

Decision Regarding Institutional Accreditation Estonian Business School

11/09/2013

The Quality Assessment Council of the Estonian Higher Education Quality Agency decided to accredit the Estonian Business School for seven years.

Assessment Committee

Finn Junge-Jensen – Chair	Copenhagen Business School (Denmark)
Talvi Pihl	Student, Tallinn University of Technology (Estonia)
Arlene Mlodžik	American Business School Paris (France)
Therese Cannon	Higher Education Consultant (USA)
Jari Stenvall	University of Lapland (Finland)

Component Assessments

Organisational management and performance	Conforms with requirements
Teaching and learning	Conforms with requirements
Research, development and/or other creative activity	Conforms with requirements
Service to society	Conforms with requirements

Strengths, Areas for Improvement and Recommendations

Strengths

- *The University has developed a creative learning environment with the spirit of entrepreneurship and supports its students in becoming professional, self-confident and innovative specialists.*
- *The University is highly regarded in the field of business among students, alumni and entrepreneurs, as well as in Estonian society in general. Both the alumni and business community are satisfied with education received at the EBS.*
- *The EBS is well-known as a higher education institution where theory and practice are coherently combined.*
- *The organisational culture of the University has established a fine platform for growing into an internationally recognised business school.*
- *Expansion of its international activities contributes to its becoming an institution which supports internationalisation of the Estonian business sector and increases international visibility.*
- *There are committed and talented members of the middle management at the University who comprise an available pool for top management of the University.*

Areas for Improvement and Recommendations

- *It is necessary to select key performance indicators in the areas that are crucial to the future of the University (internationalisation, research) which would provide benchmarks for comparisons with other business schools and be used for continuous development.*
- *The University should develop a strategy to achieve its research goals regarding the internal environment, which has so far been mainly teaching oriented. For example, it would be appropriate to identify separate teaching and research requirements for the teaching staff.*
- *It is advisable to increase the number of PhD students participating in University research projects, which would increase the efficiency of doctoral studies and create an opportunity to increase the number of researchers in the University.*
- *To facilitate research and internationalisation, it would be necessary to set up a University fund for financing priority activities and projects.*
- *When involving foreign teaching staff, it is advisable to implement flexible models, both short-term (1–6 months) and longer-term contractual relationships. Involvement of visiting teaching staff would strengthen the international dimension of curricula and help launch international research projects.*
- *It is necessary to select key indicators for the field of study which would provide benchmarks for comparisons with other international business schools.*
- *Given the importance of internationalisation, it would be practical to re-establish the position of vice-rector for international relations, instead of distributing the responsibility for internationalisation separately among senior managers who are responsible for teaching and research.*
- *It is necessary to improve the quality of feedback surveys and their*

analyses, and use the results more extensively for evaluating the success of curricula and the University in general. It is also important to involve all stakeholder groups (students, alumni, employers) in the process of quality assessment of curricula.

- In addition to summative assessment, the teaching process should make more use of formative assessment which provides students with regular feedback on their progress toward meeting the intended learning outcomes.*
- The EBS should undertake a thorough study to identify the reasons and patterns for students dropping out and, based on those results, develop a strategy to reduce dropout rates.*
- An important measure to support the development of the University would be a partnership with some Finnish universities in the field of research or consulting. Cooperation with Estonia–Finland joint enterprises would contribute to improving the quality of bachelor and master degree programmes provided by the Helsinki branch of EBS, and to preparing students in accordance with international standards.*

[Assessment Report](#)

[Self-Evaluation Report](#)