External Quality Assessment of VET in Estonia

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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.

Reliable VET
The process of quality assessment

- **VET SCHOOL**
  - Internal assessment
  - Report of IA

- **EKKA**
  - Forming and training assessment committees (VET experts & employers)

- **COMMITTEE**
  - Assessment visit
  - Assessment report (strengths, areas for improvement, recommendations)

- **ASSESSMENT COUNCIL FOR VET**
  - Decision defining the term for the next 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

- Study programme and its development
- Learning and teaching
- Teachers

Learner
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!