



Shaping the Future of Quality Assurance: Lessons from Estonia's New Institutional Accreditation Model

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Today's topics

- Estonian QA system in HE in brief
- Process of developing a new **institutional accreditation** model
- What are the (needs for the) changes all about?
- Q&A

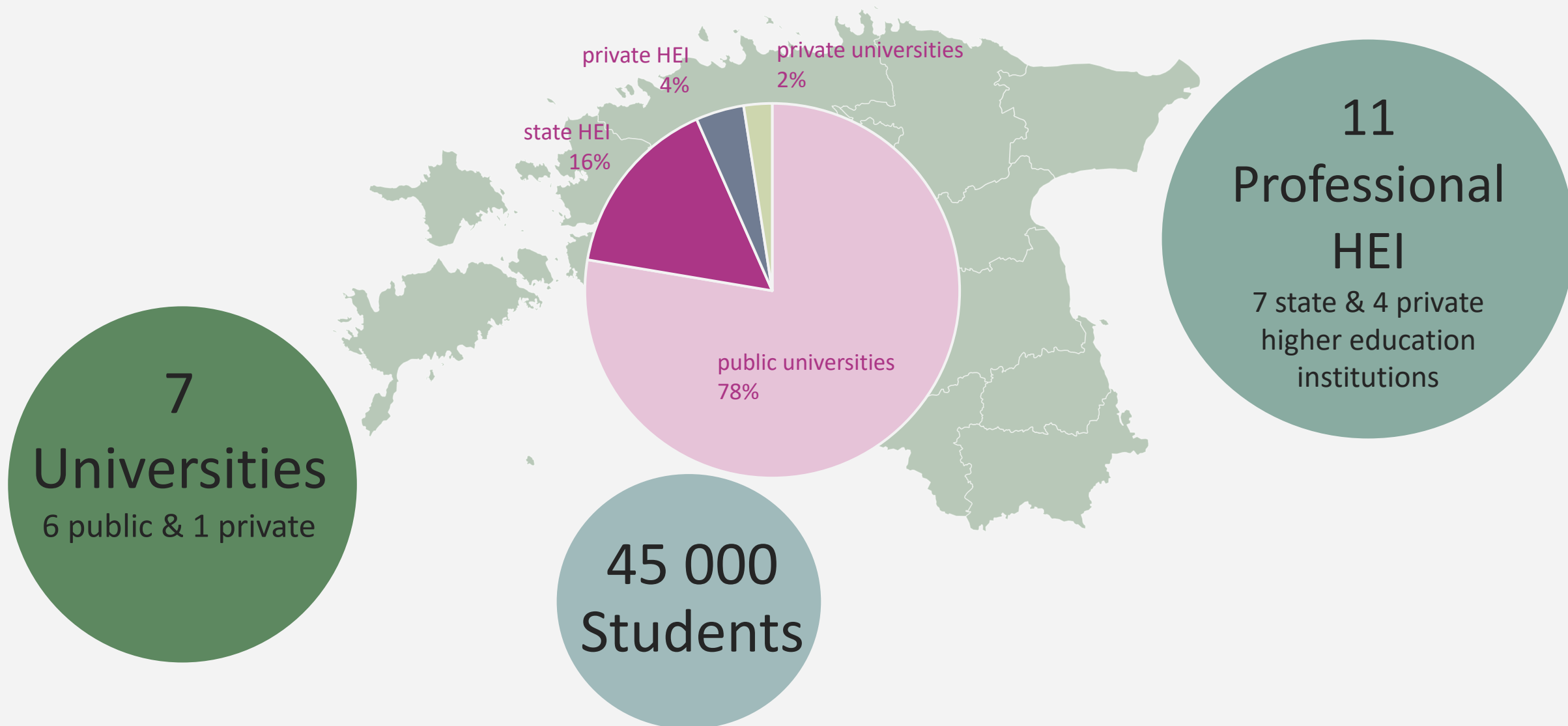


Estonian quality assurance system in higher education

A brief overview, focus on IA

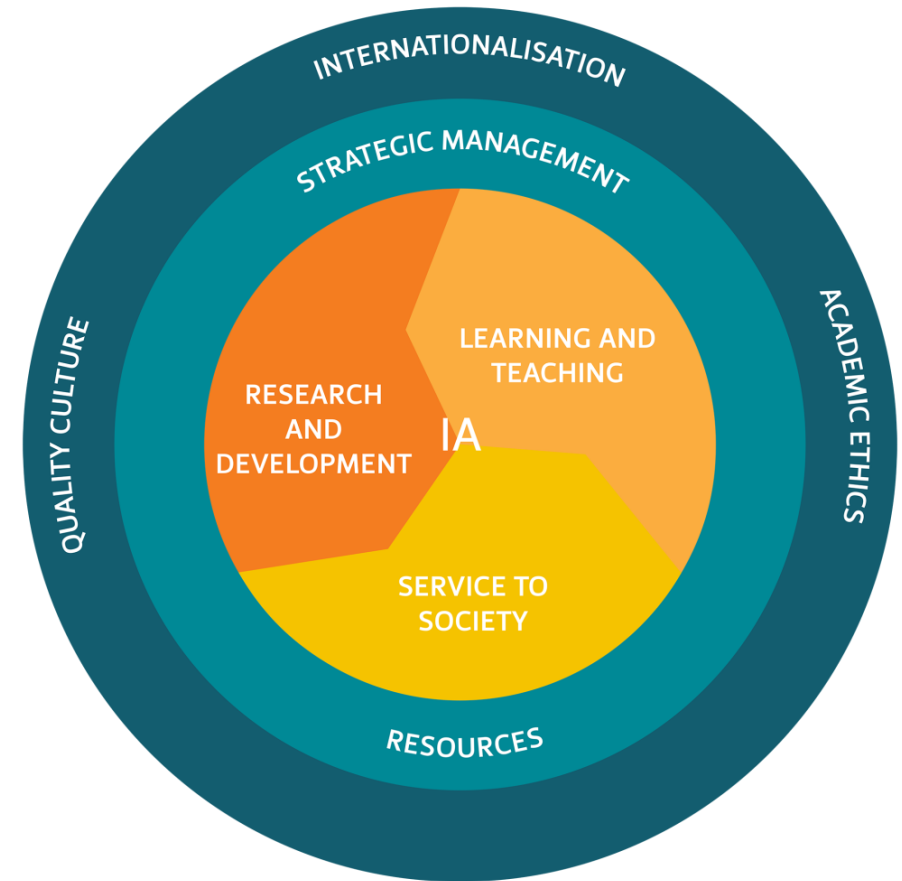


Higher Education in Estonia



Current model of quality assurance in HE

- Initial and re-assessment of study programme groups (i.e. licensing)
- 2nd cycle of institutional accreditations in Estonia (2011-2018; 2019 -2025)
- 12 standards and sample of study programmes
- No accreditation or external quality assessment of study programmes nor study programme groups/clusters



Process of developing a new IA model 2024 -2025



Developing institutional accreditation model 2024 -2025



Institutional accreditation model 2026+



Aim of institutional accreditation

The aim of institutional accreditation is to **assess the institution's capacity** to ensure and improve the quality of teaching, research, development, and creative activity, **to support** institutional development, and to increase its broader **impact on society**.



3 ASSESSMENT AREAS

3X3 CRITERIA

+

66 guidelines

Examples of evidence

INSTITUTIONAL Management

1. Strategic management and Development
2. Human resource management
3. Infrastructure and information management

Quality Criteria for Institutional Accreditation

LEARNING AND TEACHING

4. Development of studies and study programmes
5. Learning and Teaching
6. Support systems for learning and teaching

Research, Development and Creative Activities

7. Goals and Quality Management in RDC
8. Effectiveness of RDC and its impact on society
9. Support System for RDC and Career Support for Early-Career Researchers

What are the changes all about?

- Quality criteria concern **all type of learners** - students and adult learners, also pupils.
- **Quality culture, internationalisation, academic ethics** - as a **core principles** embedded in all activities.
- Institutions are required to **involve students** in preparing the self-evaluation report.
- The evaluation uses both **institutional data** and **centrally collected national indicators**.
- **Follow-up seminars** with the evaluation panel to discuss expert observations and choose a **focus topic** for receiving additional feedback from experts.



Also, extended validity of regular RDC evaluation decisions

If an HEI already holds a **positive regular RDC evaluation decision**, a **positive institutional accreditation decision** extends its validity.

Though, experts do not assess research performance, they analyse the institution's self-evaluation and data **to determine how effectively it ensures and develops RDC quality.**

Connection between institutional accreditation and the extension of RDC evaluation decision



Thank you!

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