

ESTABLISHED

By the Rector's directive No.2 January 16, 2023

Tallinn University Quality Framework

2023

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1. Who are we?

Tallinn University stands for the academic spirit and advances the regeneration capacity of Estonia. We develop our culture, maintain the national cultural heritage and support the research culture in Estonian language, based on high-level international research. We are the innovators of education and the promoters of research-based mindset in the society and in the organisation thereof. We contribute to the preservation and prosperity of Estonian intelligentsia and democracy.

Tallinn University's mission is to support the sustainable development of Estonia through high-quality research, studies and creative work, public discussion, entrepreneurship, co-operation with the public and third sector, and promotion of academic partnership.

Tallinn University is the third largest public university in Estonia. We have nearly 7,000 students and 450 lecturers and researchers. 11% of our students and 16% of our lecturers come from abroad.

2. What are our values?

According to the Tallinn University Charter, academic freedom is the cornerstone of the university's values. Each member of the University sets its own goals for academic development, and is responsible for the results of its decisions and activities. The university respects the right of students to choose their field of specialisation and to participate actively in the development of their learning path; and the freedom of scholars to choose their research interests and subjects, while protecting their academic independence.

Tallinn University's core values are openness, quality, professionalism and unity.

Openness is achieved by orienting the university's activities towards the latest scientific thinking in the world, by external evaluation of the university, by promoting cooperation within Estonia and internationally, and by the international openness of the university's internal environment. The university's openness is expressed through a deepening international orientation, inclusive and diverse, clear and transparent operations, participation in solving problems facing the Estonian society and anticipating developments, and the involvement of employers in the university's decision-making processes.

Quality is a dimension that characterises the whole university. At TLU, quality is seen as an agreement where the international standards and ideals in different fields have been taken into account. The expected quality of the different areas of activity of the university and its indicators, the ways to achieve it and the methods of assessment are agreed by the members of the university related to the area, with the involvement of the relevant stakeholders and taking into account the trends in the European Higher Education and Research Area. All members of the university shall be responsible for the quality of their own activities and its development. Quality is ensured, inter alia, by compliance with the Estonian Quality Charter for Public Universities, the Code of Conduct for Research Integrity Agreement, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, the European Charter for Researchers, the Code of Conduct for the Recruitment of Researchers.

Professionalism stands for a high level of the specialised and professional self-fulfilment, and continuous self-development of all members and alumni of the university. Professionalism is expressed in the readiness of the university graduates to succeed in the labour market, which is ensured through research-based learning enriched with practical tasks.

Cohesion is expressed in the cooperation of the members of the university in setting and implementing common goals, in the creation of a sense of "us", which is the basis for the development of a common identity, and a clear and distinctive image of TLU. It is also expressed in friendly relations between the university's academic and support staff and students, based on mutual respect and equal treatment, and in the willingness of disciplines to work together to develop an interdisciplinary academic environment.

3. How do we ensure the quality of our activities?

The main organisational mechanisms of quality assurance at Tallinn University are based on the Deming model of continuous improvement, which is linked to the key processes of the university and expressed in the procedures that govern them. The key processes of the university are learning and teaching, research, development and creative activity, and strategic management. Responsibility for ensuring the quality of these processes has been described in the university's regulations. Through the continuous improvement of its activities, the university ensures the responsible use of public resources and the development of a quality culture that supports the development of the organisation as a whole.

An integral part of Tallinn University's quality assurance is the external quality assessment system, which consists of institutional accreditation, thematic assessment, application for teaching rights, and evaluation of research and development activities.

3.1. What is our external quality assessment system?

Higher education institutions receive feedback on their governance, functioning, teaching and research activities through various evaluations.

Institutional accreditation is an external evaluation that assesses the compliance of the higher education institution's management, work organisation, teaching and research activities, as well as the teaching and research environment, with the legislation, the institution's objectives and development plan.

Thematic evaluations are initiated by the Estonian Education Quality Agency (HAKA) to prepare higher education policy decisions and measures or to assess their impact and implementation, as well as to provide feedback to higher education institutions.

The broader objective of thematic evaluation is to support progress in areas for improvement identified by the evaluation results so far. Thematic evaluations enable to map the situation, to share good practices and to receive independent feedback and recommendations from experts.

If a higher education institution wishes to obtain the **right to teach** in a new study programme group, it submits an application to the Ministry of Education and Research (MES), together with information justifying the quality, resources and sustainability of the teaching. HAKA is involved in the assessment of the application. In the case of a positive result, the right to study is granted by the Minister of Education and Research.

The Estonian Research Council (ERC) organises the **evaluation of research and development activities**. The R&D evaluation is an external evaluation, which since 2010 has been carried out as a regular evaluation in every 7 years to assess the level of research in a research and development institution, including a university. In addition, the ERC carries out targeted evaluations to provide information for research policy making and R&D management. A process has been launched to modernise the R&D evaluation system, with the aim of better linking the external evaluation of R&D to the institutional accreditation process.

3.2. What is the university's internal quality assessment system?

During internal evaluation, the compliance of activities with the objectives of the university's development plan and various Estonian and international standards is monitored (KHS¹, ESG²). Internal evaluation is one of the tools of strategic management, which is why it is discussed in more detail in the chapter on strategic management.

4. The university's key processes

4.1. Learning and teaching

4.1.1. Study programme

The aim of TLU is to have and develop forward-looking and future-shaping study programmes (SPs) that contribute to the development of society, are in line with the university's development plan, and in which interdisciplinarity plays an important role. One of the aims of the educational activities is that students develop an entrepreneurial, active, open, caring and sustainable attitude to life.

Openness in a study programme and study programme development means collaboration with external stakeholders, other universities and disciplines (including internationally). Study programmes reflect/lead changes in the society.

Quality means that study programmes are up-to-date, coherent and constantly evolving. The implementation of study programmes is analysed at least once per academic year in the case of degree studies, and at least at the end of each training course in the case of continuing education, and is subject to continuous improvement. The university regularly reviews the relevance of the existing study programmes, opens new ones and closes study programmes where necessary.

Professionalism means that the study programme is research-based and that the lecturers (including practitioners) are experts in their field, and that their professional and teaching skills meet the requirements set by the Standard of Higher Education and the university.

¹ Higher Education Act (KHS)

² The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Coherence is about co-creative teaching and learning of the study programme. The lecturers work together to achieve study programme coherence, and feedback from both learners and teaching staff is taken into account in the organisation of studies. Internal and external stakeholders are involved in the study programme development. Good academic practices (Good Research Practice, TLU Good Practice of Learning and Good Practice of Teaching and Supervising) are applied.

The Academic Affairs Manager is responsible for the process of **opening a study programme in the degree studies**.

The study programme is initiated by the academic unit, based on the needs of society and the priorities of the university, and with a view to the future prospects of the students after graduation. The aim and learning outcomes of the study programme correspond to the objectives/outcomes set out in the Standard of Higher Education for the specific higher education level (including the acquisition of modern generic and professional competences).

The principles of opening a study programme and the activities of the parties involved are set out in the statute of the study programme. The Academic Affairs Office analyses the process of opening the study programmes after every 5 years (during the preparation of the university's development plan) or more frequently, depending on changes in the internal or external environment.

The Vice-Rector for Development is responsible for the process of opening a **continuing education study programme**.

The continuing education study programme is initiated by the unit organising continuing education, based on the needs of society and the objectives of the focus fields defined in the university's development plan. The aim and learning outcomes of the study programme take into account the needs of the target group and meet the standards for the continuing education training. The process of opening a study programme and the more detailed principles are laid down in the Regulations of Continuing Education. The functioning of the study programmes' opening process is reviewed by the Open Academy after every 5 years (during the preparation of the university's development plan).

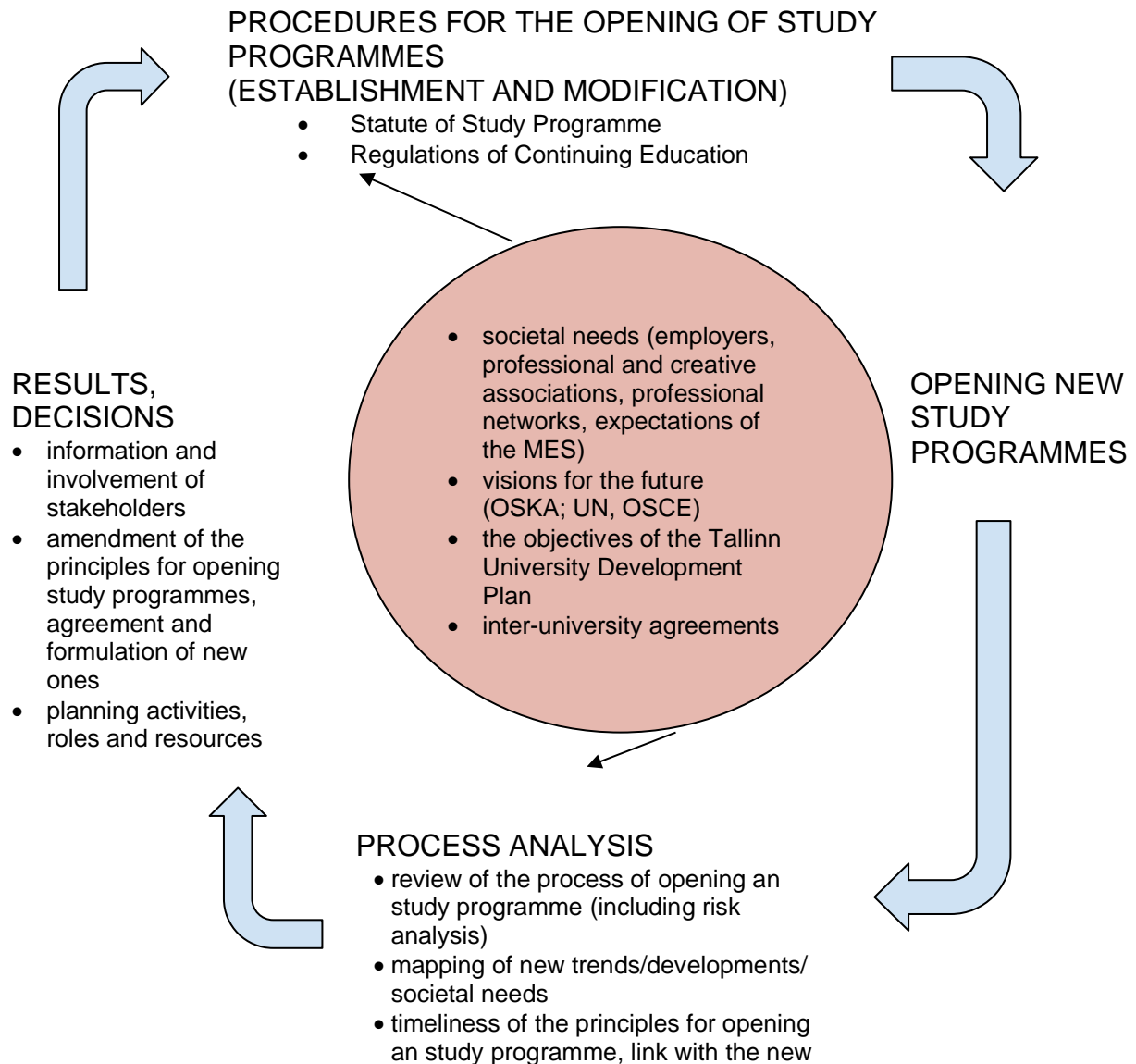


Figure 1. Study programme opening process

Study programme implementation and quality assessment

The study programme is implemented and developed by the academic unit, which 1) in cooperation with the Rectorate, ensures the necessary financial resources and infrastructure, and 2) in cooperation with the Personnel Office, ensures the availability of high-quality teaching and support staff. The involvement of external stakeholders will take place through the study programme council(s) and through the teaching process (i.e. involvement of practitioners in teaching, internships, projects integrated in the teaching). The learner is at the centre of the study programme delivery. The parties involved in the implementation and development of the study programme and their respective roles are set out in the Statute of Study Programme.

The Academic Affairs Manager is responsible for **assessing the quality of study programmes in continuing education.**

The quality assessment of study programmes is carried out annually and is organised by the university's Academic Affairs Office in cooperation with the head of studies of the academic unit and study programme administrators. The parties involved in the internal evaluation and the division of roles are fixed in the Statute of Study Programme. The functioning of the internal study programme evaluation process is analysed annually by the Academic Affairs Office.

The Vice-Rector for Development is responsible for assessing the quality of **continuing education** programmes.

The quality of the study programmes is regularly assessed by the unit organising continuing education at the end of the training course. The principles, the parties involved and the division of roles in ensuring the quality of continuing education have been laid down in the Regulations of Continuing Education and in the good practice for ensuring the quality of continuing training. The functioning of the internal study programme evaluation process is analysed by the Continuing Education Support Unit after every 5 years (during the preparation of the university's development plan) or more frequently, depending on changes in the internal or external environment.

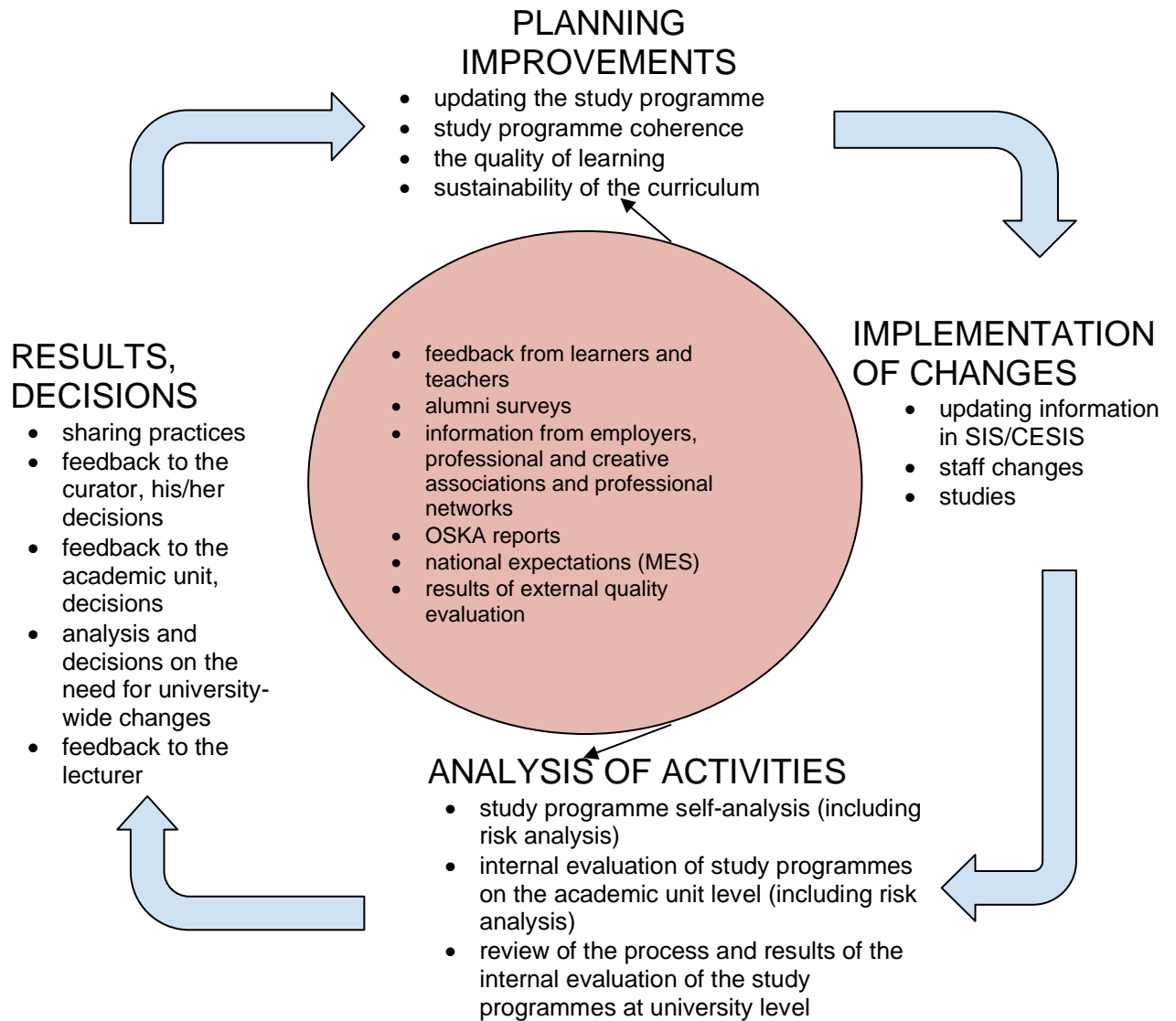


Figure 2: Study programme internal evaluation process

The Academic Affairs Manager is responsible for the process of **closing a study programme in the degree studies**.

The decision to close a study programme takes into account the study programme's compliance with societal expectations, established quality standards, efficiency and sustainability criteria. The criteria that forms the basis for the decision and the process for closing have been set out in the Statute of Study Programme.

In the case of **closing continuing education study programmes**, the unit organising continuing education has the flexibility to respond to the demand for training with a specific content.

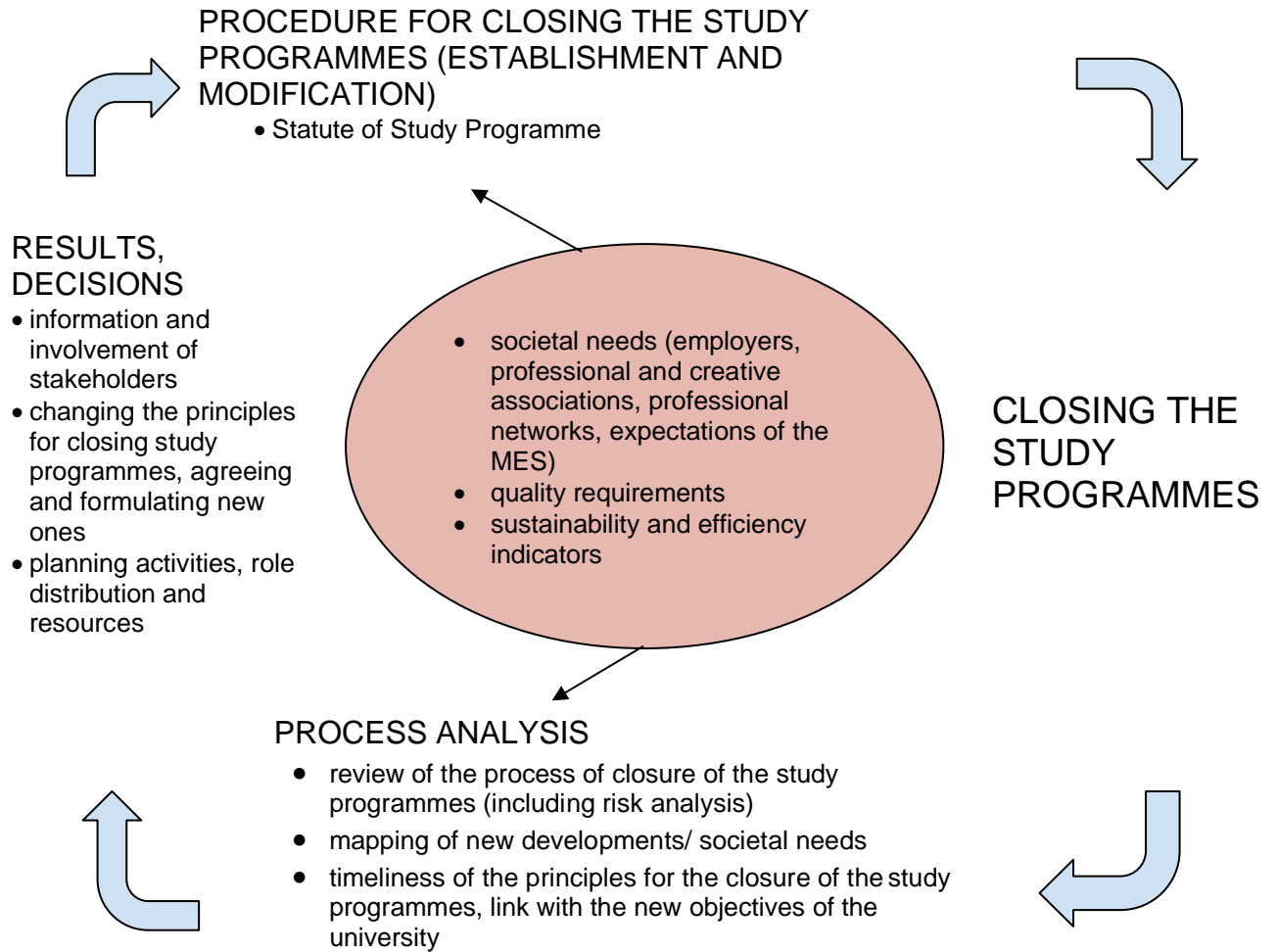


Figure 3. The process of closing a study programme

Process	Regulations	The person responsible for the process
Opening of the study programme	Statute of Study Programme Regulations of Continuing Education	Academic Affairs Manager Vice-Rector for Development
Study programme implementation and quality assessment	Statute of Study Programme Code of conduct for lifelong learning Good practice for quality assurance in continuing education training	Academic Affairs Manager Vice-Rector for Development
Closing the study programme	Statute of Study Programme Regulations of Continuing Education	Academic Affairs Manager Vice-Rector for Development

4.1.2. Admission of students

The aim of admission to Tallinn University is to find candidates who have the potential to work in the profession, who are motivated to study and who best meet the admission requirements

of the university and the study programme. The admission procedure aims to ensure clarity and transparency in the selection process, and the equal treatment of candidates. The admission procedure is monitored and improved on a regular basis. It is based on the following values and principles:

Openness in admission means the availability of public and clear information on the requirements and procedure for admission. In order to ensure that candidates are treated equally, they have the possibility to find out the result of their admission test, see their examination papers and ranking. The university cooperates with companies and similar institutions to create doctoral study places in knowledge transfer.

Quality means that the conditions of admission take into account the requirements set for the level of higher education, are relevant to study programme developments, identify the best candidates for the speciality and are constantly evolving. Members of the university respect the requirements and require others to do the same. The admission process is regularly analysed at least once per academic year and the success of admission is regularly assessed in the context of the quality evaluation of the study programmes. The admission procedure and the content of the examinations will be improved in the light of the analyses received.

Professionalism means that the admission examinations are conducted by using recognised assessment methods, based on the needs of the study programme. The planning and implementation of the admission process takes into account the interests of the candidates, including the specificities of the learners. The staff involved in the admission process work effectively, and the process runs smoothly and seamlessly.

Coherence means that university staff work together to plan and deliver admissions, taking into account the feedback and expectations from both the staff and candidates. Admissions are based on good academic practice.

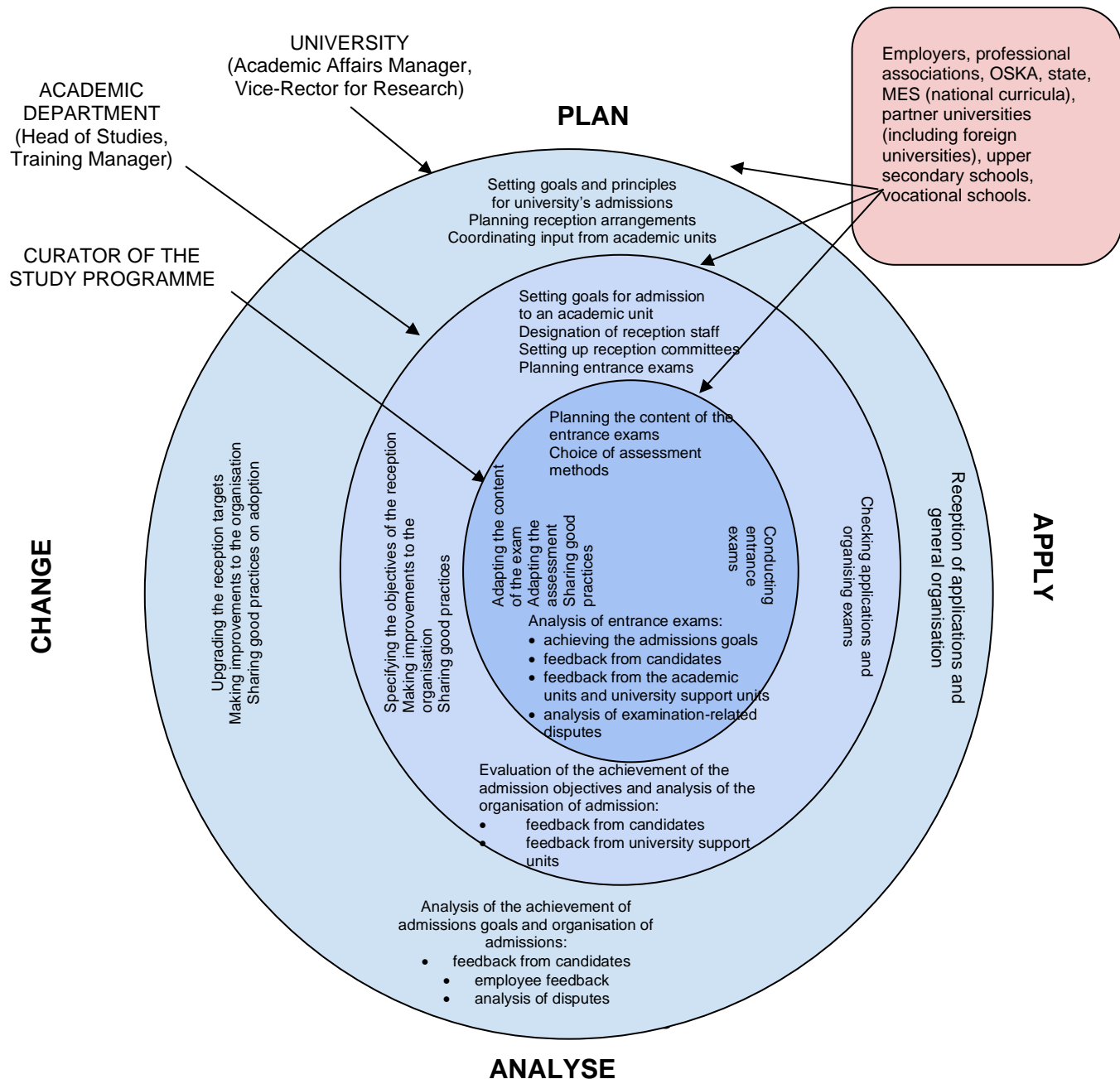


Figure 4: Process flow diagram for admission

The admission process and the responsible persons have been set out in the following regulations:

Process	Regulations	The person responsible for the process
Conducting admission examinations for the study programme	Admission conditions and procedures	Study programme administrator (degree studies)
	Regulations of Continuing Education	Head of the study programme (continuing education)

<p>Organisation of the admission of the academic unit</p>	<p>List of study programmes open for admission Admission to doctoral study places Regulations of Continuing Education</p>	<p>Head of studies of the academic unit (degree studies) Programme coordinator/specialist (continuing education)</p>
<p>University admissions coordination and the quality assessment of admissions</p>	<p>Requirements and procedure for admission Admission to doctoral study places Conditions and procedure for applying for and creating study places with targeted funding Regulations of Continuing Education Good practice for quality assurance in continuing education training</p>	<p>Academic Affairs Manager (degree studies, except doctoral studies) Vice-Rector for Research (doctoral studies) Vice-Rector for Development (continuing education)</p>

4.1.3. Teaching

The aim of the TLU is that a study programme is delivered in a way that encourages learners to actively participate in the collaborative learning process. Assessment supports the achievement of the learning outcomes. There is regular monitoring of the learners' progress and counselling to help them progress in their chosen field of study. There are clear rules for the organisation of studies, including RPL, the award of certificates/diplomas and the resolution of disputes. The requirements for doctoral studies meet the international standard and are in line with the Quality Pact for Doctoral Studies concluded by the Universities Estonia.

Openness in learning and teaching means cooperation between different parties, taking into account the needs of learners when designing learning pathways and giving constructive feedback to the lecturer. Assessment is transparent, based on the pre-agreed criteria. The latest scientific thinking is integrated into teaching and learning. As regards doctoral studies, the university cooperates with Estonian universities through joint doctoral schools and with international partners, including through a *co-tutelling* system. The experience and the student body of international studies are valued, and their integration into studies in the Estonian language is considered important.

In order to ensure **quality**, lecturers follow the established study regulations, continuously assess the suitability of the teaching and assessment methods, and make the necessary changes.

The student reflects on his/her learning process to monitor and guide his/her own progress in order to anticipate and, if necessary, solve problems, and achieve the goals he/she has set.

Drawing on their **professionalism**, lecturers are able to use a variety of teaching and assessment methods and approaches, choosing the most appropriate ones according to the learners, the learning outcomes and the subject. They continuously update their teaching, supervising and assessment skills. Collaborative learning requires shared responsibility between learner and teacher. Students are responsible for their own development and for meeting their own objectives, and therefore learn in a conscious way, guided by the principles of academic ethics, including the principle of equal treatment. Doctoral students are actively involved in teaching and RDC, and doctoral studies ensure the new generation of academic staff.

To ensure **coherence**, the lecturer works with the student to achieve the student's chosen learning objectives and supports the student in completing the learning pathway. Respect for peers and teaching staff is an essential part of collaborative learning - by behaving with dignity and respect for others, the student creates an environment in which learning and knowledge acquisition can be effective. Principles of equal treatment are consistently applied in both teaching and assessment.

The university considers it important to integrate the values of **academic ethics/good research practice** closely into the daily educational activities of all levels of study and the training of lecturers. To this end, the situation is regularly monitored and analysed, and proactive and reactive activities are planned and implemented. The development of the field of academic ethics is the responsibility of the Academic Affairs Office in collaboration with the Research Administration Office. The university supports the lecturers' work on the basis of uniform principles - guidelines relevant in the teaching context are formulated in the Study Regulations.

Learning and teaching are guided by the vision documents:

- Good practice of learning
- Good practice of teaching and supervising
- Tallinn University good practice for quality assurance in continuing education training
- Good practice in the development and organisation of the microdegree programme at Tallinn University

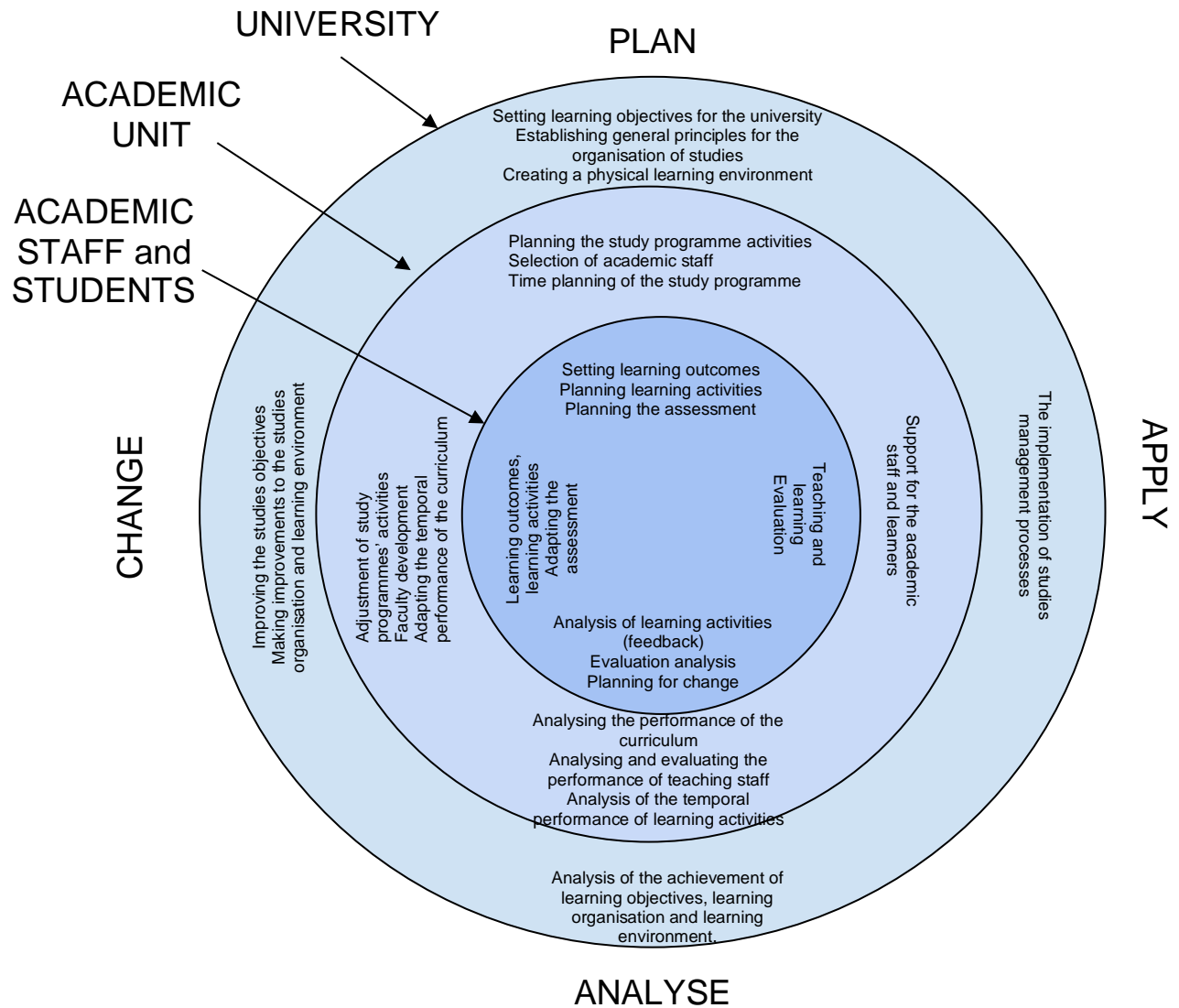


Figure 5. The learning process

The procedures and responsible persons for the learning process are as follows:

Process	Regulations	The person responsible for the process
Teaching and assessment	Study Regulations Regulations for Doctoral Studies and Defence of Doctoral Theses Regulations of Continuing Education Feedback procedure for degree studies Academic calendar	Lecturer
Management of study programme activities	Study Regulations Regulations for Doctoral Studies and Defence of Doctoral Theses Academic calendar	Study programme administrator

	Principles for the implementation of professional placement Feedback procedure for degree studies Regulations of Continuing Education Good practice for quality assurance in continuing education training	
Support for lecturers and learners	Study Regulations Academic calendar	Head of studies
Management of the organisation of studies	Study Regulations Feedback procedure for degree studies Academic calendar Regulations for Doctoral Studies and Defence of Doctoral Theses Regulations of Continuing Education Good practice for quality assurance in continuing education training	Academic Affairs Manager (degree studies, except doctoral studies) Vice-Rector for Research (doctoral studies) Head of the Open Academy (continuing education)

4.1.4. Learning support services

Tallinn University's aim is to ensure that learners have access to support systems that support their learning. The learners have access to learning materials and resources, including a library and access to research information. Learning is supported by information technology tools, including learning environments and information systems that enable to monitor the student's progress. The university offers financial support to students through scholarships and grants, tuition fee refunds for fee-paying students and payment by instalments. The university aims to provide adequate and up-to-date counselling services in the areas of learning pathways (including RPL), learning skills (including special needs), study arrangements, psychological (including adjustment) and career-related issues. The university supports active student life through involving the Student Union in the development processes and through support for leisure activities. Support systems are available to students and students are aware of these opportunities.

Openness in learning support services means that the university continuously develops and improves services, taking into account feedback from learners, best practices from other universities and countries, and technological developments. Information on services is publicly available and student representatives are involved in the development of services.

Quality means that the support services provided meet the standards set for a particular service, are timely and relevant, and enable support to be provided to learners according to their needs. Members of the university follow the established standards and require others to follow them. Support services are developed and analysed on a regular basis, either

annually or on a multi-annual basis, depending on the service. The content and organisation of services will be improved in the light of the analyses received.

Professionalism refers to the professional preparation and continuous self-development of all support staff. The ability to develop services in response to learners' needs, taking into account the overall development of the service and trends in society.

In order to achieve **coherence**, those responsible for the service work together with learners, co-workers and other service providers in the provision and development of the service. The provision and development of services shall be based on the principle of equal treatment, valuing and respecting both the person responsible for the service and the recipient.

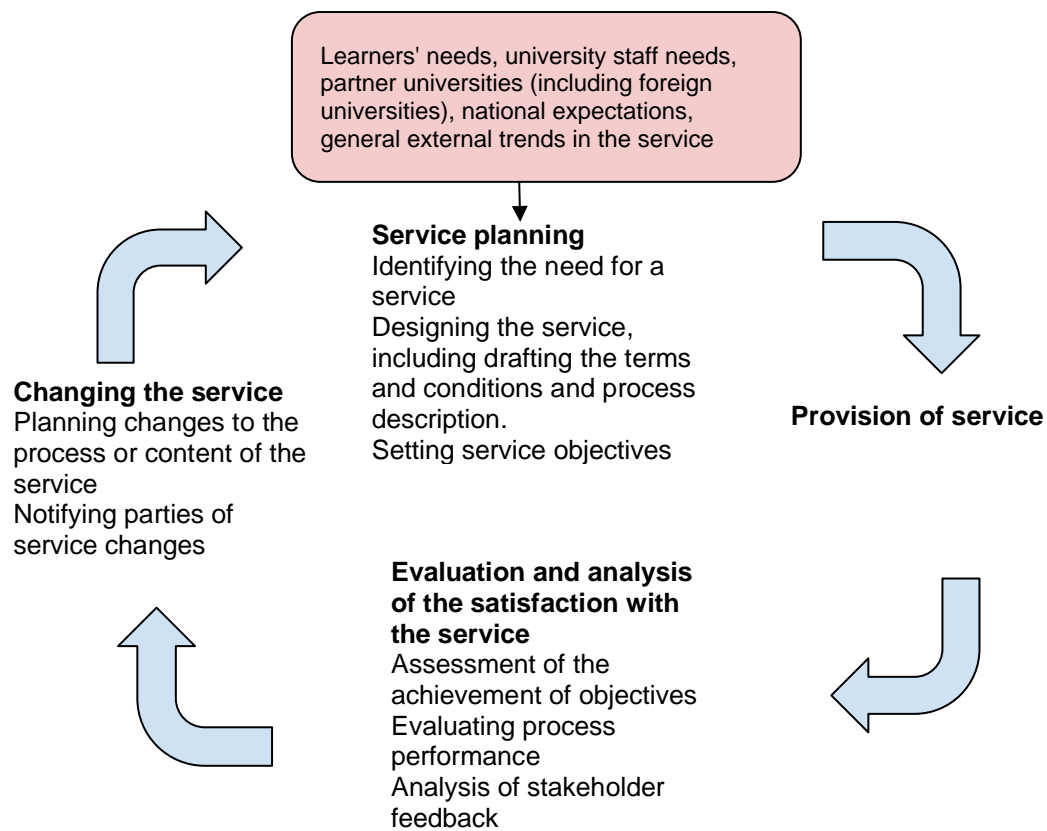


Figure 6. Quality assurance process for support services

The procedures and responsible persons for providing support services to students have been described in the following university regulations:

Support services	Regulations	The person responsible for the process
Ensuring and developing the availability of teaching materials and research	Statutes of the Academic Library	Director of the Academic Library

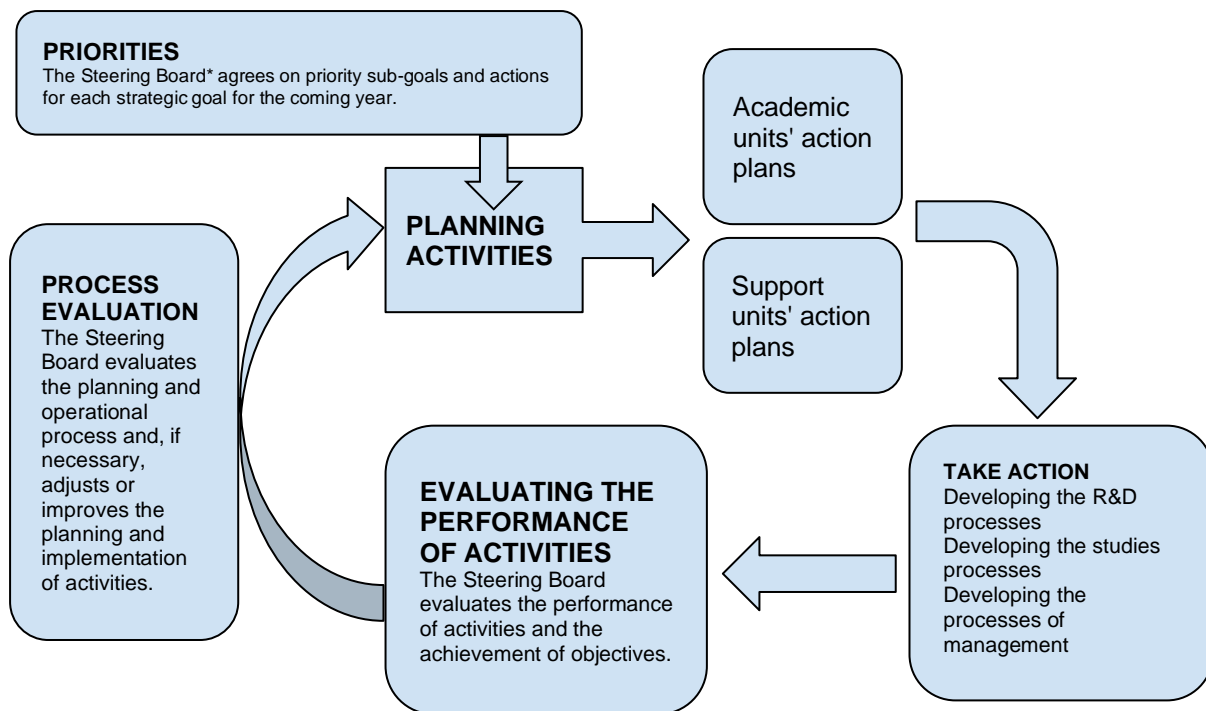
information.		
Ensuring and developing the physical learning environment	Statutes of the Property Management Office	Head of the Property Management Office
Ensuring and developing access to information systems and learning environments	Statutes of the Information Technology Office	Head of the Information Technology Office
Access to study programme advisory services	Study Regulations	Head of studies of the academic unit
Provision and development of advisory services	Statutes of the Academic Affairs Office	Academic Affairs Manager
Securing and developing economic support	Scholarship and grant schemes	Academic Affairs Manager
Ensuring and developing student democracy and access to professional fulfilment	Statutes of the Student Union	Chair of the Student Union Board

4.2. Strategic management

The aim of the TLU is to develop the university's governance in a way that supports participation in international research, development and creative activity, excellence in teaching, a systematic organisation of work that harnesses the potential of its members, and a high added value of its activities in anticipating and responding to the needs of society. Our aim is to be a broad-based, cross-disciplinary, innovative, responsive, socially active organisation that is open to changes.

4.2.1. Planning, reporting and decision-making on development and activities

The main tool for planning the university's development is the development plan, which is drawn up with the involvement of the university's members and representatives of external target groups, and is the responsibility of the Rectorate and the heads of the academic units. The objectives set are regularly evaluated on the basis of evidence and the results are described in a public activity report. Based on the results and evaluations of the activities, and the analysis of the external environment, further steps will be decided to fulfil the development plan and implement the activities (see Figure 7 below for details).



*The Steering Board –a steering board of the heads of academic units and members of the rectorate convened by the vice-rector responsible for the implementation of the strategic goal).

Figure 7: Implementation of the objectives of the university's development plan.

The university's core values guide the setting of its objectives, the planning of activities leading to these objectives and the evaluation of activities and objectives.

Openness in the planning of development and activities means that the development of the university is planned in an inclusive way and that every member of the university has the opportunity to provide input and feedback throughout the process. Input is also sought from external audiences (alumni, employers, the public sector) for the planning of development and activities. The final plans will be discussed at the university and presented to the public. The key indicators for the implementation of the development plan are published on the university's homepage and the implementation of the development plan is assessed in the university's activity report, which is presented to the university's members and published on the university's homepage.

Quality in planning, reporting and decision-making on development and activities means setting evidence-based, peer-inclusive objectives, evaluating activities and results, and learning from them. Responsibility for the achievement of strategic objectives is divided between the relevant members of the Rectorate and described in the development plan/university documents.

Professionalism in planning, reporting and deciding on development and activities means setting ambitious but achievable objectives, which are met by planning and implementing appropriate activities, taking into account the opportunities and constraints of the operating environment. The professionalism of the university's management is reflected in the smooth running of key processes and the delivery of the desired outputs to all relevant audiences.

Coherence in planning, reporting and decision-making on development and activities is reflected in the fact that the development plans of the University and the academic units form a coherent whole (see Figure 8 for more details), with common strategic objectives, metrics and a coordinated implementation plan to achieve these objectives. The planning and reporting on the development of the University and its units is done through a coherent, centrally managed process. Decisions to modify objectives and activities are discussed and adopted by the University's decision-making bodies.

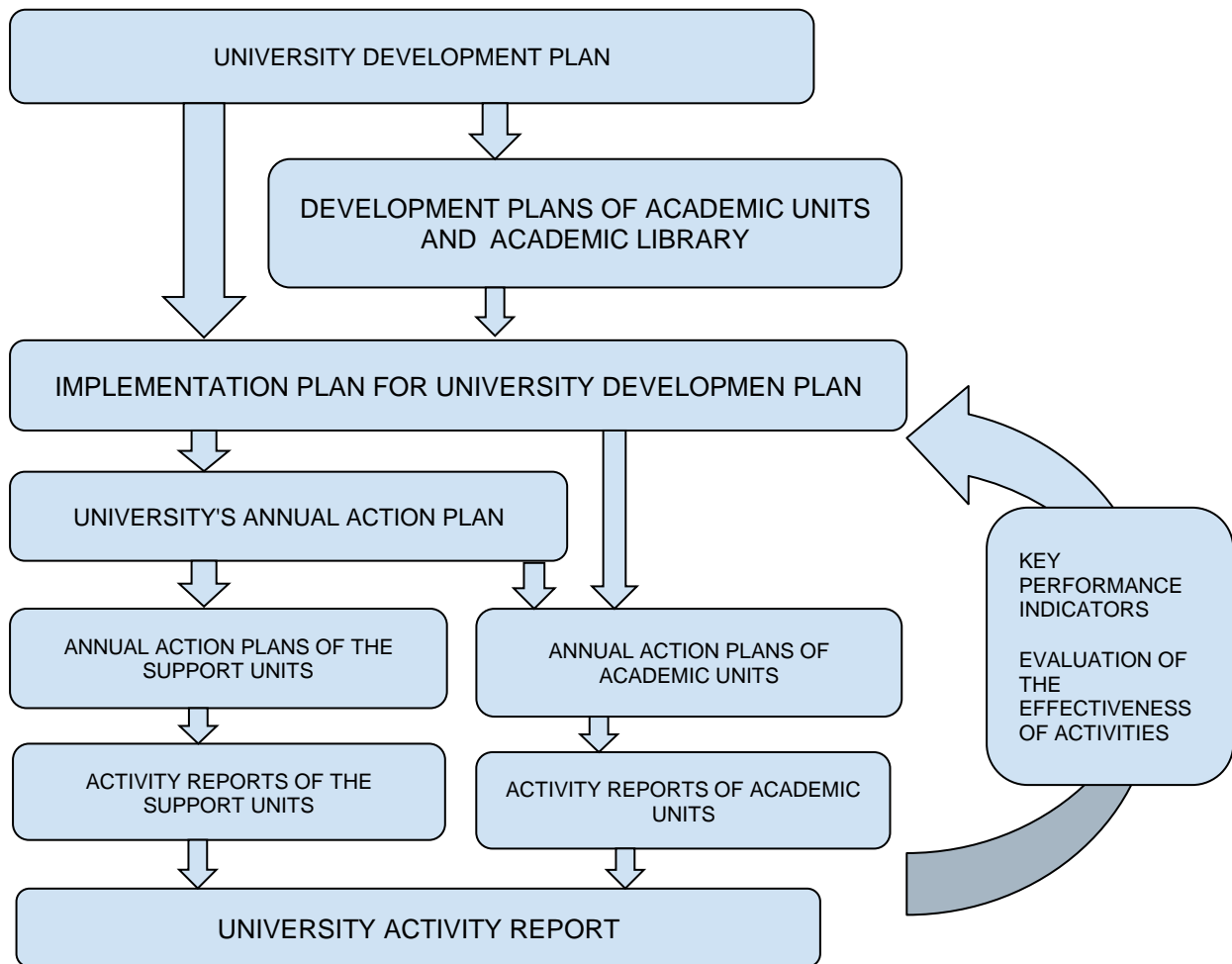


Figure 8: Coherent implementation of the university development plan

Process	Regulations	The person responsible for the process
Management of key university processes	University Act University Statutes Statutes of academic units Statutes of the Strategy Office	The Rector and the Vice-Rectors appointed by the Rector, and administrative directors and directors of selected units
Drawing up and adopting the university development plan	University Act	Council and Rector

Implementing the university development plan	Procedures for planning and reporting on university development University development plan and its implementation plan Academic unit development plans and their implementation plans	Vice-Rector responsible for the strategic objective, unit directors
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4.2.2. University staff

Recruitment is based on the university's objectives; the recruitment process is fair and transparent, and there is continuous staff development.

In line with the revised Higher Education Act, the university treats all academic staff as staff with teaching and research obligations (except for teaching staff, who are not subject to research obligations).

Filling academic posts

The aim of filling academic posts is to find candidates who meet the professional requirements and are suitable for the university's objectives, within the framework of the current career model, for teaching at higher education level and/or for research, development or creative activities. The principles and procedures for recruitment are regulated by the Employment Relations Rules, guidance materials on the stages of the recruitment process have been developed, and members of the evaluation panel are instructed. The recruitment process is designed with openness, transparency and equal treatment of candidates in mind. The procedures for filling posts will be amended and supplemented in the light of the problems encountered during the process. The following values and principles will guide the recruitment process.

Openness in recruitment means that recruitment is carried out in accordance with the principles and procedures laid down in the Higher Education Act and the university. Posts are filled primarily through open competition, with clearly limited possibilities for recruitment without competition. The vacancy notice for a post in the tenure system will also be carefully advertised in international information channels, which could be used to identify suitable candidates. The eligibility of candidates for the competition will be assessed by a number of persons as well as by experts. The vacancy notice will describe the career opportunities, and candidates will be given feedback on their strengths and areas for development. The results of the competition can be challenged internally.

Quality means that the requirements for filling the post are set in relation to the duties of the post and that filling the post takes place in accordance with the prescribed procedure. Policies and procedures for the filling of posts shall be regularly analysed, amended and improved in the light of the results of such analysis.

Professionalism means that the assessment of a candidate's suitability for the post is evidence-based and takes into account the purpose and tasks of the post. The recruitment

process is smooth and all parties involved respect the requirements of impartiality, confidentiality and equal treatment.

Coherence means that posts are filled according to the same principles and procedures across the university and that university staff work together to plan and carry out the filling of posts.

The filling of academic staff positions is regulated by the Employment Relations Rules of Tallinn University.

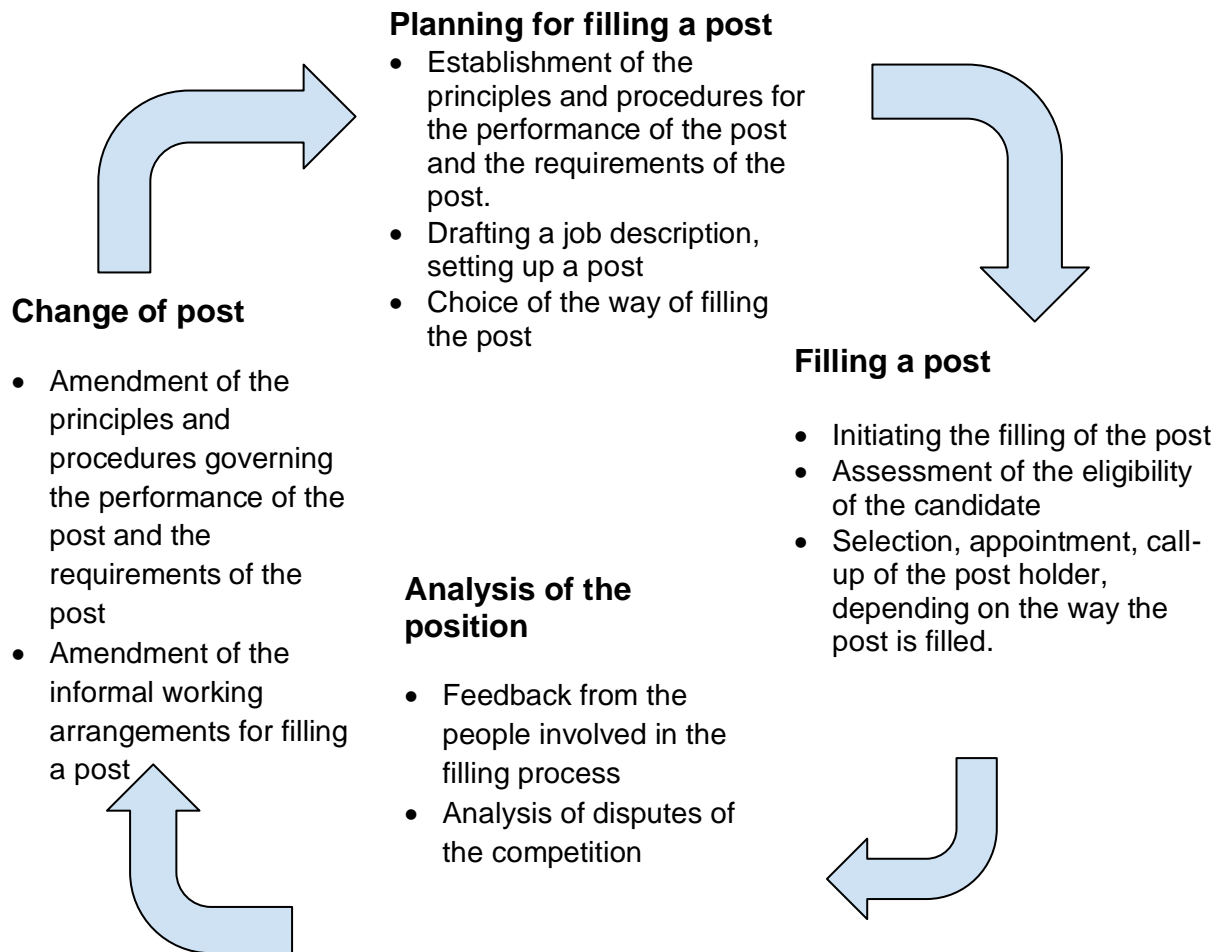


Figure 9. Process for filling academic post

Process	Regulations	The person responsible for the process
Planning for filling a post	Employment Relations Rules Confirmation of the number of posts in the tenure system	Head of academic unit
Filling process	Employment Relations Rules	Human Resources Manager

Quality assessment of the filling of posts	Employment Relations Rules	Human Resources Manager
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Supporting staff development

The aim of staff development support is to ensure the delivery of professional and high quality research, development and creative activity and teaching, and the necessary support activities. Principles for staff development are agreed to ensure clarity in the delivery of development activities and the use of development opportunities. Staff performance is evaluated and development is planned through development interviews between the staff member and his/her supervisor and, in the case of academic staff, through staff evaluation. Staff development policies and working arrangements are amended and improved as issues arise during this process. The following values and principles underpin the development of academic staff.

Openness means that staff development is guided by the university's staff development principles. Academic staff, academic staff managers and employees organising staff development are involved in the planning of development activities. The range of development activities is varied and all staff can take part in targeted development activities. The Erasmus programme also offers international learning opportunities. Information on development activities offered and completed is easily available to staff.

Quality means that the university provides opportunities and activities that contribute to the development of the skills, knowledge and attitudes needed to perform the duties effectively. The range of development activities is research-based and modern. There is time for self-development during working hours. The effectiveness of staff development policies and the efficiency of development activities are regularly evaluated and developed further where necessary.

Professionalism means creating a supportive environment for staff development that takes into account the individual development needs of the staff member, and the university's objectives, needs and opportunities in a balanced way. Development activities are carried out with the involvement of experts from within and outside the university.

Coherence means that staff development is a cross-unit, networked collaboration, both in planning and implementing development activities and in analysing the impact and deciding on changes.

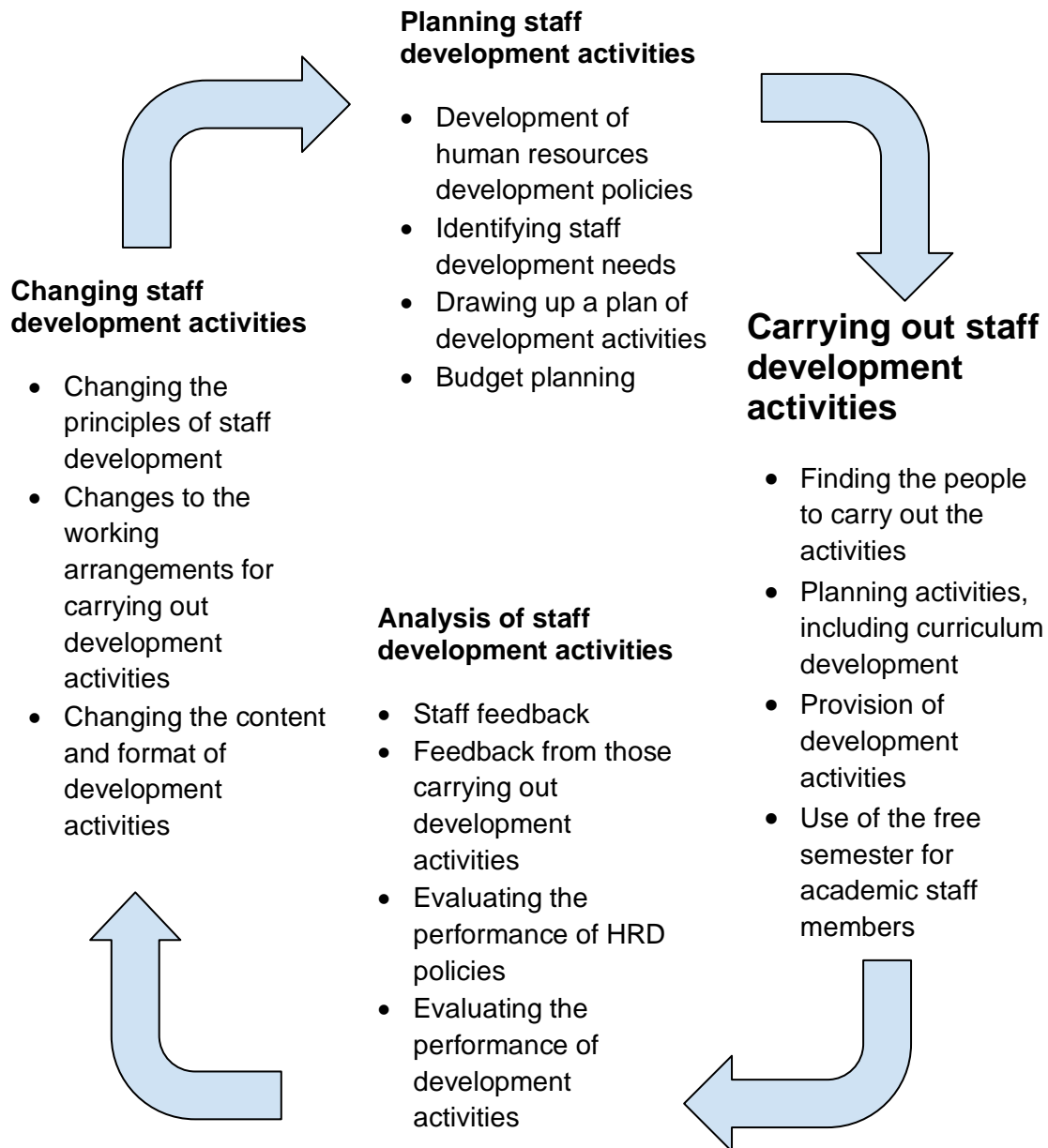


Figure 10. Staff development process

Process	Regulations	The person responsible for the process
Planning staff development activities	Principles of human resources development Good practice for development interviews Rates and principles for the payment of Erasmus+ staff mobility grants	Human Resources Manager

Staff development process	Principles of human resources development Rates and principles for the payment of Erasmus+ staff mobility grants	Human Resources Manager
Assessing the quality of staff development activities	Principles of human resources development	Human Resources Manager

Evaluation of academic staff

The purpose of evaluation is to support the development and career development of an academic staff member by periodically assessing the academic staff member's performance and compliance with the requirements of the post and by determining the suitability for the post. The principles and procedures for evaluation are set out in Tallinn University's Employment Relations Rules. It will be amended and supplemented as issues arise during this process. The following values and principles guide the evaluation process.

Openness means that employees know who is being evaluated, under what conditions and how often, and what are the consequences of evaluation. It is carried out by a multi-member committee, and the staff member has the right to have access to the information and material collected about them. The evaluation decision can be challenged internally.

Quality means that the evaluation is carried out in accordance with the prescribed policies and procedures, and that the decision of the evaluation committee is reasoned and based on the information and material collected on the staff member. The evaluation policies and procedures are analysed, amended and improved in the light of the results of the analysis.

Professionalism means that the assessment of the staff member being evaluated is evidence-based and takes full account of the staff member's performance and professional competence. The evaluation process is smooth and all parties involved respect the requirements of impartiality, confidentiality and equal treatment.

Uniformity means that the evaluation process is carried out according to the same principles and procedures across the university, and that university staff work together to carry out the evaluation.

The evaluation of academic staff is regulated by the Tallinn University Employment Relations Rules. Process diagram:

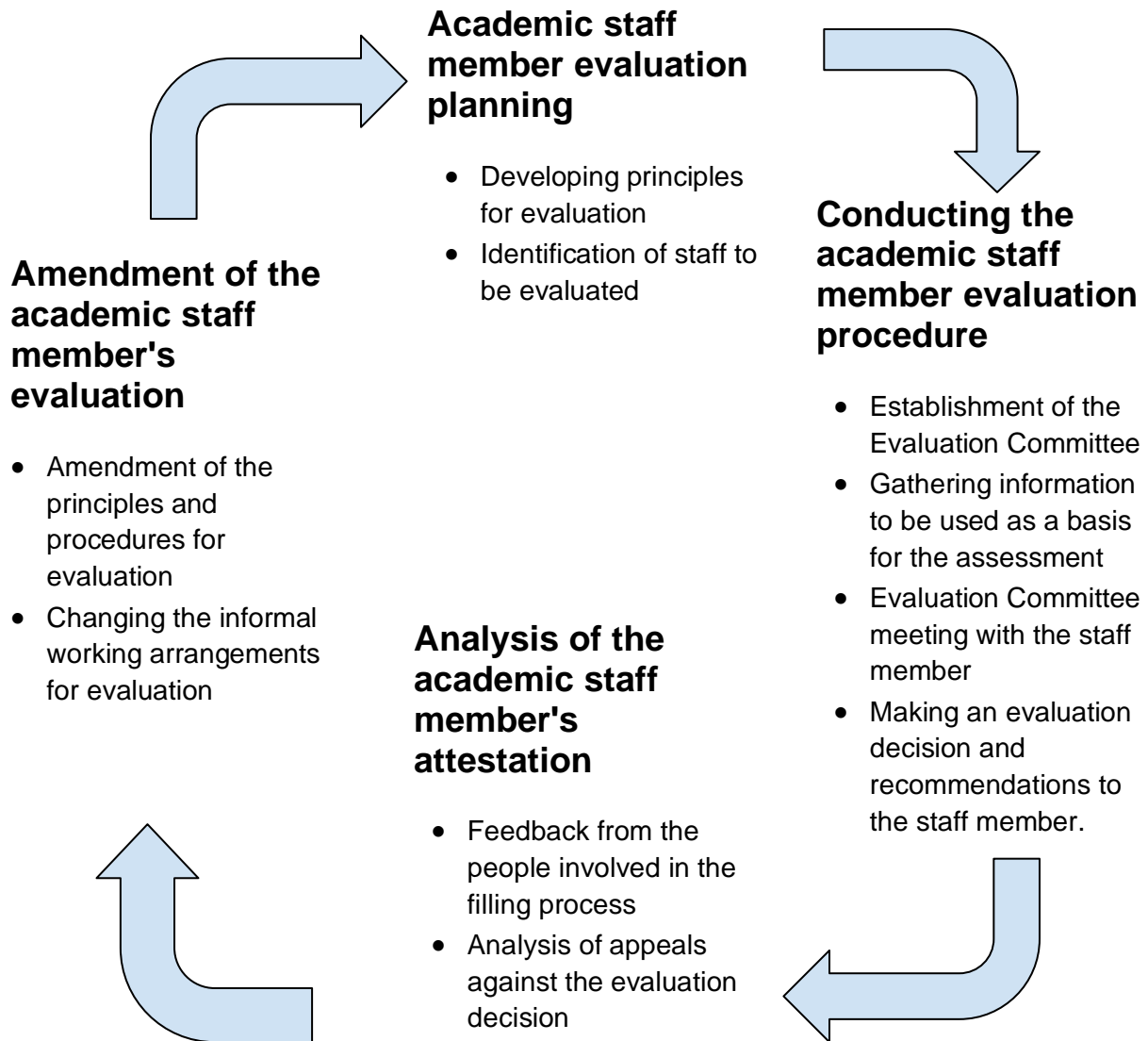


Figure 11. Process of the evaluation of academic staff members

The process and responsibilities are set out in the following regulations:

Process	Regulations	The person responsible for the process
Planning for attestation	Employment Relations Rules	Human Resources Manager
Evaluation process	Employment Relations Rules	Head of academic unit Human Resources Manager
Assessing the quality of evaluation	Employment Relations Rules	Human Resources Manager

Good academic practice and equal treatment

In an increasingly complex and multicultural environment, the university cannot expect its members to have a tacit common understanding of good academic practice and equal treatment. Therefore, the university has a responsibility to maintain and promote good academic practice, and to ensure responsible research and teaching, including the task of developing a common understanding and clear agreements within the organisation on the meaning and observance of good academic practice and equal treatment. Only in this way can the academic freedom of the university members and the resulting responsibility for their decisions and the results of their activities be effectively exercised.

Considering the existence of a support system for the implementation of good academic practice and clear procedures for dealing with the possible breaches of good practice to be an essential part of the quality culture of an academic organisation, we have taken several important steps and agreed at the Senate level on the basic principles of a support system for the implementation of good academic practice. Building on this framework agreement, we have launched the Ethics Committee and developed a number of other important support functions. In addition, we have developed and established the “Good Research Practice”, “Good Practice of Teaching and Supervising”, “Good Practice of Learning” and “TLU Gender Equality Plan”, and continue to work on good practice agreements covering other aspects of university life. The materials are available on the university’s homepage: <https://www.tlu.ee/en/ethics-and-good-practices>.

Good academic practices concerning teaching, supervising and learning have been discussed in earlier chapters of this document. In addition, the relevant aspects of the Good Academic Practice and the Gender Equality Plan have been highlighted here.

Research, development and creative activities and their teaching are free in Estonia, and universities and research institutions are autonomous within the limits set by legislation (the Constitution of the Republic of Estonia), but freedom is not absolute. It is limited by a responsibility towards the individual, society and the natural and cultural environment. Accepting responsibility is a precondition for ensuring society's trust in science and scientists. Good research practice shares responsibility for upholding the values and policies between the research institution and the researcher, emphasising the role of the university in shaping the research environment. The responsibility of the research institution includes: (1) training and education; (2) mentoring; (3) shaping the working environment; and (4) handling suspected violations of good scientific practice and complaints.

The aim of the Tallinn University Gender Equality Plan is to raise awareness of gender equality issues and to take steps to introduce more effective rules and measures to ensure equal treatment at the university, taking into account the possibility of structural inequalities as well as issues related to discrimination at the individual level.

Good academic practice and gender equality are based on the following values and principles.

Openness in ensuring good academic practice and equal treatment means developing clear and publicly communicated principles, communicating them to the university members and transparently dealing with possible violations through the Tallinn University Ethics Committee or an independent expert panel.

Quality in ensuring good academic practice and equal treatment means that we have agreed on the principles underpinning the implementation of good academic practice and equal treatment at the university, launched the Ethics Committee, created the post of the Commissioner for Equal Treatment and a number of other key support functions, and established clear procedures for dealing with the potential breaches of good practice.

Professionalism in ensuring good academic practice and equal treatment means that we systemically develop skills and knowledge in the field, and learn from the best practices of our partners. We provide support to the research community in the assessment of ethical aspects of research to ensure that data protection and ethical aspects of research conducted at Tallinn University have been thought through and are appropriate. In doing so, the Ethics Committee is guided by the Personal Data Protection Act and other relevant legislation, the Estonian Code of Conduct for Research Integrity Agreement, the European Code of Conduct for Research Integrity (ALLEA) and other sectoral codes of ethics, and the Estonian University Quality Charter.

Coherence in ensuring good academic practice and equal treatment means that the Rectorate, heads of the different units of the university, as well as every lecturer, researcher, support staff member and student has an important role to play in creating an organisational culture that supports and promotes good research. University members have a responsibility to adhere to the principles of good academic practice and to contribute to the development of an organisational culture that supports good practice and equal treatment at the university, including by assisting and advising colleagues and by drawing attention to the agreed principles, but also to possible breaches of good practice.

Process	Regulations	The person responsible for the process
Agreeing and communicating good academic practice and developing a support system	Support system for the implementation of good academic practice at the university, Good research practice, Good practice of teaching and supervising, Good practice of learning, TLU Gender Equality Plan	Vice-Rector for Research
Ensuring gender equality Handling breaches of good academic practice	TLU <u>Gender Equality Plan</u> TLU Statute of Ethics Committee, university's	Vice-Rector for Research

	support system for the implementation of good academic practice, Study Regulations	TLU Ethics Committee, Commissioner for Equal Treatment
Assessing the ethical aspects of research	TLU Statute of Ethics Committee, procedure of the TLU Ethics Committee for the evaluation of research proposals	TLU Ethics Committee

4.2.3. Resources

Tallinn University aims to manage sustainably and ensure sufficient resources for the implementation and development of its core processes. This means that students have access to the necessary means for learning (library, research information, IT tools and information systems to support learning) and that the university employees have all the modern facilities they need to carry out their research, development and creative work as well as teaching. The university's homepage provides publicly available, timely, relevant, objective and easily accessible information on all university activities.

Openness in the use of the university's resources means providing knowledge services that are necessary and accessible to society, as well as a meaningful space for debates. We organise events and activities not only for the university members, but for all university stakeholders. The use of resources is prudent and transparent.

Quality means creating learning and working conditions that meet today's requirements, with appropriate infrastructure and the use of modern technologies.

Professional use of resources in a context of scarce resources translates into setting priorities and thereby ensuring the sustainability of the university, and the ability to use the resources at its disposal as efficiently as possible through different technologies and best practices.

Coherence in the use of resources means that different parts of the university are able to cross-utilise available resources, and manage them in the best and most sustainable way.

The process and responsible persons have been set out in the following regulations:

Process	Regulations	The person responsible for the process
Planning and monitoring the use of financial resources	TLU Regulations of Economic Activity	Financial Manager

Planning and development of real estate, including space assets	TLU Regulations of Economic Activity	Vice-Rector for Development
Development of the IT systems	Statutes of the Information Technology Office	Strategy Manager
Availability and relevance of public information	Statutes of the Marketing and Communication Office	Vice-Rector for Development