

Management of Higher Education Institution: Quality Management through Value Based Management

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Abstract

The importance of organisational values is probably known for everyone, but possibilities how to implement the organisational values and run the organisations according to values is not as clear. Every University of Applied Sciences (UAS) in Estonia has described its values in homepage or in development plan. At the same time the Estonian higher education system is changing and transition to the new evaluation system of HEIs is started. In our article we draw attention to the connection between values of UAS and state requirements for the UAS and find out whether the UAS values are consistent with state requirements. In the management science quality management (QM) and value-based management (VBM) are often being opposed, on the ground that first is process-based and the second is human-based. In real world the HEI's managers must use both of the tools to achieve the organisations goals and positive results from accreditations.

Keywords: universities of applied sciences, higher education, organizational values, quality management, human - centered management.

1. Estonian Higher Education Accreditation System

In Europe, accreditation has been widely adopted for external quality assurance in higher education since the 1999 Bologna declaration. One of the aims of the Bologna declaration was to create an European dimension in quality assurance with comparable criteria and methods. Starting from 1 January 2010 a new system of quality assurance is implemented in Estonian higher educational system. In order to be granted the right to conduct studies at the higher education level (the so-called education license of the new generation) in private, public, and state institutions of higher education a request to the Ministry of Education and Research has to be submitted. The request has to contain information on the quality, resources, and sustainability of studies. The request shall be processed through the Estonian Higher Education Quality Agency who organizes the control of the application. In the case of a positive result, the right to conduct studies shall be approved by a regulation of the Government of the Republic in an Annex to the Standard of Higher Education.

According to the new system there are two kinds of assessments: institutional accreditation of a higher education institution and assessment of the quality of a study programme group.

Institutional accreditation of a higher education institution is an external evaluation during which the internal quality assurance system of the educational institution and its functioning are assessed, including the fulfillment of tasks the educational institution has been entrusted with and the conformity of its management, administration, study and research environment to the objectives and strategic plan of the educational institution (EKKA, 2013). There are four main areas of assessment (annex 3):

- organisational management and performance
- teaching and learning
- research and development
- services provided for the society

Assessment of the quality of a study programme group is evaluation of the conformity of the study programmes belonging to the study programme group and the instruction provided on the basis thereof to legislation as well as to national and international standards, including the level of the corresponding theoretical and practical instruction, the research and pedagogical qualification of the teaching staff and research staff, as well as the sufficiency and sustainability of resources for the provision of instruction (annex 2)(EKKKA, 2013)

The main differences of the new system compared to the previous one are as following (EKKKA, 2013):

- Institutional accreditation, or an external evaluation of the functioning of the organisation as a whole and its system of quality assurance, is going to be the main instrument for quality assurance.
- The purpose of an external evaluation of higher education is feedback, not the application of sanctions.
- All institutions of higher education must request an education license from the Government of the Republic to obtain the right to conduct studies in a specific study programme group and at a specific level of education. The education license received for the study programme group extends state recognition to all study programmes in that group
- There is no accreditation of a single study programme; assessment committees, international experts, give feedback to the entire study programme group at least once in every seven year.

Different accreditations emphasize processes and trends and numerical criteria which are inherent to quality management. On the other hand value based management is emphasized to be the most appropriate management method throughout the world. Flexibility and “soft” values are appreciated in value-based management.

2. Importance of Values and Quality in Higher Education.

More and more the knowledge based and value based organisational practices are spread. HEIs are waited to be in leading role and problems with the ethical values and quality are deplored by the society. Most higher education institutions have formulated their core values and have quality system and/or quality handbook. As in industry also in HEIs, almost everyone is talking about quality and the necessity to change. Unfortunately, there is no one simple answer - what kind of concepts or tools would help organisation to manage with those changes. Many companies are trying to implement a quality assurance system fulfilling the requirements of ISO 9000, while others are working with knowledge based management or management by objectives.

Also in Estonia several steps have been made to help HEIs to establish “quality culture” – quality assessment processes (according to EFQM) has been supported by the state, several quality model and handbooks are produced, Archimedes supported the quality development in HEIs through the Primus programme. At the same time debate about the HEIs values in society is braced. Problems of the academic bribery, minimum cooperation and old-fashioned study methods have been raised. This shows expressively that the HEIs values are at least as important as having a well-prepared quality system.

Managing quality in HEIs is very challenging due to lack of consensus on its definition - quality has different meanings for different stakeholders and the product of higher education has a very complicated nature. Several authors (Becket and Brookes, 2008; Van Kemenade et al, 2008; Harvey and Green, 1993) have identified the ambiguity in the definition of quality in higher education and the need for quality assurance for the fundamental gaps in the adaptation of any quality model. Some researchers (Chua, 2004; West, et. al. 2000) interpreted the quality for higher education in terms of the Input-Process-Output. 'Input' refers to the entry requirements, 'Process' to the teaching and learning process, and 'output' to the employability and academic standings. Most of the researchers agree that the quality has many faces – different concepts of quality. Harvey and Green (1993) stated that quality could be viewed as exceptional, as perfection (or consistency), as fitness for purpose, as value for money and as transformative. Van Kemenade et al (2008) linked that especially the last definition does more justice to education as a process wherein learners are the center of the action: they get the added value, are the added value, transform.

Concerning the HEIs role in society it is necessary to provide a larger proportion of the population with wider knowledge, and with a better ability to learn new things, especially when what is studied at university when people are young becomes obsolete owing to rapid knowledge development (Bergman, 1995). So, they should only not have the right value, but HEI should be also able to spread those values.

If an organisation is characterized by trust and devoted employees, clients will follow and client satisfaction will increase (Jensen, 2011). Satisfied clients (students) have got the good experience in study in values driven organisation and they are more eager to follow those examples also in their future working life.

The issue of quality and values in HEIs is even more complicated because of traditional distinguishing research areas - quality studies and management and ethics studies “live “ in separate world. Interdisciplinary researches are quite unique. Also the HEIs are slow to change and initiate the changes especially in management and traditional behavior is encouraged. Giertz (2000), stated that “the traditional value system is that, as academics, we work within the same frame- work and share the same values and even though we might not be able to explain to outsiders what quality in higher education is, that constitutes no problem, since *we still know—we know it when we see It.*” Postmodern approach is not reached to the HEIs as the main management school.

Bergman (1995) concluded that since Peters and Waterman (1982) it has been acknowledged that strong cultures are vital to corporation success. Strong quality culture will influence the values, which will be propagated and implemented in organisations. Also, as noted by Kotter and Heskett (1992), based on their research findings, it is necessary to be flexible enough to respond quickly to changing needs and expectations. Some parts of the culture changes continuously, values should stay the same (Collins, 2003; Fukuyama, 2001; Drucker, 2000), but nevertheless the values or the content and meaning of the values will change somehow until the organisation has found the balance between quality criteria based values (mostly impacted from outside the organisation) and human based values (mostly impacted by inner stakeholders). It is not easiest task to find balance. As a public organisation, however, there is always a risk that university leaders impose upon the decentralized organisation a strong centralized bureaucracy, in the hope of obtaining a more easily controlled organisation (Bergman, 1995). Very often the values are established too quickly or as an answer to the external pressure and such kind of beginning is not supportive neither to the implementation of the values or to ensure that the organisation and its values fit.

There is no certain list of “right values”, but it is confirmed that some values or systems of values of organisations are correlated to the organisational success or/and sustainability (Peters and Waterman (1982), Buchko 2007, Fukuyama, 2001; Drucker, 2000; Ofori and Sokro, 2010; Melé, 2012; Strickland and Vaughan 2008) and the number of values is limited due to the fact that value statements in organisations tend to be very similar (Solomon 1999, Mattila 2009) and some of the values are more strongly related to the organisational success (Melé 2012, Jaakson 2009)

3. Research Design

The research started with the document survey of the values listed on the official internet home pages of the Estonian UAS-es. If the values were found on the internet pages the representatives, mainly the quality managers were contacted who provided the authors of the research the value statements of their institution by e-mail. Altogether 56 values from 12 UASs (ITK don't have described values) were found.

The next step was the design of the questionnaire. The questionnaire (annex 4) consisted of seven open questions from where two questions were about management activities and values and implementation of the values at the organisation, four questions were related to the topic about values related to institutional accreditation and assessment of the programme groups and the last question was about people centered management and process centered management.

The population for the research was 13 universities of applied sciences in Estonia, the members of RKR, their rectors, vice rectors for academic affairs and quality managers. The reason why we did choose these three positions to be part of the sample was as these are the people responsible in carrying out the quality polices and synchronizing the outside requirements with institutions inside procedures and principles. The top management has the role in formation of value based culture in the institution (Boulos, 2001; Klenke, 2005) and in impart of the values (Deal and Kennedy, 1982; Collins, 2003; Buchko, 2007). All together possible 39 answerers. The acceptance to participate in the survey was first of all asked form the rectors of the institutions by e-mail and after that the vice rectors and quality managers were contacted. All the respondents were informed that the survey is not anonymous as the institutions and positions can be identified. The respondents were promised that in the analyze will be inferential.

The sample of the research was 9 UAS-es as 2 of the UAS-es did not answer the questionnaire jointly. One declined itself as this institution has not defined the values, second one declined itself due to the complicated quality audit, which had just ended in the institution and the third one did not respond. The fourth one was not included as the authors of current survey are members of this institution and would have been also apart of the target group.

The research was carried out 17th of April till 10th of May. During that period the possible respondents who had not answered were given reminding phone calls. The final number of the respondents was seven rectors, eight vice-rectors (two from same organisation) and nine quality managers of the institutions.

The analyze of the answers was based on qualitative method.

4. Results and Discussion

Values of UAS (annex 1) are defined in quite different levels, e.g. - *“I say hallo, please and thank you”* and in other HEI the value with the same name was described as *“People come first”* Some of the descriptions are quite direct and clear, saying what to do and what not to do, some just give general principle, leaving the interpretation for the employees. Also the same title/name hide different descriptions. For example the value “openness” is used by six HEIs, but the meanings vary from “being positive” to “cooperation” (table 1). “Openness” is also the most appeared value.

When analyzing the values of the HEIs it was noticeable that in addition to openness many HEIs have also given importance to competence values (6 times), values connected to learning and development (7 times) and values about respecting people. In the summary of propagated values it is seen that values of HEIs are more likely based on human centered principles and only few of the values indicated a process-based management.

Below is the short analysis of the summary of the answers. The main trends in answers and differences between responders are shown.

Which management activities do you perform to promote the values of your organisation?

None hesitated that the propagation of values is important and different activities, which are used in management for that, where mentioned. According to the results, the “being role models” was named several times and also the other leaders (characterizing the human based management) tools like teamwork, involvement, visualization of values, mentorship, feedback giving and trainings were brought out. On the other hand also the tools, important for process based management – propagation of TQM principles, gathering of the quality indicators, quality audits, assessment of employees etc were named. It is also important that some respondents mentioned the importance of assessment of the values also in the recruiting, which is one of the bases of value based management. Only two answers described that values are being followed in every action that the members of organisation do, not depending on job or task or role. The rectors brought out more activities connected with strategic management (the involvement of employees to the development plan discussions, joint events, participation in different networks etc) and quality managers emphasized team-work and quality tools (propagation of TQM, quality audit, certification etc).

How do you measure that the values of your higher education institution have been implemented?

According to the answers, the measurement of the values in HEIs is more often connected to the satisfaction of different stakeholders – HEI’s employees, external employers, students and state were mentioned. Generally, answers to this question could be divided into two groups: results, which show the overall performance of HEI (school’s success, popularity of programmes, achieved certificates and recognitions, success of the graduates) and inner performance indicators (employees satisfaction, employee turnover, number of trainings, results of performance reviews and attestations, efficiency of processes etc). On the first hand the implementation of values is visible in behaviour of the members of organisation. Behaviour reflects the values and to measure the implementation of values, the behaviour should be measured. Some respondents brought out that the values of the employees are seen in the crisis and sometimes in everyday work. Two answers described the connection between development plan and values *“it is up to the managers to guide the actions so that the difference between agreed values and real values is not remarkable”* and *“how we have fulfilled the actions stated in the strategic plan and have we been mistaken against our values”*.

The opinions of vice –rectors were mostly emphasizing the importance of the satisfaction of the stakeholders and two of them answered that they don't have such metrics in their HEIs. Quality managers' and rectors' opinions were similar – quality managers named also quality indicators and rectors brought also out the dimension of strategic plan.

Do the values of your higher education institution conform to the requirements/criteria of institutional accreditation (IA) and if yes, how?

Generally three different types of answers were brought out. One fourth of respondents were certain that the HEIs' values and criteria of IA wouldn't conform. The others divided into two, declaring that IA supports values (to meet the requirements, values should be clear and described) or values are needed to fulfil the IA requirements (team-work, involvement are essential values to achieve the results). Between the responder groups there was only one significant difference – half of the rectors declared that there is no connection between requirements of IA and values of their HEIs'.

Do the values of your higher education institution conform to the requirements/criteria of study programme assessment (SPA) and if yes, how?

Answers for this questions showed expressively that assessment of the quality of a study programme group is not responsibility of the most of the answerers and they probably won't deal with this in their HEI – almost a half of respondents said that they don't know how the values of their HEI are connected to the SPA. One of the respondents declared that the criteria of SPA are more directly connected to the values of their HEI, than the criteria of IA. Several respondents shortly described how the usage of value helps them to fulfill the SPA's criteria and some connections between the implemented values and fulfilled criteria were described: *“the attitudes of the employees and the highlighting of values reaches also the students, affects their attitudes towards the HEI positively and creates the positive general atmosphere in the organisation”*.

Do you think that the assessment of your higher education institution on the basis of requirements (IA requirements/criteria) designated by the state give a just picture of your institution? Please give reasons for your opinion.

One part of respondents agreed that the IA allows to get quite good overview of the HEI, but also the specialities of the HEI's (e.g. being under the jurisdiction of some other ministry, application of the learning outcomes) subjectivity of the assessment, excessive formalisation as the possible risks were mentioned. Some success criteria like well managed previous self-evaluation, taking into account the specialities of the HEI and the specialities of applied education were described. Some respondents also raised the question, if the “real picture” is possible at all – every part has its vision and IA is the compliance assessment to the formal criteria set by the state. General opinion is that IA criteria help to reflect some aspects of the HEIs work to outside of the HEIs, but IA will not give a fair and single picture. The results of the IA might be biased due to the incompetency of assessors, their organisational affiliation, HEI's specialities and the quantity and quality of preparatory work. Answers from the representatives of HEIs' which already passed the first IA were much more positive in every level and seems that positive feedback gives a reason to be satisfied with the picture the IA expert committee got.

Do you think that the assessment of your higher education institution on the basis of requirements (study programme requirements/criteria) designated by the state give a just picture of your institution? Please give reasons for your opinion.

The answers to that question were more laconic and negative. Majority of respondents won't believe that through the SPA is possible to get fair picture. They agreed that assessors got “some sort of a picture”, but this result might not be complete and clear. The same trends that in previous answers were brought out – results depend on assessors/experts (*“our study group is really specific and there is no real benchmark in Estonia, it is complicate to the assessors from other countries to give a fair assessment as the procedures an rules there are different”*), process is too formal (*gives a formal picture of the operation of the HEI (accordance to the functioning criteria)*) not taking into account the specialities of HEI (*as the requirements are standardised, they do not take into account the specialities of the HEI-s and do not take into account the specialities of different HEI-s*). One of the respondents expressed also the opinion that IA and SPA will support the idea of regulating the higher educational sector on the state level, but are not probably useful for the HEIs.

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Table 1. Different meanings of value “openness”.

| Value | Meaning /description |
|----------|---|
| openness | Transparent, visible, flexible, cooperation * |
| | Ready to cooperate, cooperation and reliability, ability to create synergy |
| | The HEIs employees are open for the changes |
| | I am positive, I reckon on other's views, I dare to express my opinion, I am responsible, ready for feedback and ready to change. |
| | We are ready for a new and innovative, ready to cooperate and take the society needs into account. |

*same descriptions for two HEI. Names of the values and the descriptions of those values were exactly the same in two HEIs. Random coincidence is impossible.

ANNEX 1.

Values of UAS-es

| | Universities of applied sciences * | Values |
|----|--|--|
| 1. | Estonian-American Business Academy | <ul style="list-style-type: none"> • Openness – transparency, visibility, flexibility, cooperation. • Dedication – team’s trust in the importance of the academy’s mission on the society, loyalty. • Competence – professionalism, expertise, correctness in management. • Development – innovation, inspiration, purposed choices, academic approach. • Humanity – trusting environment within personnel and between lecturers and students, consideration, helpfulness. • Student-centred – students are involved in the management and development processes of the organisation, equality and equal opportunities for all students. |
| 2. | Estonian Entrepreneurship University of Applied Sciences | <ul style="list-style-type: none"> • Responsible and caring – we have a responsible attitude towards work and studies; we value the development of our organisation and its members. Every day, we notice and consider the needs, expectations, activities and achievements of our colleagues, students, alumni and partners. • Science-based and enterprising – we create an environment for students that supports enterprising, creativeness and knowledge acquisition and that is based on scientific approach and implementation. In cooperation with members and other interested parties, we initiate and successfully carry out improvements and changes in the organisation as well in the society. • Innovative and open – we are open to new ideas and solutions and implement these successfully. We establish and promote cooperation relationships with different partners home and abroad. We guarantee all motivated and capable candidates equal access to studies. |
| 3. | Estonian School of Hotel and Tourism Management | <ul style="list-style-type: none"> • Student – centred • Quality • Ethical • Trust • Cooperation • Flexibility |
| 4. | Estonian Information Technology College | The Estonian Information Technology College has not formulated core values |
| 5. | Estonian Aviation Academy | <ul style="list-style-type: none"> • Openness - openness to cooperation, capability for cooperation and trust-worthiness, ability to create synergy. • Courage - courage to change, courage to initiate dialogues, courage to decide on the basis of competence. • Energy – to complete agreed work and achieve necessary goals, initiative and activeness towards work done. • Dedication – passion to complete started work, concentration and determination. |
| 6. | Estonian Maritime Academy | <ul style="list-style-type: none"> • Openness and professionalism – EMERA employs top specialists who are open to change. • Readiness to study – EMERA values people who appreciate self-development. • Student-centred – EMERA has modern study and career counselling and flexible teaching methods • Tradition – EMERA supports and conveys to its students long-term maritime traditions. |
| 7. | Estonian National Defence College | <ul style="list-style-type: none"> • Erudition is expressed in the ability to analyse, associate and implement existing knowledge as well as in dignified behaviour and good manners. • Creativity signifies flexible ways of thought and initiative, achieving goals by thinking outside the box. • Efficiency implies achieving the best results with reasonable resources. |
| | | |

| | | |
|-----|---------------------------------------|---|
| 8. | Lääne-Viru College | <ul style="list-style-type: none"> • Competence. In addition to professional proficiency, a competent employee is economical in thought and demanding to himself (herself) as well as others. • Openness. Openness conveys transparency, visibility, flexibility and cooperation. • Dedication. Dedication signifies purposeful orientation and loyalty. • Innovation. Innovation means readiness to study, supporting development, ensuring sustainability, attractiveness or appeal. • Humanity. The term “humanity” implies tolerance, mutual understanding, respect, honesty, trust, democracy. |
| 9. | Estonian Academy of Security Sciences | <ul style="list-style-type: none"> • Integrity – I admit when I am wrong; I keep my word and protect what has been trusted to me; I do not lie to myself or others. • Respect – I notice and help, inspire and support; My communication is friendly and good-natured; I listen to standpoints that differ from my opinions; Each bold idea is worth discussing; I say hello, please and thank you! • Professionalism – I know what is going on. If I do not know, I will inquire about it; I clarify the goal and fulfil my duties; I value my time and other’s and plan activities accordingly; I dare to make decisions! • Openness – I am positive; I consider the opinions of others; I am not afraid to say, I give reasons and I am responsible; I expect feedback and I am prepared to change. • Development – I will learn my whole life and share the acquired knowledge with others; I am not afraid to try, be wrong and learn from my mistakes; I search for possibilities, not for excuses. |
| 10. | TTK University of Applied Sciences | <ul style="list-style-type: none"> • Creativity – resourcefulness, ability to create something new. • Innovation – implementing innovation, courage, openness, flexibility. • Enterprising – initiative, purposefulness, responsibility, implementation. |
| 11. | Tallinn Health Care College | <ul style="list-style-type: none"> • People are of the highest value to the college. Staff — their competence, commitment, individuality and innovativeness create a unique environment for development and learning. Learners — their different backgrounds as well as skills and knowledge that evolve in the process of learning, enrich the College, becoming a bridge between society and partners • Cooperation – The college shapes skills for multi-professional and multicultural teamwork in its staff and learners while in continuous national and international cooperation with organisations that support development. • Inclusion– college staff, learners, alumni and partners are included in the management of its organisation and development activities. • Development – we support innovativeness, we inspire and are inspired, we make purposeful development possible while insisting on accountability for the choices made. |
| 12. | Tartu Art College | <ul style="list-style-type: none"> • Ethical attitude – ethical and caring attitude towards students, colleagues, the society, cultural memory and heritage. • Professionalism – socially responsible thinking in maintaining, developing and sharing knowledge and skills. • Openness – openness to new and innovative, to cooperation and the needs of the society. • Creativity – creativity in thought, in implementing ideas and skills. • Continuity – continuity in providing professional higher art education, in maintaining and promoting cultural heritage and in valuing non-priority fields of art. |
| 13. | Tartu Health Care College | <ul style="list-style-type: none"> • Professionalism – unity of knowledge, skills and attitudes, sense of mission and dedication to one’s vocational, occupational and professional work to promote the interests and well-being of students. • People-centred practice – honest, respecting, dignified, equal, trustworthy and caring relationships with students, colleagues and oneself • Development – sustainable transfer to a new quality, open, free, creative and innovative study and work environment, freedom of choice and responsibility. • Integrity – balanced relationships of mental, physical and social well-being and the environment, and an attitude that promotes health. |

* The sample has been compiled on the basis of the member list of the Rectors’ Conference of Universities of Applied

ANNEX 2.

State requirements (curricula evaluation)

1. Study programme and study programme development

- The content and structure of the study programme are consistent with its objectives and learning outcomes.
- Different parts of the study programme form a coherent whole.
- The launch or development of the study programme is based on legislation, development plans, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being strived for.
- The study programme development takes into account feedback from students, employers, alumni and other stakeholders.

2. Resources

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

3. Teaching and learning

- Modern teaching methods are used in teaching.
- The process of teaching and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of learning outcomes.
- The process of teaching and learning supports learning mobility.
- Assessment of learning outcomes (including recognition of prior learning and work experiences) is relevant, transparent and objective.

4. Teaching staff

- Teaching staff with adequate qualifications exist to achieve the objectives and learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- Overall student assessment on teaching skills of the teaching staff is positive.
- Qualified foreign and visiting teaching staff and practitioners participate in teaching within the study programme.
- The teaching staff is engaged in professional and teaching-skills development.

5. Students

- Student places are filled with motivated and capable students.
- Dropout rates are low, the proportion of students graduating within the standard period of study is large.
- Students study as foreign or visiting students at other Estonian and/or foreign higher education institutions as part of their studies.
- Employment rate of alumni is high.
- Alumni and their employers are satisfied with their professional preparation and social competencies.

ANNEX 3.

State requirements (institutional accreditation)

1. Organisational management and performance

1.1. General management

- A higher education institution has defined its role in the Estonian society.
- The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations.
- Key results of a higher education institution have been defined.
- The leadership of a higher education institution conducts the preparation and implementation of development and action plans and includes the members and other stakeholders in this work.
- Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes.
- Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.

1.2. Personnel management

- The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a higher education institution, and ensure academic sustainability.
- When selecting, appointing and evaluating members of the academic staff, their past activities (teaching, RDC, student feedback, etc.) are taken into account in a balanced way.
- The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.³
- Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.
- Employees participate in international mobility programmes, cooperation projects, networks, etc.
- Employees base their activities on principles of academic ethics.

1.3. Management of financial resources and infrastructure

- The allocation of financial resources of a higher education institution as well as the administration and development of infrastructure are economically feasible, and are based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).
- A higher education institution uses information systems that support its management and the coherent performance of its core processes.
- The working conditions of the staff, and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of an institution of higher education and the expectations of members.

2. Teaching and learning

2.1. Effectiveness of teaching and learning, and formation of the student body

- A higher education institution has defined its educational objectives and measures their implementation.
- A higher education institution creates the prerequisites to ensure its graduates national and international competitiveness.
- The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.
- The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of a motivated student body.
- Students are provided with opportunities to study at a higher education institution regardless of any special needs.

2.2. Study programme development

- A higher education institution bases its new study programmes on its purposes and the needs of the labour market, and takes into account the strategies of the country and expectations of the society.
- Development activities related to study programmes are systematic and regular; different stakeholders are involved in the development of study programmes.
- Graduate satisfaction with the quality of instruction and employer satisfaction with the quality and suitability to the requirements of the labor market of graduates are surveyed and analysed; the results are considered in the development of study programmes.

2.3. Student academic progress and student assessment

- Student academic progress is monitored and supported.
- Student assessment supports learning and is in line with learning outcomes.
- A higher education institution has an effective system for taking account of prior learning and work experience.

2.4. Support processes for learning

- The organisation of studies creates an opportunity for students to complete their studies within the standard period.
- A higher education institution provides students with counselling related to their studies and career.
- A higher education institution supports student international mobility.
- Modern technical and educational technology resources are used to organise educational activities.
- Students are periodically asked for feedback on learning and support processes (the organisation of studies, assessment, counselling, etc.); the results of surveys are taken into account in improvement activities.

3. Research, development and/or other creative activity (RDC)

3.1. RDC effectiveness

- A higher education institution has defined its RDC objectives and measures their implementation.
- A higher education institution monitors the needs of society and the labour market, and considers them in planning its RDC activities.

3.2. RDC resources and support processes

- A higher education institution has an effective RDC support system.
- A higher education institution has financial resources needed for RDC development and a strategy that supports their acquisition.
- A higher education institution participates in different RDC networks.
- RDC infrastructure is being updated and used effectively.

3.3. Student research supervision and doctoral studies

- A higher education institution includes students of all academic cycles in research, creative or project activity; and systematically surveys student satisfaction with their supervision.
- Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.
- Students are guided to recognize plagiarism and to avoid it.
- Conditions have been created for admission of international doctoral students and for studies abroad for doctoral students.
- A higher education institution includes recognised foreign scientists in the provision of doctoral studies and the supervision of doctoral theses.

4. Service to society

4.1. Popularisation of core activities of a higher education institution and the involvement of an institution of higher education in social development

- A higher education institution has a system for popularising its core activities.
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- Employees of an institution of higher education participate in the activities of professional associations, and as experts, in other social supervisory boards and decision-making bodies.
- 4.2. In-service training and other educational activities for the general public
- A higher education institution has defined the objectives regarding in-service training and measures their implementation.
 - In-service training is planned in accordance with the needs of target groups as well as with the potentials and purposes of an institution of higher education.
 - Participant satisfaction with the quality of in-service training is regularly surveyed and the results are used in planning improvement activities.
- 4.3. Other public-oriented activities
- Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on evaluations.
 - A higher education institution contributes to the enhancement of community welfare by sharing its resources (library, museums, sports facilities, etc.) and/or by organising concerts, exhibitions, performances, conferences, fairs and other events. institution as well as the administration and development of infrastructure are economically feasible, and are based on the objectives of the development plan of an institution of high

ANNEX 4.

Questionnaire for the rectors, vice-rectors and quality managers of UAS

Dear respondent!

Many requirements are designated for the operation and management of a university of applied sciences. Assessment criteria are related to values that are important for the country. Most higher education institutions have also formulated their core values. It is unclear whether the values considered important by the state and the values of higher education institutions conform to each other. At least in the context of Estonia, associations between the values of higher education institutions and the values of the state have not yet been analysed. We ask you to participate in our research and to be prepared to contribute to disclosing this issue and to answer the following questions. In order to identify the values of higher education institutes, we ask you to also forward us information on your position and on your institution. Personalised data shall not be used in the research.

University that you represent: (Estonian-American Business Academy, Estonian School of Hotel and Tourism Management, Estonian Information Technology College, Estonian Aviation Academy, Estonian Maritime Academy, Estonian National Defence College, Lääne-Viru College, Estonian Academy of Security Sciences, TTK University of Applied Sciences, Tallinn Health Care College, Tartu Art College, Tartu Health Care College)

Your position: (rector, vice-rector for academic affairs, quality manager)

1. Which management activities do you perform to promote the values of your organisation?
2. How do you measure that the values of your higher education institution have been implemented?
3. Do the values of your higher education institution conform to the requirements/criteria of institutional accreditation and if yes, how?
4. Do the values of your higher education institution conform to the requirements/criteria of study programme assessment and if yes, how?
5. Do you think that the assessment of your higher education institution on the basis of requirements (IA requirements/criteria) designated by the state give a just picture of your institution? Please give reasons for your opinion.
6. Do you think that the assessment of your higher education institution on the basis of requirements (study programme requirements/criteria) designated by the state give a just picture of your institution? Please give reasons for your opinion.
7. Which problems and opportunities do you see in implementing the so-called people-centred management (on the basis of values) and the process-centred management (on the basis of IA criteria) in you higher education institution?