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Introduction to Tallinn School of Economics March 12, 2020 Tallinn



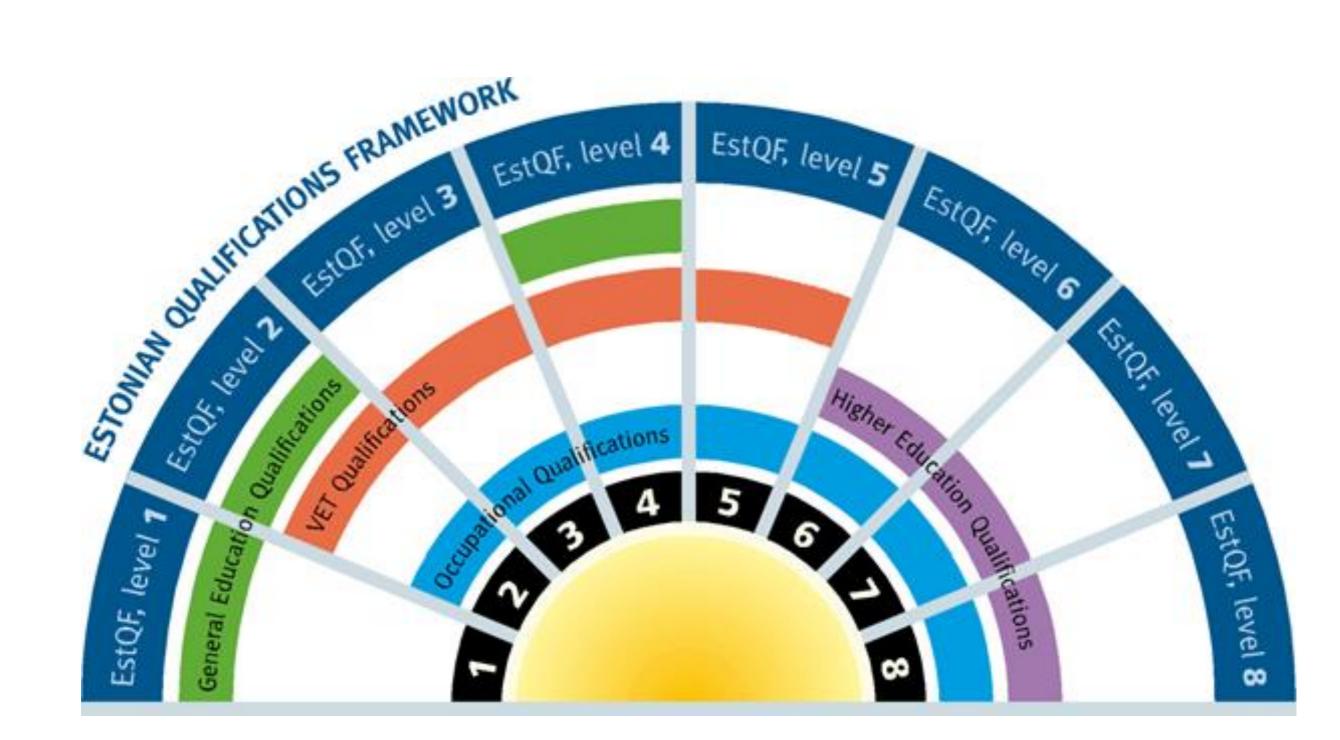
Topics to discuss

- Estonian education system and qualification framework
- Quality assurance in VET
- Cooperation with relevant stakeholders
- Insight to Tallinn School of Economics
- Teaching staff profile, professional development and employment trends



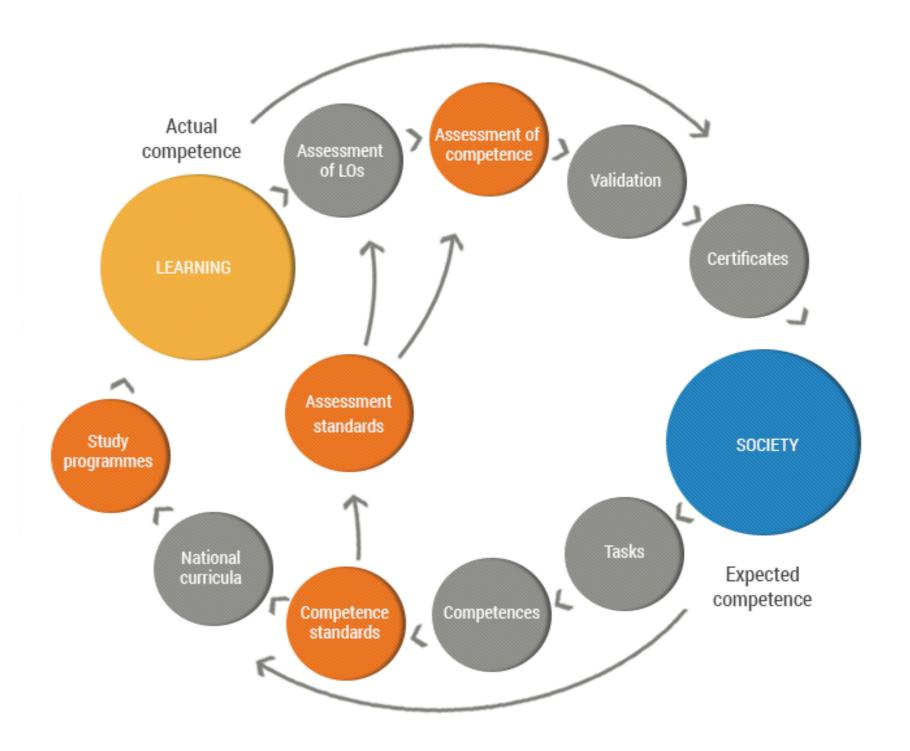








Estonian qualification system: competence circle





- VET system in Estonia is mainly state run and provided by vocational educational institutions and professional higher education institutions
- VET is based on Estonian Qualification Framework levels 2-5
- Upper secondary education includes both a general education and a VET track
- Vocational secondary education is equivalent to level 4 vocational training, meaning that besides vocational training the student also acquires upper secondary education. Provided based on national VET curricula.
- Level 5 vocational training, also known as specialized vocational training was established in Estonia during the 2013/2014 academic year – there was no equivalent level of vocational training available previously.
 Provided based on school curricula
- School curricula are compiled for every individual vocation or profession that can be acquired at the school and are compiled based on vocational education standards. In cases where no vocational standards exist, the schools must apply for recognition of the curricula by social partners.



Quality assessment of VET in Estonia

- External quality assurance of VET in Estonia is regulated by the VET Institutions Act and the QA activities are delegated to EKKA (Estonian Quality Agency for HE and VET)
- EKKA is in charge of two types of assessment in VET: initial assessment and re-assessment of study program groups (Granting the right to provide instruction) and Quality assessment of study program groups (focuses on study program and its development; learning and teaching; teachers).
- Schools are obliged to organize internal quality assessment systems and compose an internal evaluation report once in a 3-years period.



Involvement of social stakeholders

- Organization of VET in Estonia involves actively social partners to planning, provision and assessment of studies and to school management. They express their needs and they are heard.
- The initiative for curricula development comes from both working life partners and VET schools
- Employers expect: fast process and funding from state but limited resources and fixed competence areas of VET schools set tight frames
- Regulation for curricula development is clear, involves different stakeholders and leaves freedom for schools to decide how to reach the expected outcomes



Since the pressure for VET system is getting harder due to increasing demand for highly qualified labor force, the regulation of curricula development is being revised and improved

Insight to Tallinn School of Economics: History and current situation

- Established in 1906 as private trading school
- The history of the school consists of many institutional changes and merging of different schools.
- Under current name school has been active since 1993
- 1999-2015 school provided both VET and HE
- Since school year 2016/17 only VET programs are offered
- Since 2016 biggest level 5 VET provider in Estonia
- School premises consist of two buildings school and dormitory
- Budget approximately 2,9 million euro



Strategic goals

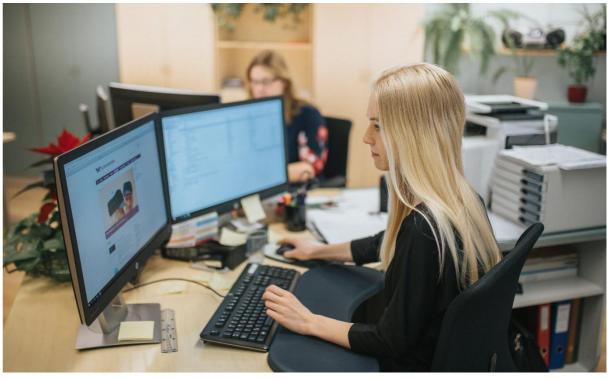
Mission

To provide life long learning possibilities and prepare competitive specialists who are needed and appreciated in labor market.

Vision

Tallinn School of Economics is highly recommended vocational school and known for the high quality up to date vocational training.







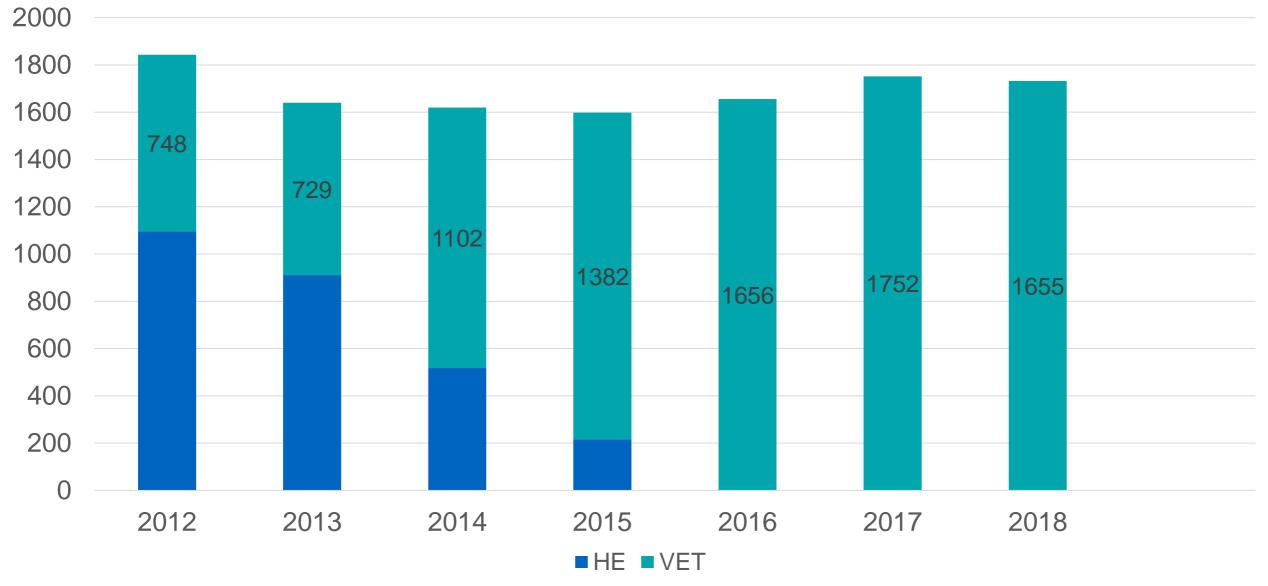
Strategic values

- Student centeredness students are active and equal partners in study processes and school management to design the future developments in close collaboration
- Continuous development school staff are continuously developing their skills, competences and knowledges to be able to contribute to the excellence of school and quality of studies
- Being organized school staff who respect the students, care for their colleagues and promote the good reputation of school, are contributing actively to sustainable growth of our organization and make the school a reliable partner for the students and external stakeholders



 Collaboration – school continuously cooperates with different stakeholders and considers their demands and expectations for further employment training as valuable input

Facts and Key figures (1): number of students



Dynamics of students based on the level of studies



Facts and Key figures (2): Students' age and previous education

	2015	2016	2017	2018	2019
Average age	26,8	26,7	27,3	29	29,9
Previous education %:					
*general secondary education	72,9	68,6	59,3	54,3	53
*vocational secondary education	14,8	11,5	16	19,6	21
*1st level HE	11,3	16,5	19,9	21,5	22
*2nd level HE	0,7	3,4	4,8	4,6	4



Facts and Key figures (3) Number of staff and involved external experts

- Average number of full-time staff in recent years around 60, among them 15 teachers
- Besides full-time teaching staff we annually involve120-150 practitioners from companies, many of them have collaborated with school for more than 5 years
- Each curriculum has the responsible mentor from the field
- 1000 work-placement partners every year
- External experts from the field are invited monthly for public lectures for students and teachers







Quality assurance system

- Annual feedback surveys for students (teaching, organization and support services)
- Annual feedback survey for staff and evaluation/feedback discussions
- Quality handbook and renewal of processes
- Internal Evaluation Survey and report (once in a 3-years period)
- Annual reports for the Ministry of Education concerning implementation of development strategy



Competence fields/curricula

- Accountant
- Business Administration Specialist
- Human Resource Specialist
- Legal Operations Specialist
- Legal Assistant
- Marketing Specialist
- Quality Specialist
- Project Manager`s Assistant
- Secretary
- Small Business Entrepreneur
- Social Media Specialist
- Tax Specialist
- Real Estate Broker
- E-marketing specialist
- Team Leader
- Purchasing and procurement specialist
- Event Marketing Specialist
- Sales Manager

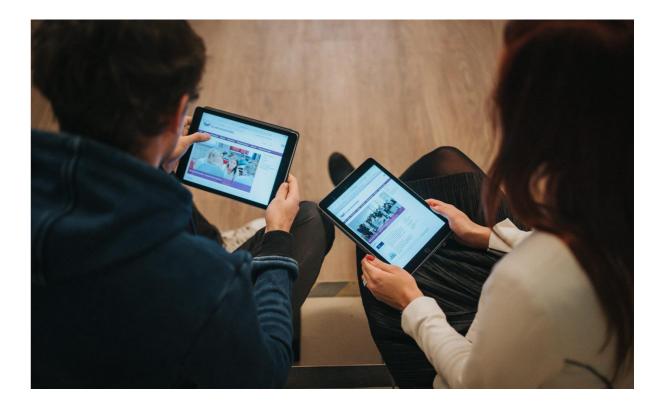


During 1-2,5 years of studies, the student acquires practically inclined education and a broad and in-depth knowledge of most important business issues and are trained to solve current problems in the business environment at home and abroad.

Business Administration Specialist (120 ECVET)

Is comprised of six modules:

- Career planning and entrepreneurship (5 ECVET)
- Supporting company management (32 ECVET, inclusive practical training 10 ECVET)
- Accounting (20 ECVET, inclusive practical training 6 ECVET)
- Organisation of marketing and sales (27 ECVET, inclusive practical training 7 ECVET)
- Preparation and implementation of purchasing operations (27 ECVET, inclusive practical training 7 ECVET)
- Electives: Business Russian 1 or Business Russian 2 (9 ECVET)







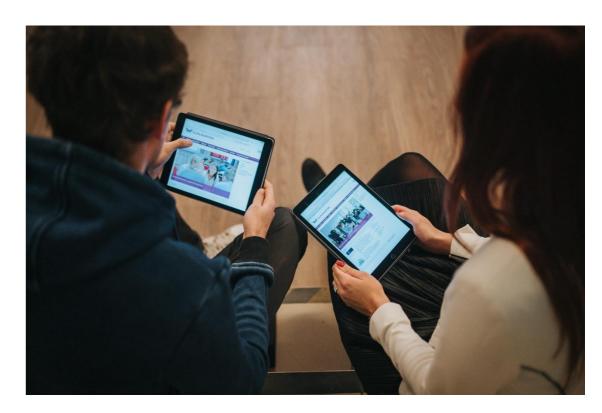
Small Business Entrepreneur (120 ECVET)

Is comprised of eight modules:

- Career planning and entrepreneurship (5 ECVET)
- Business planning and launch of business (34 ECVET, inclusive practical training 10 ECVET)
- Organising business processes and business development (26 ECVET, inclusive practical training 8 ECVET)
- Product development (12 ECVET, inclusive practical training 4 ECVET)
- Financial management and accounting (19ECVET, incl. practical training 6 ECVET)
- Development of export activities (6 ECVET, inclusive practical training 2 ECVET)
- Elective: Business Russian 1 or Business Russian 2 (8 ECVET)

Elective: Marketing Research or Internet Marketing (5 ECVET)







Forms of studies

Level studies:

- Evening studies
- Session/cyclical studies

Continuing education courses:

- European Social Fund training courses (free of charge for learners)
- Company ordered courses
- Free market courses







Continuing education courses

	Number of courses	Number of participants
2010	37	572
2011	33	614
2012	8	170
2013	9	169
2014	22	415
2015	5	79
2016	30	590
2017	35	738
2018	55	1094
2019	62	1116

- Target group learners without any qualification, without secondary education, with outdated qualifications (age 50+)
- Duration of courses: 20-80 hours
- In 4 fields: information technology, business, secretarial work, accounting (f.ex Excel for advanced users, effective use of the computer, creation and management of websites, IT security, entrepreneurship and business plan, small business marketing, financial management and bookkeeping for small business, contracts for small entrepreneur, training for clerical staff, small business document management, Russian for secretaries, technical organization of personnel work, preparation for qualification exam of accountant, changes in accounting and taxation, etc)



Future trends and developments

- The proportion of adult learners is increasing and only non-stationary form of studies is being provided
- Flexibility in designing study sessions
- More effective usage of ICT by teachers and piloting new methods to facilitate learning outside the classroom
- Promoting entrepreneurial mindset in students and developing new innovative learning methodologies
- Activation of alumni, developing concept of alumni society and involving them actively to school activities
- Internationalisation
- Marketing, marketing, marketing





