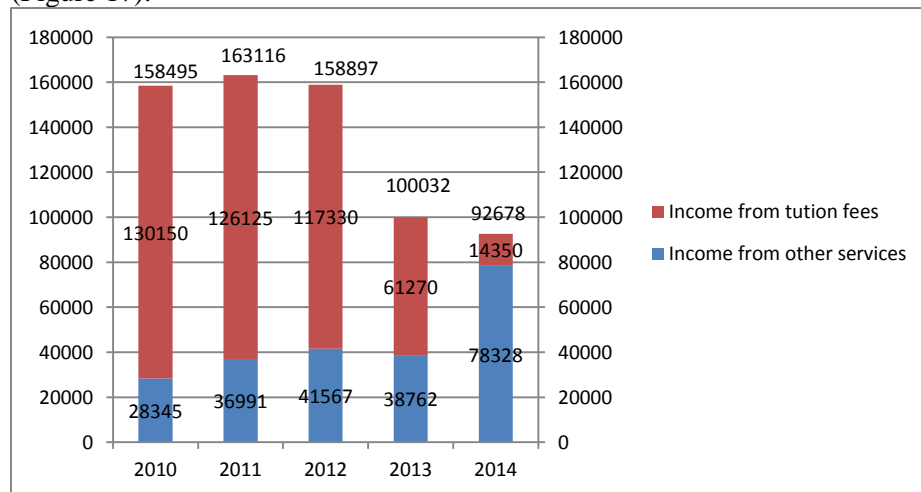


Figure 17. Breakdown of the own revenue of TAC in 2010–2014

The increasing trend is also evident in the budget of the Erasmus program, as TAC has been the most successful education institution in Estonia in terms of the student mobility program: the number of students who wish to go abroad to study and intern has exceeded the number of available places. Provided there are funds available, Foundation Archimedes has allocated additional means to TAC based on applications submitted by TAC. Consequently, the budget has increased (Figure 18).

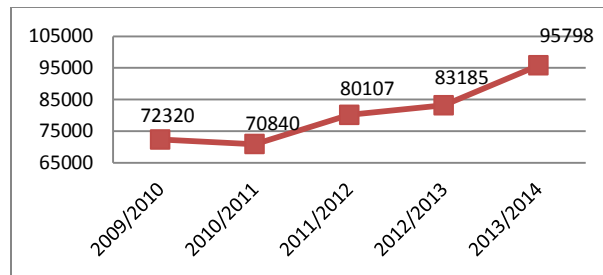


Figure 18. Targeted receipts of the Erasmus program 2010–2014

TAC has been investing in its learning environment and academic infrastructure with the help of EU Structural Funds.

1) In 2011–2014, within the framework of the measure «Learning and working environment of institutions of higher education and research and development institutions» and its sub-measure «Learning environment of institutions of professional higher education», a ventilation system, lighting, fire and security system was constructed in the academic buildings on Tähe and Tolstoi Streets and the buildings were made accessible for disabled people. The total eligible cost of the project was EUR 543,038.53. The reconstruction did not lead to increased administrative costs. Although energy prices have risen, Figure 14 shows that the economic costs in 2014 have remained at 2013 levels.

2) TAC has received aid three times (in stage I, II and III) (Table 13) from the measure «Modernization of the educational infrastructure of professional higher education and teacher training» and its sub-measure «Educational infrastructure of professional higher education». The design and restoration laboratory complex is updated and created, improving the practical work opportunities for students and participants in continuing education. The complex includes a furniture design workshop, textile experimental studio, restoration laboratory and sculpture restoration workshop, a photo studio and laboratory, center for finishing and a digital laboratory, field laboratory, graphic design studio laboratory, experimental studio, digital textile design center, a sound studio and a presentation center. With the aid of the project that ends in 2015, a number of the above laboratories, workshops and studios will be improved and painting and drawing classes will receive additional equipment.

Table 13. Stages 1 to 3 of the project «Development of Educational Infrastructure of Tartu Art College»

Project	Duration	Total eligible cost of the project
«Development of Educational Infrastructure of TAC»	01.07.2010–31.01.2012	EUR 356,381.17, incl. the grant of EUR 338,562.06
Stage 2 «Development of Educational Infrastructure of TAC»	01.01.2012–31.10.2012	EUR 324,082.60, incl. the grant of EUR 307,878.47 (Archimedes determined the total eligible costs to be EUR 385,297.25, including the grant of EUR 366,032.38)
Stage 3 «Development of Educational Infrastructure of TAC»	01.09.2014–30.09.2015	EUR 189,772.30, incl. the grant of EUR 152,989.69

All TAC computers have an Internet connection and the premises of TAC are covered by Wi-Fi. Students and staff have copying, scanning and printing facilities at their disposal. In extracurricular time, both students and staff can use the computers in the computer classes. The premises are used intensively, e.g., computer classes have an average occupancy of 6.5 hours a day. TAC has 170 computers in total, of which 336 students use 98. Students can also use the eight computers in the library. 168 computers have an Internet connection with the constant speed of 10.000 kbit/s.

Apart from the aid granted by EU regional fund programs, the learning environment has also been improved using the EU Social Fund programs Primus (Figure 19) and BeSt.

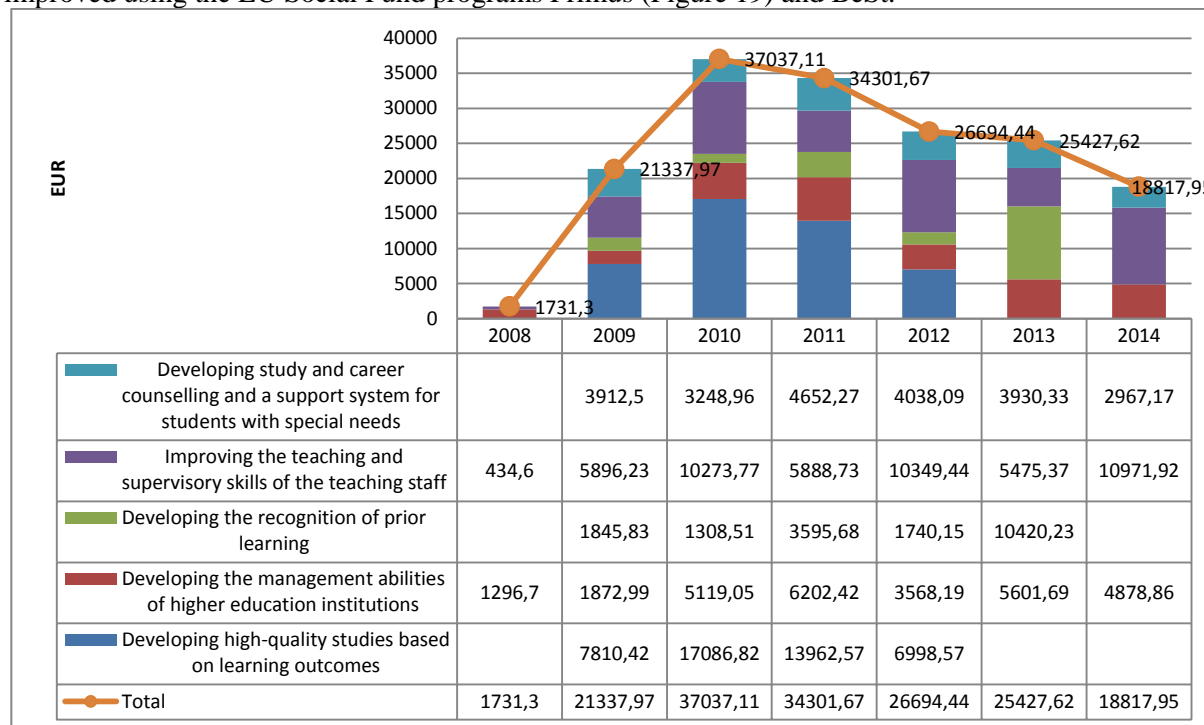


Figure 19. Eligible costs of Primus program in TAC in 2008–2014, EUR

The most funding was received from the Primus program in 2010 (EUR 37,037.67) and 2011 (EUR 34,301.67). The curricula, including the direction modules, were developed actively in those years. The funds allocated to TAC were mostly designated for teaching and supervision skills development (EUR 49,290.06) and high-quality outcome-based education development (EUR 45,858.38). EUR 75,540 was obtained from the BeSt program for the creation of e-learning objects and courses.

1.4. DEVELOPMENT ACTIVITIES

- The compilation of the Development Plan for 2016–2020 will draw on the experience of drafting the institutional accreditation self-evaluation report. Targeting the next five-year activities is also of key importance. The results of feedback questionnaires and development interviews will be analysed in a more systematic manner and improvement activities shall be planned.
- In personnel management, the biggest short-term challenge is due to amendments in the Professional Higher Education Act that entered into force on 1 January 2015, according to which, faculty employment contracts will have an indefinite duration. Therefore, TAC will update the faculty evaluation system and specify, *inter alia*, the various work areas of the teaching staff. Development of the teaching staff workload planning system will continue.
- Even though we can be satisfied with our own revenue, the revenue is uneven from one speciality department to another. The situation will be analyzed and opportunities will be looked for to harmonize the share of paid services.

2. EDUCATIONAL PROCESS

At TAC, educational activities in the art curriculum group are performed on seven curricula. Increasingly more attention is paid to multidisciplinary cooperation. The overall objective of the educational activities is to provide high-quality education in the field of arts, design, and conservation/restoration based on the professional higher education curricula. Curricula development and education planning is based on the goal to provide graduates with an education that would ensure their competitiveness in the labour market and in applying for a Master's program in Estonia and internationally.

The strategic decision of TAC, which is based on the needs of the labour market and the society and the analysis of the feedback received from the alumni, is to keep the number of the students in the range of 300 to 350 (Table 3, p.6).

OBJECTIVES

- The number of student places corresponds to the expectations of the labour market and changes in the society.
- Most students complete their studies within the nominal period with a dropout rate of less than 7%.
- The improvement activities for education and educational support processes are now to a greater degree based on student feedback and the analysis of the curricula.
- The graduates are competitive nationally and internationally.
- Curriculum development is based, more than ever, on employment analysis and the further education of the alumni.

2.1. CURRICULUM DEVELOPMENT

Curriculum development of TAC is systematic and regular and it involves stakeholders (Figure 20). The priority is the substantial development of curricula and cross-sectoral cooperation. The curricula include project-based learning and internship in order to enhance student competitiveness in the field of work and creativity.

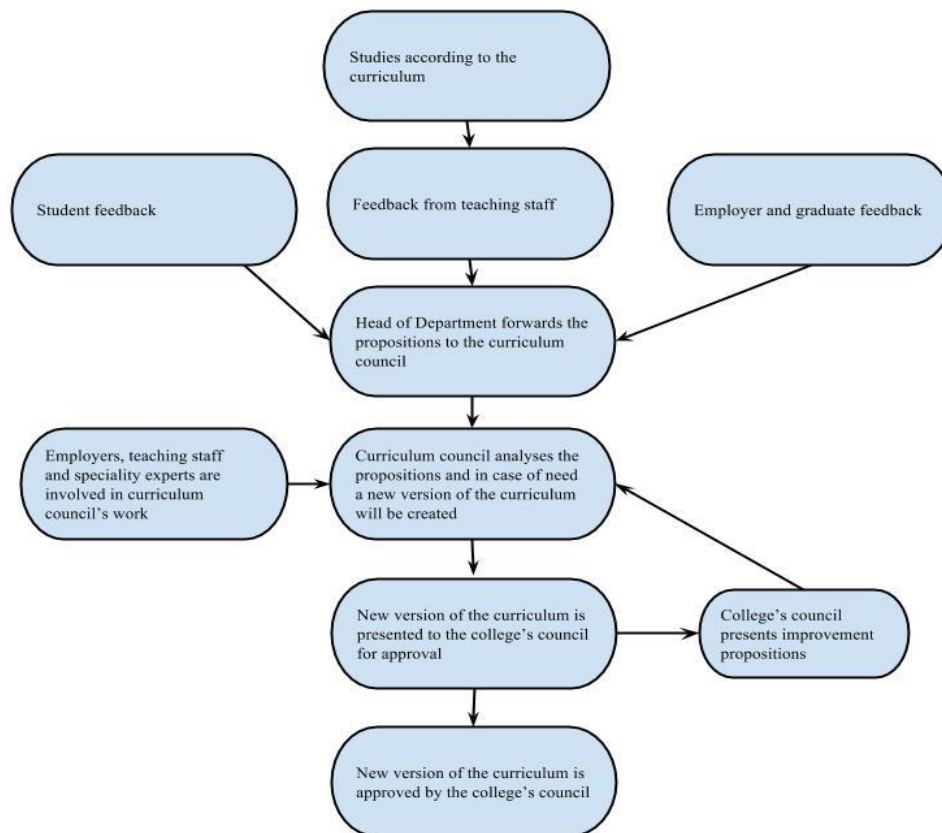


Figure 20. Curriculum development system of TAC

According to the objectives of activity support directive, specialization areas will be developed further, the share of entrepreneurial studies in the curricula will be increased, cooperation with companies will be enhanced and a business-related elective module will be established. In 2013–2015, TAC will not increase the number of curricula on the first higher education level.

Curriculum development and responsibility for its implementation in TAC is organized as follows:

- the responsibility for the design and development of curricula guidelines and structure rests upon the Rector and Vice Rector for Academic Affairs in cooperation with the heads of specialty departments, who are responsible for the content of curricula;
- the head of a specialty department is responsible for the development of speciality subjects in the curricula;
- The Vice Rector for Academic Affairs and Head of the Center of General Subjects are responsible for the development of general subjects in the curricula;
- the efficient operation of study organization is governed by the administrative and support structure;
- the faculty, students, alumni and employers are involved in the decision-making regarding the issues related to the development of TAC and the curricula in the curriculum councils. Amendments to the curricula are approved by the Board of TAC;
- experts and the wider public are involved in the curricula development through curriculum councils.

The Vice Rector for Academic Affairs conducts regular meetings that include all teaching structure units, where the aspects regarding the functioning of the curricula and the teaching process are analysed. At least once a year, curriculum councils analyze the functioning of the curricula and make proposals for the development of the curricula. Specialty departments include students in the curriculum development through curriculum councils.

In the academic years 2013/2014 and 2014/2015, all seven curricula were thoroughly analysed. Based on the results, new versions of the curricula were developed and approved. The feedback received from the students, alumni and experts of the field (2.3.2, international sectoral committees of defending graduation projects) was taken into account. The goal of developing new curricula versions was to make the structure of the curricula more consistent and clear and to facilitate cooperation between the disciplines.

Students of the Photography, Media, and Advertising Design, and Textile curricula will receive training to later work in the field of design and arts. The curriculum of Painting and Wall Paintings' Restoration includes, in addition to the design and conservation and restoration field of study, also several projects in the field of arts. Students of the curricula of Furniture and Restoration and Leather Design and Restoration will specialize in the direction of design or conservation and restoration.

As a result of the curriculum analysis, specialization in the field of design or conservation and restoration in the curriculum of Sculpture was abandoned. These students will acquire the basic subjects of conservation and restoration and receive training to work in the field of arts and design. They may wish, however, to expand their skills in the field of conservation and restoration.

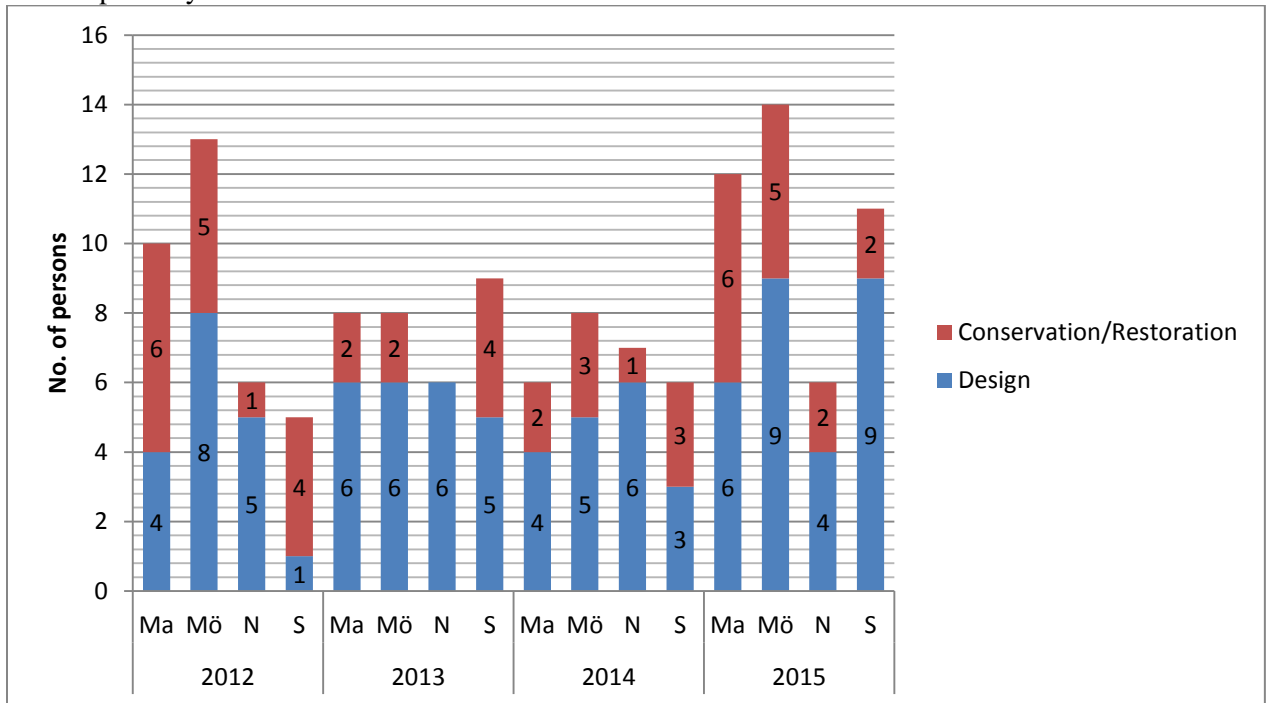
Graduates of a curriculum will receive a varied basic knowledge of the profession. Specialization opportunities have been established while considering the expectations of the labour market. Professional standards are taken into account when developing the curricula. In March 2015, study outcomes of the curricula were compared with the professional standard requirements and an application was submitted to the Estonian Qualifications Authority to obtain the right to grant qualifications. The Qualifications Committee of Conservation confirmed the compliance of the curricula with the primary qualification standard level 6 and stipulated that the basis, which the institutional composition of the evaluation committee was found upon, is suitable for the evaluation of graduation projects.

TAC's conservation and restoration curricula are related to the following professional standards:

- Painting and Wall Paintings' Restoration – Monumental Painting Conservator;
- Furniture and Restoration – Wood Conservator;
- Leather Design and Restoration – Book Binding Conservator, Paper Conservator.

RESULTS

In September 2008, design and restoration modules were implemented in four specialties (Painting and Wall Paintings Restoration, Furniture Restoration, Leather Design and Restoration, Sculpture). Figure 21 shows speciality choices for 2012–2014.



Abbreviations Ma - paintings; Mö - furniture and restoration; N - leather design and restoration; S - sculpture.

Figure 21. Choice of direction module based on specialties 2012–2014

In 2015, seven graduates of conservation and restoration were granted the conservator level 6 primary qualification of the Estonian Qualifications Framework.

The 2013 and 2015 comparative analyses of the feedback questionnaires collected from specialty department students show that the number of respondents who found that the curricula development is based on the field’s development had been increased by 15% after the curriculum reform (Figure 22).

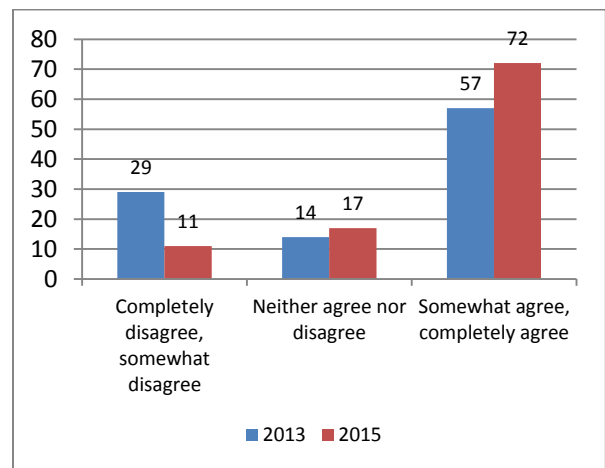


Figure 22. Students’ consent with the statement that curricula development is based on the field’s development, 2013 and 2015

TAC has conducted three extensive alumni surveys (2007, 2011 and 2015; Table 14). In 2015, the continuation of studies on a Master’s curricula (in the case of students who had graduated in the last five years) was analysed based on the data received from the specialty departments. The employers of the alumni were also questioned. The feedback survey sample usually includes graduates of the last five years, but this time, due to accreditation, graduates of the last three years were questioned instead.

Table 14. Alumni feedback surveys in 2007, 2011 and 2015

Year of the survey	Year of graduation	Sample	No of respondents	The percentage of respondents across the sample %
2007	2001–2006	237	174	73
2011	2007–2011	207	132	64
2015	2012–2014	164 ²	94	57

The possible causes of these trends were discussed in seminars held for presenting the results of the feedback survey in 2012 and 2015. Drawing on their own experience, the alumni provided feedback on the opportunities for using the education obtained at TAC (Figure 23).

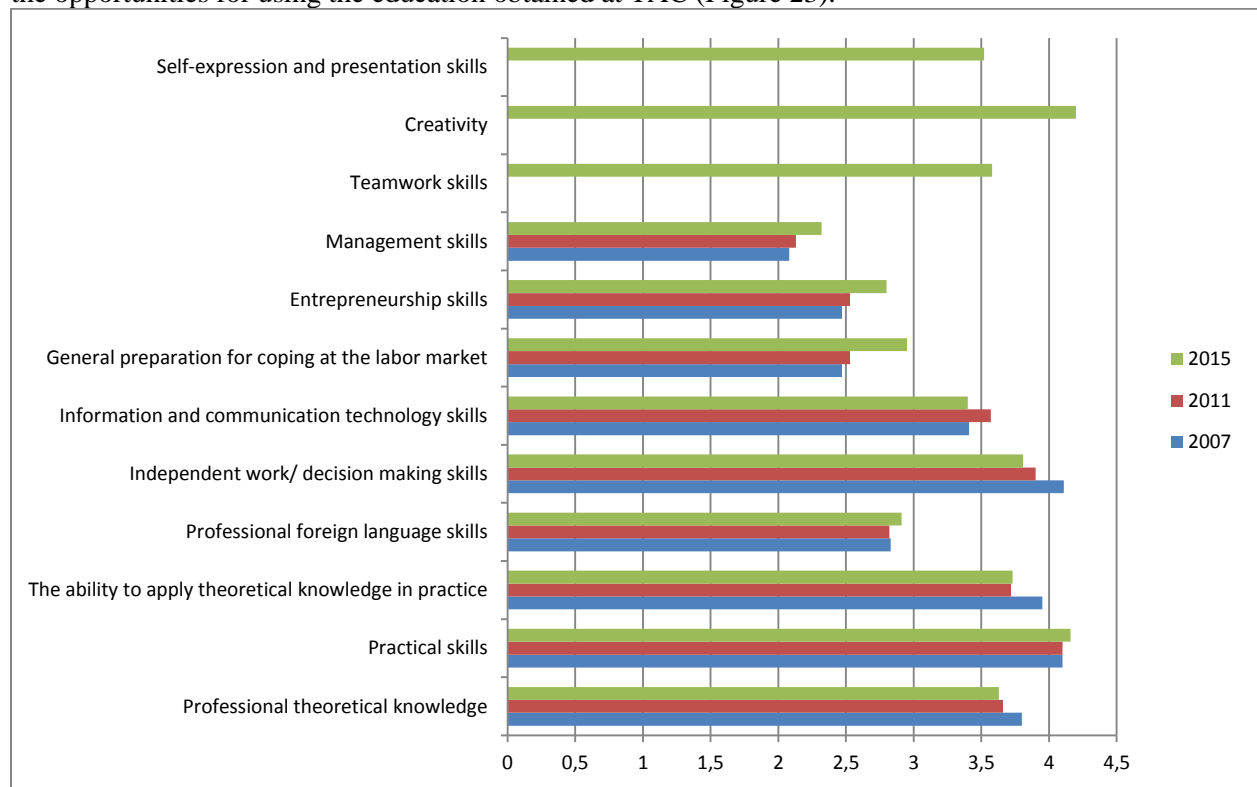


Figure 23. Alumni satisfaction with the knowledge and skills gained at TAC in 2007, 2011 and 2015

Employer feedback has been collected from the participants of curriculum councils and graduation project evaluation committees and through projects. In the case of TAC, the amount of major employers who would provide employment for many alumni is relatively small. In 2015, the employer survey was conducted in the form of sample survey and questions were sent to two employers per each curriculum. Thus, the survey mainly reflects how the alumni cope with the labour market. This employer feedback survey shows that most employers valued highly the alumni’s teamwork skills, practical skills, independence and decision-making ability.

² The link of responding to the survey was not sent to alumni whose e-mail address was not known to TAC.

2.2. ADMISSION AND GRADUATION

2.2.1. PLANNING OF STUDENT PLACES

TAC has questioned the alumni and employers for the planning of student places. It frequently analyses labour market needs based on research.

The admission figures each academic year are approved by the Board of TAC based on the sustainability of TAC and the optimum size of the study groups to ensure the quality of learning. In addition, maintaining a stable number of students in TAC is taken into account. The Admission Committee has the right to increase the maximum number of student places before the announcement of the admission results if the admission test results of several candidates are equal.

The study outcomes of different specialities in the labour market are analysed in the planning of student places. For example, more students have been admitted to the specialty of Media and Advertisement Design than to any other speciality, because labour market needs in this sector have remained higher than the average for several years. Preliminary work is done with analysing the admission competitions in order to more actively introduce the specialties with a lower competition to the applicants.

In addition to state-commissioned education, TAC established 16 tuition-free student places financed from the budget of TAC already in 2012. This marked a smooth transition to free higher education. The equipment of the study premises has been developed, which has made it possible to increase the number of students in a flexible way if needed.

Since 2013, the approval of TAC's admission figures has been based on the activity support directive, according to which a minimum of 45 students will be enrolled in an academic year.

2.2.2. THE ADMISSION SYSTEM AND THE FORMATION OF THE STUDENT BODY

The admission system of TAC is flexible and supports the formation of a motivated student body with a diverse social, geographic, linguistic, age, etc., background. Students with special needs are given the opportunity to study at the College, if it is possible due to the specific nature of the speciality.

The general requirement for admission is secondary education attested by secondary school graduation certificate, certificate of secondary vocational education or corresponding certificates and diplomas valid in earlier systems. Upon admission, results of state examinations are not required since 2010, in order to allow access to vocational training graduates. In TAC, there has been no threshold-based admission based on school graduation certificate: for admission to any speciality, an exam of general art subjects (drawing) and specialty exams must be taken.

The applicants have the right to apply for two specialties (the first and the second preference), however, they must take exams in both specialties. Exam schedule takes into account the applicant's wish to participate in the examinations of two specialties at the same time.

In addition to speciality skills, the applicant's motivation to study in the chosen field is measured. The motivational exam is held in the form of an interview and it may include additional tasks to give the applicant an opportunity to present their speciality-related achievements and general competencies and motivation.

Admission is governed by Rules for student admission of TAC (Annex 5). The Board of TAC reviews it annually, in order to make the necessary changes. The composition of the admission committee, its secretariat and the committees of specialty and general subjects are confirmed for each admission period.

TAC gives applicants the opportunity to participate in paid preparatory courses. EAK of TAC organizes courses for applicants, allowing them to improve their skills in the entrance examination areas. If necessary, applicants are counselled throughout the admission period both in the Academic Affairs Office, as well as in specialty departments. Applicants, whose first language is not Estonian, can take exams in English. Non-Estonian full-time students are granted an opportunity by the state to learn the Estonian language and culture during one academic year before their specialty studies begin.

TAC regularly monitors the satisfaction of the admitted students by means of admission organization. The proposals will be analysed and taken into account.

2.2.3. GRADUATION

The prerequisite for graduation is the full completion of the curriculum and successful defending of the graduation project in front of the graduation-project evaluation committee. The Guidelines for the Graduation Projects of TAC govern carrying out a graduation project. The graduation project is creative and practical (the practical part usually accounts for 2/3 of the work) or theoretical and applied, based on the principles of applied research. Graduation-related deadlines are confirmed for each academic year in the Annex of the academic calendar. A graduate's leaflet is prepared for informing the students. Experts and employers' representatives from outside the College are involved in the graduation-project evaluation committees. At least one international expert also participates in the work of each committee. Since 2013, graduation projects are defended in three fields according to the curriculums: Design, Arts, and Conservation and Restoration. Previously, the graduates were distributed between a larger number of committees (until 2013, also fashion committee and until 2014, new media committee). Since 2013, a uniform approach has been followed, according to which, each committee should contain a maximum of two TAC representatives.

The principles of formation of the graduation-project evaluation committee are established with the Graduation Project Rules. The committee consists of:

- the Chairman (outside of TAC);
- Rector and/or Vice Rector for Academic Affairs;
- one or two heads of specialty departments (provided that the graduates of their departments are not defending their project in front of that committee);
- experts in the field or employer representatives outside of TAC;
- experts in the field or employer representatives from abroad;

At least one third of the Conservation and Restoration committee members are employer representatives, in order to ensure the compliance of the formation of the committee with the requirements for granting an occupational qualification.

The chairmen of the graduation project evaluation committees prepare a summary assessment of the defending process, which is taken into account in the development of curricula and educational activities.

The students who have completed the curriculum fully will be issued a diploma and diploma supplement both in Estonian and English pursuant to the procedure established by the Estonian Government.

2.2.4. RESULTS

The admission and graduation results are monitored and analysed on an ongoing basis. TAC is generally satisfied with the preparation of the applicants, yet the decrease of preliminary art education has its effect in the long run. This primarily affects the exam results of general art subjects. The student awareness of their goals and their ability to reflect their expectations of the specialty has increased.

Number of admissions 2010–2014: 2010–82, 2011–79, 2012–78, 2013–81, 2014–72 (see table 4, p. 6).

In 2012–2014, 42 people passed the preparatory courses organized by TAC, of whom 64% applied for the studies in TAC. Out of those who applied, 76% were admitted successfully to the desired specialty (Table 15).

Table 15. Participants in the preparatory courses 2012–2014

Year	Participants	Applied to TAC	Admitted to TAC
2012	13	12	9
2013	21	19	15
2014	42	27	15
Total	76	58	39

Abolishing the state examinations requirement in 2010 simplified the admission for the graduates of vocational education institutions and students who graduated from the secondary school before the requirement of state examinations.

In the last three years, the average age of newly admitted students has increased from 21.7 to 23.8. The highest proportion of admitted students are secondary school graduates. However, the increase of the applicants' average age shows that some of the people who have come to acquire higher education a few years after graduating from secondary school have work experience. More so, the percentage of people who have already obtained an education equivalent to Master's level has increased (Figure 24).

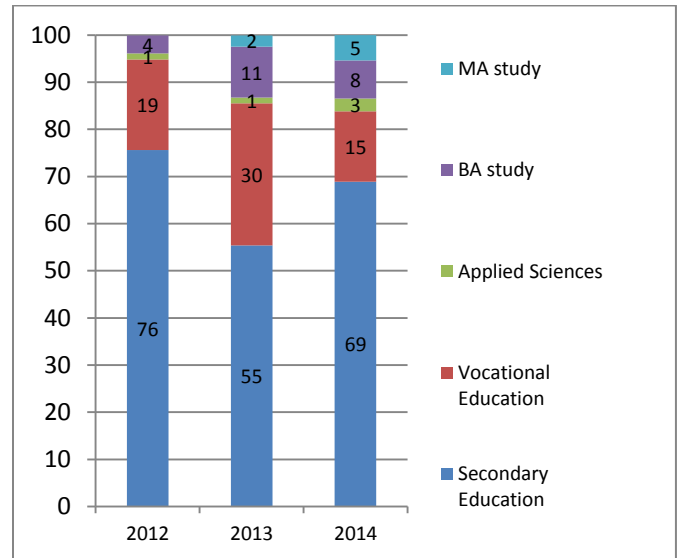


Figure 24. The previous education of students admitted to TAC 2012-2014 %

The students admitted to TAC come from various regions of Estonia. In 2014, the share of students from the city of Tartu and Tartu County increased, compared to the past: 67% of the admitted students are from Tartu and Tartu County and 33% from elsewhere in Estonia (Figure 25). The initial conclusion on such a significant change can be drawn after the admissions of the year 2015.

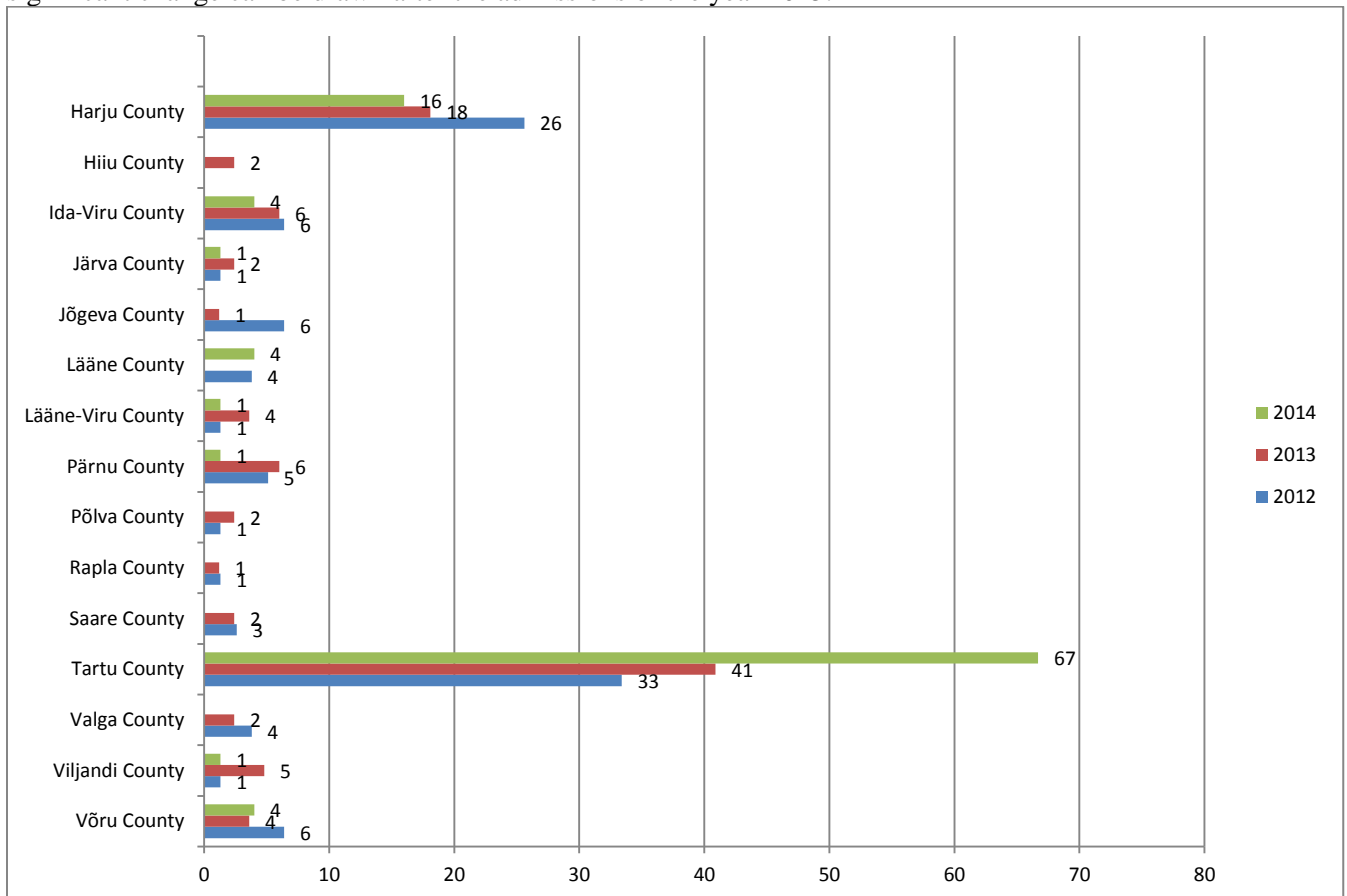


Figure 25. The origin of the students admitted to TAC 2012–2014 %

The figures from the admission competition (Figure 26) for 2009–2012 show the competition according to the number of student places of the previous state commissioned education (42). To compare the competition of the academic year 2013–2014 to the preceding period, the competition of those years has been calculated on the same basis. Compared to 2013, no significant changes have occurred in the average competition in 2014. Some changes have taken place in specialties, such as a greater interest in the photography curriculum, which can be explained by the inclusion of the novel field of underwater and aerial photography. A sufficient number of candidates allows the College to make necessary choices without loosening the admission criteria.

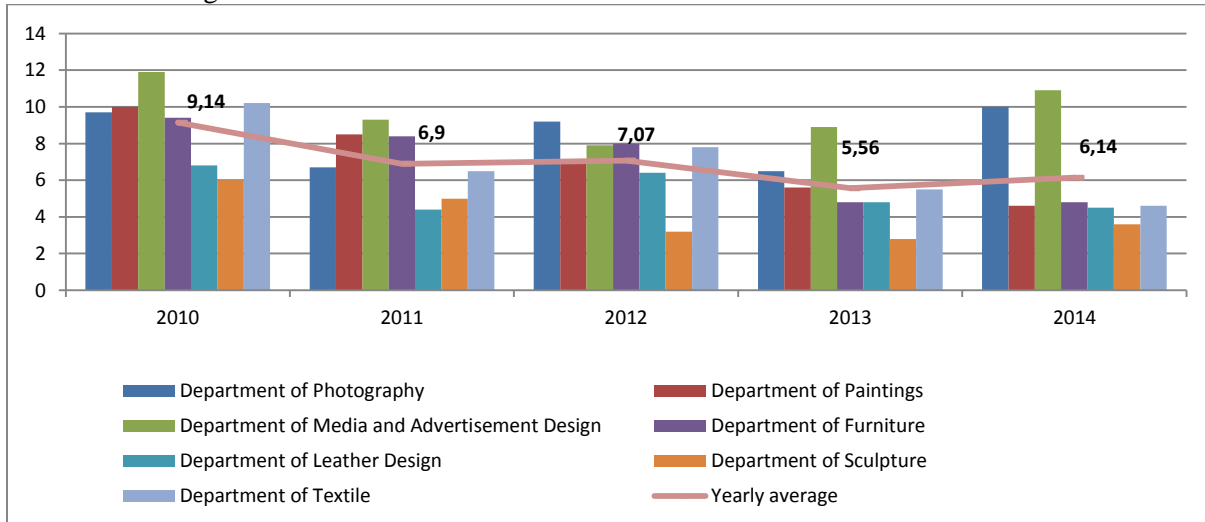


Figure 26. Admission competition in 2010-2014 for the Competition for admission to the notional 42 student places

In the organization of entrance examinations, the special needs of candidates can be taken into account on a case by case basis. The admission committee is ready to counsel applicants with special needs and guide them to study in those specialties which curriculum is safe to learn with regard to technical safety. In all three academic buildings, access is guaranteed for disabled people. Wheelchairs ramps have been built. The academic buildings on Tolstoi and Eha Streets have an elevator for disabled persons. In the academic building located on Tähe Street, students with a mobility disability may meet the staff and faculty on the first floor. All three academic buildings have bathrooms accessible for disabled people.

Satisfaction with the organization of admission has remained consistently high, which indicates that the entrance examination system functions well (Figure 27). In the last two years, the period of registration of electronic applications has been extended from March until the beginning of examinations in June, which gives the applicants the opportunity to consider their preferences over a longer period of time.

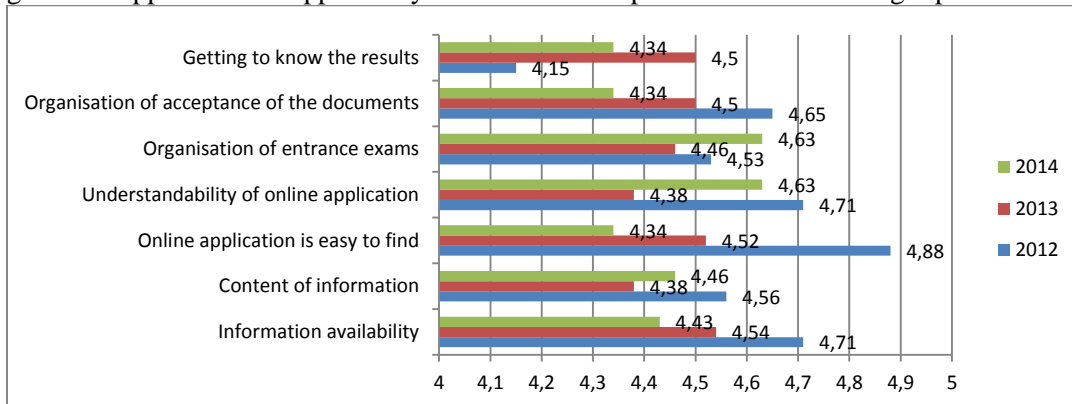
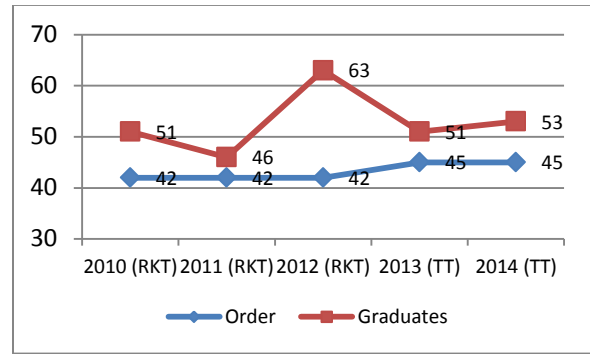


Figure 27. The satisfaction of the new students with the organization of admission 2012-2014, the average grade on a five-point scale

Until 2012, an order for state-commissioned education was submitted to TAC for 42 graduates for a period of four years, which TAC has always succeeded. Since 2013, under the activity support directive, the minimum number of students admitted to TAC is 45, and the effectiveness of graduation is accounted by the number of drop-outs (Figure 28).



Abbreviations: RKT – state-commissioned education; TT – activity support

Figure 28. State-commissioned education and the activity support are compared to the number of graduates 2010-2014

The number of graduates can vary across different specialties. This has a broad range of social and economic reasons. Over longer periods of time, the differences will equalize (Figure 29).

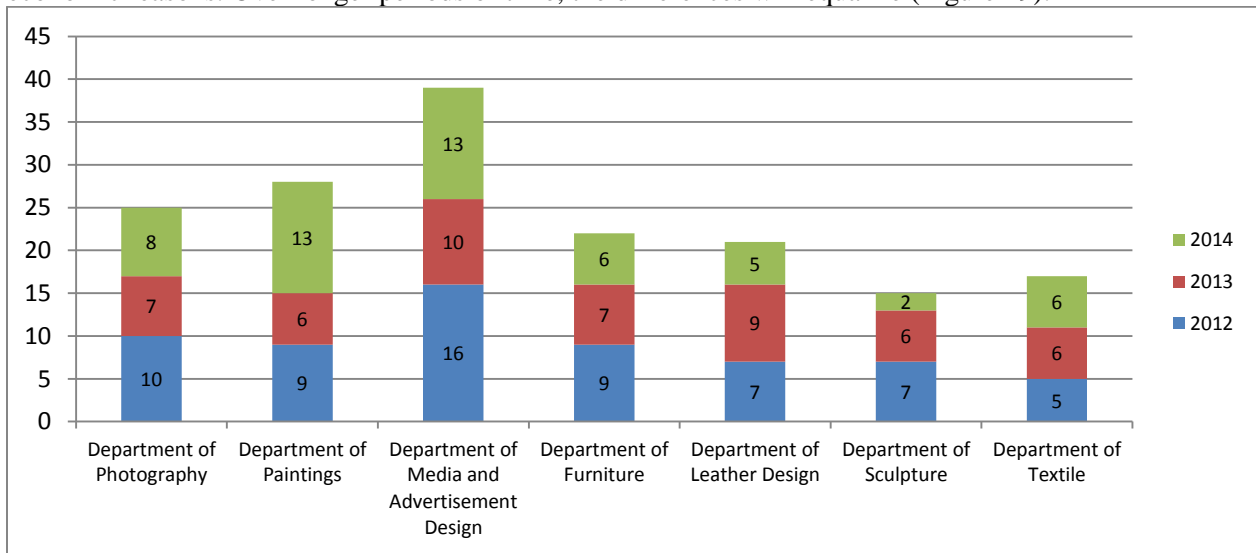


Figure 29. Number of graduates by specialties 2012–2014

The number of graduates choosing the field of Design has increased. The number of graduates choosing the fields of Conservation and Restoration and Arts has remained stable (Figure 30).

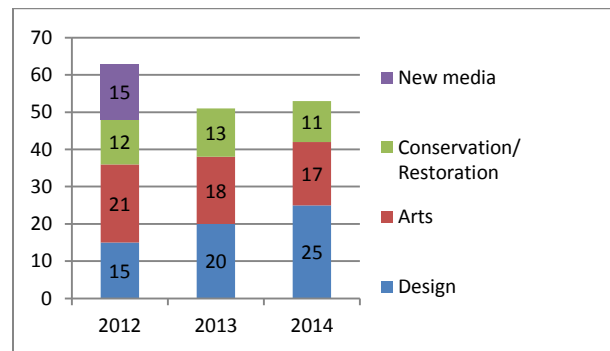


Figure 30. Number of graduates by fields 2012-2014

Since 2006, TAC has involved international experts in the evaluation committees of graduation projects. From 2010 to 2014, members from the following countries have participated in the defending process: Finland (8), Latvia (4), Czech Republic (2), Germany (2) Turkey (1), Lithuania (1) Russia (1), France (1) and the UK (1). As the projects are evaluated by experts who are recognized as practitioners or theorists, the grade of the graduation project is a significant indicator of a graduate's readiness for independent work and further studies. The grades of graduates have been consistently high in recent years (Figure 31).

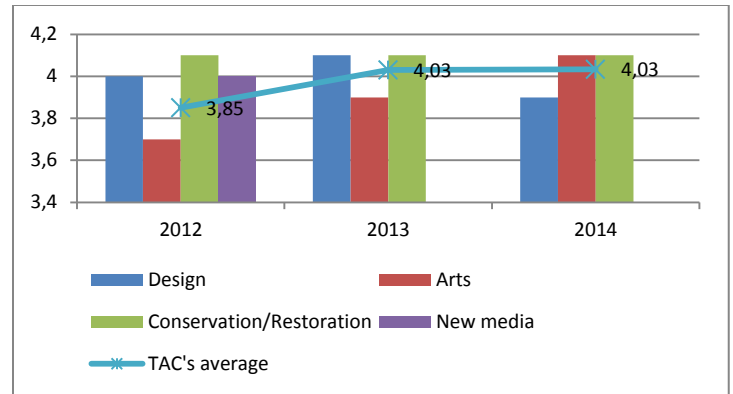


Figure 31. Grades of graduation projects by committees 2012-2014

Taking into account the feedback on the information flow, innovations were made in the spring of 2015 to improve the delivery of information and organize the process for carrying out graduation projects more coherently (Figure 32).

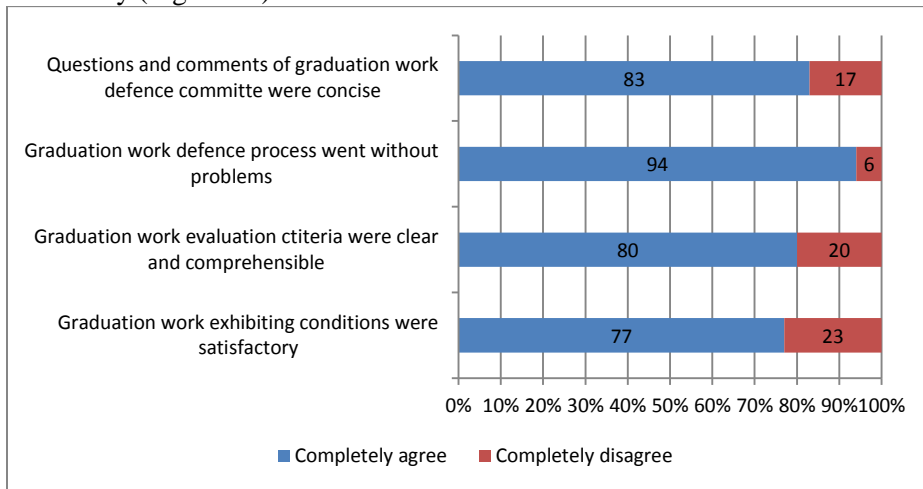


Figure 32. The satisfaction of graduates with the process of graduation project 2014 %

Graduates of TAC have successfully found a job in their respective professions. Their skills and experience are valued in the labor market. In 2007, 82% of the respondents said that their current job is related to their field of specialization, in the following two surveys, the rate rose to 89% (Figure 33).

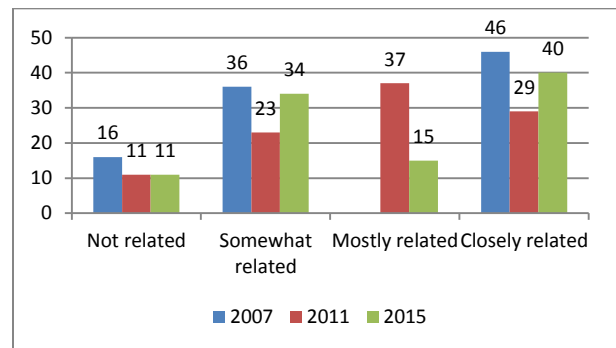


Figure 33. The assessment of the alumni and their connection with their job and their field of specialization in 2007, 2011 and 2015 %

52% of 2012–2014 graduates commenced work shortly after graduation. Compared to 2011, the number of those who started working right away is 7% higher. Compared to the previous surveys, the number of those who continued their studies has also increased (Figure 34).

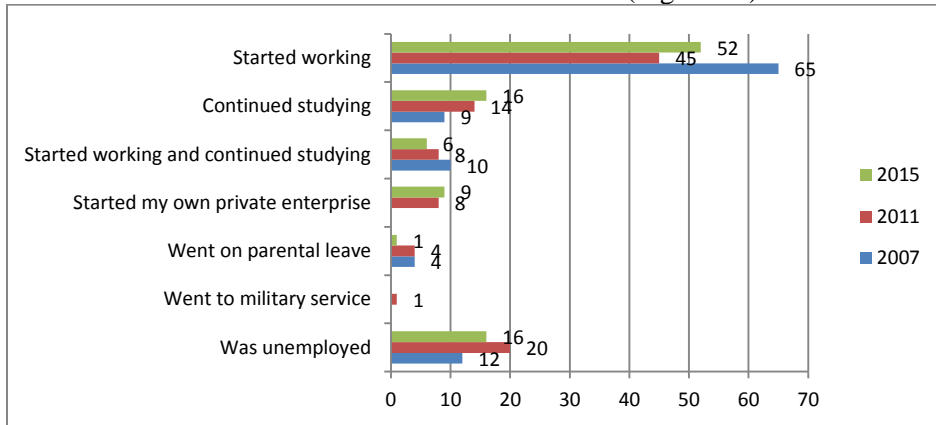


Figure 34. The answers of the alumni to the question «What did you do immediately after graduation from TAC?» 2007, 2011 and 2015 %

Compared to the 2011 survey, the number of respondents who had no trouble finding a suitable job increased by 14%. There were less graduates who were unable to find work due to a lack of work experience or jobs in their specialty. On the one hand, it shows the labor market’s recovery from the recession, on the other hand, it illustrates the quality of the professional education of TAC (Figure 35).

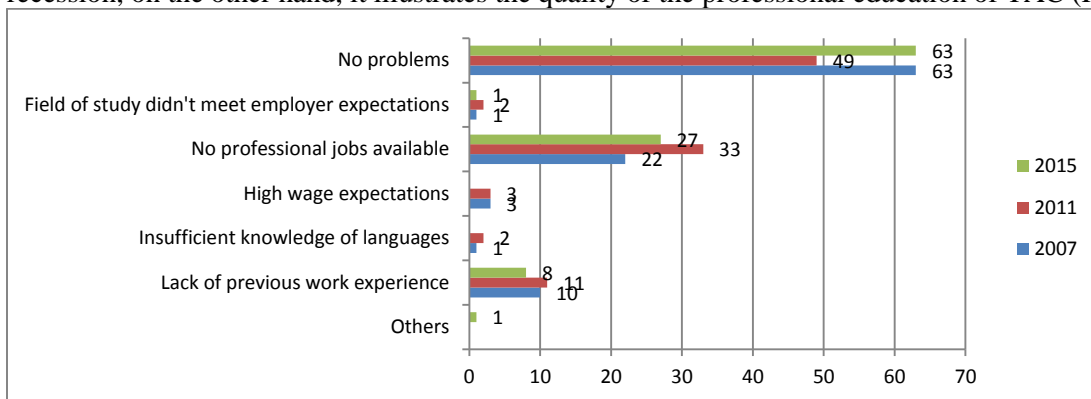


Figure 35. The answers of the alumni to the question «What prevented finding a suitable job?» 2007, 2011 and 2015 %

At the time of answering, 66% of respondents were occupied in the labor market. Compared with the 2011 survey, there is an increase in the number of those who simultaneously work and study. The number of unemployed has decreased which, according to the last poll, remains below the Estonian average (Figure 36). It should be taken into account that many respondents further indicated that they were not looking for work but were complimenting themselves in non-formal education abroad.

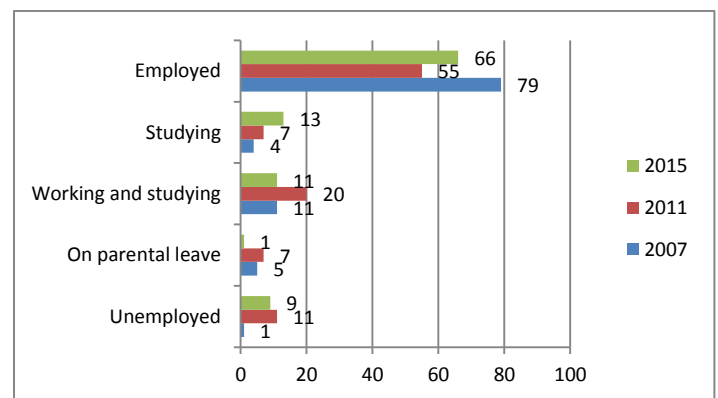


Figure 36. The answers of the alumni to the question «What are you currently engaged in?» 2007, 2011 and 2015 %

Compared to the previous surveys, the number of graduates working in the public sector has decreased and the number of people engaged in the private sector, in a liberal profession and in enterprises owned by the graduates themselves, has increased. In 2011, the number of graduates employed in the public sector was the largest and it was the smallest in the private sector. This is directly related to the economic downturn of those years in Estonia, which reduced the number of jobs in the private sector. The share of people employed in one's own enterprise has consistently increased. This is explained by the systematic development of entrepreneurship training in the curricula and an improvement of the teaching quality in the field of design (Figure 37).

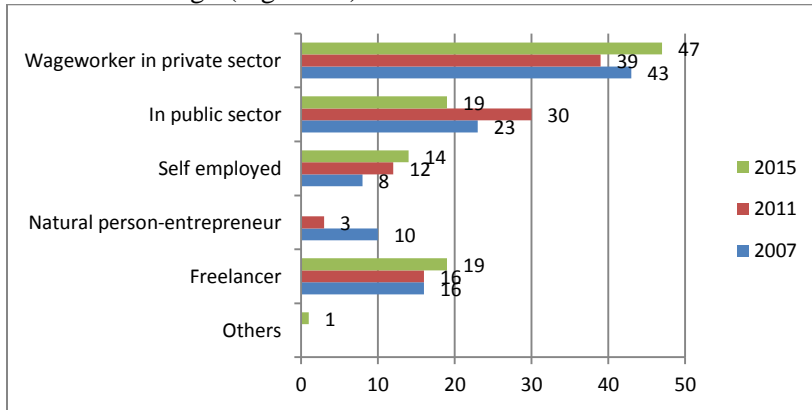


Figure 37. The answers of the alumni to the question «Which sector are you engaged in?» 2007, 2011 and 2015 %

Compared to the previous surveys, the number of graduates who work full-time has significantly increased and the number of employees who work part-time and on multiple jobs has decreased. This shows the consistency of the received education with the social expectations (Figure 38).

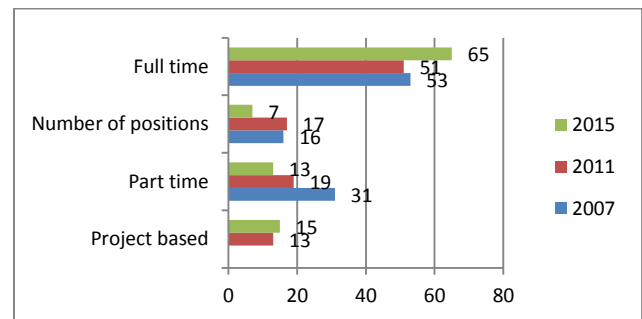


Figure 38. The answers of the alumni to the question «How big is your workload?» 2007, 2011 and 2015 %

The survey showed that in 2015, 95% of respondents were engaged in creative activities (Figure 39).

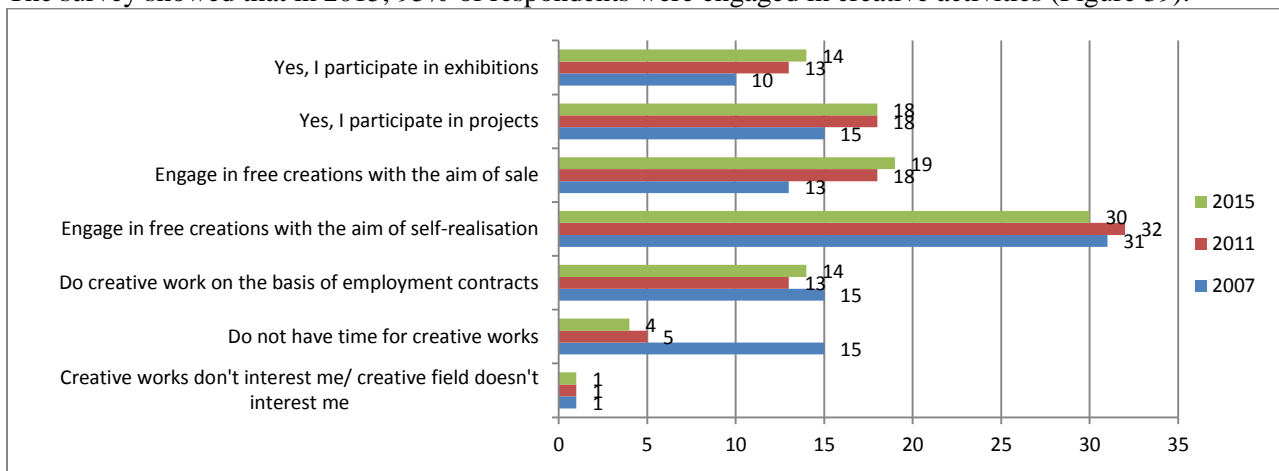


Figure 39. The answers of the alumni to the question «Are you engaged in creative activities? » 2007, 2011 and 2015 % (several alternatives could be chosen)

Many alumni of TAC continue successfully in master's studies. Based on the data collected by the specialty departments, 19.7% of those who graduated between 2010 and 2014 continued their studies in a master's program and 20.75% of them in foreign institutions of higher education. Most graduates continued their studies in the master's curricula of the EKA (28) and the UT (11). As for foreign countries, most graduates have continued their studies in higher education institutions in Sweden (6). The most active in terms of continuing in the Master's studies are the graduates of the Department of Paintings, followed by the graduates of the Departments of Textile, Photography and Furniture. A number of graduates of the earlier years have, after acquiring the Master's degree, continued their studies in a doctoral program. For example, an alumna of the Department of Textile, Miina Leesment is a Ph.D. student of EAA since 2012 (the research topic «Local design solutions for production and processing of sustainable clothing textiles»).

2.3. STUDYING AND STUDY SUPPORT PROCESSES

Studying at TAC as a student (full or part-time), an external student, a visiting or a foreign (visiting) student is regulated by the law and the ÖKE. Teaching takes place in a study year-based system. The calculation of a full or partial study load is based on the principles of the ÖKE.

The curricula are divided into modules that consist of subjects. Subject objectives and outcomes are defined in the syllabus and are available in the Study Information System. The course volume accounting unit is one ECTS credit point that includes 26 hours of student work. The proportion of contact studies in one ECTS credit point in theoretical subjects is 10–13 hours and 13–16 hours in practical subjects.

Teaching takes place in the form of contact studies and independent work, e-learning opportunities are also utilized. Internships take place according to the curricula. Internship organization is governed by TAC's internship organization rule. Internships are established to support the consolidation of theoretical knowledge: internships in the work environment, internships simulating the work environment and project and observation internships. The system for internship agreements and reports has continuously been developed. The responsibility for the organization of internships rests with the specialty departments in collaboration with the Academic Affairs Office, the International Relations Manager and the Vice Rector for Academic Affairs. Students have the option to perform their internship in foreign countries with the support of the Erasmus program.

2.3.1. ACADEMIC PROGRESS AND EVALUATION OF STUDENTS

The academic progress of students is monitored by the Academic Affairs Office and specialty departments. Study Information System allows students to receive prompt feedback on the performance of study outcomes and the completion of the curriculum.

Students at risk of dropping out are dealt with individually. In addition to counseling, students are supported, if necessary, by drawing up timetables and finding opportunities for rectifying academic deficiencies. Twice a year, the Vice Rector for Academic Affairs and Rector, in cooperation with the Academic Affairs Office, review academic deficiencies and rectification deadlines are set. The process involves the heads of specialty departments who advise students.

Upon the evaluation, the achievement of study outcomes is monitored. The rules and procedures related to the evaluation have been described in the ÖKE. Grade formation includes the process and the outcome of the student's work and in case of practical works and projects, the ability to analyze the process and present and defend their work. For the purposes of distinguishing assessment and project evaluation, at least a three-member committee is set up. It consists of the lecturer of the specialty, the head of the specialty department or the Center of General Subjects, and other invited members. Wherever possible, customers and experts from outside the College are involved in the evaluation.

The feedback on evaluation supports the achievement of study outcomes. The evaluation is public and students will be able to justify their choices and describe the process. Students will receive feedback from the members of the committee during the evaluation discussion. The feedback regarding the formation of the grade is provided by the faculty member who teach the subject. Non-distinguishing subjects are generally evaluated by the faculty member teaching that specific subject. That faculty member will provide feedback on the outcome to students either verbally or in writing. Whenever needed, the subjects with non-distinguishing evaluation may also be evaluated by the committee.

RESULTS

The satisfaction of admitted students regarding the adjustment to the learning process has remained stable and high (Figure 40).

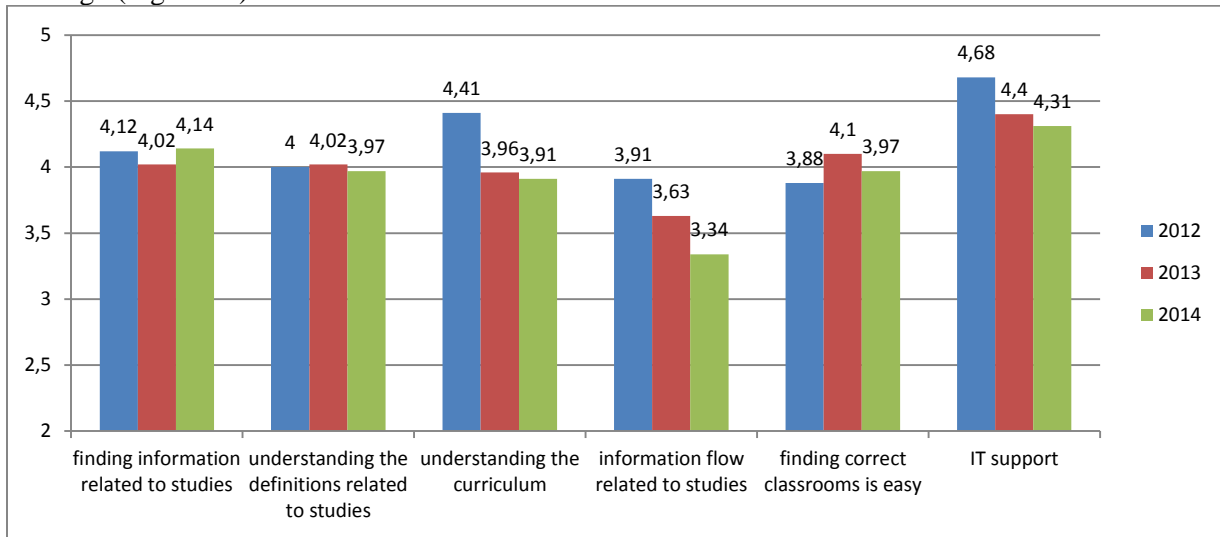


Figure 40. The satisfaction of admitted students regarding the adjustment to the learning process (the average grade on the five-point scale) 2012–2014

The activity support directive has set a goal, according to which, the drop-out rate of TAC in 2015 should not exceed 7%. The drop-out analysis has taken into account that some of the ex-matriculated students continued their studies on the same TAC curriculum as external students or while being rematriculated. For example, in 2014, 25 students discontinued their studies and five students changed the study form, but continued to study the same curriculum (the percentage of drop out was 7.4%, Figure 41). The mobility between specialties and institutions of higher education has increased. Moreover, the economic pressure to work during the study period can be felt more and more and it makes it difficult to complete the courses within a practical curricula.

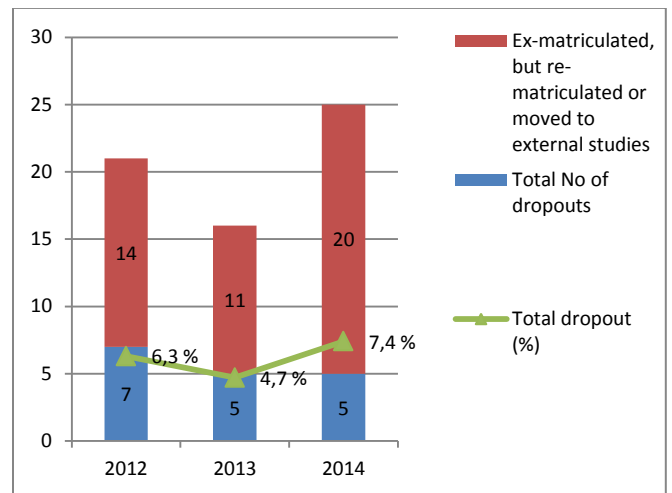


Figure 41. The number and percentage of dropouts 2012-2014

2.3.2. ACCREDITATION OF PRIOR AND EXPERIENTIAL LEARNING

Accreditation of Prior Learning and Experiential Learning (APEL) will assess the competence of the applicant, i.e., the consistency of their knowledge, skills and attitudes with the curriculum or part(s) thereof with study outcomes (Figure 42). Prior learning is accounted for on the basis of educational certificates certifying the obtaining of the education and work experience is assessed on the basis of the student's self-analysis and the documents certifying the work experience.

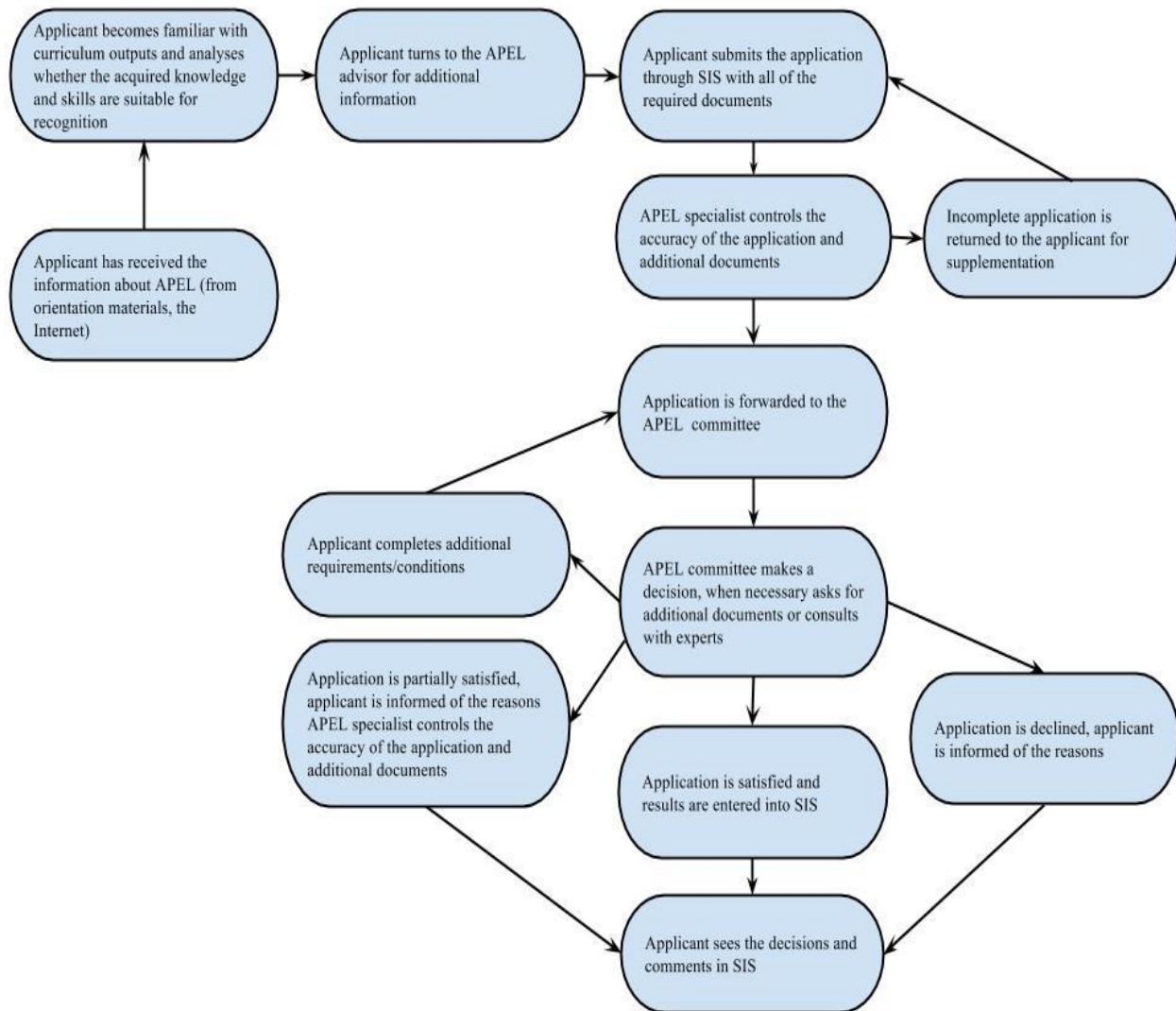


Figure 42. APEL process in TAC

The APEL-related information is available via information letters, briefings, e-mail and the website. TAC organizes APEL training to employees and students. The Academic Affairs Office and specialty departments offer students APEL counseling and have organized self-analysis exercises. In the framework of the Primus program, in 2011, five students, and in 2013, 40 students took part in the self-evaluation training necessary for the completion of the internship report.

RESULTS

The number of APEL applications has grown over the years (Figure 43). This is a natural process, because the study community has changed – more and more people with previous work experience or higher education arrive at TAC to acquire education. Information on the use of APEL has become more prevalent.

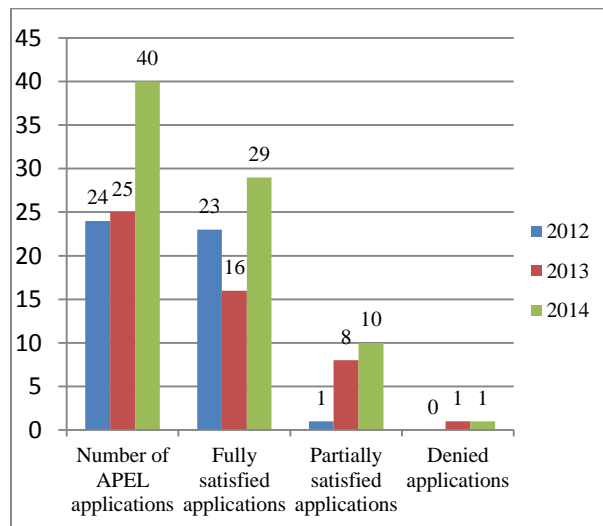


Figure 43. Results of the processing of APEL applications 2012-2014

In 2012 and 2013, around 8% of TAC students submitted an APEL application. In 2014, the proportion was 13.3%. The number of ECTS credits transferred via APEL grew by leaps and bounds, as many students who had earlier attended TAC commenced their studies (Figure 44).

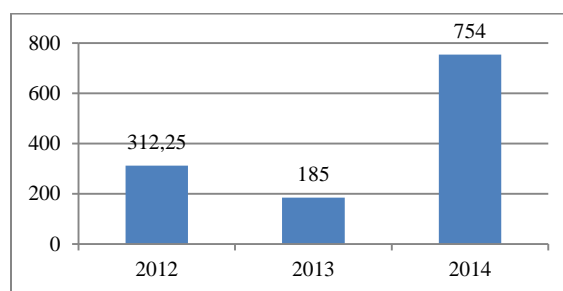


Figure 44. ECTS credits transferred with APEL 2012–2014

In 2013, TAC conducted an analysis of student satisfaction with the targets of APEL and the availability of APEL-related information. Most respondents felt that APEL improved their chances of acquiring an education. The vast majority confirmed that, if necessary, they would continue to use APEL. They were very pleased with the APEL counseling received at TAC.

2.3.3. ORGANIZATION OF STUDIES

The organization of studies at TAC is governed by ŐKE (Annex 4). TAC adheres to the state-imposed distribution in the curricula (30 ECTS credits per semester, 60 ECTS credits per year).

A curriculum is divided into compulsory subjects, optional subjects and elective subjects. Students can pass optional and elective subjects both at TAC as well as in partner institutions. A variety of teaching, learning and feedback methods are used for achieving the study output. In the case of individual instruction and project learning, the skills and experiences of the students are taken into account when planning the allocation of tasks.

The organization of studies is managed by the Vice Rector for Academic Affairs and the operation of the process is organized by the Academic Affairs Office. Specialty departments administer the module of specialty subjects. Studies are organized by the heads of departments and their assistants. The General Subject's module is managed by the Head of the Center of General Subjects. The block of basic subjects of the Design Module is coordinated by the lecturer of the field of design, the block of basic subjects of Conservation and Restoration is coordinated by the professor leading the field.

The academic calendar for the current academic year is approved in the spring semester of the preceding academic year, and it is publicly available on the website of TAC. A semester is divided into study periods, cyclic study periods or internship periods, examination periods and holidays. The timetables for general subjects are compiled for the semester, and the timetables for specialty subjects and the timetables for narrow field modules are prepared by periods. Timetables are published in SIS and on the website of TAC. The timetable for the general subjects of the semester is published at the beginning of the semester the latest, the timetables of specialty subjects are published no later than one week before the beginning of the period. In the organization of studies, TAC is introducing usage of joint working environments for collection of data and compilation of timetables. TAC organizes briefings on study organization for first-year students. The study process and the related exchange of information are supported by lists and the student newsletter. The process of fixing of the student status (calculation of full and part-time load) is provided in SIS.

TAC has created opportunities in its premises for students to perform group work and to work independently. They have the right, after examining the safety rules, to use the study facilities of the departments for independent work outside of school hours, on weekdays and Saturdays until 23.00. Prior to the evaluation of practical subjects, provided in the academic calendar, students can use the study premises for individual work around the clock.

Through SIS, it is possible to obtain a fast and up-to-date overview of the learning organization, the learning outcomes and the completion of the curriculum. Students have the possibility to ask the employees of the specialty department or the Academic Affairs Office involved in counseling for information or advice regarding problems related to studying in TAC. Foreign visiting students are counseled, besides the employees of the Academic Affairs Office and the specialty departments, also by the International Relations Manager and by tutors. Those who wish are offered personalized study organization and career guidance in the Academic Affairs Office and the specialty departments. 74% of students are satisfied with the study-related counseling received from the Academic Affairs Office, 22% of respondents do not know how to assess the quality of the counseling (2014). Training have taken place for heads of specialty departments and their assistance who support the student's studies and progress throughout the learning process.

RESULTS

The objective of TAC has been to reduce the duplication of information of organization of studies in different environments and aggregate it predominantly in SIS (Figure 45).

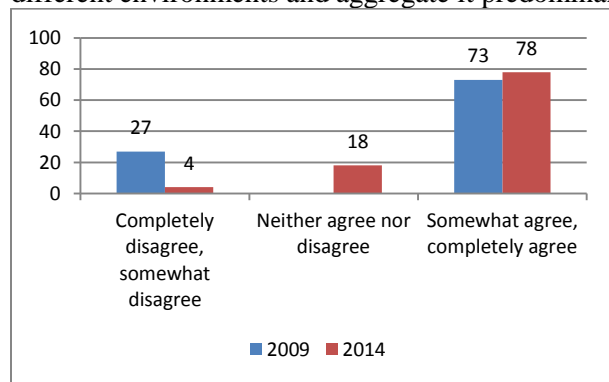


Figure 45. The availability of teaching materials related to subjects (subject programs and educational materials in SIS, etc. The 2009 survey did not include the possible answer «difficult to say») in 2009 and 2014

89% of the students of TAC appreciate the opportunity to use the facilities of the College for independent work also outside of school hours (2014). 54% of them are satisfied with the access to information related to the study process and organization of studies. The commentaries pointed out the problems caused by the lack of choice of optional subjects, the complexity of attending optional subjects from other institutions of higher education and the late disclosure of timetables.

2.3.4. ACADEMIC AND INTERNATIONAL MOBILITY

TAC is intensively developing cooperation with Estonian and foreign institutions of higher education in order to enrich the provided education with a wide range of skills and values. Students have several options for academic mobility:

- Within the university – open subjects from other curricula and the change of the curriculum;
- Within Estonia – subjects from other Estonian universities;
- Studying abroad – Erasmus + Program, partner universities of TAC, etc.

It is possible in the College, by agreement with one's specialty department and provided there are vacant places, to attend classes of other curricula on the condition that the students have the necessary prerequisite skills for passing thereof. Whenever possible, specialty departments offer open subjects to the students of other departments.

Students have the right to apply for a change of curriculum from the beginning of the second semester of the first year up until the end of the first semester of the second year, provided that the curriculum has vacant places. If necessary, the specialty department has the right to test the suitability of the student to the specialty.

In the capacity of a visiting student, the students of TAC can attend other Estonian institutions of higher education with which TAC has concluded a cooperation agreement. The specialty department or the Center of General Subjects decides upon taking into account the subjects completed elsewhere as regards the completion of the curriculum. The standard study period is not extended by the time the student attended other institutions of higher education.

In the capacity of a foreign visiting student, it is possible to study or perform internships abroad with the support of various funds and programs or as a recipient of the scholarship of the College; in the framework of student exchange programs, on the basis of agreements between countries and on a private basis.

The international mobility of the students of TAC is supported by the Erasmus and Nordplus programs and cooperation agreements with foreign universities. Internationalization is also supported by study visits, participation in international fairs and projects.

Students can attend Erasmus partner institutions of higher education for one semester or a full year. With the support of this program, it is also possible to perform one's internship in other Member States of the EU. An increasing number of students of TAC pass their internship within the framework of the Erasmus project in the working environment of a foreign enterprise. Studies at foreign institutions of higher education or performance of the internship abroad are governed by the Erasmus Rules of TAC. TAC aims to ensure that at least 7% of students spend one semester in each academic year in a foreign institution of higher education or pass their internship in a foreign enterprise. All those interested in studying or performing their internship in the framework of the Erasmus program are counseled in briefing sessions and on an individual basis, they are assisted in the application processes and in formalization of their documentation. TAC cooperates closely with the organization Erasmus Student Network Tartu which coordinates the leisure time activities of all the Erasmus students studying in Tartu.

TAC takes the knowledge and skills acquired in the framework of the Erasmus program into account in a flexible manner. The analysis of compliance of the subjects passed at a partner university and the comparison thereof with the curriculum of the student is based on the practice according to which the project-based learning and individual learning in the field of art and design supports the development of the personality and formation of creative style. Where necessary, students will also have to pass the compulsory subjects of the curriculum of TAC.

TAC has internationalized the teaching process also on the spot, with the involvement of foreign experts and faculty members in the teaching process and by participating in international projects taking place in Estonia.

RESULTS

The volume of the ECTS credits acquired in other Estonian institutions of higher education has increased exponentially in 2014, due to the changes made in the curriculum. The changes were aimed at expanding the opportunities for students in the selection of optional subjects and directing them to more actively participate in the studies of other institutions of higher learning in Tartu. TAC hopes that this will give rise to cooperation between universities and specialties. Students are most eager to attend classes in UT, TU and Estonian University of Life Sciences (EMÜ) (Figure 46).

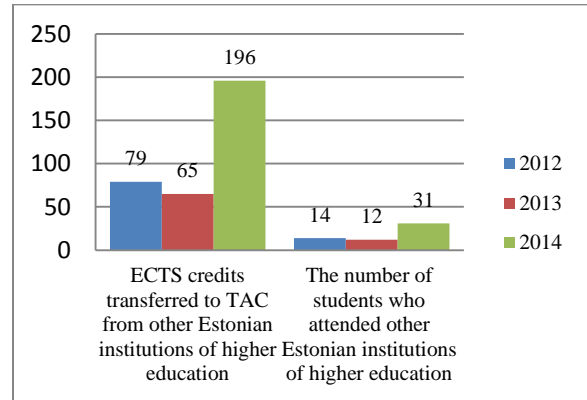


Figure 46. The students of TAC who attended other Estonian institutions of higher education and the ECTS credits transferred from there to TAC 2012-2014

In 2004–2013, 12 foreign students have attended TAC. Through the Erasmus program, TAC has kept the number of students who studied and/or performed their internship abroad very high in relation to the entire student population – in terms of this indicator, since 2009, TAC has been the most successful institution of higher education in Estonia. TAC exceeds the target of 7% of student outbound mobility (Figure 47).

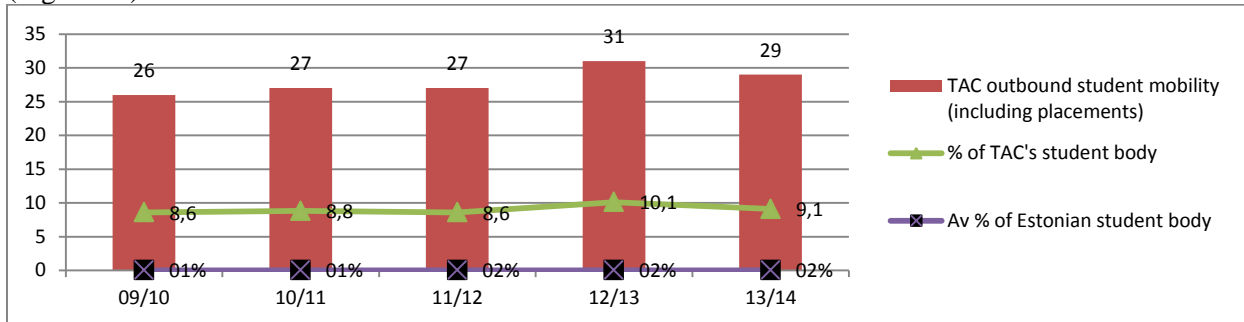


Figure 47. The student mobility of TAC compared to the student population in Estonia 2009-2014
Source: Statistics Estonia

The number of students coming to TAC in the academic years 2009/2010 until 2013/2014 has also grown strongly, increasing from five students to 16 students (Figure 48). The goal of the foreign relations strategy of TAC is to achieve the situation where at least 3% of the student body of TAC would comprise foreign students.

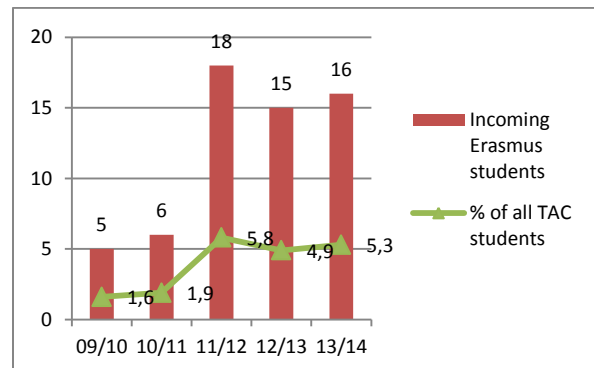


Figure 48. The number and percentage of foreign visiting students in the student body of TAC 2009–2014

In addition to the Erasmus program, the students of TAC have used other opportunities for studying abroad. In the academic year 2011–2012, one student of TAC attended the St. Petersburg State Institute of Cinema and Television. In the spring semester 2012–2013, two students of this institute attended the Department of Photography of TAC.

In the summer of 2012, two students of the Department of Paintings spent their internships abroad with the assistance of the Nordplus program. That same year, the faculty member, the foreman and one student of the Department of Sculpture of TAC attended the water-themed gathering of the Nordplus SKISS network.

2.3.5. SCHOLARSHIPS AND STUDY ALLOWANCES

Scholarships and study allowances motivate students and support them economically and thus allow to focus on academic work. TAC informs students of the opportunities to apply for national scholarships and organizes the payment of scholarships and allowances applied for through TAC.

TAC has developed its own system of scholarships that is governed by Study allowance rules of TAC (Annex 7). From its own revenues, TAC is able to pay the following scholarships (Table 16):

- special scholarship (scholarship for a semester to support the studies of students in economic difficulties to allow them to continue their studies);
- extraordinary scholarship (one-time scholarship to support the studies of students with economic difficulties or health problems or to recognize the students and external students involved in specialty related special projects);
- graduation project scholarship (to support preparation of graduation projects);
- activity scholarship (for recognition of students and external students actively involved in the development or promotion of TAC).

Table 16. The number of scholarships paid 2010-2014

	Extraordinary scholarship	Activity scholarship	Special scholarship	TOTAL	Scholarship recipients from the student body %
2010	28	26	6	60	18.5
2011	28	34	0	62	18.4
2012	38	23	10	71	21.4
2013	39	21	4	64	18.9
2014	39	25	9	73	21.7

Every year, students can compete for scholarships that are issued by the cooperation partners of TAC. For example, since 2006, the Tartu municipality has paid an annual scholarship to one student in the Department of Textile.

TAC applies for a single additional funding of 400 euros from the Estonian Cultural Endowment for each participant in the Erasmus program.

2.4. DEVELOPMENT ACTIVITIES

- In connection with the development of curricula, a need has emerged for the clearer positioning of the field of Conservation, Restoration and Design in the structure of TAC to ensure their more effective substantial management. The awareness of the need occurred as a result of the analysis and development of curricula and linking the curricula with occupational standards.
- The titles of the curricula and the specialty departments need to be reviewed and bring the titles into conformity with the content, based on a single logic.
- In the period of the Development Plan 2016–2020, it has been planned to develop a joint international master's level curriculum that is based on the curriculum of Photography but covers a broader area of arts. The partners will be the Université Jules Verne in Amiens (France), and the Escola Superior Artística do Porto (Portugal). The draft plan of the master's curriculum together with the distribution of subjects has been completed, and universities have held preliminary talks.
- Negotiations are being held with the UT on the joint development of the studies of painting on the bachelor's and master's level.
- Based on a labor market research,³ the studies evolve from handicrafts to design. Therefore, the field of Design has been developed in TAC. In addition, the research points out the increasing importance of information technology (IT) skills, and notes that IT requires interdisciplinary skills, since the problems that will be solved in real life by using IT will come from various fields. Accordingly, TAC is currently planning the opening of a multimedia center (in cooperation with TAS), which would bring together all the curricula and as a result of which:
 - digital skills in all curricula will improve;
 - capabilities for performing applied research (in particular in the field of restoration and design) will improve;
 - a continuing education module for the development of digital skills directed towards life-long learning will be established;
 - international cooperation projects in which the digital skills are essential will become more effective;
 - cooperation between operators and customers will expand further.
- In the academic year 2014/2015, TAC directed its students to choose entrepreneurship subjects from other institutions of higher education in Tartu. The analysis of the preliminary results and the practice shows that universities timetables are not compatible. Since 2015/2016, the compulsory volume of entrepreneurship studies is provided in TAC.
- The aim is to improve the logistics of the study process in order to allow students to move more easily between departments and implement cross-departmental projects. The aim is also to improve the availability of information related to studies.
- With regard to curriculum changes in 2014, creation of a single electronic internship-related feedback system has been started in order to take the organization of internships in the working environment of the departments to a more uniform basis.

³ "Estonian Labour Market Today and Tomorrow", Tallinn 2014.

3. RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITY

Research, development and creative activity (RDC), and serving the society are closely related due to the area of activity of TAC. The main purpose of the RDC activity has been provided in section 5.2 of the Development Plan of TAC: «The activities of TAC aimed at the general public enrich the society in the broadest sense. TAC, while valuing the traditions and continuity, it is open to innovative ideas and cooperation – the same goal also applies from the point of view of serving the society.»

3.1. PERFORMANCE OF RDC ACTIVITIES

OBJECTIVES

The RDC activity of TAC aims to foster the coherence of the activities of TAC with the public and private sector and focus on three main fields: Design, Conservation and Restoration, and the Arts. As an institution of higher art education, the RDC activities of TAC focus on creative activities.

GENERAL ACTIVITIES

RDC activities are managed by the specialties by heads of specialty departments; the applied research is managed by the Professor – the head of the field of Conservation/Restoration. The activities of RDC are supported by EAK. The mandatory percentage of RDC activities in the working time of the academic staff has been set out in the job descriptions (Table 17).

Table 17. The percentage of RDC activity in the working time of the teaching staff

Position	Percentage of RDC activities from working time in %
Professor and the professor leading a department	40
Associate professor	30
Associate professor leading a department	40
Lecturer	20
Lecturer leading a department	40

Students are involved in RDC activities through study activities or commissioned work. The review of RDC activities is reflected in the annual activity reports of specialty departments and the Center of General Subjects, which is submitted to the Board of TAC.

Since the autumn 2011, the data of RDC activities of the employees of TAC working on the basis of employment contracts are collected in WD. It gives an overview of the activities and achievements of the College staff. The information is collected for the following activities: self-improvement, professional projects, training, media coverage, exhibition activities, publication or presentation, and recognition. Information is also aggregated on participation in the committees, working groups, etc., both in TAC and outside the College.

Figure 49 provides the summary of the RDC activity of employees of TAC, who worked under employment contracts, in terms of self-improvement and professional activities. The chart indicates the number of entries in WD during the year. TAC does not keep a record of the RDC activities of visiting lecturers.

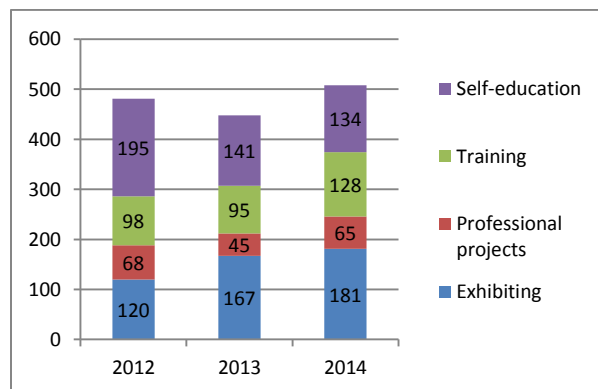


Figure 49. Entries of RDC activities in WD 2012-2014

3.1.1. RESEARCH WORK

For the purpose of achieving the objectives set in the Development Plan of TAC in the area of research and applied research, the Applied research plan for 2012–2015 of TAC (Annex 14) has been established. The coordinator of the plan is the Professor – Head of the field of Conservation/Restoration. The plan supports the implementation of the objectives of TAC and is closely linked to the development of curricula. Research activities in TAC are defined as research and applied research; however, as an institution of professional higher education, TAC focuses on applied research. The research topics are defined by the specialty departments of TAC, and a leader has been designated for each topic. Topics may include broader areas of research (e.g., preservation of cultural heritage), they may as well focus on solving very specific tasks or research problems (e.g., field studies and documentation of wind turbines). Some of the topics are handled on the commission of the partners of TAC. Conducting of research and applied research occurs in compliance with all research requirements, ensuring the quality of the research and the credibility of the findings.

The following are deemed as research and applied research: articles and monographs, specialty conferences, presentations, doctoral and master's theses, and other research papers done by employees, sector-based unpublished research relevant for TAC, preliminary research reports of an object to be conserved or restored, implementation reports of an object being conserved or restored, preliminary research reports of an art, design and exhibition project, preliminary research reports on new technology and prototypes, and graduation and other research projects of students meeting the characteristics of applied research. Completed research and reports are mostly available in the library of TAC.

Although the main focus of TAC is on applied research, two areas of basic research have been identified:

- 1) research of visual culture (photography, digital art, development of art ideas);
- 2) preservation, conservation and restoration of cultural heritage.

When assessing the basic research, international peer-reviewed scientific publications are taken into account [Estonian Research Information System (ETIS) categories 1.1, 1.2, 2.1 and 3.1].

RESULTS

Thanks to the central coordination of research and applied research, the quality and sustainability of the study process has improved, ensuring the continuity of specialty related activity and contribution to the preservation of cultural heritage.

According to the data of 2014 in ETIS, out of all local institutions of professional higher education, TAC has most RDC activities per person (Figures 50 and 51; compiled by RKRN's quality management team). TAC enters into ETIS only the accomplishments related to research and applied research.

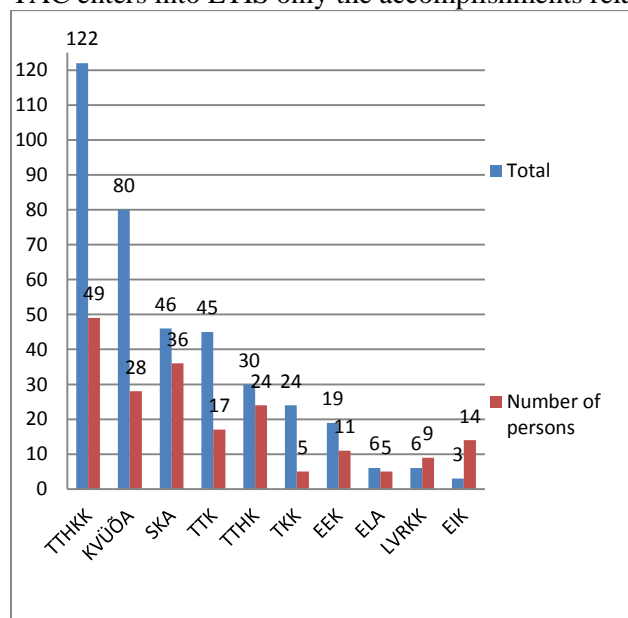


Figure 50. The number of entries made into ETIS and the persons related to the entries 2014

Abbreviations: EEK – Estonian Entrepreneurship University of Applied Sciences; EIK – Estonian Information Technology College; ELA – Estonian Aviation Academy; KVÜÖA – National Defence College; LVRKK – Lääne-Viru College; SKA – Academy of Security Sciences; TTK – University of Applied Sciences; TTHK – Tallinn Health Care College; TKK – Tartu Art College; TTHKK – Tartu Health Care College

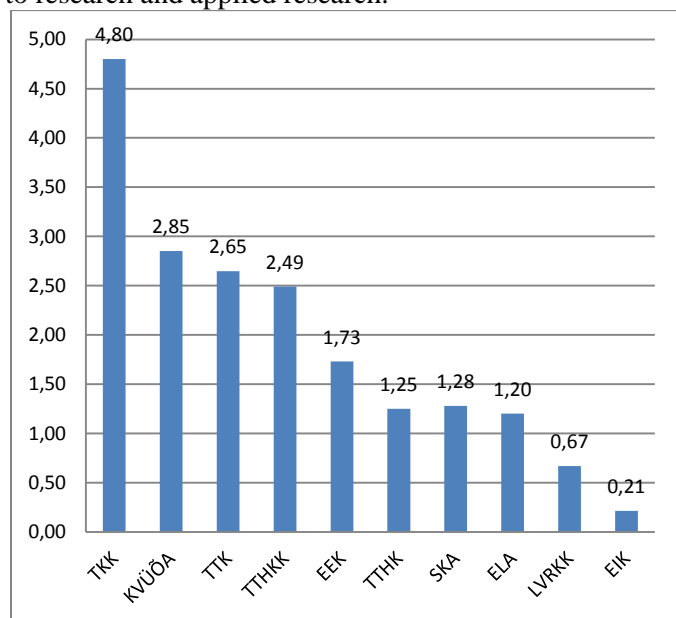


Figure 51. RDC activities per person in Estonian institutions of professional higher education 2014

Table 18 provides an overview of the research and specialty-related articles written by the staff of TAC.

Table 18. Articles by the staff of TAC in Estonian and foreign publications 2012-2014

Year	ETIS categories 1.1, 1.2, 2.1, 3.1	Other re-search and specialty related articles	Examples of publications
2012	8	7	The International Journal of the Book, Journal of the Society of Archivists, raamat «Vana maamaja», Heritage Conservation Yearbook, İstanbul Kültür Üniversitesi publication, International Journal of Education through Art (IJETA, Intellect Publishers London UK)
2013	5	6	Baltic Journal of Art History, Akadeemia, International Biodeterioration & Biodegradation, Yearbook No 56 of the ERM, publication of the USA scientific publisher SPRINGER
2014	8	12	Archetype Publications, Ajalooline Ajakiri, International Biodeterioration & Biodegradation, publications of the Publishing house of UT, Tartu Artists' Union, Studia Vernacula, the magazine of UT VCA, Vilniaus dailės akademijos leidykla, publications of the USA scientific publisher SPRINGER, publications of TEA Publishing House

An overview of presentations made in conferences and seminars 2012–2014 is provided in Table 19. The faculty of TAC have presented papers at conferences outside Estonia (Latvia, Turkey, Sweden, and Argentina) on four occasions.

Table 19. Presentations made at conferences and seminars in Estonia and outside Estonia

Year	No of presentations	Examples
2012	10	Universidad of Buenos Aires, Marmara Üniversitesi (Istanbul), Environmental History Center of Institute of History, The Society of Estonian Conservators
2013	2	UT Library Seminar «Res publica Litteraria at the Baltic Sea: books, languages, genres, ideas,» Aha Science Center
2014	5	10th Triennial of Conservators of the Baltic States «Seeking Balance: Preservation, use, conservation»; APR conference; CIDOC

In 2003, TAC created a series of proceedings where the faculty has an opportunity to publish their publications. The series aim to contribute to art education, showcase both the areas of art as well as the areas of art research and disseminate the research of the students and faculty of TAC in a broader way. For the purpose of discussion of the issues related to issuing of publications of TAC, including the content-related issues, and for making decisions, an editorial board of the Proceedings of TAC has been established.

In 2012–2014, seven books authored by the employees of TAC were published (Table 20). The books were published mainly in the series of the Proceedings of TAC which is funded by TAC and, when necessary, the Estonian Cultural Endowment and other donors. During the reporting period, two collections concentrating the background studies of graduation theses «Lend» (Flight) were published in the series of the Proceedings.

Table 20. Books published by TAC 2010-2014

Year	No of books	Titles of the published books
2010	1	«Lend 2009»
2011	3	«Lend 2010»; Peeter Linnap «Silmakirjad 4. Intervjuud visuaalkultuuri intellektuaalidega»; Peeter Linnap «Silmakirjad 5. Väike visuaalkultuuri leksikon»
2012	2	Peeter Linnap «Silmakirjad 6. Intellektuaalne kunst: kirjutisi fotograafidest»; Kurmo Konsa, Kalle Pilt «Hoonete biokahjustused»
2013	1	Kaire Nurk «Vormi dematerialisatsioon»
2014	2	Peeter Linnap «Silmakirjad 7. Maailma fotograafia ajalugu 1839–2013»; Kurmo Konsa «Laulupidu ja verivorst: 21. sajandi vaade kultuuripärandile»

In 2009–2013, TAC participated in [program BeSt](#) (EST). The program enabled 30 lecturers to obtain experience in the development of e-courses and learning objects and implementation thereof in the studies (Table 21). 61 learning objects and 34 e-courses were developed in the volume of 58.5 ECTS credits [<http://laura.artcol.ee/e-ope/>] EST]. The original plan (30 learning objects and e-courses in the volume of 20 ECTS credits) was completed by the academic year 2011/2012, after which 100% of content creation volume was applied for, which was also completed. With the project, all learning objects and e-courses of prime importance, which are used in teaching, were completed. After the end of the program, one e-course and one e-learning object have been completed.

Table 21. Study materials developed under the program BeSt 2009-2013

Year	E-courses	Learning objects
2009	9	11
2010	5	11
2011	4	5
2012	12	28
2013	5	6

The number of graduation projects related to applied research remains stable: in 2012, there were 14, in 2013 and 2014, 12 in each year (Table 22).

Table 22. The number of graduation projects related to applied research 2012–2014

Year	No of projects	Examples of graduation theses
2012	14	Karoliine Korol «The Most Commonly Used Plastics in Estonian Soviet Socialist Republic, Their Aging and Conservation», supervisor Kurmo Konsa (first place in the national competition of research papers at the stage of professional higher education and bachelor's studies); Kadi Paasik «Women's Heeled Shoes With an Anatomical Insole – Awareness, Necessity and Possibilities of Industrial Production in Estonia», supervisor Stella Soomlais (options for addressing health problems using industrial design)
2013	12	Dan Lukas «Post Mills of Hiiumaa. Study of Design and Construction», supervisor Tõnu Sepp (inventory of survived windmills is crucial in terms of organization of their heritage protection); Veiko Tamme «Condition Defining System of Monuments», supervisor Kurmo Konsa (the thesis investigated the opportunities to create the most suitable system for assessing the condition of monuments, which is important from the aspect of heritage conservation)
2014	12	Joonas Riisalu «Impressing Relief on Wood with a Roller Press», supervisor Jaak Roosi (creation of a novel system to be developed into industrial technology); Mihkel Salk «Practical part: Restoration of Cinema Seats from Movie Theater Sõprus. Written part: Overview of Estonian Cinema Furniture in the 20th Century», supervisors Aivar Oja and Annes Hermann

In 2013, Veinika Västriku, faculty member of the Department of Textile, graduated from the master's program of Heritage Technology of the Department of Estonian Native Crafts of UT VCA with the master's thesis «Rep Weave Rugs from Avinurme Parish in the Context of Estonian Weaving Tutorials and Museum Collections: Experiments with Rep Weave Technique Using Contemporary Linen Materials».

3.1.2. DEVELOPMENT ACTIVITIES

EAK that started its operations in 2013 aims to foster the coherence of TAC and the business environment, coordinate contract works, ensure the participation of TAC in idea competitions organized under the Commissioning of Artworks Act, monitor project funding opportunities and inform the specialty departments thereof. Orders and applications for cooperating with TAC are sent to the specialty departments or EAA. In collaboration with faculty members who specialize in that field, a project analysis is conducted on whether the project puts the skills of students to the test and fits with the subjects.

The specialty departments of TAC develop cooperation with enterprises, thereby creating new prototypes and designs. In addition, a lot of co-operation projects with local authorities are carried out. In the previous EU funding period, Enterprise Estonia Innovation vouchers were also used for that purpose. Moreover, restoration and artistic projects are established. Unfortunately, due to the lack of precise methodology, a number of original designs have been left undocumented and deformed in accordance with the requirements of research papers.

As a part of RDC activity, the College contributes to the preservation of cultural heritage by participating in the conservation and restoration of monuments.

TAC supports participation of specialty departments in international trade fairs to introduce projects completed in the course of the teaching process, keep abreast of new trends in art and design, and be in contact with enterprises and institutions of higher education around the world.

TAC encourages the active participation of students and faculty in professional competitions.

RESULTS

The specialty departments of TAC have implemented cooperation projects and orders, including graduation projects in collaboration with enterprises, museums, archives and municipalities (Figure 52)⁴.

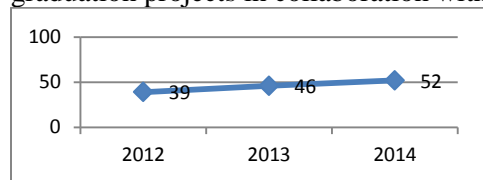


Figure 52. Cooperation projects and contract works 2012–2014

There is a growing number of enterprises or brands created in the framework of graduation projects, which will be further developed after students graduate, e.g. in the incubation of Tartu Center for Creative Industries. In 2012–2014, students established 11 enterprises and brands, and the trend is growing. In 2012, a total of 12, in 2013, 11 and in 2014, 15 objects were restored and conserved in public spaces. The graduation projects of the last three years have handled important topics (Table 23).

Table 23. Examples of graduation projects with important issues 2012–2014

Year	Examples of graduation theses
2012	People's living environment and health: Liina Laan «Healthy Choice», supervisors Jüri Muhhin, Liana Kurg (computer game designed to teach children to distinguish between healthy and unhealthy food)
2013	Environmental protection, recycling: Kerli Limberg «Papercrete. The Possibilities of Paper Recycling as a Sculptural Material», supervisor Anne Rudanovski (waste paper recycling facilities); Kairi Lentsius «TENT. Sustainable Coat Collection», supervisor Xenia Joost (a recycling project for old military tents)
2014	Product Development: Maria Kuusik «Product Development of the Chair Leelo», supervisors Juta Kuhlberg and Jaak Roosi (development of a prototype, which was completed in the course of studies, into an industrial product) Environmental protection, recycling: Kätlin Lõbu «Backpacks Made from Production Waste», supervisor Monika Järg (study of textile residue recycling facilities) Innovative technologies: Joonas Riisalu «Impressing Relief on Wood with Roller Press», supervisor Jaak Roosi (creation of a novel system to be developed into industrial technology) People's living environment and health: Sander Hiire «On Soil», supervisor Taavi Piibemann (Multimedia Study that aims to draw attention to cultural, economic and emotional links with the soil) Digital Culture: Piret Alvre «Creating User-Friendly and Future-Proof Web Design», supervisors Janno Siimar, Pärt Erikson (analysis and prototyping of user-friendly web design)

RKRN awards annual grants for the authors of the best graduation projects of professional higher education institutions. In 2012–2014, three graduates of TAC received a grant (Table 24).

Table 24. Grants awarded by RKRN 2012–2014

Year	Graduate	Graduation project
2012	Karoliine Korol	Karoliine Korol «The Most Commonly Used Plastics in Estonian Soviet Socialist Republic, Their Aging and Conservation», supervisor Kurmo Konsa
2013	Lii Parts	«Design of Point Symbols for Tourist Maps», supervisors Marko Kekishev, Tiiu Kelviste
2014	Mihkel Salk	«Practical part: Restoration of Cinema Seats from Movie Theater Sõprus. Written section: Overview of Estonian Cinema Furniture in the 20th Century», supervisors Aivar Oja and Annes Hermann

⁴ Data based on the activity reports of specialty departments and on RDC activities in Webdesktop. The data may be incomplete. It has also not taken into account the projects and orders performed outside of TAC by its employees. The year is calculated according to the year of commencement of the project.

In the past three years, students have been quite active when it comes to participating in competitions (participants in 2012 (15); 2013 (21) and 2014 (13). They have achieved excellent places. For example, students of the Department of Leather Design won, in 2014 and 2015 in different categories, the top prize in the international design competition «Design-A-Bag» in Hong Kong. In the spring of 2015, a student of the Department of Media and Advertisement Design made it among the 10 finalists of the international competition «The Silent Book Contest 2015» organized in Bologna.

Since 2010, TAC has been taking art to the Stockholm Furniture Fair with joint projects of the Departments of Furniture and Textile («Pink», «8:TOOL», «5TUFF», «Fundaychair»).

In 2013–2014, a number of projects were presented at the fair Tent London that takes place during the London Design Festival. As we speak, students are preparing for the competitions that will be held in the fall of 2015. The participants of Tent London are selected by jury, but TAC has, for three times, received an invitation from the organizers to attend the competition without having to participate in the pre-competition. Thanks to Tent London, TAC has been invited to take part in the international furniture fair in Milan and the international contemporary furniture fair in New York. The staff of TAC has been awarded a broad variety of recognitions, including several international awards (Annex 16).

3.1.3. CREATIVE ACTIVITY

Faculty members are professionally active and perform actively in personal and other exhibitions. During the study period, the teaching staff consider the more relevant societal topics when assigning creative tasks to students. Depending on the student's personal interests, the problem areas may be very different, reflecting the engagement of arts with the different aspects of social life. Equally to societal issues, students address the personal world of their own, family, and their values in their works.

In addition, Students and faculty organize group and solo exhibitions and joint projects with local and foreign partners elsewhere in galleries and public spaces all over Estonia and abroad and in cyberspace. Students are also actively involved in extracurricular creation. TAC supports independent student exhibition activity, allowing students to exhibit their works in gallery Noorus, and advising on writing of projects and applications for the exhibition.

RESULTS

Students and faculty members of TAC are actively involved in solo and group exhibitions abroad (Figure 53). The number of exhibitions with student participation has remained stable, the number of the exhibitions of the faculty showed an upward trend in 2014. The exhibitions have mainly been held in Europe (Finland, Latvia, Lithuania, Portugal, Bulgaria and the UK), as well as in countries such as Russia, Argentina, and the United States. TAC has participated in exhibition programs in several European capitals of culture, e.g. in Riga (2014) and Vilnius (2009).

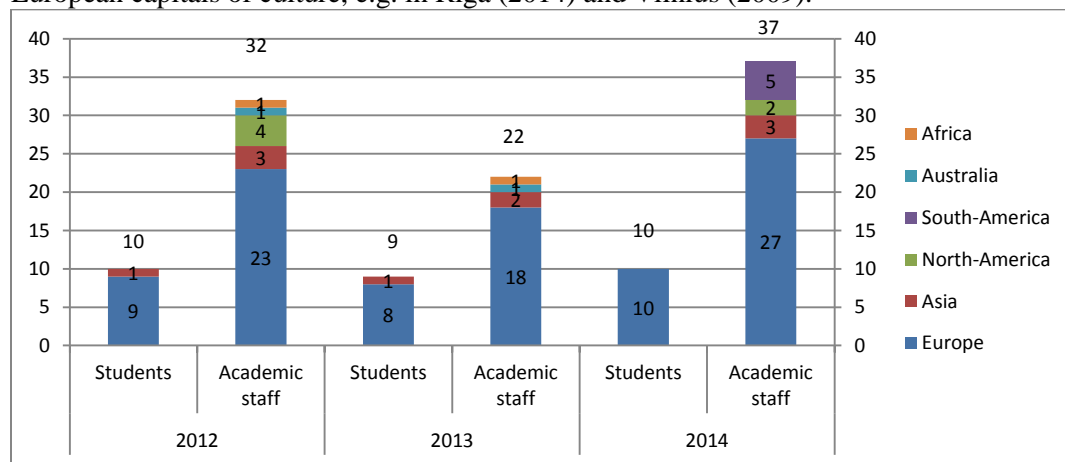


Figure 53. Faculty and student participation in exhibitions abroad, 2012–2014

Students and faculty members of TAC are also actively involved in local exhibitions (Figure 54 and 55). In the last three years, there have been exhibitions in Tallinn and Tartu, exhibitions are actively organized also in Rakvere and Pärnu.

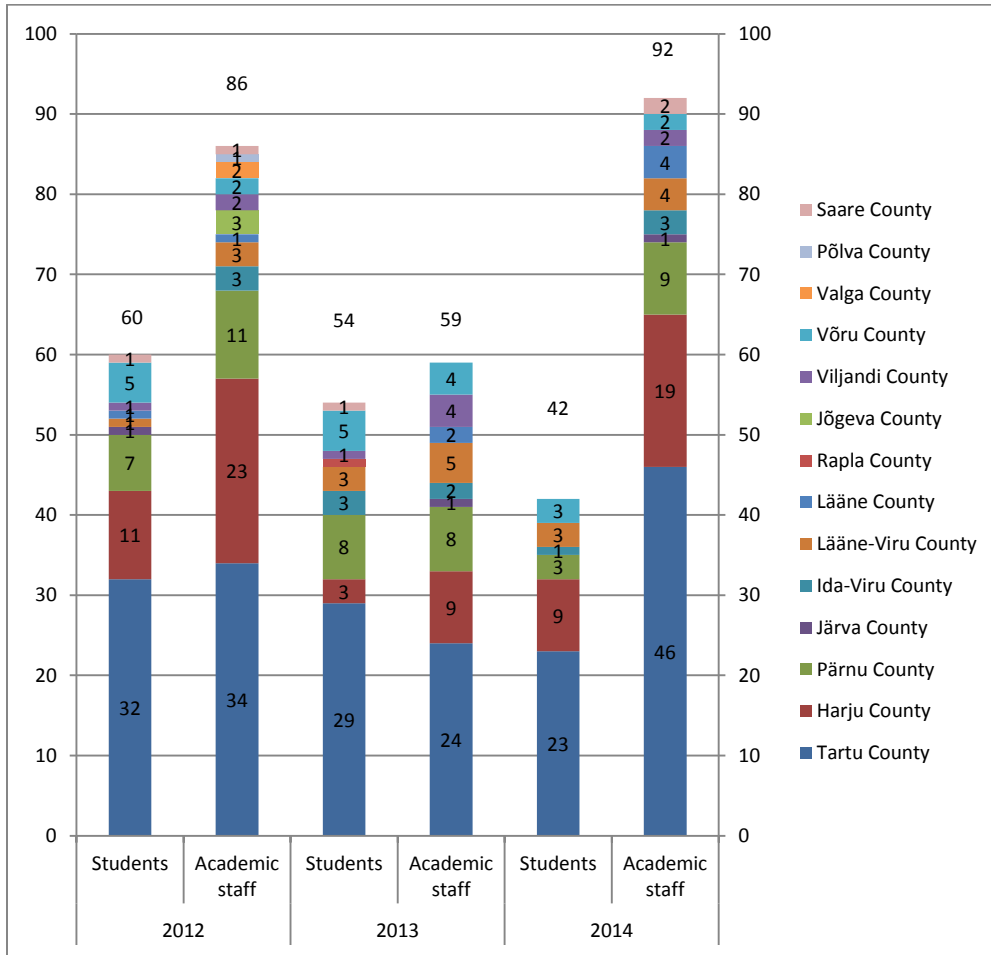


Figure 54. Exhibitions with the participation of students and faculty in Estonia by county 2012–2014

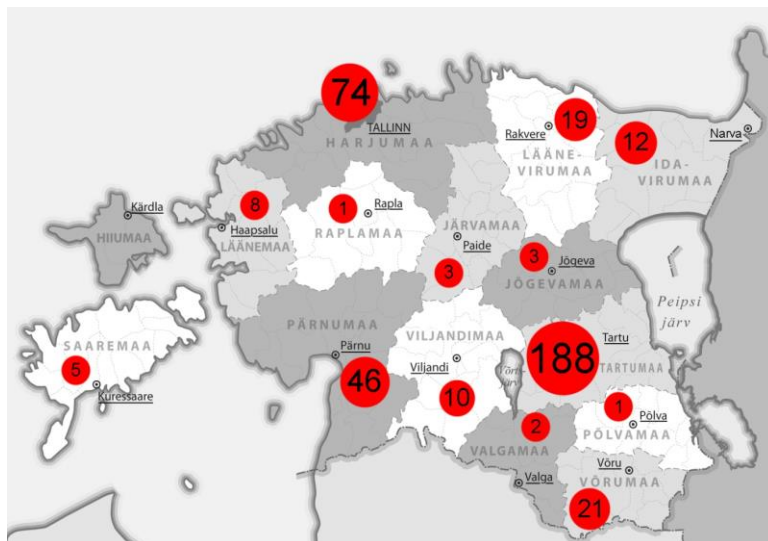


Figure 55. Exhibitions with the participation of students and faculty in Estonia 2012–2014

On the basis of RDC data collected in WD, exhibition activities per faculty member have increased over the last three years, in 2014, 4.56 exhibitions per position were held (Figure 56).

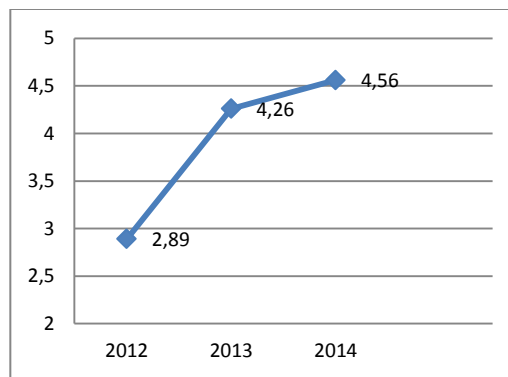


Figure 56. The creative activity of lecturers per position in 2012–2014

In 2013–2014, TAC participated in seven idea competitions announced under the Commissioning of Artworks Act. In one of the competitions, a draft design earned TAC the third place. Faculty members of TAC have also individually participated in idea competitions. For instance, Sirje Petersen has achieved a 1st place, and Tuuli Puhvel has achieved a 2nd place. The faculty, students and the alumni have been authoring the draft designs.

The graduation projects of the last three years have dealt with important issues (Table 25).

Table 25. Examples of graduation projects with important issues 2012-2014

Year	Examples of graduation theses
2012	Involvement: Kristjan Nagla «Three Horses and Seven Donkeys», supervisor Indrek Grigor (exhibiting of the excerpts from the works of writer Robert Walser in public space research of the behavior of the audience) Self-analysis: Maria Kondimäe «Process», supervisor Kai Kaljo (analysis of one's own emotional experience)
2013	Street art: Sirje Joala «Alternatives to Art in Galleries Based on Street Art and Mail Art», supervisor Indrek Grigor (a study of alternative art movement)
2014	Underwater photography: Sigrid Kuusk «Photographic Grounding for Water Fears», supervisors Madis Kats, Aigar Sisask Family relationships and loneliness: Karl Lepp: «Practical part: Short Movie «Old». Written part: My Short Movie Process', supervisors Jaanus Eensalu, and Mati Kark

3.2. RDC RESOURCES AND SUPPORT PROCESSES

OBJECTIVES

TAC has a well-functioning RDC support system that is developed as necessary. RDC infrastructure is updated according to the development trends set in the Development Plan.

3.2.1. RDC SUPPORT SYSTEMS

Faculty members may apply for a free semester for creative work or improvement of their professional skills. According to the decision of the Board of TAC, per semester, a faculty member may use a free semester in their full workload capacity. Applications for a free semester are reviewed twice a year. TAC also encourages the professional development of its teaching staff in master's or doctoral studies.

TAC faculty are actively using the opportunity to teach or study in Estonia and abroad and participate in international professional collaborations. The Erasmus program is mainly used to serve this purpose. International cooperation takes place with Erasmus partner institutions of higher education.

TAC participates in Erasmus, Dora (T8) and the Nordplus programs. From 26 May 2012, TAC has participated in the international art universities network Cumulus. Cumulus is the only global association to serve art and design education and research. It is a forum for partnership and transfer of knowledge and best practices.

Since 2002, through RKRN, TAC is a member of EURASHE (European Association of Institutions in Higher Education). EURASHE supports cooperation between the institutions of professional higher education of the EU.

Since 1999, The Department of Textile of TAC is a member of the European Textile Network.

In 2008–2014, TAC has participated in five fields of activity of Primus and 80 different trainings have been organized with its support. Students and the faculty have participated in these programs for 612 times (students in 217 cases, employees in 395 cases) (Table 26).

Table 26. Participation of TAC in fields of activity of Primus

	Field	Activities of TAC
2008–2014	Development of the teaching and supervision skills of the faculty	Training for 348 people, the acquisition of relevant literature, etc.
2008–2012	Development of quality outcome-based learning	Development of design and restoration modules, curriculum development workshops for all departments, design workshops, etc.
2009–2014	Support for the coping of learners	Issuing a student guide, training for students, etc.
2008–2013	Implementation of the quality of implementation of APEL	APEL workshops, conducting surveys, training sessions, etc.
2008–2014	Supporting of strategic management capacity building in institutions of higher education	Joint study trips abroad and managerial training courses for Rectors and Vice Rector for Academic Affairs of institutions of professional higher education, joint seminars for employees, etc.

TAC gives its students the opportunity to exhibit creative work in gallery Noorus and other College premises. TAC has also entered a cooperation agreement with the City of Tampere. As a result, a joint exhibition in Gallery Emil in Tampere takes place every other year. Furthermore, TAC closely cooperates with Jõhvi concert hall, where joint exhibitions of TAC students and the teaching staff are organized.

The library of TAC has five workstations for readers and two workstations for the staff, plus 18 workplaces for readers, a wireless network, and a scanning facility. The library has the total of 16,750 data media (7957 in use and 8793 in reserve). The total volume of photocopied study materials is 21,559 pages. A total of 41 periodical titles (including 33 as subscribed and eight as gifts, including 25 foreign-language specialty-related and four Estonian magazines and four newspapers). In 2015, the transition from the lending system to a new program called Sierra, which is used by 15 larger Estonian research, professional and public libraries, will take place. The electronic catalog of TAC was merged with the biggest Estonian electronic catalog ESTER.

In the library of TAC, students and the teaching staff can use the following databases, portals and digital archives: EBSCO, ESTER, ISE, DEA, EMS, TEA e-entsüklopeedia, Keelevara, Keeleveeb, Art Encyclopedia, Web Gallery of Art, Google Cholar, «Baltic-German Art in Tartu», DSpace and FIS. Under the cooperation agreement, the following professionally relevant databases of the UT Library can be accessed: Britannica Online, Central and Eastern European Online Library, EBRARY, EBSCO Academic Search Complete, EBSCO Discovery, Grove Art Online, Grove Music Online, JSTOR, OECD iLibrary (endine SourceOECD), Oxford English Dictionary and ScienceDirect Reference Works.

RESULTS

In 2012–2014, the free semester option has been used by five faculty members. In one case, Fulbright scholarship to Columbia University. The others have studied in Europe, compiled personal exhibitions and engaged in work.

The staff of TAC is happy (in 2014, 81%) that self-development is valued in the College. More so, they are satisfied that the College appreciates creative activity (in 2014, 79%).

The level of satisfaction with finding the necessary information in the library was very high according to a study environment survey conducted in 2014 – 83.33% of the students and teaching staff are satisfied with the library services.

3.2.2. FUNDING AND INFRASTRUCTURE OF RDC ACTIVITIES

Since RDC activities are one of the main activities of TAC, they are financed from the budget of TAC and from its own revenue. According to its budgeting principles (structural units are granted their own budget for operating costs), TAC does not have a separate budget for RDC activities. The budget of EAK (Estonian Accreditation Center) provides the means for the College’s RDC activities – such as proceedings, participation fee for international RDC networks, joint exhibitions of TAC (connecting creative work of the specialties), and involvement in international fairs. Specialty departments fund the RDC activities of their department from their own budget and their own revenue. Applied research is financed by specialty departments and cooperation partners. EAK, specialty departments and the library apply for targeted scholarships for creative and development activities from various donors (Estonian Cultural Endowment, Tartu Cultural Endowment, Enterprise Estonia, the regional development program (MAAKAR), the Ministry of Culture, the Gambling Tax Board). The Erasmus program and occasionally the EEA/Norwegian program are used for international operations.

The Motivation Rules of TAC (Annex 10), supports the participation of faculty in research, development and creative work. TAC allows students and the faculty to use Gallery Noorus for exhibitions. Students and the staff can use the infrastructure of TAC (the academic buildings and the equipment, plus TAC’s minibuses) for RDC activities. Infrastructure development activities are provided in the Development Plan and the annual action plans.

TAC has used the support of the EU Structural Funds for the development of creativity and entrepreneurial spirit. The laboratories and workshops projects acquired in the framework of projects make it possible to create prototypes in the field of design, which can be later produced industrially, and perform more sophisticated applied research in the area of restoration. The complex of the design and restoration laboratory has been updated and created to improve the opportunities for practical work for students of TAC and participants in the continuing education. The laboratory complex includes furniture design workshop, textile experimental studio, restoration laboratory and sculpture restoration workshop, a photo studio and laboratories, a finishing center and a digital laboratory, a field laboratory, laboratory of the graphic design studio, experimental studio, digital textile design center, a sound studio and a presentation center. With the aid of the project ending in 2015, a number of above laboratories, workshops and studios will be supplemented and painting and drawing classes and the library will receive additional equipment.

RESULTS

The amount of aid and targeted scholarship received from RDC activities has increased (Figure 57). Specialty departments apply for scholarships mainly for project and creative activity purposes and events in the public room of EAK. The Erasmus project manager applies for aid to finance student mobility and the library applies for grants for newspaper and magazine subscriptions.

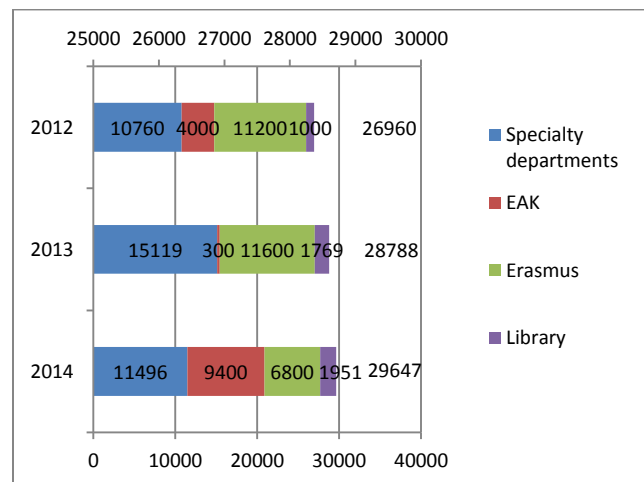


Figure 57. Targeted scholarships awarded in 2012–2014, EUR

According to the job description, RDC activities are part of the academic staff tasks and a proportional part of the salary fund is directly targeted to funding RDC activities (Table 27).

Table 27. Remuneration of RDC activities from the salary fund 2012–2014

	2012	2013	2014
Salary fund €	912 000	959 000	1 061 700
Proportion of RDC from the salary fund €	102 474.2	109 453.4	117 425.2
Proportion of RDC from the salary fund €	11.24	11.41	11.06

After the large-scale renovation of the academic buildings of TAC and the renewal of the interior, the student and staff satisfaction with the infrastructure of TAC was good according to a survey conducted in 2014. 68% of the faculty members and 73% of students are satisfied with the technical conditions of premises of the specialty departments. 75% of the faculty members and 65% of students are satisfied with the modern furnishing in lecture rooms and laboratories. According to a 2014 survey, 75% of employees are satisfied with the use of the premises of TAC for RDC activities.

3.3. SUPERVISION OF STUDENT PROJECTS

OBJECTIVES

Supervision ensures the competitiveness of students in their professional activities, the quality of student projects, the connection of the topics with the needs of the society and observance of ethical principles. Students are supervised in TAC throughout the entire learning process on passing the subjects, projects and internships. Supervision and conduction of research and applied research occurs in compliance with all research requirements, ensuring the quality of the research and the credibility of the findings.

For graduation from TAC, completion and defending of the graduation project is required. Graduation project requirements are established in the Rules of Graduation Thesis of TAC (Annex 6). The design and performance of the graduation project are directed by the supervisor and coordinated by the Head of the Specialty Department. The topic of the graduation project is selected on the basis of the acquired skills, experience, and the further intentions of the student, and taking into account the stakeholders' expectations and needs. Depending on the subject of the project, the student has the right to choose their supervisor from TAC or from outside of TAC. One graduation project may have multiple supervisors, and in supervision, consultants are also used. A graduation project can be supervised by a person who has at least an equivalent diploma or qualification, and professional or creative work experience. Supervisor may also be a specialist recognized in his or her field or a creative person who has no academic qualifications but who is recognized in Estonia or internationally. Graduation project is supervised in the volume of 20 working hours per one supervisee. A maximum remuneration for one supervisor is for 40 working hours to ensure the commitment of supervisors of TAC to the supervisees and a good quality of supervision.

The responsibility for the process of completion of graduation projects rests with the Head of the Specialty Department who also advises external supervisors. The supervision process is guided by the Rules of Graduation Projects and the information bulletin for supervisors.

Students are introduced to copyright protection and to know and avoid plagiarism and academic fraud. The nature of plagiarism and the methods of avoiding thereof and referencing are introduced to the first and fourth-year students in the framework of the subject «Oral and written self-expression». The rules of reference required in the student papers are provided in TAC guidelines for the formulation of written papers. Plagiarism prevention is emphasized in the briefings of students before writing and defending the graduation theses. Students are introduced to the facilities of a plagiarism check that allows them to check their own work. The graduation theses of students are checked with plagiarism identification programs (The Plagiarism Checker – <http://www.dustball.com/cs/plagiarism.checker/>; Grammarly – <http://www.grammarly.com/>).

TAC has been monitoring supervision satisfaction since 2014 and supervisee satisfaction since 2013, the feedback is taken into account in improvement activities. The surveys are introduced each year to the specialty departments engaged in finding supervisors.

RESULTS

The satisfaction of the supervisees with supervision has remained almost unchanged for two years (Figure 58). Graduates are satisfied with the supervisor support on the development of the idea and the vision, and with the feedback received from the supervisor; the willingness to cooperate with the supervisors was praised.

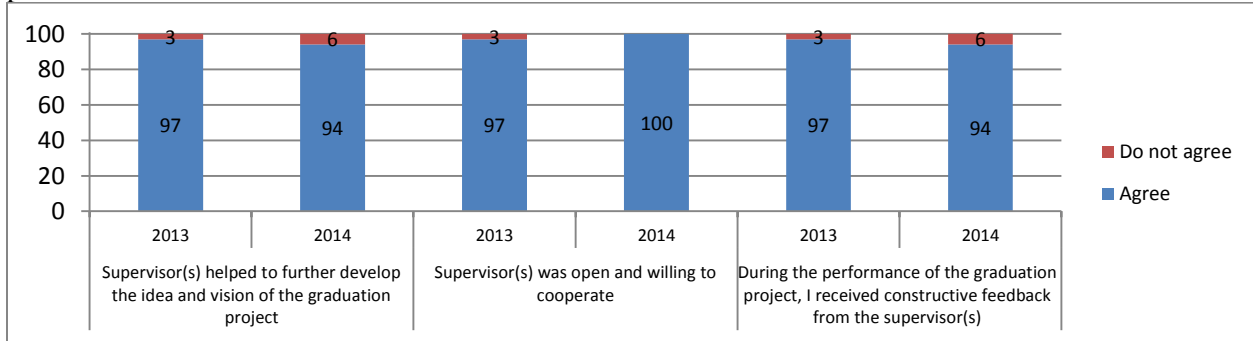


Figure 58. The satisfaction of the graduates with supervision of the graduation projects 2013–2014 %

The survey of the supervision satisfaction with the supervisees began in 2014. The survey was conducted among the supervisors from outside of TAC. 93% of the supervisors said they were satisfied with the level of preparation of the supervisee. Satisfaction with the supervisees in all aspects was very high (Figure 59).

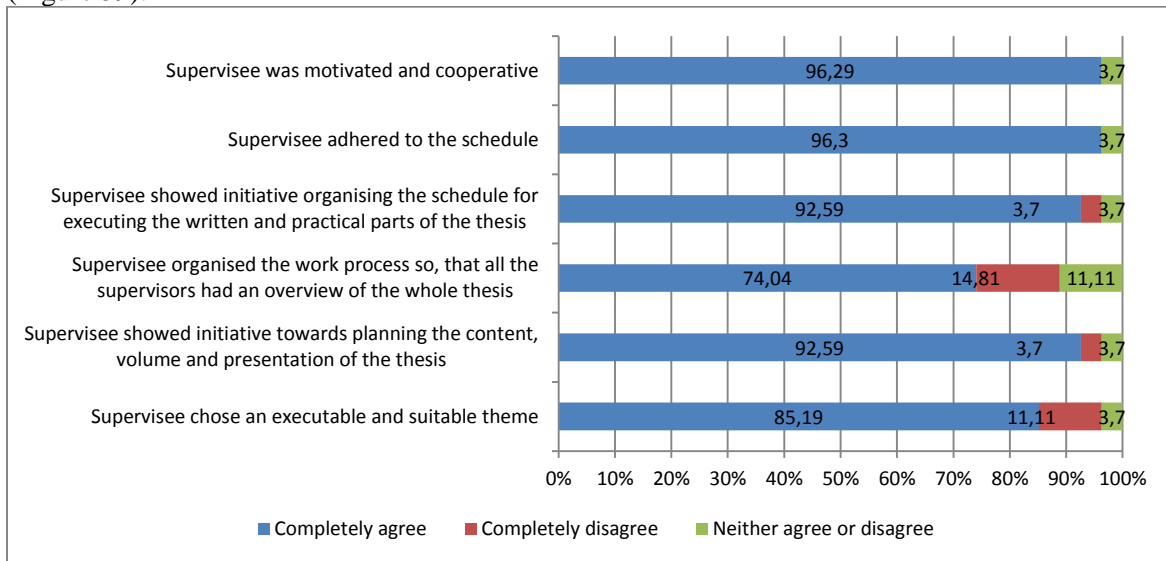


Figure 59. Satisfaction of the supervisors with the supervisee's 2014 %

Based on the survey, TAC has improved the process of preparation and defending of graduation projects. For example, the system of pre-graduation thesis review was revised, notification of students has been clarified.

Due to the topic of plagiarism becoming more current, all graduation theses were checked in 2013, (the total of 51) and in 2014, a random check of 17 graduation theses was performed. Direct plagiarism was not detected, however, a variety of smaller errors related to referencing and formalization of the theses were found.

3.4. DEVELOPMENT ACTIVITIES

- The methodology of design development is in a more systematic way introduced in supervision of student projects.
- TAC has a good track record in the international mobility of students and staff, and in the international exhibition activities, but there could be more projects linking up international partners and network-based RDC cooperation. For example, in 2014, TAC initiated a project linking three institutions of higher education (TAC, De Haagse Hogeschool (Netherlands); Metropolia Ammattikorkeakoulu (Finland)) «International Textile and Furniture Developing Project», which did not receive the Erasmus+ project funding. Continuously, funds are being sought for the implementation of the project.
- TAC intensifies cooperation with its partners in Estonia. E.g., for the autumn of 2015, a joint applied research project has been planned with Tallinn Health Care College in the field of occupational therapy. Its aim is to integrate design solutions with the technology prototypes developed in UT and to cooperate with the ERM in the field of materials research in respect of its new building and laboratories.
- To make the role of EAK clearer as a cross-College coordinator of RDC activities. To this end, the work of the Center is to be reorganized.

4. SERVING SOCIETY

Due to the field of the College, serving the society is intertwined with the core activities of providing art education. Furthermore, the research, development and creative activity is the outlet of TAC to the society.

4.1. POPULARIZATION AND PARTICIPATION OF THE FIELDS OF ACTIVITY OF THE COLLEGE IN THE DEVELOPMENT OF SOCIETY

OBJECTIVES

The Development Plan of TAC establishes that the activities of TAC aimed at the general public enrich the society in the broadest sense. TAC popularizes art, design, and conservation and restoration education.

4.1.1. POPULARIZATION OF THE FIELDS OF ACTIVITY OF THE COLLEGE

TAC cooperates with the organizations and institutions of the public, private and third sector, thus shaping the values of the society.

The fields of activity of TAC are popularized by specialty departments, and it is coordinated by EAK. In the view of the popularization of the field of activity, TAC exhibits art, design, conservation and restoration work in the public space.

In 2009, TAC received from the City of Tartu premises on a free-of-charge lease at the address Riia 11. Gallery Noorus was established in those premises. The staff, students, alumni and cooperation partners have the possibility to exhibit their creations in the gallery. In the framework of exhibitions, seminars and workshops are also organized. The aim of the gallery is to enrich the art scene both of Tartu and Estonia. When drawing up the exhibition plan of gallery Noorus, the board of exhibitions monitors the involvement of various fields of art and the coverage of important societal issues. Moreover, international exhibitions are brought to the Tartu audience. In connection with the exhibitions, lectures, seminars and workshops are organized for the audience. The gallery is open to visitors free of charge five days a week.

Exhibitions are also organized on the premises of TAC and in the library. The library of TAC hosts an annual exhibition of Estonia's most beautiful books, including bringing the most beautiful books of Finland and Latvia to the audience.

For 17 years, TAC has been organizing a spring fashion show [Mood-Performance-Tants](#) (EST). By way of competition, young fashion designers from TAC and elsewhere can participate in the event. Since 2014, Mood-Performance-Tants has been cooperating with the ERKI Fashion Show organized by EKA – one selected participant will be automatically accepted to the ERKI Fashion Show.

In 2013, with the graduation project exhibition «Lend 2013», TAC participated in the Tartu design week program, organized by the Tartu Center for Creative Industries. Every autumn, TAC participates with its exposition in the Tallinn's largest design event – Design Night.

The aims of TAC Proceedings (published since 2003) is to contribute to art education, showcasing both the areas of art as well as the fields of art research and to broader disseminate the research of the students and faculty of TAC, etc.

TAC presents the learning opportunities in the College and the arts education more widely to various target groups. Every March, an Open Doors Day is organized simultaneously with other institutions of higher education in Tartu.

Until 2013, TAC participated in education fairs [e.g., Teeviit (Signpost), Intellektika, Orientiir, Viljandi educational fair], but the analysis showed that the efficiency of taking part in the fairs was low. TAC organizes study tours in its academic buildings for both secondary schools, career counsellors, art teachers and other interested parties. Many schools and groups of arts and crafts teachers arrive every year to become acquainted with TAC.

Secondary school students have used the opportunity to participate in the nationwide work shadow days, shadowing employees of TAC.

TAC participates in Tartu Entrepreneurship Week by organizing a demonstration day in the academic buildings of TAC. In 2015, based on this example, an introduction day was organized for the cooperation partners and supporters.

For the introduction of its activities in Ida-Viru County, cooperation is carried out with Jõhvi Concert Hall and AS Viru Keemia Grupp (VKG). Review exhibitions of TAC take place in Jõhvi Concert Hall on a regular basis and joint projects have been implemented in cooperation with VKG. VKG distributes information regarding the projects in its area.

The faculty of TAC participate in professional development activities and in the work of curriculum-related professional associations, in competition committees, etc.

From November 2012, a monthly newsletter is drawn up in TAC. It is distributed among the staff, students and the Body of Advisers. The newsletter contains, in addition to topical information, information needed for daily work.

The media relations of TAC are coordinated by the Development Manager; information about the Gallery Noorus is disseminated by the gallerist.

RESULTS

The number of exhibitions held in gallery Noorus has grown in recent years, as the organizers of the exhibition utilize the spaces in the basement floor of the gallery more and more. The traditional exhibition period has also been shortened from one month to three weeks. Therefore, the biggest number of exhibitions (23) was held during the academic year 2014/2015.

The number of student and faculty exhibitions has remained stable, but the number of partner exhibitions (e.g., alumni and partner institutions of higher education) has increased. Every year also international exhibitions have been held. Since the exhibition plan of the gallery is drawn up by academic years, this is also the way the statistics on the gallery is presented (Figure 60).

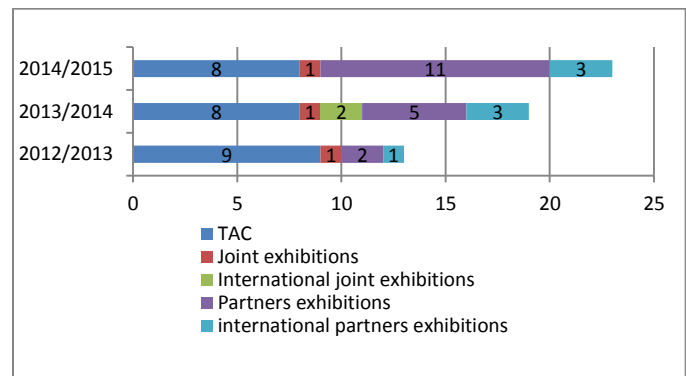


Figure 60. Exhibitions in Gallery Noorus in the academic years 2012/2013 until 2014/2015

The exhibitions of the students and the faculty of TAC are held in different cities in Estonia. The largest number of exhibitions of both the students and the faculty in the last three years have been held in Tartu, Tallinn, and Pärnu. In total, in the years 2012 to 2014, there have been 394 exhibitions in Estonia with the participation of the students and the faculty (Figure 54, p. 60).

TAC popularizes its activity by participation in international exhibitions and competitions. The largest number of international exhibitions have been held in Finland, where TAC has partners, e.g., in the city of Tampere and in several institutions of higher education. In total in the years 2012–2014, exhibitions with the participation of the faculty and students of TAC have been held in 31 countries (Figure 53, p. 59).

In the series of the Proceedings, 19 books have been published since 2003. In 2012–2014, a book titled «Lend» was published, introducing the graduation projects of TAC. It contains the photos and introductions of graduation projects in Estonian and in English.

The number of groups who have visited TAC and the number of people who have participated in the guided tours is shown in Figure 61.

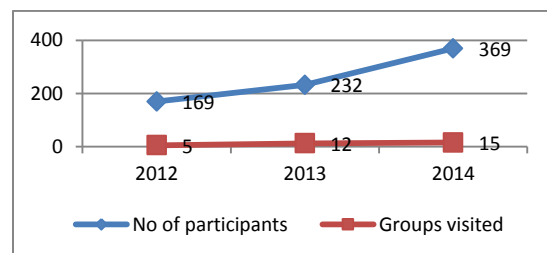


Figure 61. The number of individuals and groups who visited TAC in the years 2012–2014

The number of press releases of TAC in the years 2012–2014 has remained more or less at the same level (Figure 62). Many press releases have been sent by the representatives of the actual venue (e.g., Pärnu modern art museum or gallery Hop). The number of notices in media coverage has increased; TAC is actively working with the purpose to increase continually the number of reviews written on exhibitions.

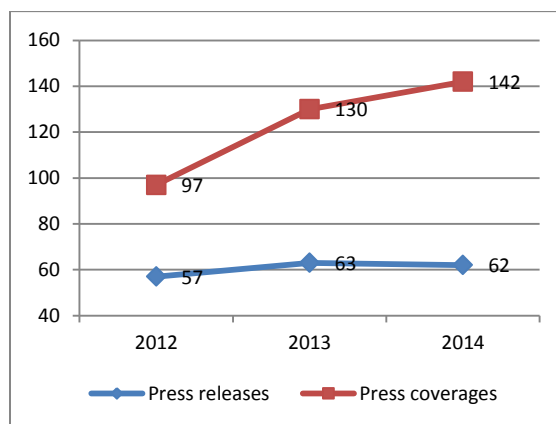


Figure 62. Media coverage and press releases sent out 2012–2014

In order to inform the public of the activities of TAC, the logo of TAC is added, whenever needed, to commissioned work or cooperation projects done by the students. E.g., Balbiino ice cream wrapper and the Christmas card of the Ministry of Education and Research.

The faculty and staff of TAC are members of professional associations. 17 faculty members of TAC belong to the Estonian Artists 'Association and 16 faculty members belong to Tartu Artists' Union. In addition to the membership, several faculty members participate in the work of the Board of the associations. E.g., Professor Aet Ollisaar is a board member of the Estonian Textile Artists Association and Professor Kurmo Konsa is a member of the board of the Estonian Conservationist Society. See Annex 17.

Head of specialty departments, faculty, and staff participate in competition boards, working groups, committees, etc. Every year, representatives of TAC participate in the specialty committees of Tartu Children's Art School, and TAS, and in the graduation project committees of UT VCA (Table 28).

Table 28. Participation in specialty committees 2012–2014

Year	The number of participations	Examples
2012	54	Graduation project committee of UT VCA, Wiiralt Scholarship Committee, graduation project committee of TAS, evaluation of the teachers of municipal hobby schools of the city of Tartu
2013	62	Committee of BA portfolios of Textile Design of EAA, graduation project committee of TAS, Committee of MA projects of UT VCA, Committee of Deutsche Börse Photography Prize 2013, Winthertur Photomuseum: Advisor to the European Youth Photo Prize
2014	73	Tartu St Paul's Church altar designs working group, the chairman of the craftsman occupational qualification examination, expert committee of the label «Recognized Estonian Handicraft», graduation projects committee of TAS, Magazine Eesti Loodus photo competition assessment team, authors' working group of the «Estonian Art History» 6. Volume second part, authors' working group of the «History of European Photography» 2 part, jury of the International Festival of Graphic Design «Strelka 2014», jury year 2014 graphic design of the Latvian design awards, working group of occupational qualification of conservators.

Faculty members participate in the committees of the idea contests held under the Commissioning of Artworks Act. The faculty of TAC have been involved in the committees of idea contests of Tartu County, e.g., in the committees of commissioning of the artworks for Tartu University Hospital, the Tartu Health Care College and the ERM.

4.1.2. CONTRIBUTING TO THE COMMUNITY'S WELL-BEING

TAC participates in cooperation projects valuing the Estonian culture, such as the Estonian Film 100, the Museum Night, The Dark Nights Film Festival, Prima Vista and Viljandi Folk Music Festival. See Annex 18.

The library of TAC caters for readers from outside of TAC and particularly the students from the TAS. In the spring of 2015, the records of TAC became public in the joint catalogue of large Estonian libraries called ESTER and the number of readers from outside of TAC is expected to increase. The library of TAC also organizes public events of which there were 22 in 2012, 25 in 2013, and 30 in 2014.

Employees have jointly acted as volunteers by participating in the Food Bank collection campaigns. In 2012, the Department of Media and Advertising Art donated 2012 posters and illustrations to the Tartu Children's Shelter. In 2012, the students of the same Department prepared a logo and animation clips for the Tartu Mental Health Care Center.

The premises can be used by agreement by institutions related to TAC and by cooperation partners. The premises of TAC have been used for the meetings of Karlova Society, the Erasmus program events and performances of Theater Nora.

4.2. CONTINUING EDUCATION AND OTHER EDUCATIONAL ACTIVITIES DIRECTED TOWARDS THE GENERAL PUBLIC

OBJECTIVES

Organization of retraining and continuing education courses on art, design, conservation and restoration for adults based on the competence of TAC, the labour market needs, and the expectations and needs of the target groups.

ACTIVITIES

Continuing education in TAC is included in the activities of EAK, the continuing education courses are managed by the Project Manager. The Project Manager cooperates with the specialty departments and the Center of General Subjects, to expand the options of the studies offered as continuous education and to engage new audiences in the studies.

The training plan is prepared on the basis of the current issues in society and the needs of the labour market. Based on the curricula of the College, preparatory courses are organized for prospective students. Courses are also organized on the order. In addition to the faculty of TAC, visiting faculty are involved in supervision of the courses.

Satisfaction of the participants in the continuing education courses with the quality of training is examined and analysed, and the results are taken into account in planning development activities.

In the development of continuing education courses, contacts, and market analysis are essential. To this end, TAC interacts with the managers of continuing education of other institutions of higher and vocational education and with the Estonian Network for University Continuing Education, participating in their events.

RESULTS

Over the past two years, the number of ordered courses has increased since TAC has made it one of its priorities (Table 29). The courses have been commissioned by local governments, construction companies, and institutions of higher education, archives and museums. The number of traditional courses has also been growing. Since TAC has, in recent years, developed conservation, restoration and design labs, and studios, TAC is able to offer a wider range of continuing education courses than ever before.

Table 29. Continuing Education Courses 2012–2014

	2012	2013	2014
The courses offered by TAC	12	14	20
Ordered courses	2	7	8
The capacity of hours	454	546	872
Participants	125	134	229

Satisfaction with the content of the courses is very good, and the goal of TAC is to maintain the achieved results (Table 30).

Table 30. Feedback to the courses 2012–2014%

	Very satisfied	Relatively satisfied	Partially satisfied	Not very satisfied	Not at all satisfied	Respondents %
2012	80	20	0	0	0	87.5
2013	81.8	18.2	0	0	0	46.3
2014	74.8	22.3	1.9	0	1	83.7

From the year 2009, TAC conducts cooperation with the Estonian Unemployment Insurance Fund. First, TAC participated in the tenders for labour market training in the framework of simplified procurement procedures and, since September 2009, TAC has qualified as a provider of educational services on the basis of a personalized training map. TAC provides needs-based specialty related continuing education in the form of a group training and individual training (Figure 63).

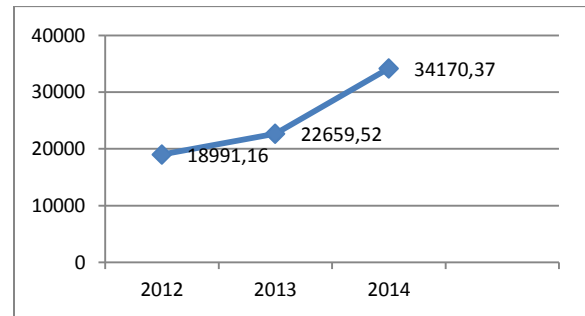


Figure 63. Continuing education turnover 2012–2014 EUR

4.3. DEVELOPMENT ACTIVITIES

- Long term planning of cross-department projects in the coordination of EKA.
- The planning of further activities on the basis of the analysis of the projects carried out.
- More active participation in the shaping of the Estonian educational, artistic and cultural life.
- Making the events promoting the fields of activity of TAC more attractive, implementation of new formats.
- Harmonization of the opening hours of the Gallery Noorus with those of other galleries.
- Continued development of cooperation with the future educational center of ERM.

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