



Qualifications Framework: A Tool for Quality Assurance in Learning and Teaching

Dr. Maiki Udam,
Head of Higher Education

March 2024



Mission of EKKA

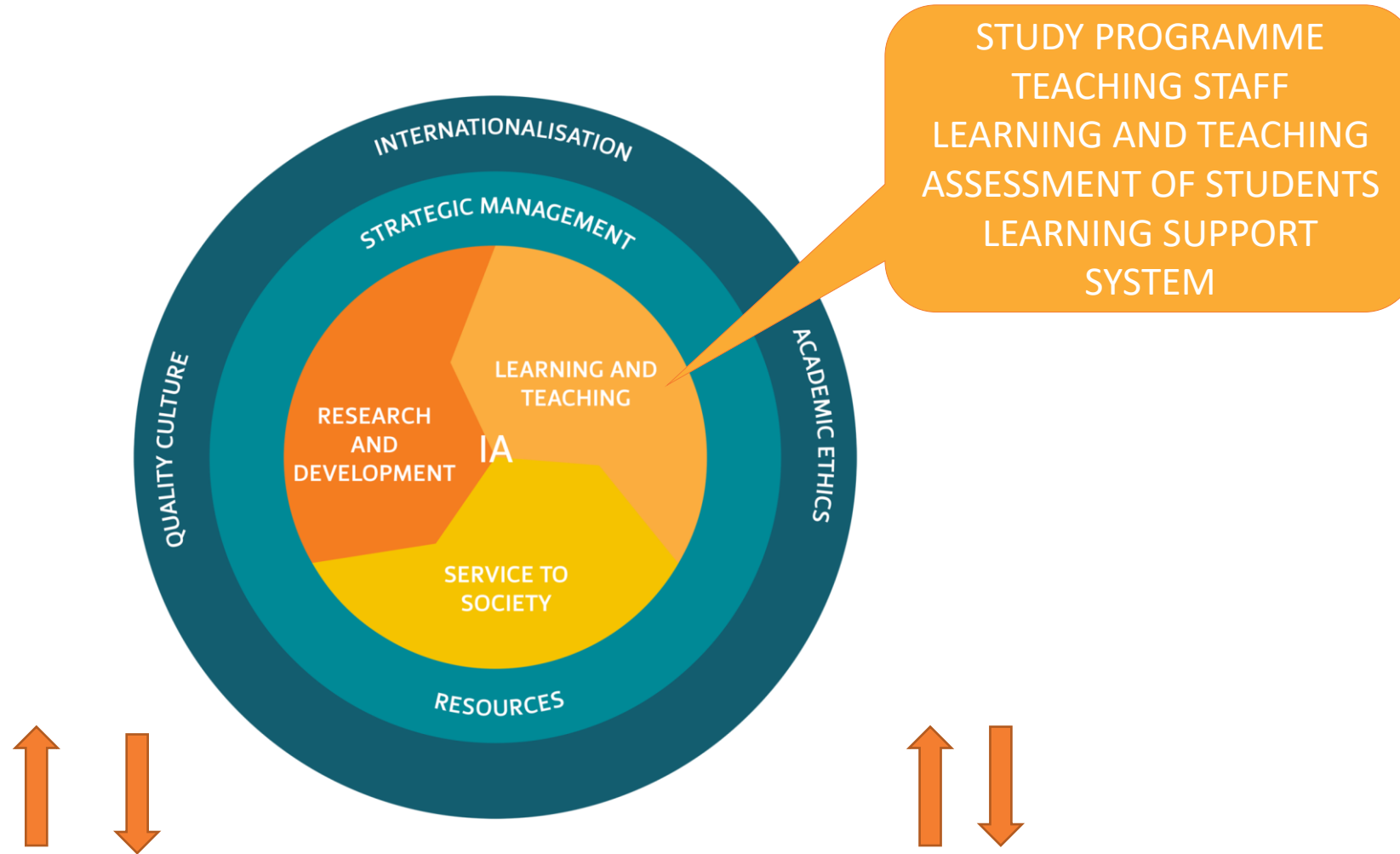
EKKA's mission is,
in cooperation with its partners,
to promote quality in the field of education
and thereby increase the competitiveness
of the Estonian society.

Activities of HAKA in a nutshell

HIGHER EDUCATION	VOCATIONAL EDUCATION AND TRAINING	CONTINUING EDUCATION	GENERAL EDUCATION
<ul style="list-style-type: none"> ➤ Institutional accreditation ➤ Initial assessment of study programme groups ➤ Thematic review 	<ul style="list-style-type: none"> ➤ Quality assessment of study programme groups ➤ Initial assessment of study programme groups 	<ul style="list-style-type: none"> ➤ Developing the system for EQA in continuing education ➤ Quality assessment of continuing education (piloting) 	<ul style="list-style-type: none"> ➤ Developing the system for quality enhancement in general education ➤ Development programmes for quality enhancement

Development of standards and guidelines, trainings, analyses, international activities

Model of Institutional Accreditation (IA)



Implementation of standards tested with the sample of study programmes

IA Standards and Guidelines

- Study Programme
 - The planned learning outcomes are in accord with the requirements for the corresponding level of the Estonian Qualifications Framework, and in planning them the HEI has taken into account the future needs, among other things.
 - The objectives of the study programme and its modules, the planned learning outcomes, theoretical and practical learning, the proportion of independent work and internship, and the assessment of the achieved learning outcomes form a coherent whole.
 - The development of general competences (incl. creativity and entrepreneurship) and speciality-related digital competences as well as support for the development of a self-directed learner is a natural part of the study programme, and these are integrated with speciality studies.

Doctoral programmes

180–240 ECTS credits

3–4 years

Doctor's degree

Master's degree

Integrated Bachelor's and Master's programmes

300–360 ECTS credits

5–6 years

Master's programmes

60–120 ECTS credits

1–2 years

Master's degree

Bachelor's programmes

180–240 ECTS credits

3–4 years

Professional higher education programmes

180–270 ECTS credits

3–4.5 years

Bachelor's degree

Secondary education

Estonian QF of HE

[KHS Lisa-1 EN unofficial.pdf \(haka.ee\)](#) (2007)

Thematic Analysis

Kumpas-Lenk, K., Haavapuu, H., Mere, L., Lauri, L., Laansoo, K. ja Mattisen, H. (2022). **Implementation of outcome-based curricula in Estonian higher education institutions: the view of foreign experts.**

Sample:

5 HEIs (IA) (2019-2021)

4 evaluations of study programme groups (2018)

Conclusions

- Curricula generally align with QF of HE.
- It was noted in several reports that the distinction between bachelor's and master's level studies is not sufficiently clear. *This may be due to the general nature of the learning outcomes outlined in QF of HE.*
- The learning outcomes of different subjects are often oriented towards acquiring knowledge; there is a need to pay more attention to **the application of knowledge** in curricula.
- The implementation and understanding of outcome-based education within and between HEIs are not consistent.
- Curricula are not developed based on principles of constructive alignment.
- Both curricula and the QF of HE reflect 21st-century general skills modestly.

Example from a Report

We felt that for the BA, but especially the MA, the learning outcomes are formulated in a way that does not reflect the different levels of cognitive learning (from knowledge to analysis, evaluation and creation) nor EHEA level descriptors. The programme leader and teachers should reformulate the learning outcomes to reflect more clearly all levels of cognitive learning, the key competences of the level (Dublin) descriptors as well as the skills of the 21st century (communication, cooperation, critical thinking and creation).

Next Steps

- Review of QF of HE, adding topics as:
 - sustainable development (climate awareness)
 - utilization of artificial intelligence
 - creativity
 - ability to take care of one's mental and physical health
 - self-directed learner
 - interdisciplinarity



HAKA

Eesti Hariduse
Kvaliteediagentuur

Thank you!

maiki.udam@harno.ee

