

Joint Final Report

Estonian Agricultural University

Programs Assessed

6343963 Economics and Entrepreneurship
6343263 Accounting and Finance
6343264 Rural Entrepreneurship and Financial Management
7343963 Economics and Entrepreneurship
7343263 Accounting and Finance
7343903 Marketing and Management
7343267 Accounting and Financial Management
7343957 Economics and Entrepreneurship

Visit Dates

March 15-16, 2004

Expert Team

Prof. Ilkka Virtanen
Professor of Operations Research
and Management Science
Dean of the Faculty of Technology
University of Vaasa
PO Box 700, FIN-65101 Vaasa
Finland
Tel: 358-6-3248256
Fax: 358-6-3248557
E-mail: itv@uwasa.fi

Prof. Kurt Pedersen
Aarhus School of Business
Fuglesangs Alle 4
DK-8210 Aarhus V
Denmark
Tel: 45-8948-6340
Fax: 45-8948-6125
E-mail: kur@asb.dk

Prof. Denis I. F. Lucey
Vice-President
University College
Western Road
Cork, Ireland
Tel: 353-21-4902570
Fax: 353-21-4903358
E-mail: dlucey@ucc.ie

Part I

General Overview

THE ASSESSMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

The Higher Education Quality Assessment Centre of Estonia has invited a team of experts to assess programs in Economics and Business Administration at the University of Tartu, Estonian Agricultural University, Pärnu College of the University of Tartu and Tallinn Technical University.

The expert team

- Prof. Heinrich Stremitzer, Wirtschaftsuniversität Wien, Austria;
- Prof. Ilkka Virtanen, University of Vaasa, Finland;
- Prof. Juris Krumins, University of Latvia, Latvia;
- Prof. Kurt Pedersen, Aarhus School of Business, Denmark;
- Prof. Wim Meeusen, University of Antwerp, Belgium;
- Prof. Paavo Okko, Turku School of Economics and Business Administration, Finland;
- Prof. Denis Lucey, University College Cork, Ireland

The assessed programmes:

UNIVERSITY OF TARTU

6301216 *Bachelor in Social Sciences (in Economics and Business Administration)*

7301216 *Master in Economics and Business Administration*

8301200 *PhD (Economics)*

7345256 *Cultural Management*

ESTONIAN AGRICULTURAL UNIVERSITY

6343963 *Economics and Entrepreneurship*

6343263 *Accounting and Finance*

6343264 *Rural Entrepreneurship and Financial Management*

7343963 *Economics and Entrepreneurship*

7343263 *Accounting and Finance*

7343903 *Marketing and Management*

7343267 *Accounting and Financial Management*

7343957 *Economics and Entrepreneurship*

PÄRNU COLLEGE OF THE UNIVERSITY OF TARTU

5343914 *Business Administration*

5787216 *Tourism and Hotel Management*

TALLINN TECHNICAL UNIVERSITY

6345259 *Economics*

6345210 *Economics*

6343954 *Business Administration*

6343906 *Business Administration*

The programme of the visits

The assessments took place during the period March 14-21, 2004. Sunday evening 14 March, the Committee had a meeting with the member of Higher Education Quality Assessment Council and managing director of the Accreditation Centre. An outline was given of the task of the Committee and the general situation of Estonian Higher Education.

Monday 15 March and Tuesday 16 March the University of Tartu and Estonian Agricultural University were visited. Wednesday 17 March the Pärnu College of the University of Tartu was visited. Thursday 18 March the Committee visited the Tallinn Technical University.

The programme and working method

Prior to the beginning of the visits, the Committee had a general discussion about the task as seen by the Committee, about the standards, formulated by the Accreditation Centre and the frame of reference for the assessment as seen by the Committee. At the same time the self-evaluation reports were discussed.

The programmes of the visit had in general the same format:

- Meeting with the leaders/heads of the institutions
- Discussion with the writers of the self-evaluation reports
- Interviews with groups of students of the different programmes in small groups
- Interview with academic staff of the different programmes in small groups
- Interviews with important Committees
- On-site visits of facilities

During the one major part of each visit the Committee tried to assess especially the organisation of the programmes, the way the curricula had been designed, the way the quality is being assured, the qualification of the staff, the research activities and all other points the programmes had in common. The Committee formally had to report on 18 programmes.

What follows are the findings of the Team (Part II), its general recommendations (Part III), and its accreditation conclusions (Part IV). In Part II, the findings are relative to the “Requirements for accreditation of curricula of universities”, and “Requirements for accreditation of curricula of institutions of applied higher education” (Approved by the regulation of the Government of the Republic of Estonia No 265 of 23 October 2003).

Part II

Findings

GENERAL FINDINGS AT THE ESTONIAN AGRICULTURAL UNIVERSITY

First of all, the Faculty of Economics and Social Sciences (FESS) of the Estonian Agricultural University (EAU) should be commended on the self-evaluation report, which it has produced. It is open and honest, and quite analytical, not only descriptive. The Team experienced it as positive that weak points and issues and processes needing improvement were also presented. Naturally the report also raised questions among the Team and a lot of additional information was needed (and received during the site visit) for preparing this final report.

The Estonian Agriculture University is “a University in transition”, as seem all the HEI’s in Estonia today to be. This is mainly because of the degree system reform going on in the country at the moment. A special additional issue for the FESS is that it has lost all of its state-funded study places for a couple of years ago.

The findings at the University and Faculty will be presented at relevant points in the list of accreditation criteria below.

I. MANAGEMENT OF EDUCATIONAL POLICY

1. Mission of the institution. Implementation of educational policy.

The University defines its mission in the self-evaluation report: “The mission of the Estonian Agricultural University is to guarantee sustainable use of natural resources and enhance rural development”. The aim of the EAU is to be the centre of research and development in such fields as agriculture, forestry, animal science, veterinary science, rural life and economy, food science and environmentally friendly technologies. The University sees its role as a HE institution to respond to the needs of the society, especially to the needs of Estonian rural areas in general and of the Tartu region in specific.

The mission of the Faculty of Economics and Social Sciences originates from the mission of EAU and is defined as “The mission of the FESS is to facilitate sustainable development of rural economy and rural communities in the Republic of Estonia and to render and develop higher education services for this sector”. This mission has led the FESS to the following priorities in its education:

- To train high-quality specialists both for agricultural sector and for state and municipal institutions,
- To train high-quality specialists able to establish and develop the institutions and activities necessary for integration with the EU in agricultural sector and in rural areas,

- To guarantee scientific consistency and national scientific competence in the fields of science essential for rural development.

To implement the educational policy derived from the mission of the University and the Faculty, the FESS concentrates on the following speciality areas in its programmes:

- Economics and entrepreneurship (old bachelor's programme, old and new master's programmes)
- Accounting and finance (old bachelor's and master's programmes)
- Marketing and management (old master's programme)
- Rural entrepreneurship and financial management (new bachelor's programme)
- Accounting and financial management (new master's programme)

Besides the Faculty's own programmes FESS offers several courses to the students of other faculties of EAU in the frames of general studies at the bachelor level and as compulsory courses at the master level.

The Team see that the Faculty has a clear picture of its role inside the EAU and in the Estonian higher education system.

2. Conformity of the curriculum with professional standard and requirements and international trends. Tasks and activities of academic unit.

Conformity of the curriculum with different standards and requirements will be considered more closely in Section III of Part II in this report. FESS can manage its tasks and activities as an academic unit quite well. The leadership of the Faculty is in good hands and the management of the University supports the Faculty.

3. Curriculum council. Analysis and improvement of academic quality of curriculum

There are two curriculum councils in FESS, one for each speciality area (economics and entrepreneurship; accounting and finance). The members of the councils represent the Faculty, external stakeholders and students. The councils analyse the existing curricula, collect and analyse proposals for curriculum improvement, compare curricula with their international counterparts and initiate curriculum changes and improvements when necessary. Examples of recent curriculum development were given both in the self-evaluation report and during the site visit.

4. A supervisory system to monitor the performance of faculty and students

The quality and performance of the faculty are controlled when appointing new teachers and lecturers, by recording their formal quality improvements (e.g. achievement of a doctor's degree), their participation in pedagogical and other training, their research and publication activity etc. There exists a system for evaluating the teaching staff by the students. This system is organised by the Student Union and carried out twice a year. It remained, however, partly unclear for the team, to what extent and in which form the management of the Faculty and

the whole University use the available information for monitoring the performance of the staff.

The team did not notice any problems or deficiencies in the student performance recording and monitoring.

5. Participation and tasks of unit in other subjects

FESS defines participation in implementing and developing of the other curricula of EAU as one of its major tasks: “In accordance with registered academic curricula and the actual request from the other faculties of the EAU, FESS carries out tuition in its field of competence for all specialities of EAU, and in accordance with the Universities Act enables the access to its courses for the students from the other Estonian universities”. As a faculty of a specialised university for rural development and sustainable use of natural resources, FESS can have a notable role in its support to the other disciplines.

CONCLUSION RECOMMENDATIONS

- 1. The profile of the University as a university in serving the development of the rural areas of Estonia is clear-cut and distinct from that of the other universities in the country. The mission of the Faculty is in good conformity with the mission of the University. The implementation of this mission has been realised in the curricula of the degree programmes.**
- 2. The University has a competent and dynamic management. The same is true for the management of the Faculty. The Team were impressed of the warm and professional way the Dean leads the Faculty.**
- 3. The FESS has a very well-developed capacity to observe and analyse the evolving fields of study relative to its graduates and their future role in rural enterprise, to think strategically in reorienting its activities to meet these new needs in society and to build across its disciplines the teams to develop and deliver the courses, research and development services to address these new opportunities.**
- 4. Just to point out one object for development, the Team want to emphasise the importance of developing an advanced system for monitoring the recruitment and performance of the teaching and supporting staff.**

II. STUDENTS

- 1. Size and structure of student intake; average admission level; deficiencies of pre-university education**

Since the year 2000 the FESS has been able to offer self-financed study places only. The competition rate has remained reasonable high (~ 5). The structure of the student intake is in conformity with the mission of the EAU: most of the students come from counties with rural characteristics.

- 2. Students' motivation, expectations, guidance, counselling services, progress level.**

The Team experienced the students to have high motivation, to be happy with the fulfilment of their expectations and with the guidance and counselling during the studies.

3. Monitoring of student achievements. Study load and learning conditions.

FESS has an adequate monitoring system for student achievements. The Faculty should pay more attention to the study load: the number of courses (due to their small size) is quite high and amount of contact teaching is also high. Otherwise the learning conditions are mainly good (see the comments on library conditions later on).

4. Possibilities for student mobility and credit transfer

The possibilities for student exchange are still very limited. Increase of language courses in the curriculum, creation of courses taught in foreign languages and creation of study places in exchange programmes form one of the most important challenge for FESS.

5. Activity of student bodies. Students' role in academic councils and in self-assessment.

The students are very committed to the FESS. They have their representatives in the academic councils. The students were able to participate in preparing the self-evaluation report.

CONCLUSION RECOMMENDATIONS

- 1. FESS has succeeded to maintain among young people sufficient interest towards the study specialities offered. The competition rate is still quite high although some decrease in the average grade and prior knowledge of languages of students admitted has happened.**
- 2. To be competitive also in the future, FESS should pay careful attention to increasing the offering of courses in foreign languages and for creating more opportunities for student exchange.**

III. THE CURRICULUM

1. Curriculum conformity with requirements of the Standard of Higher Education, a professional standard and international legislation

The Team see no formal problems in conformity of bachelor's programmes' curricula with national and international standards and requirements. Since the year 2002 the admission is to the new bachelor's programme ("3 + 2 model") only.

As for master's programmes, EAU and FESS (as all other Estonian universities) live a period of transition. There are no graduates from the three-year bachelor's programmes yet, the graduates from the old four-years programmes can continue their studies aiming to the old (scientific) master's degree or to the new (academic) master's degree. The Team is, however, optimistic about the Faculty's ability run also the new master's programmes successfully, because it has succeeded in running the even more demanding old programmes.

2. Aims and objectives of the curriculum, their correspondence to the institution goals and educational policy and graduation requirements.

Curriculum aims and objectives are cohesive and internally consistent and they expand on the EAU goals. The objective of the FESS curricula includes "... to offer our students a systematic education based on theoretical knowledge, to develop their intelligence, creativity, capability of independent decision-making and entrepreneurial spirit; to implant the feeling of responsibility for the systematic development of rural economy, nature-friendly life environment and rural culture;..." The objectives also include the development of several personal skills and an overall sustainability to enable the graduates to cope in different fields of economic activity.

3. Curriculum design, accomplishment and development. The role of various structural units.

Curriculum design, especially in the move from the four-year to the three year bachelor's degrees has been carried out in conformity with general EAU guidelines aimed at reducing the number of bachelor's curricula and leaving "... deeper specialisation to the level of master's studies." Thus, two four years bachelor's programmes [in *Economics and Entrepreneurship* and in *Accounting and Finance*] are being replaced by a single three-year's bachelor's programme in *Rural Entrepreneurship and Financial Management*. The new curriculum is designed to incorporate the strengths of FESS competence and expertise, to combine them with global development trends and the specifics of rural development and to offer students more choice through additional modules and free electives. The team commends FESS for its carefully thought-out approach to this area.

4. Subject structure, group balance, options and diversity of curriculum.

FESS, as a result of its Rural Development focus, has to enable its students to draw on components of several areas of knowledge in order to develop their understanding of the holistic approaches which will underpin their skills in seeking sustainable solutions to rural issues. A study programme can, therefore, appear to contain a large number of small stand-alone courses, unless special care is taken to group them cohesively and to integrate the insights available from the different fields of study, through the use of capstone courses or other integrative approaches such as the use of deliberately-focused thesis topics. In the programmes under review, there is a significant number of 1CP, 1½CP and 2CP courses which might be grouped more cohesively with other programme

components. The fractured structure of the programmes calls for a more integrating perspective. It is the opinion of the Team that the Institute of Rural Sociology and Co-Operation has an unrealised potential to contribute significantly towards such an integrating perspective. Not only does it focus on the central problem of rural development; it also opens up the possibility of academic contributions from the other institutes of the Faculty and even beyond the Faculty.

5. Correspondence to international standards and labour market.

The FESS proposals draw on best practice in several EU member-states and the Baltic countries. The programmes are clearly related to labour market conditions for graduates with business skills appropriate to rural development opportunities. Exploration of opportunities for building stronger Estonian/Baltic food supply chains may create further demand for marketing oriented graduates, especially at Master's level.

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6. Intake and graduation requirements.

These are consistent with the programme aims and the general EAU and national practices.

7. Quality assurance system covering the curricula and the provision of education

See Section VIII.

CONCLUSION RECOMMENDATIONS

- 1. The degree programmes in the FESS of EAU are highly commendable in that they have a clear focus on developing professional competencies related to the rational management of renewable rural/natural resources in a profitable, sustainable manner. The FESS is, therefore, in a position to offer unique educational and research opportunities to bachelor's and master's students and the Team see FESS having the potential to attract to its master's programmes candidates who have come from a range of differing bachelor's degree programmes, not only from the EAU but also from other universities.**
- 2. Because of the holistic nature of the skills and competencies, which these programmes aim to develop, there is a tendency for these programmes to appear to contain a large number of small courses. The Team recommends that consideration be given to more cohesive grouping of small courses to ensure greater cohesion and integration across different areas of knowledge.**

IV THE EDUCATIONAL (TEACHING) PROCESS

- 1. Teaching methods used. Classroom and individual study organisation. Developments of teaching methods.**

Organisation of the teaching process is quite traditional consisting of lectures, seminars, practical exercises, laboratory work, independent (home) work, and enterprise practice. Under these forms of teaching, however, a variety of methods is used: computer-aided teaching and learning, group work, colloquia and brainstorming, etc. As stated earlier, pay should be attention for creating a better balance between classroom and individual learning. According to the Team's opinion, the share of individual (non-classroom) learning should be increased. The teaching staff has the ability to further the development of the teaching and learning process and the Team got the impression that they are committed to do the work.

2. Computers and licensed software used in teaching and learning.

The University is equipped with excellent computer facilities, the software used are modern adequately licensed.

3. Assessment of student achievements and examination methods.

Assessment of student achievements and examination methods are adequate and objective. The procedures for handling possible students' complaints exist and are made known for the students. The students interviewed were very satisfied with the existing assessment system.

CONCLUSION RECOMMENDATIONS

- 1. The educational process at FESS works well.**
- 2. The main recommendation is for enhancing the role of individual work in the student's learning process.**

V. ORGANISATION OF STUDIES

1. Rationality of study organisation. Academic calendar.

Organisation of the studies is for its most part rational. The workload is evenly distributed between the semesters. Some restrictions for elaboration of the weekly timetable are caused by the necessity to give space for the university-level elective courses. Organisation of the Open University contact teaching hours as an extended weekend (Thursday – Sunday) once a month received very positive feedback from the students interviewed.

2. Attainability and quality of information about studies' organisation. Counselling and registration for studies and examinations.

The University has an electronic system (DEKANAT) for registration of students, their studies and examinations. The Team experienced during the site visit that all relevant information concerning the study process was easily available. The University has plans to further develop the system.

3. Students study loads and independent work

Please refer to point IV.1 and recommendation IV.1.

4. The improvement of study organisation. Analysis of student success and failures.

The Team did not notice any big problems in organisation of the studies. The dropout rate is reasonable and under the Faculty's control. The system for organising internships is, however, underdeveloped: it is mainly based on students' own activity.

5. System for analysing and evaluating student progress, study loads and results.

The Faculty's system for analysing and evaluating students' progress, study loads and results is integrated with the university-level system of the Department of Academic Affairs. This integrated system allows up-to-date information on the university as well as on the faculty and department level.

6. Technology to register and to monitor students study results.

See point 1 above.

7. Co-operation relationships to organise practical training

See point 4 above.

CONCLUSION RECOMMENDATIONS

- 1. The Faculty (and the whole University) have a well-functioning system for organising the studies. This is as true for the content of the system as for its technical arrangements.**
- 2. As the practical orientation is very important in all the programmes run by FESS, the Faculty should pay a special attention for creating a faculty- (or university-) run internship programme.**

VI. TEACHING STAFF

- 1. Quantity, qualification and experience of academic staff and conformity to the requirements of the Universities Act, the Standard of Higher Education and the Requirements for Teacher Training. Full-time and part-time personnel rate. Teaching workload. Sufficiency of teaching staff for curriculum accomplishment and development. Adequacy of complementary staff.**

The FESS has 33 teaching staff, 7 of whom are half-time. About 75% of the curriculum volume in each of the bachelor's programmes is taught by the full-time

staff. And over 50% of each of these programmes is taught by teaching staff holding doctoral degrees.

All members of the Team were highly impressed by the competence, enthusiasm, commitment and dedication of the teaching staff of the FESS. The Dean and the Heads of the Institutes deserve special commendation for their active encouragement of team-building, personal development and academic renewal, which is continuously taking place in the Faculty.

Access to specific research funding is currently problematic and the team recommends that the EAU central management consider providing some interim support to the Faculty endeavours in this area in order to sustain the Faculty's intellectual base and help the retention of younger staff.

The Team-members consider that individual staff teaching work-loads are very high and that students might be encouraged to undertake relatively more self-learning activities, thus freeing up staff for more research and for more developmental activities with their rural development and other client groups.

2. Qualification enhancement. Research and other scholarly activities of academic staff.

Staff members in general have been quite active about improving their qualifications. It is worth noting that all the persons who have successfully defended their Doctoral degrees have subsequently stayed with the Faculty! However, the Faculty has experienced an outflow of younger members of the teaching staff who have defended their Master's theses, which suggests that salary levels and/or the availability of research opportunities may not be competitive in the FESS for younger, highly qualified potential academic staff relative to other opportunities in the professional rural business or administrative areas.

3. Staff election policy and regulations. Assessment of teaching staff. Staff review arrangement.

Staff election/re-election takes place every four to five years. Though there are currently no vacancies in the FESS, the level of competition for young staff appointments is not high. Student evaluation of staff occurs regularly twice a year, organised by the Students Council. SWOT analysis of the Faculty has been a regular learning feature of the Marketing course for several years and the results have been very useful for the Faculty administration for making decisions on FESS development plans.

CONCLUSION RECOMMENDATIONS

- 1. The Dean and Heads of Institutes in the FESS have created and maintained an atmosphere, which has given rise to the development of a team of highly-dedicated, professionally competent, enthusiastic academic staff. Academic staff have been quite active in acquiring higher degrees; those at doctoral**

level have all remained at the FESS, but many of those at Master's level have subsequently been enticed by other career opportunities.

2. **The central administration of the EAU might consider how best it might support the FESS management team in developing more research and other opportunities to help retention and development of younger academic staff.**
3. **The high teaching loads of individual academic staff may also appear to be a severe barrier to staff retention and research/professional development and should be seriously reviewed.**

VII LEARNING ENVIRONMENT AND RESOURCES

1. **Adequacy of the number of study rooms, and amount of inventory, equipment and learning resources. Conformity with health-protection and safety requirements**

The physical resources given for the use of FESS by the EAU are modern and sufficient by quantity. Some needs for additional offices for the teaching personnel exist. The Team noticed no threats for the students' and staff's health or safety.

2. **Adequacy of number of laboratories, training rooms and bases for practical training.**

The needs of the students of FESS are mainly for computer laboratories, lecture rooms, and rooms for practical exercises and group work. The Team noticed no essential problem in availability of these.

3. **Library organisation and usage. Availability of textbooks, learning materials, scientific literature, special (professional) issues. Access of students to information networks.**

The EAU and FESS have during the last two years paid increased attention to increasing and developing the collections, databases and personnel in the library. Due to earlier deficiencies in the collections, the situation can not be considered as fully satisfactory. But by increased investment in library and by good personal customer service (total amount of library staff is 19) the University is moving in the right direction.

4. **Existence of recreational facilities and other non-educational services (food, housing, mental, medical et al). Access of students to information technology resources.**

The university has the normal cafeteria and restaurant services both for the students and the staff.

5. **Facilities for teaching staff.**

The facilities for the teaching staff are modern and well functioning. Some needs for additional offices for the teaching staff, however, exist.

6. Internal data network and connections with non-institutional networks.

The University has modern and fast network connections.

7. Facilities to photocopy study materials

The University has modern and efficient photocopying machinery, also available for students' use.

8. Resource management efficiency and long-term development plan to improve the condition of learning environment.

There is an ongoing project for renovating the University' premises (the veterinary sciences). Finishing this project means more flexibility also for other units of EAU, FESS naturally included.

CONCLUSION RECOMMENDATIONS

- 1. By its facilities and learning environment in general the university is modern and well equipped. There is still work to do in developing the library, but the Team was pleased to note that the University has made serious attempts to remove these deficiencies and has a special development plan for the library.**

VIII. FEEDBACK AND QUALITY ASSURANCE

- 1. Existence of quality assurance system and its efficiency. Role of student feedback.**

The quality assurance system consists of course and teacher evaluations (see I.4). The system is traditional but the Team's impression was that it works. The students' role in the system is essential.

- 2. Contacts with potential employers' representatives and professional associations. Contacts with alumni. Analysis of obtained information. Investigation of public opinion about institution and study programme.**

FESS has good contacts with the employers in the public sector (ministries and regional authorities), with professional associations (e.g. co-operative organisations), and with the alumni. The contacts with the private sector's enterprises (e.g. with the food companies) could be strengthened. FESS, its graduates and degree programmes have a good reputation among the external stakeholders.

- 3. Relationships with foreign educational institutions.**

FESS has relations with foreign educational institutions at the university, faculty and individual level. These can be seen as satisfactory. In the student exchange, however, the Faculty is just in the beginning of its way. This seems to be a problem of funding in the first hand and not of the lack of foreign contacts.

CONCLUSION RECOMMENDATIONS

- 1. FESS should pay special attention to enhancing the relationships with the enterprises in the private sector.**
- 2. FESS should actively search for ways of increasing and intensifying the student exchange. For outgoing students it is mainly a question of measures for finding funding for the students; for getting also more incoming students more courses in foreign languages are needed.**

IX. RESEARCH CONDITIONS AND LEVEL

1. Quality of research. Outcomes of research evaluation.

Several members of FESS are quite active in research. Despite the absence of significant direct research funding, they have been able to collaborate in various projects led by other academics, especially in various EU funded projects, and are also active participants in various Baltic/Nordic networks. They continue to produce research work of high quality and the number of papers in international scientific collections, conference proceedings, etc. has risen to about 30 per annum, matched by about a further 30 Estonian publications

2. Defended master and doctoral thesis.

Defended Master's and Doctoral theses cover an impressive array of topics related to various aspects of the rural development, food marketing and related issues.

3. Research environment (laboratories, equipment etc)

The research environment of the FESS is quite conducive to realising the potential of the Faculty to produce high quality research integrating the various competencies of the Institutes of the Faculty. In particular, the presence of the Institute of Informatics within the Faculty is a valuable strength, which has already yielded rich research dividends.

CONCLUSION RECOMMENDATIONS

- 1. The FESS academic staff has accumulated an impressive output of research results oriented to various rural development and Food marketing issues, despite the scarcity of direct research funding.**
- 2. Promotion of greater facilitation of research involvement by younger academic staff could increase the possibilities of retaining them within FESS.**

Part III

Accreditation Conclusions

1. The degree programmes in the FESS of EAU are highly commendable in that they have a clear focus on developing professional competencies related to the rational management of renewable rural/natural resources in a profitable, sustainable manner. The FESS is, therefore, in a position to offer unique educational and research opportunities to bachelor's and master's students and the team sees FESS having the potential to attract to its master's programmes candidates who have come from a range of differing bachelor's degree programmes, not only from the EAU but also from other universities.
2. Because of the holistic nature of the skills and competencies, which these programmes aim to develop, there is a tendency for these programmes to appear to contain a large number of small courses. The team recommends that consideration be given to more cohesive grouping of small courses to ensure greater cohesion and integration across different areas of knowledge.
3. It is recommended that the Faculty enhance the role of individual work in the student's learning process.
4. It is recommended that FESS pays special attention to enhancing the relationships with the enterprises in the private sector. The Faculty should also actively search for ways of increasing and intensifying the student exchange. For outgoing students it is mainly question of measures for finding funding for the students; for getting also more incoming students more courses in foreign languages are needed.

Part IV

Accreditation Recommendations

ADVICE ABOUT ACCREDITATION

The Committee assessed ten programmes at the Estonian Agricultural University. In the opinion of the Committee the following accreditation advice is given:

6343963 Economics and Entrepreneurship: Full accreditation

6343263 Accounting and Finance: Full accreditation

6343264 Rural Entrepreneurship and Financial Management: Full accreditation

7343963 Economics and Entrepreneurship: Full accreditation

7343263 Accounting and Finance: Full accreditation

7343903 Marketing and Management: Full accreditation

7343267 Accounting and Financial Management: Full accreditation

7343957 Economics and Entrepreneurship: Full accreditation

The Team unanimously recommends FULL ACCREDITATION of each of the above programmes.