

RESOLUTION OF THE COUNCIL

Tallinn

29.04.2026 no. 1-15/26/10

TTK University of Applied Sciences Strategic Plan 2026-2030

INTRODUCTION

The strategic plan has been adopted on the basis of clause 7 2) of the Statutes of TTK University of Applied Sciences (hereinafter TTK UAS) and Approval no. 9.3-1/26/1759-2 of the Ministry of Education and Research dated 20.04.2026.

The strategic plan describes the main areas of development in general administration, teaching and studying activities, and research and development for the years 2026-2030. Sector-specific strategies and the annual action plan of the University are prepared in compliance with the objectives of the strategic plan. The results of the aforesaid are evaluated by the Council of the University and the Advisory Board on the basis of the annual report.

The structure of the strategic plan is similar to that of the previous period. The main principles are divided into six strategic areas, which are in turn elaborated on as courses of action. The strategic areas are connected to numerical target figures that are regularly analysed in annual reports.

It is important to note that it was decided not to amend the vision, mission or core values of the University. These vital theses have proven themselves and remain relevant for the subsequent strategic plan period. This shall serve as an example of consistent development where the foundation laid by the principles stands strong and continues to support further development and improvement activities.

The principle of comprehensive inclusion has above all been taken into consideration upon the preparation of the strategic plan, and the process can be notionally divided into the following stages:

- 1) summary and analysis of TTK UAS Strategic Plan 2021-2025 (May-September 2025);
- 2) collection of ideas and proposals from all faculty members and students (September-October 2025);
- 3) consolidation of proposals into initial strategic areas of and courses of action (October-November 2025); A working group consisting of employees and students was established for this purpose in three key areas with the aim of planning and formulating the general objectives of the University and the strategic activities planned for achieving them;
- 4) discussion of drafts by the Rectorate and the management (December 2025 to January 2026);

- 5) discussion of the draft among the faculty and by the Advisory Board (February-March 2026);
- 6) submission of the strategic plan for approval by the Ministry of Education and Research (March 2026);
- 7) submission of the strategic plan for approval by the Council of the University (April 2026).

VISION, MISSION AND CORE VALUES

Vision: TTK University of Applied Sciences is an internationally renowned higher education institution. We are committed to top-level learning and applied research.

Mission: As a leader of professional higher education, we help design a learning path suitable for the learner. We are a reliable partner for both the private and the public sector.

Core values:

1) People-focused approach

We value each and every person. We create a learning and working environment where everyone feels valued and involved and where everyone's contribution is important. The well-being of people, development of the organisation and cooperation are at the core of our decisions.

2) Responsibility

We act transparently, fairly and ethically, taking into consideration the impact of our activities on the university, society, and the environment. We honour our agreements and take responsibility for our decisions and results. We are reliable partners and responsible members of society.

3) Entrepreneurship

We are open to new ideas, actively seek new solutions and constantly develop our activities. We have the courage to take the initiative and we act creatively in order to achieve better results. We encourage an entrepreneurial attitude in all fields – in learning, research and development activities and management of the organisation.

STRATEGIC AREAS AND COURSES OF ACTION

STRATEGIC AREA 1 (A1): Competitive and strategically positioned institution of higher education.

As an institution of higher education, we have reinforced our position in the field of education as well as research and development through targeted public representation, brand development, and international cooperation. We are a distinctive and attractive choice for student applicants, employees, as well as partners.

Course of action 1.1. Strengthening the reputation and visibility of TTK UAS.

Developing the brand and visual identity, harmonising internal communication and actively involving students, employees and alumni. Actively popularising our fields and acting as advocates for them.

Course of action 1.2. Ensuring diverse cooperation with educational institutions and other partners.

Being a strategic partner for general education schools, responsible vocational education institutions in the field, as well as universities. Ensuring flexible learning paths for students by integrating different levels of education. Elaborating a learning path for graduates of secondary vocational education in order to ensure a smooth transition to higher education, and contributing to the additional preparation of graduates and vocational teachers. Supporting development in the community, entrepreneurship and innovation by establishing a regional cooperation centre.

Course of action 1.3. Supporting the internationalisation of the faculty and students via cooperation networks, project collaboration and providing learning opportunities.

Initiating international learning and development projects, participating in the projects led by others as a partner and increasing the offering of studies in foreign languages. Facilitating international learning and labour mobility in order to ensure the quality of our main activities.

Course of action 1.4. Ensuring secure, environmentally friendly and accessible digital and physical infrastructure for the functioning of high-quality support services and supporting innovation.

Developing crisis and risk management capacities. Using modern technologies and energy-efficient and sustainable solutions in order to ensure development and efficient processes. Developing modern and reliable hardware and software infrastructure and ensuring accessibility for people with special needs.

STRATEGIC AREA 2 (A2): Value-based and collaborative organisation.

We are a transparent institution of higher education with an inclusive and value-based management culture where decisions are based on data, cooperation and mutual trust. We support the principles of a learning organisation where constant development, feedback and inclusion are a part of daily work. Efficient process management and digitalisation support the quality of our decisions and the efficiency of our work.

Course of action 2.1. Strengthening the transparent and inclusive management culture.

Creating a working environment where management is based on trust, cooperation and values, and where systematic feedback is a part of constant learning. Implementing the principles of a learning organisation model and modernising the organisational structure and management model.

Course of action 2.2. Developing data-based management.

Shaping an efficient management system and culture that are based on high-quality data. Automating work processes and implementing modern management tools. Taking into consideration the long-term impact of decisions in order to ensure the sustainability of the institution of higher education, and using the resources of the institution of higher education responsibly.

Course of action 2.3. Strengthening a sense of community and inclusion.

Developing a cohesive and value-based community where both students and employees are systematically involved in the development of the institution of higher education, and cooperation with alumni and advisors via advisory bodies is considered essential. Developing a caring communication culture.

STRATEGIC AREA 3 (A3): Professional and committed faculty and students.

The development and well-being of the employees and students of the institution of higher education is ensured via a systematic supportive framework comprising career and development models, training programmes, mentoring, and a culture of recognition. The faculty and students of the institution of higher education are cohesive, motivated and development-oriented while everybody feels valued and involved.

Course of action 3.1. Developing the career model and incentive system of employees.

Creating career models for academic and support staff comprising training programmes, mentoring, and international development opportunities. Shaping a culture of recognition that supports the well-being of employees and developing flexible working conditions.

Course of action 3.2. Supporting the professional development of academic staff.

Developing a system of attestation for assessing the didactic skills and research and development capacity of academic staff and designing motivating career models that *inter alia* support increasing the capacity for research among employees.

Course of action 3.3. Ensuring the next generations of academic staff.

Involving active and capable students already during their studies, ensuring support in shaping specialists into members of the teaching staff and supporting doctoral studies, ensuring a career path integrated with studies and a balance between learning and research.

Course of action 3.4. Expanding the opportunities of students to shape their own career path. Creating the required conditions for student initiatives and taking into consideration the contribution of the students into development activities as a part of studies. Systematically supporting all students, providing opportunities for students requiring a greater academic challenge to fully unleash their potential, as well as supporting students who require further guidance and support for the smooth continuation of their studies.

STRATEGIC AREA 4 (A4): High-quality curriculum development, integrated with the labour market.

The curricula correspond to the necessities of the labour market and future skills. We consider cooperation in practical training and expanding the opportunities for traineeship to be essential. Experts are involved in the development of the curricula and the proportion of studies in English has been increased to support internationalisation.

Course of action 4.1. Strengthening and expanding professional higher education studies in the fields of engineering and technology as well as production and construction.

Opening new curricula in the fields of engineering and technology as well as production and construction. Focusing on expansion of studies in the field in Lääne-Viru County, taking into consideration regional preparedness and necessities.

Course of action 4.2. Improving the integration of studies with the labour market.

Including more case studies connected to the labour market in learning. Implementing project-based learning in cooperation with companies and involving specialists from companies in conducting studies. Reinforcing the cooperation between the trainee, traineeship company and the institution of higher education. Elaborating and opening an industrial master's curriculum.

Course of action 4.3. Increasing the proportion of studies in English in the curricula.

Increasing the international learning and cooperation experience of students via various mobility mechanisms in order to support internationalisation, focusing on short-term learning mobility, internationalisation at the institution of higher education, and increasing the proportion of courses in English.

Course of action 4.4. Developing the system for ensuring the quality of learning.

Implementing a system of internal evaluation for the purpose of evaluating the quality of the curricula and planning development and improvement activities, *inter alia* involving external experts and taking into consideration the feedback provided on studies.

STRATEGIC AREA 5 (A5): High-quality educational approach that supports the success and well-being of the student.

The educational approach of the institution of higher education is future-oriented, learning-centred and connected to research. R&D activities are integrated into learning, and students are involved in innovation and development projects. A comprehensive support system has been created for ensuring the well-being and academic success of the students.

Course of action 5.1. Supporting flexible learning paths by means of a comprehensive support and counselling system.

Expanding flexible learning opportunities, including development of digital learning, support for language learning and digital competence, as well as counselling for learning skills. Identifying and supporting students with special needs and shaping the skills of self-directed students in order to create the prerequisites for lifelong learning and succeeding in professional life.

Course of action 5.2. Integrating research and development activities into studies.

Reinforcing the connection of research and development activities with studies and involving students in applied research and development projects. Supporting the shaping of a research-based way of thinking in order to improve the capacity of the students to apply an evidence-based approach to defining and solving problems.

Course of action 5.3. Developing flexible forms of education.

Strengthening the provision of micro-degrees and module learning in order to respond to the necessities for rapidly changing skills. Creating high-quality lifelong learning opportunities in cooperation with the partners in the field, ensuring flexible and practical solutions for the students. Expanding and enabling the provision of flexible learning opportunities for working students.

STRATEGIC AREA 6 (A6): Strategically managed and renowned research and development activities.

R&D activities are strategically managed and oriented towards the necessities of the private and public sector which allows the institution of higher education to be a renowned partner. R&D focus fields are planned and have high-quality support. The objective is to increase the research capacity of TTK UAS and raise the quality, volume and visibility of applied research.

Course of action 6.1. Updating the operating model and support system of R&D activities, defining the strategic directions and areas of focus.

Modernising R&D strategic directions and areas of focus, and updating the management model. Reinforcing counselling and support services in the field of research. Supporting cooperation across research teams and prioritising the linking of R&D results with studies and student projects. Ensuring that the quality of the research and development activities of the institution of higher education meets the requirements established by the evaluating institutions in processes, people, and results.

Course of action 6.2. Creating a system for supporting the development projects of students.

Elaborating and introducing a system of development grants for students in order to support the academic commitment of students and implement innovative ideas. Linking the support measure with research teams and areas of focus.

Course of action 6.3. Increasing the visibility and impact of R&D activities.

Increasing the volume of on-request applied research and strengthening science communication. Sharing laboratory capacities with partners and developing knowledge services. Analysing the quality of service provision and the satisfaction of the participating research staff with support services, and assessing the impact.

Course of action 6.4. Supporting the innovation capacity of companies.

Conducting applied and feasibility studies, experimental tests and product development in order to support the technological and innovation capacity, resource efficiency and reduction of environmental impact of and by small and medium-sized enterprises. Providing consultation in the field of intellectual property. Implementing business accelerator and incubator programmes.

TARGET FIGURES FOR STRATEGIC PLAN

The target figures for the strategic plan are specified in Table 1. These are used to position the current standing of TTK UAS and set the targets for 2030. The target figures are a selection of the essential performance indicators considered for performance-based funding, the performance indicators displayed in the education information portal Haridussilm, and the indicators prepared by TTK UAS.

Table 1. Target figures for Development Plan for 2026-2030

No.	Description of target figure	Connection to area of development	2023-2025 average	Initial level 2025	Final level 2030
S1	Number of students enrolled (persons) ²⁾	A1, A4	825	825	900
S2	Proportion of students graduating the curriculum within the standard duration of study in all the students enrolled in the university (%) ¹⁾	A3, A5	52.1	56.3	>60
S3	Proportion of dropouts in higher education (%) ²⁾	A3, A5	10.7	8.6	<7
S4	Proportion of graduates with a background in vocational secondary education graduating professional higher education curricula in all the graduates of first level of higher education (%) ¹⁾	A1, A5	18.3	19.0	>25
S5	Proportion of exchange students in a foreign country for short-term studies in all students (%) ¹⁾	A1, A4	7.6	6.8	>10
S6	Proportion of teaching staff with a doctoral degree in all teaching staff (%) ²⁾	A3, A6	14.1	15.3	20
S7	Number of all publications per one member of academic staff (pcs/person) ³⁾	A1, A6	0.45	0.47	0.7
S8	Proportion of own revenue of TTK UAS in activity support (%) ^{3) 4)}	A6	8.2	9.0	10
S9	Volume of applied research and laboratory services (euros) ³⁾	A6	169,000	189,000	200,000
S10	General satisfaction of students with organisation of studies and learning environment (on a scale of 5) ³⁾	A2, A5	-	-	4.4
S11	Satisfaction of employees with work organisation and working environment (on a scale of 5) ³⁾	A2, A5	-	4.3	4.6

Notes:

- 1) Activity support performance indicators.
- 2) Basic information and performance indicators in educational information portal.
- 3) Indicators prepared by TTK UAS.
- 4) Includes on-request work (including applied research), in-service training and revenue earned from educational activities, except funding for projects.

(signed digitally)

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