Estonian Quality Agency for Higher and Vocational Education

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Estonia – some indicators

Population: 1,328 million (2022)

45 000 sq km

2222 islands

Forests 52,3 % of land area

Average monthly salary 1,553 EUR (2021)

Unemployment rate 6 % (2021)
Higher Education Institutions in Estonia

6 public universities
1 private university

7 state professional HEIs
4 private professional HEIs
Founded in 2009 on the basis of Estonian HE Accreditation Center
## Activities of EKKA 2022

<table>
<thead>
<tr>
<th>HIGHER EDUCATION</th>
<th>VOCATIONAL EDUCATION AND TRAINING</th>
<th>CONTINUING EDUCATION</th>
<th>GENERAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Initial assessment of study programme groups</td>
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<td>✓ Threshold based assessment</td>
<td>✓ Developing the system for quality enhancement in general education</td>
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<tr>
<td>✓ Institutional accreditation</td>
<td>✓ Quality assessment of study programme groups</td>
<td>✓ Quality label for providers of continuing education</td>
<td>✓ Development programmes for internal quality assurance</td>
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<td>✓ Thematic assessment</td>
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Development of standards and guidelines, trainings, analyses, international activities
EKKA - Estonian Quality Agency for Higher and Vocational Education

Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur

SUBSTANTIAL COMPLIANCE WITH THE ESG

VIEW 160 REPORTS ON 32 INSTITUTIONS

Admission valid until 28/02/2023 (listed since 01/03/2013)
Website
http://www.ekka.archimedes.ee/en
Reports by the agency

Previous names
- Estonian Higher Education Quality Agency until 01/04/2015

EQAR registration decisions and reports on the agency

- 13/06/2018 Renewal of Registration
- 13/06/2018 External Review Report
- 22/10/2013 Admission to the Register
- 22/10/2013 External Review Report
<table>
<thead>
<tr>
<th>STATE</th>
<th>EDUCATIONAL INSTITUTIONS</th>
<th>EKKA</th>
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<tbody>
<tr>
<td>Setting long-term goals and objectives</td>
<td><strong>Main responsibility for the quality and continuous improvement</strong> of the education provided. Strategic management (including quality management) Regular internal evaluation and benchmarking</td>
<td><strong>Promoting the quality culture</strong> in education in cooperation with institutions through external feedback and assessment</td>
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<tr>
<td>Financing and monitoring the implementation</td>
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<td>Granting the right to conduct studies in HE and VET</td>
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<td>Checking the compliance before registering curricula in the Education Information System (HEI and VET)</td>
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Institutional accreditation since 2019 (2nd round)

Implementation of standards tested with the sample of study programmes
Challenges 2020-2022
Lessons learnt

- hybrid visits get better feedback from HEIs, but are technically challenging comparing to web-visits
- requires good communication between the panel, agency and HEI
- netiquette to be agreed upon
- some interviews and visit to labs can be held before the „site visit“.
Challenges 2020-2022: Training of experts

Lessons learnt

• Several training sessions with the expert panel before the site visit

• Clear focus and goal for each meeting – (a) introduction and sharing first impressions, (b) writing draft reports and proposing interview questions between two meeting etc.

• A good practice to continue also in the future
Challenges 2020-2022

Thematic analysis on lessons of distance learning in 2020

• Survey and interviews
• Collecting best practices
• Seminar:

https://www.youtube.com/watch?v=tdsUqZ2IysU
Challenges 2020-2022: Update of accreditation regulations in the light of digitally enhanced learning and teaching

Some examples:

<table>
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<tr>
<th>Resources</th>
<th>data protection, protection of user privacy, security of online learning environment</th>
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<tbody>
<tr>
<td>Teaching staff</td>
<td>digital competencies and appropriate training</td>
</tr>
<tr>
<td>Learning Support systems</td>
<td>IT and digital learning/teaching support</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>/.../learning and teaching process are modern, appropriate and effective and support the development of digital culture /.../ /.../The HEI has a Code of Good Learning and Teaching (including online) and it is applied in practice/.../</td>
</tr>
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</table>
Quality Label for e-courses


• The aim is to improve the quality of e-courses and to share best practices.

• E-course is a systematic comprehensive set of materials, learning activities and guidelines for learners that support the partial or full execution of the learning process online.

• The Quality Label affirms the very good quality of the e-course and shows that excellent results have been achieved in the application of digital technologies in the learning process.

• The Quality Label of the e-course affirms to the learner that the course and its level of delivery meet the quality requirements.

• E-course self-evaluation and assessment criteria are set and regularly updated
Thank you!

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