



External Quality Assessment of VET in Estonia

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Eesti
tuleviku heaks

Objective of external quality assessment

- **to foster the development** of learning-oriented school culture and to increase the reliability of VET
- **based on internal evaluation as a continuous process**, ensuring conditions **promoting the development of students** and the consistent development of a school
- aims for education system in the Estonian Lifelong Learning Strategy 2020 & VET Programme
- considering EQAVET guidelines & indicators

External QA is a formative assessment

The main beneficiary is the VET institution:

- **opportunity to get feedback** about the quality of the educational process and recommendations to develop it
- **to inform stakeholders** (learners, labour market, state, society) how VET meets the aims, learners and LM needs and expectations

Framework of QA in VET

**GRANTING THE RIGHT TO PROVIDE
INSTRUCTION**

in a new curriculum group

THE RIGHT TO PROVIDE INSTRUCTION WITHOUT A TERM
incl curriculum groups accredited for 6 years

**THE RIGHT TO PROVIDE
INSTRUCTION FOR 3 YEARS**
incl CG accredited for 3 years

RE-ASSESSMENT

QA

QA

QA

**RELIABLE
VET**

QA

QA

QA

QA

QA

The process of quality assessment



Requirements on the external assessors

- **knows**

- the system, educational process and directions of VET
- the principles of quality management

- **experienced**

- in teaching or instructing in VET (incl. practical instructions)
- in management and development in the VET or LM sector
- in internal and external assessment

Decision of the assessment council

next QA after
6 years

- the teaching and education comply with the quality assessment criteria and legislation

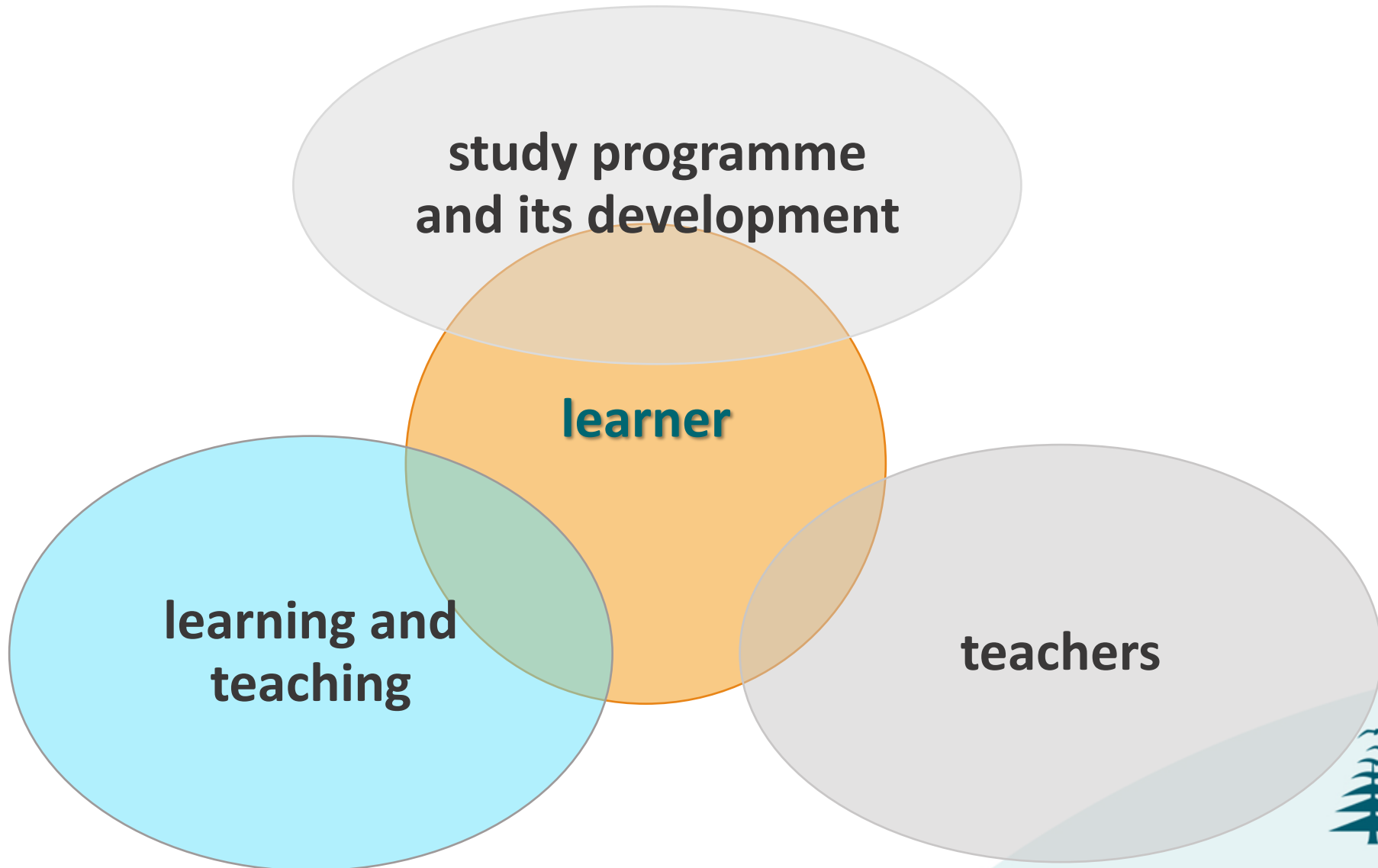
next QA after
3 years

- the teaching and education do not comply with the quality assessment criteria and legislation

Areas for assessment

- **study programme and its development**
- **learning and teaching**
- **teachers**

Learner-centered approach



1. criteria in assessing the study programme and its development

- Study programme development is **targeted, systematic and managed**; it meets the needs of learners and the labour market;
- The studies are planned taking into account the **uniqueness of the learners.**

2. criteria in assessing learning and teaching

- Students' **choice of specialisation** is supported;
- The **learning environment** supports the students in achieving their learning outcomes;
- The **organisation of studies** is based on the specificities of students and forms of study;
- The **teaching content, methodology and evaluation** is based on the learning outcomes;
- **Student support services** are in place and available for students.

3. criteria in teacher assessment

- Teachers are with **relevant qualification**; the volume of work of teachers and job positions are pre-planned;
- **Professional and occupational development of teachers** is adapted to the study programmes, the needs of learners, feedback from the stakeholders and self-analysis.

performance indicators

linked to EQAVET indicators

- 1. Trends in admission (including in-service training);
- 2. Trends in the share of early leavers;
- 3. Trends in the share of graduates;
- 4. Trends in the employment rate of alumni, including the share of those continuing in education and training;
- 5. Trends in passing the vocational examination;
- 6. Trends in student satisfaction;
- 7. Other indicators, including learning mobility, taking part in competitions and contests.

Challenges

- **skills and ability for continuous improvement:**
 - SMART aims and activities for improvement
 - interpretation of feedback
 - transparency and communication of improvements
 - role and responsibility of **teachers and students** in IA & improvement



Aitäh!