

Standard of Higher Education

Government of the Republic Regulation No 178 of 18 December 2008

This Regulation is established under clause 5 (2) 7) of the Republic of Estonia Education Act, subsection 21¹ (1) of the Universities Act and subsection 12 (1) of the Institutions of Professional Higher Education Act.

Chapter 1 GENERAL PROVISIONS

§ 1. Purpose and scope of Regulation

(1) The Standard of Higher Education establishes the following uniform requirements for study at higher education level:

- 1) requirements for study programmes, including requirements for joint study programmes and requirements for studies and final theses or final examinations;
- 2) objectives and learning outcomes to be achieved (Annex 1) and total study load of studies at higher education level, including the principles for recognition of prior learning and professional experience;
- 3) general requirements for the members of the teaching staff and principles for establishing specific requirements, including principles for establishing requirements for the research, pedagogical and professional qualifications of the members of the teaching staff;
- 4) a list of broad areas of study and fields of study (Annex 2);
- 5) study programme groups where given educational institutions have the right to conduct studies and to issue corresponding academic degrees and diplomas (Annex 3).

(2) The Standard of Higher Education applies to all levels and forms of study of higher education level, regardless of the legal status of the educational institution.

(3) The provisions of the standard of higher education apply to medical training, veterinary training, pharmacist training, dentistry training, midwifery training, nursing training, architectural studies, civil engineering studies and teacher training taking account of the specifications arising from the framework requirements established by a regulation of the Government of the Republic.

(4) The Standard of Higher Education is a source document in issuing the right to conduct studies in higher education level, in institutional accreditation and in quality assessment of study programme groups for educational institutions providing higher education.

§ 2. Definitions

In this Regulation, the following definitions are used:

- 1) study programme means the source document for studies which sets out the objectives of the studies to be undertaken, including the expected learning outcomes, the nominal duration and volume of study, access requirements, the list and volume of subjects, short descriptions of subjects, the opportunities and conditions for choosing subjects, the opportunities for specialisation and the conditions for the completion of studies. A study programme other than a study programme of Doctoral study prescribes specialisation on one field of study (main field of study) or several fields of study (main field of study and minor field of study);
- 2) joint study programme means the source document for study, according to which studies are undertaken in two or more educational institutions providing higher education that have developed and approved the joint study programme together. Provisions on study programmes of this Regulation apply to joint study programmes, taking account of the specifications provided for them. If a part of a joint study programme is conducted in an educational institution of a foreign country, the parts of the study programme conducted in different countries shall conform to the relevant requirements of those countries.

3) qualifications framework – a tool for categorising vocational and educational levels on the basis of criteria set for acquired knowledge and skills and the extent of independence and responsibility. The internationally comparable qualifications framework connecting the professions system and educational system was approved in Annex 1 to the Professions Act, “Qualifications Framework”, which is divided into eight levels, where level 1 is lowest and level 8 highest;

4) learning outcomes mean knowledge, skills and attitudes acquired as a result of learning that are described at the minimum level which is necessary for completion of the described study programme, module or subject. Achieving learning outcomes at higher levels than the minimum is differentiated by evaluation. Learning outcomes achieved on graduation from higher education level study and their connections to the qualifications framework are described in Annex 1 to this Regulation “Learning outcomes of cycles of higher education level and their connections to the qualifications framework”. If the study programme prescribes specialisation on one or several fields of study, the learning outcomes describe learning outcomes to be achieved in the main field of study or in fields of study acquired with a study load similar to the main field of study; 5) module means the unit of structuring of the content of the study programme which groups subjects into a purposeful set or which is constituted of one subject. The study load of a module in credit points shall be determined by educational institutions;

6) pedagogical skills of a member of teaching staff (teaching competency) mean a set of knowledge, skills, attitudes and personal characteristics necessary for successful teaching and supporting the learning process that is expressed in professional activities. Teaching competency covers the planning of a study process, conducting the study, evaluation and giving feedback, supervising and reviewing and educational methodological work.

Chapter 2 STUDY PROGRAMME

§ 3. Study load prescribed in study programme

(1) The study load prescribed in study programme shall be expressed in credit points of the European Credit Transfer and Accumulation System (hereinafter *credit point*). One credit point corresponds to 26 hours of study by a student. The load of one academic year is 60 credit points, i.e. 1,560 hours of study by a student.

(2) In the part of a joint study programme implemented in an educational institution of a foreign country, different system for expressing study load than that provided in subsection (1) of this section may be used.

§ 4. Principles on the structure of a study programme

(1) A study programme is composed of modules structured in a way that enables a student in the first or second cycle of higher education to specialise in a main field of study and may enable to choose a minor field of study into the study programme or specialise, in order to achieve the objective and learning outcomes of the study programme, in several fields of study with a load similar to the main field of study. The structure of a study programme establishes preconditions for supporting the mobility of students and the recognition of prior learning and professional experience.

(2) When specialising in a main field of study, a student acquires the knowledge, skills and attitudes necessary for a study cycle and which are the precondition for commencing work in a field of study or fields of study described in the study programme and continuing studies in the next cycle. The main field of study (including the examination or thesis required for graduation) shall form at least 50 per cent of the study load determined to students by the study programme;

(3) When acquiring a minor field of study, a student chooses another field of study in the same or another specialisation as the main field of study and acquires additional knowledge and skills for commencing work in the minor field of study and for continuing studies in the next cycle. The load of a minor field of study is at least 45 credit points independent of whether the minor field of study is acquired during one or more cycles of study.

§ 5. Studies and language of instruction

(1) Studies are undertaken in the forms of contact learning, work practice and independent work.

(2) Contact learning means lectures, seminars, practical training classes, laboratory work, individual classes or other study in a manner determined by the educational institution, aimed at acquiring knowledge and skills, organised for achieving learning outcomes. Contact learning takes place in a learning environment (including eLearning), where both a student and a member of the teaching staff participate.

(3) Work practice means a purposeful activity organised to achieve learning outcomes, aimed at applying acquired knowledge and skills in a working environment in a form determined by the educational institution and under the supervision of an instructor.

(4) Independent work means acquiring knowledge necessary for achieving learning outcomes independently, according to tasks given by a member of the teaching staff.

(5) Language of instruction is the language in which studies are conducted; the skill of using the language enables achieving learning outcomes of the cycles higher education level described in Annex 1 to this Regulation. Language(s) of instruction and other languages necessary for achieving the learning outcomes shall be determined in the study programme.

§ 6. Requirements for study programmes and quality of studies

(1) A study programme shall be in line with the areas of activity of the educational institution that are based on the development plan or statutes of the institution. A study programme shall contribute to fulfilling the mission of the educational institution and to achieving its goals and shall take into consideration the needs of the labour market and the target group.

(2) Study programmes and conducting studies shall be consistent with the internal quality standards of the educational institution as well as with national and international quality requirements and agreements.

(3) The objectives and learning outcomes of a study programme shall be equal and comparable with the learning outcomes of the cycles of higher education level described in Annex 1 to this Regulation, meet the requirements and trends of international legal instruments that regulate the professional field and, if a professional standard exists, take into consideration the acquisition and implementation of the knowledge and skills described therein.

(4) The objectives and learning outcomes of a study programme shall be formulated in a way that they provide a basis for evaluation of the knowledge and skills of graduates of that study programme.

(5) The title and structure of a study programme shall be consistent and the study methods used and conducting of studies, including the load of independent work and work practice, shall support achievement of the objectives of the study programme.

(6) Work practice described in a study programme shall lead students towards acquiring and implementing efficient work methods.

(7) The conduct of studies is conforms to the requirements if:

1) ordinary teaching staff and research staff are available for the studies, who meet the qualification requirements established in legal instruments and whose number is, based on their responsibilities, the volume of conducted studies and research and the number of supervised students, adequate for achieving the objectives and learning outcomes of the study programme;

- 2) a member of the teaching staff or research staff who conducts studies in a given subject (including visiting members of the teaching staff) has the necessary teaching competence and his or her qualification supports achievement of the objectives and learning outcomes of the study programme;
- 3) ordinary teaching staff and research staff who are conducting studies have properly undergone evaluation, have received regular feedback on their activities and have regularly furthered their pedagogical skills;
- 4) necessary premises for studies and research and development activities related to Doctoral study are available (auditoriums, laboratories, seminar rooms and a library), the furnishings and equipment of which are ample and up-to-date for achieving the objectives of study programmes and the condition of which meet the health and safety requirements established in legal instruments;
- 5) necessary information technology tools for studies and research and development activities related to Doctoral study and connections to domestic and international information networks are accessible and necessary data media for acquiring subjects in the study programme are available;
- 6) a support structure exists that supports the work of the teaching staff (including creation of necessary working conditions), and support systems for students are available (including for provision of study and career counselling and for counselling on recognition of prior learning and professional experience);
- 7) financing sources for conducting studies and for research and development activities related to Doctoral study and a strategy supporting their obtainment are in place.

(8) A study programme shall be recorded according to the procedure established by the Government of the Republic in the Estonian Education Information System database.

Chapter 3 UNIFORM REQUIREMENTS FOR STUDIES AT HIGHER EDUCATION LEVEL

§ 7. Bachelor's study

- (1) Bachelor's study is study in the first cycle of higher education during which a student improves his or her general educational knowledge and acquires the basic knowledge and skills of a field of study and the knowledge and skills necessary for Master's study and to commence work.
- (2) In Bachelor's study, a Bachelor's examination or Bachelor's thesis shall constitute at least five credit points of the study load determined in the study programme.
- (3) In Bachelor's study, work practice is foreseen that is necessary for achieving learning outcomes and the load of which is determined in the study programme.
- (4) The access requirement to Bachelor's study is secondary education or a corresponding foreign qualification.
- (5) The nominal duration of Bachelor's study is three to four years and the study load determined in the study programme shall be from 180 to 240 credit points.
- (6) Bachelor's study ends with the taking of a Bachelor's examination or the defence of a Bachelor's thesis.
- (7) A university shall award to a person who has completed Bachelor's study a diploma concerning completion of the study programme and awarding of a bakalaureusekraad, as well as an academic transcript and, if the University has decided that a Diploma Supplement in English is issued only upon the person's request, a Diploma Supplement in English upon submission of a corresponding application.
- (8) Educational institutions agreed upon in the co-operation agreement for a joint study programme shall award, according to subsections 13 (1³) or 13 (1⁴) of the Universities Act, a joint diploma or diploma concerning completion of the study programme and the qualification awarded, an academic transcript and a Diploma Supplement in English to a person who has fully completed a joint study programme.

(9) A person who has completed Bachelor's study has the right to continue his or her studies in Master's study under the conditions and pursuant to the procedure established by the board of the educational institution.

§ 8. Studies in professional higher education

(1) Studies in professional higher education means study at the first level of higher education during which a student acquires the competence necessary for employment in a particular profession or to continue his or her studies in Master's study.

(2) In studies in professional higher education, the final examination or final paper shall constitute at least five credit points of the study load determined in the study programme.

(3) In studies in professional higher education, work practice shall constitute at least 15 per cent of the study load determined in the study programme.

(4) The access requirement to studies in professional higher education is secondary education or a corresponding foreign qualification.

(5) The nominal duration of studies in professional higher education is three to four years and the study load determined in the study programme shall be from 180 to 240 credit points.

(6) Studies in professional higher education end with the taking of a final examination or the defence of a final paper.

(7) An educational institution shall award a diploma concerning completion of the study programme, as well as an academic transcript and a Diploma Supplement in English to a person who has completed studies in professional higher education.

(8) Educational institutions agreed upon in the co-operation agreement for a joint study programme shall award, according to subsections 13 (1³) or 13 (1⁴) of the Universities Act or subsections 19 (2⁵) or 19 (2⁶) of the Institutions of Professional Higher Education Act, a joint diploma or diploma concerning completion of the joint study programme and the qualification awarded, as well as an academic transcript and a diploma supplement in English to a person who has fully completed a joint study programme.

(9) A person who has completed studies in professional higher education has the right to continue his or her studies in Master's study under the conditions and pursuant to the procedure established by the board of the educational institution.

§ 9. Master's study

(1) Master's study is study at the second cycle of higher education during which a student improves his or her knowledge and skills in his or her field of study and acquires the knowledge and skills necessary for independent work and Doctoral study.

(2) In Master's study, a Master's examination or Master's thesis shall constitute at least 15 credit points of the study load determined in the study programme.

(3) In Master's study, work practice is foreseen that is necessary for achieving learning outcomes and the load of which is determined in the study programme.

(4) The access requirement to Master's study is a bakalaureusekraad, higher education acquired by completing a professional higher education study programme or a corresponding qualification.

(5) At an institution of professional higher education, work experience of at least one year in a field of study corresponding to the study programme of Master's study is the access requirement to Master's study, in addition to the requirement specified in subsection (4). Depending on the nature of a field of study, the board of an institution of professional higher education has the right to establish a requirement for work experience of a longer duration as an access requirement to Master's study.

(6) The requirement specified in subsection 5 does not apply to a joint study programme, if part of the joint study programme is conducted in a university or a foreign educational institution.

(7) The nominal duration of Master's study is one to two years and the study load determined in the study programme shall be from 60 to 120 credit points.

(8) The nominal duration of both the Bachelor's study and Master's study, and studies in professional higher education and Master's study is at least five years and the study load determined in the study programme shall be 300 credit points.

(9) Master's study ends with the defence of a Master's thesis or the taking of a Master's examination.

(10) An educational institution shall award a diploma concerning completion of the study programme and awarding of a magistrikraad, as well as an academic transcript and a Diploma Supplement in English to a person who has completed Master's study.

(11) Educational institutions agreed upon in the co-operation agreement for a joint study programme shall award, according to subsections 13 (1³) or 13 (1⁴) of the Universities Act, a joint diploma concerning completion of the joint study programme and the qualification awarded, as well as an academic transcript and a Diploma Supplement in English to a person who has fully completed a joint study programme.

(12) A person who has completed Master's study has the right to continue his or her studies in Doctoral study pursuant to the procedure established by the council of the university.

§ 10. Doctoral study

(1) Doctoral study is study at the highest cycle of higher education during which a student acquires the knowledge and skills necessary for independent research, development or professional creative activity.

(2) Doctoral study consists of studies and extensive research, development or other creative activity.

(3) In Doctoral study, research, development or other creative activity (including the Doctoral thesis) shall constitute at least seventy per cent of the study load determined in the study programme. A doctoral thesis is an independent scientific research which presents a new solution of an essential problem of the corresponding scientific field, or a creative work.

(4) Doctoral study shall be carried out at a university.

(5) The access requirement of Doctoral study is a magistrikraad or a corresponding qualification.

(6) The nominal duration of Doctoral study is three to four years and the study load determined in the study programme shall be from 180 to 240 credit points.

(7) At least 85 per cent of the subjects determined in the study programme of Doctoral study shall be taught by teaching staff who have a Doctoral level degree or a corresponding qualification and are active in research and

development in the corresponding field of study or creative persons recognised in artistic fields at a high international level.

(8) Doctoral study ends with the defence of a Doctoral thesis.

(9) A university shall award a diploma concerning completion of the study programme and awarding of a doktorikraad, as well as an academic transcript and a Diploma Supplement in English to a person who has completed Doctoral study.

(10) Educational institutions agreed upon in the co-operation agreement for a joint study programme shall award, according to subsections 13 (1³) or 13 (1⁴) of the Universities Act, a joint diploma concerning completion of the joint study programme and the qualification awarded, as well as an academic transcript and a Diploma Supplement in English to a person who has fully completed a joint study programme.

Chapter 4

PRINCIPLES OF RECOGNITION OF PRIOR LEARNING AND PROFESSIONAL EXPERIENCE

§ 11. Purpose of recognition of prior learning and professional experience

The purpose of recognition of prior learning and professional experience is to:

- 1) increase educational and professional mobility of persons, including persons with special needs, and enhance opportunities for life-long learning;
- 2) enable recognition of outcomes of studying in the educational system consisting of cycles (formal education), other organised study activities (non-formal education) and learning through professional experience and during everyday activities and during leisure time (informal education) equally to compliance with the admission requirements specified in clause 12 (3) 1) of this Regulation or with learning outcomes achieved by completing a study programme;
- 3) enable educational institutions to respond flexibly to changes in the labour market and change of labour needs.

§ 12. General principles of recognition of prior learning and professional experience

(1) The educational institution shall establish the conditions and procedure for recognition of prior learning and professional experience of students pursuant to clause 14 (3) 4¹) of the Universities Act or clause 9 (4) 5¹) of the Institutions of Professional Higher Education Act.

(2) Establishing of the conditions and procedure for recognition of prior learning and professional experience and submission of an application, evaluation of an application and making of the decision on recognition and contestation of the decision on the basis thereof shall be based on the principles set out in the Administrative Procedure Act and this Regulation and quality requirements prescribed by legislation and established in educational institutions.

(3) Recognition of prior learning and professional experience may be applied under the conditions and pursuant to the procedure established on the basis of subsection (1):

- 1) for compliance with the admission requirements established by the educational institution;
- 2) for transfer of credit points upon completion of a study programme;
- 3) for calculation of prior learning and professional experience as credit points.

(4) The assessment and recognition of prior learning and professional experience shall not apply to compliance with the graduation requirements specified in subsection 7 (2), subsection 8 (2) and subsection 9 (2) of this Regulation.

(5) An educational institutions shall:

- 1) inform students of the conditions and procedure for recognition of prior learning and professional experience, including the terms and costs relating to the assessment which shall be borne by the student, and the possibilities for contesting the results;
- 2) ensure availability of the necessary information and supervision and counselling services for applicants for recognition of prior learning and professional experience;
- 3) ensure the uniformity of the procedure for recognition of prior learning and professional experience and the competence and impartiality with regard to the result of the persons who conduct assessment;
- 4) establish opportunities for assessors to participate in in-service training and co-operation network;
- 5) organise, in co-operation with the Ministry of Education and Research, the creation of support systems, including an advisory system and a co-operation network of assessors, for recognition of prior learning and professional experience.

§ 13. Principles for certification and assessment of prior learning and professional experience

(1) Outcomes of prior learning are certified by a corresponding diploma, certificate or another document certifying education.

(2) Studies which were carried out through professional experience and within the framework of everyday activities and leisure time shall be certified by reference to the works prepared and presentation thereof, a folder of samples, a professional certificate, a copy of the contract of employment or the directive of appointment to office or other documentary evidence. Upon certification of professional experience, a description of professional experience and a self-evaluation shall be appended to the application.

(3) The board of the educational institution has the right to establish additional requirements for certification in addition to the provisions of subsections (1) and (2).

(4) An educational institution has the right to assign practical tasks to a person, interview a person or value the knowledge and skills of a person in any other manner, as necessary, in order to evaluate the prior learning and professional experience of the person.

Chapter 5 TEACHING STAFF

§ 14. Principles of establishing specific requirements for teaching staff

(1) When establishing minimum requirements for teaching staff, an educational institution takes into consideration the requirements of this Chapter and if necessary for achieving the objectives and learning outcomes of a study programme, may establish higher requirements than those provided in this Chapter.

(2) In justified cases, an educational institution may establish in addition to the requirements of this Chapter, for a position presuming a doktorikraad, a profession awarded at the 8th level of the qualifications framework as compatible with the requirements.

§ 15. Professor

(1) An internationally recognised specialist in his or her field of study who has been awarded a doktorikraad or a corresponding qualification and who has pedagogical skills and experience, including experience in supervising students and at least five years of experience in active scientific and development activities or other creative activities, is eligible for the position of a professor of a university.

(2) An internationally recognised specialist in his or her field of profession who has been awarded a doktorikraad or a corresponding qualification and who has pedagogical skills and experience, including experience in

supervising students and at least five years of experience in active research and development activities or other creative activities, is eligible for the position of a professor of an institution of professional higher education.

(3) An internationally recognised creative person who has been awarded a magistrikaad or a corresponding qualification and who has pedagogical skills and experience, including experience in supervising students and at least five years of experience in active creative activities, is eligible for the position of a professor in fields of arts of a university or an institution of professional higher education.

(4) When applying for a position of a professor of a university, except for a case where the person has not worked as a professor before and except for applying for a position of a professor of arts, at least one Doctoral thesis shall have been defended under the candidate's supervision within the past five years.

§ 16. Docent

(1) A recognised specialist in his or her field of study who has been awarded a doktorikraad or a corresponding qualification and who has pedagogical skills and experience, including experience in supervising students and at least five years of experience in scientific and development activities or other creative activities, is eligible for the position of a docent of a university.

(2) A recognised specialist in his or her field of profession who has been awarded an academic degree or a corresponding qualification and who has pedagogical skills and experience, including experience in supervising students and at least five years of experience in his or her field of profession and in scientific and development activities or other creative activities, is eligible the position of a docent of an institution of professional higher education.

(3) A recognised creative person who has been awarded a magistrikaad or a corresponding qualification and who has pedagogical skills and experience, including experience in supervising students and in creative activities, is eligible for the position of a professor in fields of arts of a university or an institution of professional higher education.

§ 17. Lecturer

(1) A person who has been awarded a magistrikaad or a corresponding qualification and who has pedagogical skills and experience in scientific and development activities or other creative activities in his or her field of study is eligible for the position of a lecturer of a university.

(2) A person who has been awarded a magistrikaad or a corresponding qualification and who has pedagogical skills and professional experience in his or her field of profession is eligible for the position of a lecturer of an institution of professional higher education.

§ 18. Assistant

(1) A person who has been awarded a magistrikaad or a corresponding qualification is eligible for the position of an assistant of a university.

(2) A person who has been awarded a bakalaureusekraad, a diploma certifying completion of a study programme of an institution of professional higher education or a corresponding qualification and who has professional experience in his or her field of profession is eligible for the position of an assistant of an institution of professional higher education.

§ 19. Teacher

(1) A person who has been awarded a magistrikraad or a corresponding qualification is eligible for the position of a teacher of a university.

(2) A person with higher education is eligible for the position of a teacher of an institution of professional higher education.

(3) Specialists who have secondary education and at least three years of work experience in their profession may teach practical courses of a study programme of studies in professional higher education. The title of the position of a teacher of practical subjects may be "instructor".

§ 20. Research staff

(1) A member of the research staff who is a member of the educational institution may fill the tasks of a member of the teaching staff, using his or her title.

(2) Members of research staffs who are not members of the educational institutions and other persons with required qualification shall participate in conducting Master's study and Doctoral study under the conditions and pursuant to the procedure established by the council of a university.

§ 21. Visiting members of the teaching staff

For the purpose of achieving the objectives and expected learning outcomes of a study programme, an educational institution may involve in the conducting of studies as visiting members of the teaching staff scientists or other notable creative persons or notable practitioners of their field of study who do not have to meet the requirements of sections 15-19.

Chapter 6 IMPLEMENTING PROVISIONS

§ 22. Entry into force

This Regulation shall enter into force on 12 January 2009.

§ 23. Transition

(1) To the procedures of applications for opening study programmes, for educational licences and for evaluation that were submitted before the entry into force of this Regulation, conditions and procedure in force at the moment of submission of the application shall apply.

(2) Educational institutions shall bring their study programmes into conformity with clauses 2 3), 2 4) and section 5 of this Regulation and with the requirements for study load provided in section 3, subsections 4 (2) and 4 (3), subsections 7 (2) and 7 (5), subsections 8 (2) and 8 (5), subsections 9 (2), 9 (7) and 9 (8) and subsection 10 (6) by 1 September 2009.

(3) Educational institutions shall bring their study programmes into conformity with subsections 7 (3) and 9 (3) of this Regulation by 1 September 2010.

(4) Requirements provided for members of teaching staff in this Regulation apply as of elections of the teaching staff which are carried out after 1 January 2009.

§ 24. Specifications in applying the Regulation until 31 August 2009

Until 31 August 2009, the European Credit Transfer and Accumulation System shall not apply to study programmes and this Regulation shall apply to study programmes with the following specifications:

- 1) one credit point corresponds to 40 hours or one week of study by a student. The study load of an academic year is 40 credit points;
- 2) a minor field of study shall form at least 30 credit points or, if the minor field of study is acquired during several cycles of education, at least 30 credit points of the study load determined in the study programmes;
- 3) in Bachelor's study, a Bachelor's examination or Bachelor's thesis shall constitute at least three credit points of the study load determined in the study programme;
- 4) the study load determined in a study programme of Bachelor's study shall be from 120 to 160 credit points;
- 5) in professional higher education, a final examination or a final paper shall constitute at least three credit points of the study load determined in the study programme;
- 6) the study load determined in a study programme of professional higher education shall be from 120 to 160 credit points;
- 7) in Master's study, a Master's examination or Master's thesis shall constitute at least at least ten credit points of the study load determined in the study programme;
- 8) the study load determined in a study programme of Master's study shall be from 40 to 80 credit points;
- 9) the study load determined in a study programme of both the Bachelor's study and Master's study, and studies in professional higher education and Master's study shall be 200 credit points;
- 10) the study load determined in a study programme of Doctoral study shall be from 120 to 160 credit points.

§ 25. Repeal

The Government of the Republic Regulation No 258 of 13 August 2002, Standard of Higher Education (RT I 2002, 70, 426; 2007, 50, 346), is repealed.

Government of the Republic
Regulation No 178 of 18 December 2008
Standard of Higher Education
Annex 1

Learning outcomes of cycles of higher education level and their connections to the qualifications framework

1.1. In order to be awarded a bakalaureusekraad, a student shall:

- have a systematic overview of the basic concepts, theoretical principles and research methods of the field of study;
- be able to identify interdisciplinary relationships;
- understand the scopes of application of different specialities of the field of study;
- know the theoretical schools, development trends and current problems of the field of study;
- be able to formulate problems relating to the field of study and to analyse and evaluate different solutions;
- be able to collect information independently by using appropriate methods and means and to interpret it critically and creatively;
- be able to select and use appropriate technologies and methods when solving problems of the field of study, and, among other things, be willing to participate in team work and lead it;

- have command of the communication skills and information and communication technologies necessary for work;
- be able to explain orally or in written form in the language of instruction and in at least one foreign language problems relating to the field of study, and to participate in professional discussions;
- be willing to actively participate in the civil society and demonstrate tolerance towards diversity of attitudes and values;
- be able to evaluate the role of knowledge and the role and consequences of his or her professional activities in society, with consideration of scientific, social and ethical aspects;
- be able to apply the acquired knowledge and skills in work, to continue studies and to undertake continuous independent professional development.

1.2. The learning outcomes achieved on graduation from a Bachelor's study programme are in conformity with the general requirements described in the 6th level of the qualifications framework.

2.1. In order to be awarded a diploma of studies in professional higher education, a student shall:

- have a systematic overview of the basic concepts, theoretical principles and research methods of the field of study;
- be able to identify interdisciplinary connections in scopes of application of different fields of study;
- know current problems and potential applications of the field of study;
- be able to formulate problems relating to the field of study and to analyse and evaluate different solutions;
- be able to collect information independently by using appropriate methods and means and to interpret it critically and creatively;
- be able to select and use appropriate methods and technologies when solving problems of the field of study within given frameworks, and to model and/or assess potential results on the basis of given information;
- show initiative in initiating projects as well as responsibility, leadership and team work skills in implementation thereof;
- have command of the communication skills and information and communication technologies necessary for work;
- be able to explain orally or in written form in the language of instruction and in at least one foreign language problems relating to the field of study, and to participate in professional discussions;
- be willing to actively participate in the civil society and demonstrate tolerance towards diversity of attitudes and values;
- be able to evaluate the role and consequences of professional activities in society, with consideration of social and ethical aspects;
- be able to apply the acquired knowledge and skills in work, willing to engage as a specialist or undertaking in his or her field of profession;

- be able to undertake continuous independent professional development;

2.2. The learning outcomes achieved on graduation from professional higher education study programme are in conformity with the general requirements described in the 6th level of the qualifications framework.

3.1. In order to be awarded a magistrikraad (including upon completion of the integrated study programmes of Bachelor's and Master's study), a student shall:

- have systematic overview and broad knowledge of concepts, theories and research methods of the field of study;

- know the theoretical development trends, current problems and potential applications in the field of study;

- have in depth-knowledge in a narrower research field of the field of research;

- be able to identify and create interdisciplinary connections;

- be able to independently and creatively identify and formulate problems and /or research questions related to the field of study and be able to solve them with appropriate measures within given timeframes and within limited information, using of knowledge of other fields as necessary.

- be able to select and use appropriate methods and technologies when solving problems of the field of study, and to model and/or assess the potential results;

- be able to critically evaluate his or her activities when solving problems and/or research questions of the field of study;

- be prepared to work in an area of activity requiring professional qualifications, showing initiative, responsibility, leadership and team work skills;

- be able to hand down with competence his or her knowledge by teaching, instruction or in another manner;

- be able to present and reason orally or in written form in the language of instruction and a foreign language essential for his or her field of study the problems relating to the field of study, conclusions and the underlying theories, and to participate in relevant discussions of both corresponding specialists and non-specialists;

- be willing to actively participate in the civil society and demonstrate tolerance towards diversity of attitudes and values;

- be able to act ethically in complex situations, be aware of the ethical aspects, possibilities, restrictions and social role of his or her activities and be able to provide reasoned assessment in issues concerning his or her field of study;

- be able to evaluate his or her need, and the need of others, of continuing education and professional development, and have command of effective methods necessary for independent study;

- be able to continue studies or participate in research, act as a specialist or developer in his or her field, including internationally.

3.2. The learning outcomes achieved on graduation from a Master's study programme (including upon completion of the integrated study programmes of Bachelor's and Master's study) are in conformity with the general requirements described in the 7th level of the qualifications framework.

4.1. In order to be awarded a doktorikraad, a student shall:

- have broad knowledge and systematic overview within his or her field of research and in-depth and up-to-date knowledge within a narrower sphere of the field of research;
- understand the meaning and scope of the existing knowledge and research methods of the field of research and between fields so as to extend, reevaluate and formulate them as necessary;
- be able to independently and critically analyse, synthesise and evaluate new and complex ideas relating to the field of study, as well as creatively and with scientific accuracy identify and formulate research questions;
- have command of research methods of his or her field of research;
- be able to act independently in a complex, including international work and study environment, including in research which requires leadership and team work skills, innovative thinking and the ability of making strategic decisions;
- be able to initiate, design, implement and critically evaluate research and development projects that lead to new knowledge and new procedural solutions;
- be able to provide scientific ethical assessments, show insight into the possibilities and limitations of science, the social role of science and the responsibility of people in the use of scientific achievements;
- be able to analyse social norms and relationships, comply therewith and act to change them as necessary;
- be able to present orally or in written form the problems and conclusions relating to the branch of science and his or her research, and the underlying theories, both to specialist audiences and in communication with non-specialists, and to present reasons and participate in relevant discussions in the language of instruction and a foreign language essential for his or her field of study, as well as to publish original scientific results in internationally pre-reviewed academic publications or, in fields of study related to arts, creative works for international audience;
- have an ability to identify his or her need of further knowledge or skills and support the studies of others both in the context of education and science as well as on a wider social level;
- be able to hand down with competence his or her knowledge by teaching, instruction or in another manner.

4.2. The learning outcomes achieved on graduation from a Doctoral study programme are in conformity with the general requirements described in the 8th level of the qualifications framework.

Government of the Republic
Regulation No 178 of 18 December 2008
Standard of Higher Education
Annex 2

List of broad areas of study and fields of study

I. Broad areas of study

1. Education

2. Humanities and arts
3. Social sciences, business and law
4. Science
5. Engineering, manufacturing and construction
6. Agriculture
7. Health and welfare
8. Services

II. Fields of study

1. The field of study in the broad area of study of education is teacher training and educational sciences.
2. Fields of study in the broad area of study of humanities and arts are the following:
 - 1) arts
 - 2) humanities
3. Fields of study in the broad area of study of social sciences, business and law are the following:
 - 1) social and behavioural sciences
 - 2) journalism and information
 - 3) business and administration
 - 4) law
4. Fields of study in the broad area of study of science are the following:
 - 1) life sciences
 - 2) physical sciences
 - 3) mathematics and statistics
 - 4) computing
5. Fields of study in the broad area of study of engineering, manufacturing and construction are the following:
 - 1) engineering and engineering trades
 - 2) manufacturing and processing
 - 3) architecture and building
6. Fields of study in the broad area of study of agriculture are the following:
 - 1) agriculture, forestry and fisheries
 - 2) veterinary
7. Fields of study in the broad area of study of health and welfare are the following:
 - 1) health
 - 2) social services
8. Fields of study in the broad area of study of services are the following:
 - 1) personal services
 - 2) transport services
 - 3) environmental protection
 - 4) security services