

Decision Regarding Assessment of the Teacher Training and Educational Sciences Study Programme Group

Tallinn University

10/03/2017

The Quality Assessment Council for Higher Education of the Estonian Quality Agency for Higher and Vocational Education decided to approve the report by the Assessment Committee and to conduct the next quality assessment of the Teacher Training and Educational Sciences study programme group in the first and second cycles of higher education at Tallinn University in seven years, with a secondary condition

On the basis of subsection 10 (4) of the Universities Act, point 3.7.3 of the Statutes of the Estonian Quality Agency for Higher and Vocational Education (hereinafter referred to as 'EKKA') and point 41.1 of the document, 'Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education', authorised in point 3.7.1 of the above-mentioned EKKA Statutes; the Quality Assessment Council for Higher Education of EKKA (hereinafter referred to as 'the Council') affirms the following:

1. On 1.12.2015 Tallinn University and EKKA agreed upon a time frame to conduct a quality assessment of the study programme group.
2. The Director of EKKA, by her order on 21.10.2016, approved the following membership of the quality assessment committee for the Teacher Training and Educational Sciences study programme group in the first and second cycles of higher education at the University of Tartu and Tallinn University (hereinafter referred to as 'the Committee'):

Milan Pol – Chair of the Committee	Professor, Masaryk University Brno, Czech Republic
Päivi Atjonen	Professor, University of Eastern Finland, Finland
Kerttu Huttunen	Adjunct Professor, University of Oulu, Finland
Maritta Hännikäinen	Professor, University of Jyväskylä, Finland
Diarmuid McAuliffe	Lecturer, University of the West of Scotland, UK
Ulla Mutka	Professor, JAMK University of Applied Sciences, Finland
Hannele Niemi	Professor, University of Helsinki, Finland

Florian Rampelt	Student, University of Passau, Germany
Margit Timakov	Head, Estonian Teachers' Union
Peter van Petegem	Professor, University of Antwerp, Belgium
Rupert Wegerif	Professor, University of Exeter, UK

3. Tallinn University submitted the following programmes for evaluation under the Teacher Training and Educational Sciences study programme group:

Primary School Teacher (integrated BA+MA)
Special Education (BA)
Consultant in Special Education (MA)
Early Childhood Education (BA)
Early Childhood Education (MA)
Teacher of Several Subjects (MA)
Teacher of Foreign Language (MA)
Teacher of Russian Language and Literature (MA)
Teacher of History and Civics (MA)
Teacher of Estonian Language and Literature (MA)
Teacher of Estonian as a Second Language (MA)
Teacher of Natural Sciences in Secondary Schools (MA)
Teacher of Physical Education (MA)
Education (BA)
Teacher of Mathematics (MA)
Teacher of Handicraft and Home Economics (MA)
Arts Teacher (MA)
Music Teacher (MA)
Vocational Pedagogy (BA)
Vocational Teacher (MA)
Adult Education (BA)
Adult Education (MA)
Educational Sciences (MA)
Educational Management (MA)
Teacher of Craft and Technology Education (MA)

4. Tallinn University submitted a self-evaluation report to the EKKA Bureau on 5.09.2016 and the assessment coordinator forwarded it to the Committee on 29.09.2016.
5. An assessment visit was made to Tallinn University during 1–2.12.2016.
6. The Committee sent its draft assessment report to the EKKA Bureau on 7.02.2017, EKKA forwarded it to Tallinn University for its comments on 7.02.2017, and the University delivered its response on 17.02.2017.
7. The Committee submitted its final assessment report to the EKKA Bureau on 20.02.2017. That assessment report is an integral part of the decision, and is available on the EKKA website.
8. The Secretary of the Council forwarded the Committee's final assessment report along with the University's self-evaluation report to the Council members on 21.02.2017.
9. The Council with 9 members present discussed these received documents in its session on 10.03.2017 and, based on the assessment report, decided to point out the following strengths,

areas for improvement, and recommendations regarding the Teacher Training and Educational Sciences study programme group in the first and second cycles of higher education at Tallinn University.

Assessment at the Level of the Study Programme Group

Strengths

- 1) The leadership of Tallinn University (TU) support the ongoing reforms in the Teacher Training and Educational Sciences study programmes.
- 2) The study programmes have a strong conceptual basis. The study programmes are coherent, well thought out and lead to good results. Reflection, analysis and feedback create favourable conditions for sustainable development.
- 3) The study programmes meet well the needs of the labour market and have a good reputation with their stakeholders.
- 4) There is a high awareness of current education discourses. Members of the teaching staff have a good overview of the latest trends and challenges in teacher training and educational sciences, and also implement this knowledge in practice.
- 5) Good opportunities have been created for interdisciplinary teaching. Tallinn University has very good relationships with schools, which are also reflected in a good balance between theory and practice in the study programmes.
- 6) The study programmes support the educational innovation goals set for the whole University, such as student-centredness, digital learning and self-regulated deep learning.
- 7) Very good conditions have been created for students to combine work and studies. Lecturers carefully take into account the needs of students with different backgrounds and show flexibility in organising the teaching and learning process.
- 8) Students are usually required to complete at least one course in English in their study programme.
- 9) The learning environment, library and e-resources are of very good quality.
- 10) A variety of modern teaching methods and forms of study are used.
- 11) The Basic Module for teacher training programmes is very well designed.
- 12) The TU Centre for Innovation in Education allows for combining teaching and R&D, in the framework of which staff and students conduct various joint projects.
- 13) Respectful and cooperative relationships exist between the staff members and students. Teaching staff of the study programmes are open to the students' opinions and have created a participatory and innovative atmosphere.
- 14) Peer support among the students helps to prevent them from dropping out.
- 15)
- 16) Students are ambitious, committed and generally satisfied with the study programmes.

Areas for improvement and recommendations

- 1) A perceived low reputation of the teaching profession and consequently of teacher education is a challenge which also affects the quality of teacher training. The University (in collaboration with other stakeholders) must do its best to enhance that reputation.
- 2) 'Chronic' problems of the study programmes include high dropout rates, low mobility rates and insufficient correlation between teaching and research activities. Concrete measures should be taken to eliminate these concerns.
- 3) The proportion of research in the workloads of the teaching staff is generally small. The teaching load of some lecturers does not allow them to engage sufficiently in research, and consequently the quality of teaching suffers. The correlation between teaching and research should be more clearly defined.

- 4) When designing management strategies, more attention must be paid to ensuring that staff at different levels are sufficiently involved in changes at the University, and understand the reasons for these changes and their role in implementing them.
- 5) It is recommended that the University finalise the quality manual which includes all study programmes. Similar guidelines for good practice could also be set out for research, including clearly specifying the consequences of plagiarism. Creation of an ethics board could also be considered.
- 6) Regular external assessments of study programmes are recommended. For example, experienced lecturers from other institutions of higher education could provide their opinions about the objectives of study programmes and the transparency of student grading.
- 7) More elective courses could be offered in study programmes.
- 8) It is recommended that various types of theses be considered in order to facilitate graduation within the standard period of study and to support the students' various learning and performance skills.
- 9) Students are not sufficiently active in providing feedback. Students' anonymity should be guaranteed when collecting feedback.
- 10) More learning materials in Estonian must be made available in some study programmes.
- 11) Study programmes should place more emphasis on the topic of inclusive education, and on the education of children with special educational needs.
- 12) International student mobility should be encouraged and opportunities for shorter study visits offered. The process for recognising and transferring credits acquired through external mobility should also be clearly set out. Individual study plans should be set up for students during their mobility periods.
- 13) Practical training requires complex funding.
- 14) Students must be given a sufficient amount of informative and formative feedback on their independent work as a part of their study programmes.
- 15) A larger number of external lecturers should be involved in the teaching process.
- 16) Cooperation with the University of Tartu and the international universities should be increased.
- 17) All members of the teaching staff could have clear and systemic personal development plans.
- 18) The dropout rate of students in the early stages of their studies and during the writing of their theses is a concern. Students should be better advised during these periods as well as supervised in a more flexible and individual manner.
- 19) Given a very low student number in some study programmes, it is recommended that these programmes be combined. Also, the University could develop 'shared modules' which are common to all programmes (e.g. on research methods).

Assessment at the Study Programme Level

EARLY CHILDHOOD EDUCATION (BA), EARLY CHILDHOOD EDUCATION (MA), PRIMARY SCHOOL TEACHER (INT BA+MA), SPECIAL EDUCATION (BA), CONSULTANT IN SPECIAL EDUCATION (MA)

Strengths

- 1) Graduates are successful in the labour market and employers are satisfied with their professional preparation.
- 2) Elective modules of the Early Childhood Education programmes have been developed in collaboration with the University of Tartu. Benchmarking of these programmes has also been conducted with several other European study programmes. The plan to develop an International Early Childhood MA programme is worthy of support.
- 3) Collaboration between the different study programmes aids in avoiding overlaps, stimulates interdisciplinary thinking and allows for learning from each other.

- 4) Digital tools are successfully used in the teaching and learning process and e-support is ensured for all courses.
- 5) Students are satisfied with practical training periods. Practical training starts and ends with seminars. Students are supervised simultaneously by teaching staff from the University and teachers from the kindergarten or the school.
- 6) Students provide very good feedback on the learning process, study programme and its management. Students are satisfied with the supervision of master's theses.
- 7) Students participate in staff's R&D activities in various ways.
- 8) The study programme managers have a good understanding of their roles and responsibilities (contact with students, collaboration with staff, collection of feedback from employers and other stakeholders, etc.).
- 9) Members of the teaching staff develop their skills continuously and teach in foreign universities.
- 10) There is fierce competition for student places in the study programmes.

Areas for improvement and recommendations

- 1) Potentials for international cooperation should be expanded, focusing on 'internationalisation at home': by offering courses taught in English, actively promoting student and staff mobility in both directions, and collaborating with colleagues from abroad. So far not a single student from the MA programmes has used study mobility options.
- 2) Students in the Special Education programme should be enabled to have contact with children having special needs earlier than in their third academic year.
- 3) With regard to practical training in the Primary School Teacher programme, better feedback on the work done and more frequent visits to the school by the supervisors from the University would be beneficial. More emphasis should be put on deep learning.
- 4) When further developing the study programmes, special attention should be paid to the following topics: multiculturalism, teaching in English and Russian, life of children in the LGBT families, work with the children with special needs in kindergarten, and counselling skills.
- 5) More textbooks are needed for BA students.
- 6) For the sake of saving study time, the number of e-learning environments should be reduced – the current multiplicity of them causes confusion among students.
- 7) Due to a large number of students in the Early Childhood Education BA programme, students should be assisted to a greater extent in the process of finding supervisors.
- 8) According to the students, workloads of independent work are too large. Lecturers should explain and present the expected amount of independent work in the syllabi.
- 9) According to some Early Childhood Education MA students, professional placements should be more extensive and last longer.
- 10) The proportion of practical training in the Special Education programmes should be increased. Clear information must be given to students about possible practical training places in Estonia and abroad. Students should not be used as substitutes for absent employees.
- 11) Lecturers should enhance their skills and knowledge in the following areas: IT skills, courses taught in English and education in a multicultural context.
- 12) The number of lecturers with PhDs should be increased.

EDUCATION (BA), TEACHER OF SEVERAL SUBJECTS (MA), TEACHER OF FOREIGN LANGUAGE (MA), TEACHER OF RUSSIAN LANGUAGE AND LITERATURE (MA), TEACHER OF HISTORY AND CIVICS (MA), TEACHER OF ESTONIAN LANGUAGE AND LITERATURE (MA), TEACHER OF ESTONIAN AS A SECOND LANGUAGE (MA), TEACHER OF NATURAL SCIENCES IN SECONDARY SCHOOLS (MA), TEACHER OF PHYSICAL EDUCATION (MA), TEACHER OF MATHEMATICS (MA), TEACHER OF HANDICRAFT AND HOME ECONOMICS (MA), TEACHER OF CRAFT AND TECHNOLOGY EDUCATION (MA), ARTS TEACHER (MA), a joint study programme with the

Estonian Academy of Arts), MUSIC TEACHER (MA, a joint study programme with the Estonian academy of Music and Theatre)

Strengths

- 1) The study programme managers continuously develop the study programmes based on the feedback received from stakeholders. Members of the teaching staff are active and committed. The vice-rectors are innovative and support reforms in the study programmes.
- 2) The TU Centre for Innovation in Education does excellent work in promoting the principles of good teaching in all programmes.
- 3) Practical trainings are well organised.
- 4) The TU School for Educational Sciences has developed a high-quality Basic Module for teacher training programmes, which provides the students of different programmes with a similar didactic basis, but allows for adaptations to meet the specific needs of various subjects. This promotes interdisciplinarity in different subject areas.
- 5) Due to good cooperation with the Estonian Academy of Arts and the Estonian Academy of Music and Theatre, the number of TU students in some study programmes has increased.
- 6) There are good examples of interdisciplinary learning (e.g. the Mayday-Mayday Project – a common project of the Music Teacher and the Teacher of Physics programmes).
- 7) Good cooperation with partner schools and kindergartens allows the University to carry out various joint projects with them and receive regular feedback from them about the study programmes. It is commendable that the schools are involved in producing methodological materials for teacher training.
- 8) Learning aids are modern and support learning and teaching.
- 9) The TU Teachers Academy, established to provide in-service trainings, does excellent work.
- 10) Lecturers are open to new pedagogical ideas and are willing to improve their academic knowledge. Teaching staff contribute heavily to the development of national curricula for schools of general education.
- 11) Students' feedback on their lecturers' teaching skills is positive.
- 12) The cyclical model of studies is particularly beneficial to students who work full-time, because in their university lessons they can theoretically analyse practical cases taken from actual life.
- 13) The reflective culture supports student development.

Areas for improvements and recommendations

- 1) The workloads of students and staff in some study programmes are unevenly distributed and should be reviewed. Part-time study should only focus on the most important topics.
- 2) In many study programmes, there is a shortage of staff time resources and staff's expertise to supervise various theses. This partially explains the problems that students have with their thesis writing.
- 3) The study programmes should use versatile teaching methods (including digital solutions and tools) to a greater extent.
- 4) MA students could be entrusted with more responsible practical training tasks as early as the first year of their studies – for example, be allowed to teach lessons independently or together with fellow students. The 'real' teaching experience would help students understand, inter alia, whether the teaching profession is appropriate for them at all.
- 5) There should be more flexibility in the study programmes, for example regarding the type of theses – more practice-oriented theses should also be allowed.
- 6) Adequate IT support services are not available for the Teacher of Craft and Technology Education programme.
- 7) There is a shortage of textbooks in the Teacher of History and Civics programme.

- 8) There is a need to think about how to ensure sustainability of projects launched with the support of EU Structural Funds (including modernisation of technical equipment) even when the EU funding ends.
- 9) E-learning systems (eDidacticum, Moodle and SIS) should be integrated into teaching in a more functional manner.
- 10) Cooperation with schools should be formalised.
- 11) Teaching staff should be reimbursed for the cost of travel to the students' practical training places.
- 12) Student mobility in both directions should be encouraged. The number of courses taught in English should be increased.
- 13) Strategic research planning and support should be enhanced at structural unit levels, taking into account the different needs of various specialties.
- 14) Programme managers and staff members should collaboratively think about how to lighten the excessive workloads of long work weeks caused by the cyclical model of teaching.
- 15) According to the students, awareness could be raised among teaching staff regarding contemporary practices and modern challenges of both schools and pupils. For example, joint projects or seminars could be organised for this purpose.
- 16) Students have difficulties in combining their work and studies. Better student counselling regarding this issue should be provided. Students could also make better use of their valuable work experiences in their studies.
- 17) More elective and optional courses could be offered to students in their study programmes, enabling them to deepen their expertise in line with their major studies and existing experiences.

VOCATIONAL PEDAGOGY (BA), VOCATIONAL TEACHER (MA, a joint study programme with Tallinn University of Technology)

Strengths

- 1) The University heeds the opinions of its external partners. Employers have good partnerships with Tallinn University and are successfully involved in the process of study programme development.
- 2) Good IT resources have been made available to the study programmes.
- 3) Practical training is a strength of the study programmes and students also are very pleased with it. Students may complete their practical trainings at their workplaces. They also may write their theses based on their practical trainings. Practical training supervisors at schools are provided with training. Lecturers help students to find practical training supervisors.
- 4) All stakeholders are satisfied with the Vocational Teacher MA programme, which is offered as a joint programme with Tallinn University of Technology. It is recommended that this cooperation be continued, and be used as an example of good practice in other study programmes as well.
- 5) There is very good cooperation with VET schools. Practitioners from VET schools are involved in the process of programme development and teaching.
- 6) At the start of an academic year, students' assignments are linked to their prior knowledge and experience.
- 7) Students' feedback on the study programmes is very positive. According to the students, lecturers take their needs into full account.
- 8) The study programmes are very flexible.
- 9) Formative assessment is implemented in the study programmes.
- 10) In the Vocational Pedagogy programme, one of the methods used is action research, which is integrated into the practical work at school.
- 11) These study programmes are generally popular and only the highly motivated students are selected.

- 12) Appropriate learning conditions have been created for students with special needs.
- 13) The MA programme provides effective support for thesis writing.

Areas for improvement and recommendations

- 1) Tallinn University together with other Estonian universities and the Estonian Ministry of Education and Research should actively seek strategic and innovative solutions to address the problems related to the shortage of vocational teachers.
- 2) Students would like to have more possibilities to choose subjects from different professions. Current study programmes focus on the service sector.
- 3) The findings of BA and MA theses should be better disseminated to the stakeholders.
- 4) It is recommended that students' workloads for independent work be analysed and revised.
- 5) It is recommended that general standards be developed for a module-based assessment in order to reduce the number of assessments during studies.
- 6) The study programmes lack sufficient professional literature in Estonian.
- 7) Teaching staff would like to visit each other's lectures more often and to provide collegial feedback. This kind of learning from each other should be encouraged.

ADULT EDUCATION (BA), ADULT EDUCATION (MA), EDUCATIONAL MANAGEMENT (MA)

Strengths

- 1) Study programme development and self-evaluation are systematic and research based. The study programmes have a strong quality assurance culture.
- 2) The study programmes encourage digital literacy. Students are very satisfied with the interactive teaching methods. Teaching staff are developing and testing new teaching methods.
- 3) The study programmes have strong international relationships and involvement in EU research projects.
- 4) The study programmes incorporate several courses taught in English which are also taken by international students.
- 5) The TU Centre for Innovation in Education offers a flexible learning environment and modern technical resources for the students.
- 6) The programme managers thoroughly analyse the learning outcomes of students.
- 7) Practitioners are involved in teaching.
- 8) Teaching staff seek new ideas for independent work: they combine different subjects and learning assignments. It is recommended that this kind of development work be continued.

Areas for improvement and recommendations

- 1) A system for module-based assessment should be developed to replace the existing course-based assessment system.
- 2) It is recommended that students be offered more supervision regarding their independent work and thesis writing. The amount of independent work can be challenging for working students. Each student should be assigned an individual supervisor as early in their studies as possible.
- 3) According to the students, there were too many participants in the Research Basics course, therefore they were not given sufficient individual attention. In the future the course should better take into account students' individual needs.
- 4) Teaching staff could cooperate more effectively when preparing common courses.
- 5) Although it is recommended that research be more emphasised in the study programme, teaching merits of the staff should be recognised in the same way as their research merits.

EDUCATIONAL SCIENCES (MA)

This study programme was not open to admission for 2016/17 entry. Admissions are planned for the 2017/18 academic year, but for an updated version of the programme which was not yet available for review at the time of this assessment.

Strengths

- 1) The study programme has a clear vision of the future. The action plan gives excellent guidelines for the future development of the programme.
- 2) According to the students, the study programme has a very open and practice-oriented approach towards assignments.
- 3) Very ambitious and talented students with different backgrounds are enrolled in the programme.

Areas for improvement and recommendations

- 1) More stakeholders should be involved in the process of programme development and teaching, as done in other study programmes.
- 2) The study programme has a very strong theoretical focus. An emphasis is also needed on development of other competencies that educational experts need in modern societies. A balance between theory and practice should be found in collaboration with all significant stakeholders.
- 3) International lecturers should also be involved in teaching.
- 4) The study programme is currently taught completely in Estonian. As a result, the choice of teaching materials and research articles for teaching is limited. It is recommended that courses also be offered in English.
- 5) Information about graduate employment should be collected on a regular basis. Feedback from employers and alumni should be collected regarding professional preparation and social skills of the graduates.
- 6) Given the small number of MA students in educational sciences in Estonia, it is recommended that the University collaborate with the University of Tartu as much as possible.
- 7) The quality and competence levels of courses vary. It is recommended that the University develop a coherent programme with clear expectations consistent with the requirements for a master degree programme.
- 8) Teaching staff could participate more actively in in-house trainings.
10. Point 41 of the document, 'Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education', establishes that the Quality Assessment Council shall approve an assessment report within three months after receipt of the report. The Council shall weigh the strengths, areas for improvement, and recommendations pointed out in the assessment report, and then shall decide whether to conduct the next quality assessment of that study programme group in seven, five or three years.
11. The Council weighed the strengths, areas for improvement, and recommendations referred to in point 9 of this document and found that the study programmes, the teaching conducted under these programmes, and development activities regarding teaching and learning conform to the requirements if the University eliminates the following shortcoming:
 - According to clause 6 (7) 2) of the Government of the Republic Regulation, 'Standard of Higher Education', *a member of the teaching or research staff who conducts studies in a given subject must have the necessary teaching competence and his or her qualification must support achievement of the objectives and learning outcomes of the study programme.* According to clause 2 6) of the 'Standard of Higher Education', *teaching competence involves the planning of a teaching process, the conducting of teaching, assessing, giving feedback, supervising,*

reviewing and engaging in educational methodological work. In many programmes for subject teachers, there is a shortage of staff time resources and staff's expertise to supervise various theses. Thus, not all lecturers who deliver courses have the necessary teaching competence to achieve the objectives and learning outcomes of the study programmes, as defined in the 'Standard of Higher Education'. This partially explains the problems that students have with their thesis writing. According to the students, teaching staff are not sufficiently aware of contemporary practices or the modern challenges faced by schools and pupils.

- According to clause 6 (7) 1) of the 'Standard of Higher Education', *the conduct of studies conforms to the requirements if the teaching is performed by ordinary teaching and research staff who meet the qualification requirements established in legal instruments and whose number, based on their responsibilities, loads of conducted studies and research, and numbers of students supervised, is sufficient to achieve the objectives and learning outcomes of the study programme.* The proportion of research in the workload of teaching staff is generally small. The teaching loads of some lecturers do not allow them to adequately focus on research, and thus the quality of teaching inevitably suffers. Therefore, given the number of students, the number of lecturers whose research supports achievement of the objectives of the study programmes is not sufficient, as defined in the 'Standard of Higher Education'.
 - According to subsection 6 (2) of the 'Standard of Higher Education', *study programmes and the conducting of studies must be consistent, inter alia, with national and international quality requirements and agreements.* According to point 5.2.2 of the document, 'Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education' *there must be a sufficient supply of textbooks and other teaching resources and they must be available.* The Educational Sciences study programme is currently taught completely in Estonian and, as a result, the choice of teaching materials and research articles for teaching is limited.
 - According to subsection 6 (1) of the 'Standard of Higher Education' *a study programme must take into consideration the needs of the labour market and the target group.* Point 5.1.5 of the document 'Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education' prescribes that *study programme development must take into account feedback from students, employers, alumni and other stakeholders.* In the Educational Sciences study programme, stakeholders are not sufficiently involved in the process of study programme development or teaching. In collaboration with its stakeholders, the study programme must, besides theory, also put emphasis on development of other competencies that educational experts need in modern societies.
- 12.** According to clause 53 (1) 2) of the Administrative Procedure Act, *a secondary condition of an administrative act is an additional duty related to the principal regulation of the administrative act* and, according to clause 53 (1) 3), it is also *a supplementary condition for the creation of a right arising from the principal regulation of the administrative act.* Clauses 53 (2) 2) and 3) establish that *a secondary condition may be imposed on an administrative act if the administrative act cannot be issued without the secondary condition, or if issue of the administrative act must be resolved on the basis of an administrative right of discretion.* The Council found that, without a secondary condition, the next quality assessment of the study programme group should be conducted in less than seven years, and therefore, on the basis of points 41.1 and 42 of the document, 'Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education', the Council

DECIDED

to approve the assessment report and to conduct the next quality assessment of the Teacher Training and Educational Sciences study programme group in the first and second cycles of higher education at Tallinn University in seven years with the following secondary condition:

No later than 10.03.2019, Tallinn University shall submit a progress report in English to the Council on eliminating the shortcomings referred to in point 11 of this document. Members of the assessment committee shall be involved in the assessment of compliance with the secondary condition.

The decision was adopted by 6 votes in favour. Against 3.

13. In case Tallinn University does not comply with the secondary condition by the due date, the Council will repeal this assessment decision and set a new date for a quality assessment of the study programme group, or establish a new secondary condition.
14. The Council proposes that Tallinn University will submit an action plan to EKKA with regard to the areas for improvement and recommendations pointed out in the report no later than 10.03.2019.
15. A person who finds that his or her rights are violated or his or her freedoms are restricted by this decision may file a challenge with the EKKA Quality Assessment Council within 30 days after the person filing the challenge became or should have become aware of the contested finding. A judicial challenge to the decision may be submitted within 30 days after its delivery, filing an action with the Tallinn courthouse of the Tallinn Administrative Court pursuant to the procedure provided for in the Code of Administrative Court Procedure.

Tõnu Meidla
Chair of the Council

Hillar Bauman
Secretary of the Council