

How is Quality managed for the VET in Estonia?

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<http://leestonia.eu/>



- **Quality Assurance System for VET in Estonia**
- **Improvement of internal and external evaluation in VET**
- **Accreditation of study programme/curriculum groups in VET Institutions**
- Development Plan for the Estonian Vocational Education and Training System 2009-2013
<http://www.hm.ee/index.php?1511074>

VET Institutions in Estonia



Objectives

Development Plan for VET 2009-2013



1. The VET system is flexible and available and corresponds to the needs of learners
- 2. Education is of high quality and competitive**
- 3. The VET system is coherent with society, economy and labour market**
4. Organisation of the VET system is purposeful, effective and sustainable

ESF programme „Substantive Development of VET 2008-2013“

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- **The content of vocational training has been updated**
- **It corresponds to the needs of personal development, society, economy and the labour market**
- **The quality of vocational training and the ability of the learners to compete on the labour market have improved**



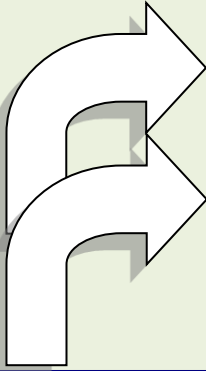
- **National curricula** that consider the social development of the learner and the needs of society, economy and labour market, and the **study and methodological materials** that support the implementation of the curricula have been developed and are accessible to all people participating in the study process.
- A flexible **in-service training system for teachers** of vocational educational institutions has been created and the **competence and qualification** of vocational teachers has been raised.
- A system for **national accreditation** of vocational educational institutions has been developed and implemented.

Quality Assurance Model for VET



The aim of quality assurance in VET is to create an integrated system and a certainty at the state level that the different parts of the VET system, the environment of activity and VET stakeholders function in a co-ordinated manner

- Implementing such a quality assurance system leads to **constant improvement** of the VET system and **trust between stakeholders**



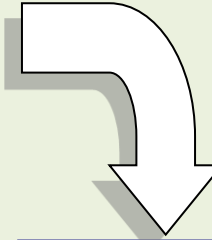
Planning

The Framework for VET consists of:

- Legislation
- Development plan for VET
- Other National strategies
- EU strategies concerning VET
- Proportion of VET in the state budget
- VET public investments plan

Planning of VET is based on:

- Research, prognoses
- National Qualification Framework (professional standards)



Feedforward and Feedback

Activities:

- Monitoring evaluation processes and implementation of their results
- Disclosing evaluation results and summaries

Institutions:

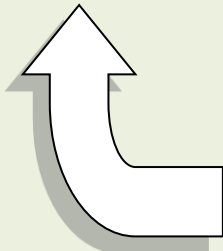
- VET Council
- Regional co-operation bodies on VET
- School holders
- Social partners and other stakeholders
- Work plan and work groups

Methodology

- Management based on processes and facts
- Taking agreed activity indicators for a basis
- Self-assessment** and external assessment of VET Institutions
- Prevention of overlapping
- Involvement of social partners in all aspects of VET
- Transparency of VET system and VET
- Consideration of sectoral and regional concerns at the state level and national directions at the sectoral and regional level

Implementation

- Legislation– implementing provisions
- System of education licenses**
- State curricula
- Professional Standard of a vocational teacher and teacher training
- Development of administration staff
- Investments in training bases
- Professional examinations / final examinations
- Organisation of studies & practical training
- Model for the Quality Award and other quality recommendations



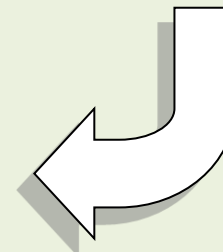
Evaluation / Making an assessment

Activities:

- Collection and analysis of statistics; research
- Quality Award competition of VETI
- Analysis of the implementation of the development plans of the VET system

Systems:

- Accreditation System (internal & external evaluation)**
- Surveillance system (surveillance on individual issues)
- Auditing system



Forming the system



All components of **Quality Assurance system**:

- Legislation and financing
- Curricula system and development of training materials, e-VET and other initiatives
- Teacher-training, professional standard of teaching staff
- Monitoring system, indicators and self-evaluation
- Quality Award Model for VETI
- Accreditation system

shall match to each other and serve the same purpose – quality of training



- **Quality Award Model for VET I**

- improvement tool for organisation as whole
- bases directly on EFQM model
- voluntary, independent
- easy comparison with different types of organisations

- **Internal evaluation**

- both self-evaluation and internal control
- improvement tool for organisation as a whole
- bases in-directly on EFQM model
- mandatory, centralised
- easy comparison among schools of same type

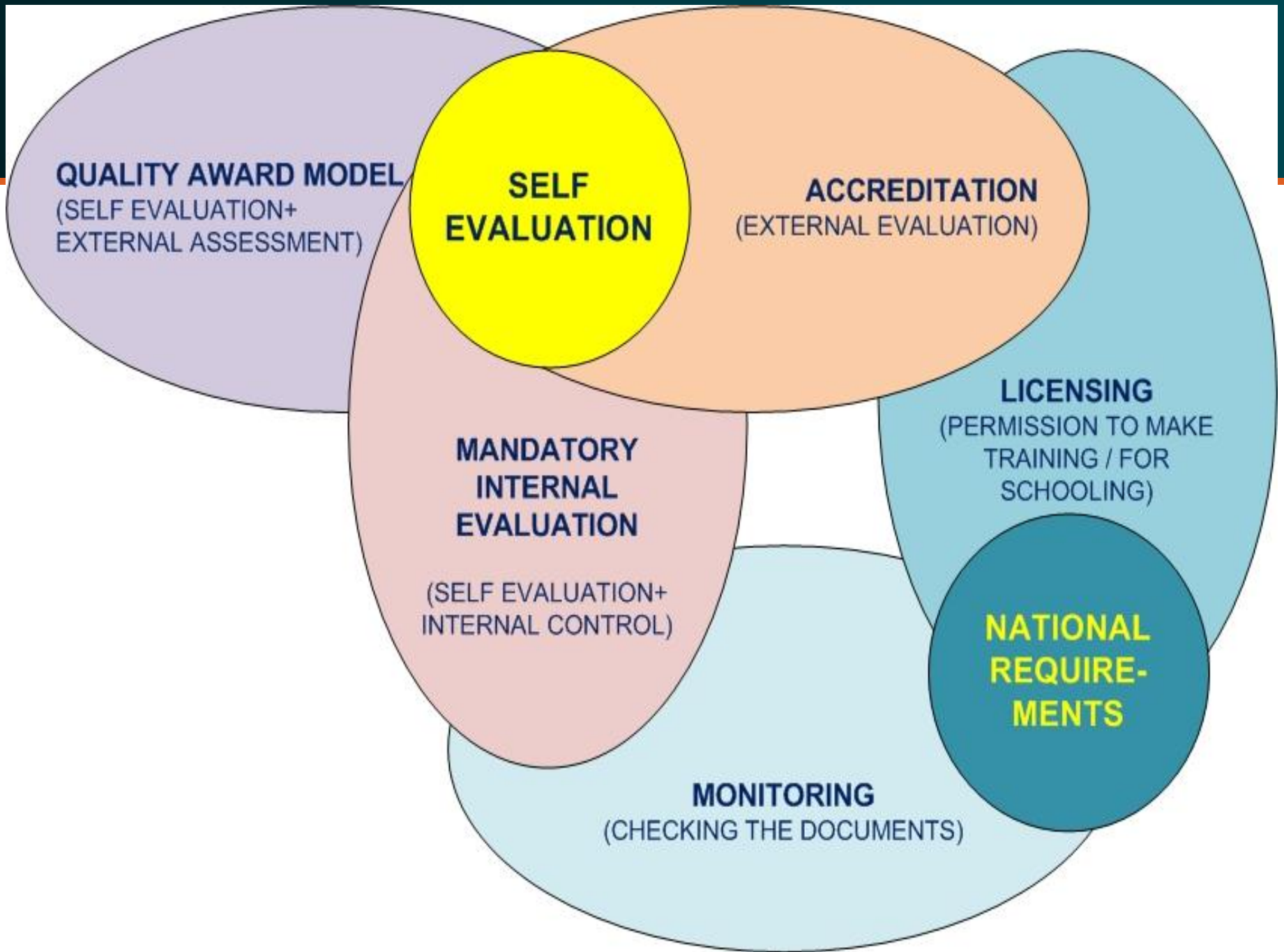


- **Supervision/Monitoring**

- correspondence of activities and documentation to legislation
- thematic or case based

- **Accreditation**

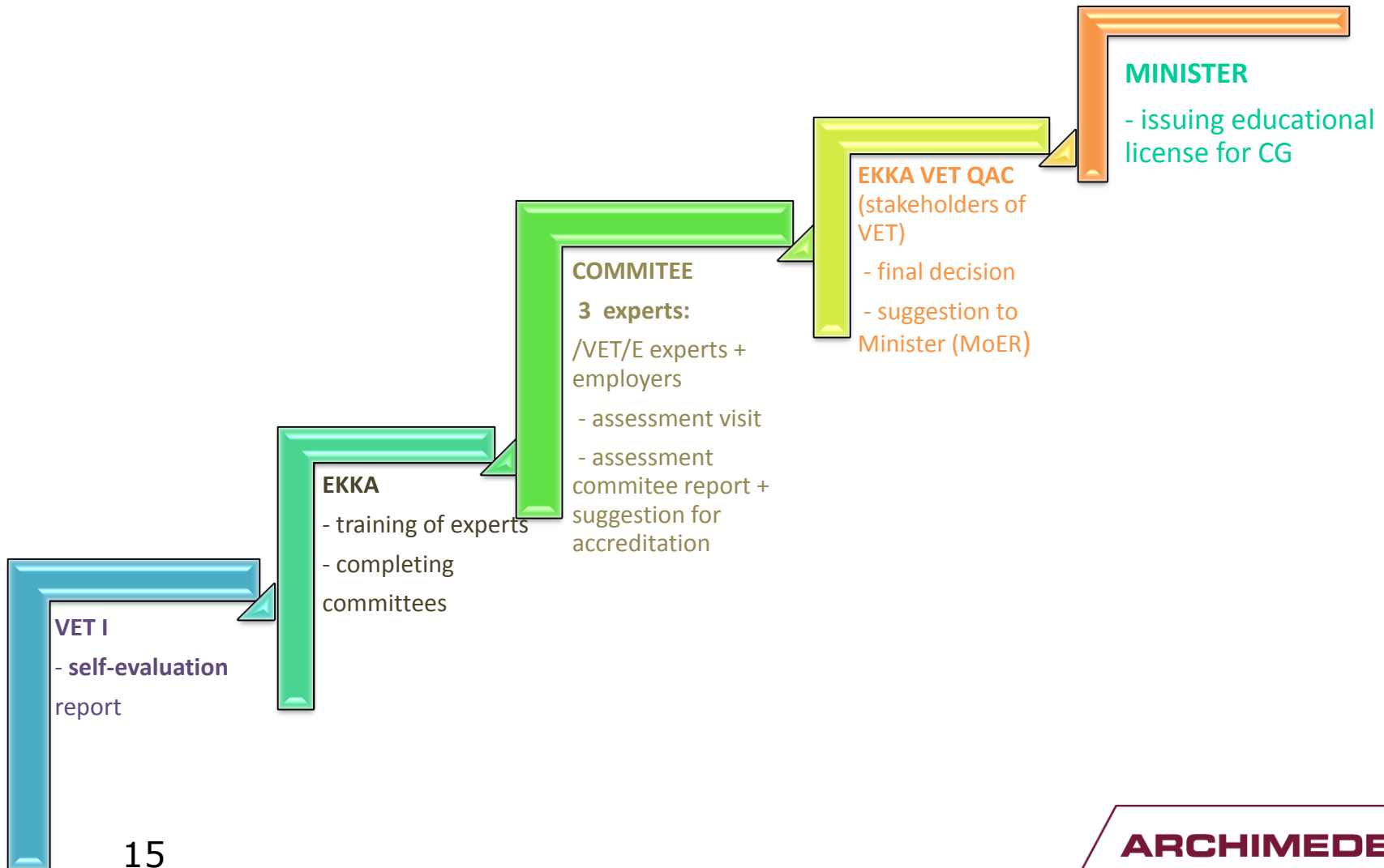
- external evaluation of study process and it's results
- **involvement of employers**
- **to build more trust between VET system and employers, educational and professional frameworks**
- to improve study process and it's results





- **Curriculum and learning content** – national curricula and curricula development
- **Instructing and learning** – further training for teachers, support for learners
- **Learning environment**, workshops, dormitories – developing infrastructure
- **School management** – quality models to improve management, internal evaluation, monitoring
- **Learning process and results** – performance indicators, self-evaluation, accreditation

Process of accreditation



When? Who? What? How?



- Accreditation is based on **internal evaluation** of curriculum group – **self-assessment report**
- **5 assessment fields** /*focus on teaching and training*
 - 1. Teaching and training**
 2. Leadership and management
 3. Management of human resources
 4. Strategic partnership and co-operation with stakeholders
 5. Management of resources



Teaching and training:

- development of teaching and training process
 - provision of teaching and training *incl* practical training
 - implementation of teaching and training
 - guidance and support for students
- **Quality of vision; development view**
 - **Sustainability; assurance of continuing development**

Key Results - indicators



- Utilisation of acquired skills at the workplace – percentage of VET programme completers working in relevant occupations
- Completion rate in VET programmes (IVET+CVET)
- Percentage of VET programme completers to continue studies
- Efficiency of professional examinations
- Participation of different target groups in VET programmes
- **Estonian Education Information System - *EHIS***



- **3 assessors/experts** in every assessment committee:
- **1-2 representatives of employers + 2-1 VET /educational management/QM experts**
- All members of assessment committees have to undergo training of accreditation process organised by EKKA
- **Analysing** the self-assessment report + strategic documents
- **Assessment visit** (1-2 days) – interviews with school board members, managers, teachers, students, employers, etc



Assessment committee report – assessment decision

- suggestion to

- **EKKA Quality Assessment Council for VET**– panel of stakeholders of VET: ***professional councils;***
MoER; Innove Foundation; Estonian Qualifications Authority; Estonian Chamber of Commerce and Industry; HEI
- Ministry of Education and Research – issuing educational licence



Accreditation for 6 years

- Educational licence (right to issue diplomas)

Accreditation for 3 years

- Educational licence for 3 years

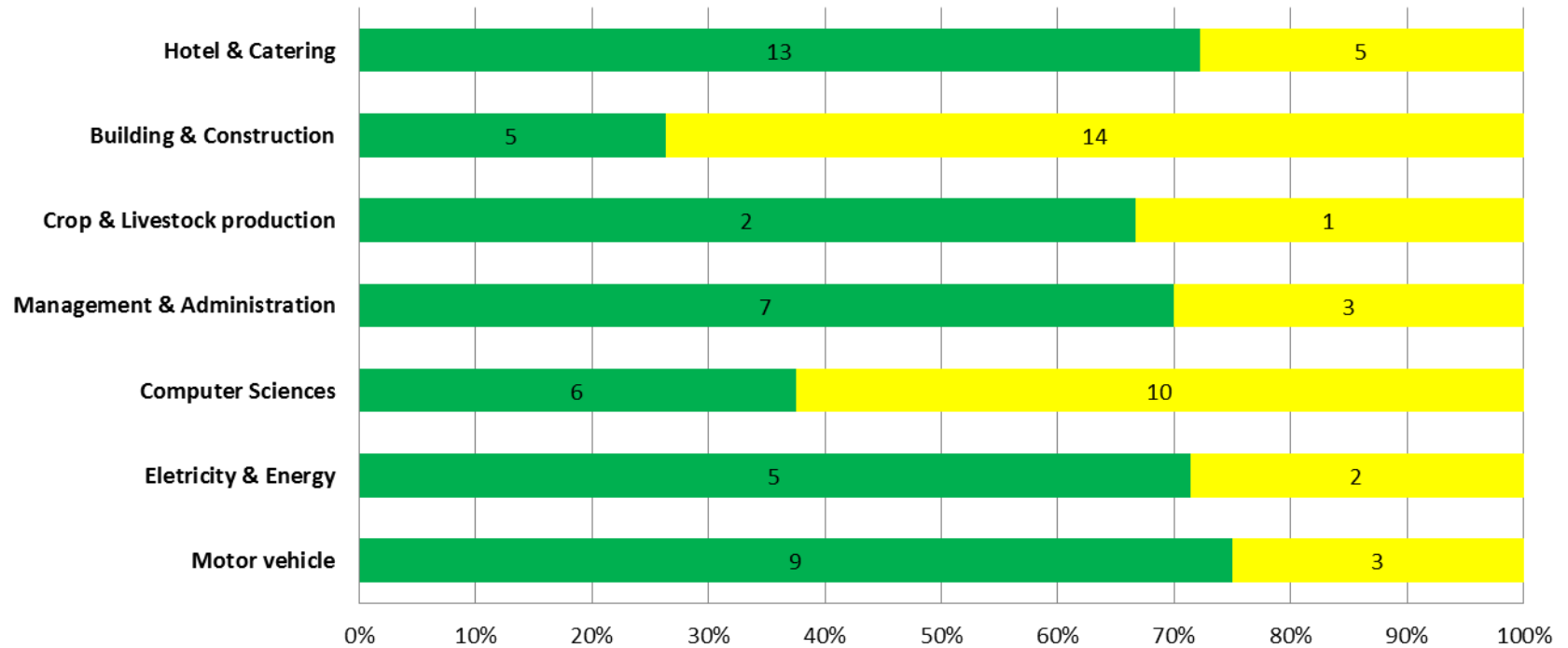
No accreditation

- No educational licence – no right to conduct studies in curriculum group

Results 2011-2012



2011 - 2012



	Motor vehicle	Electricity & Energy	Computer Sciences	Management & Administration	Crop & Livestock production	Building & Construction	Hotel & Catering
■ 6a	9	5	6	7	2	5	13
■ 3a	3	2	10	3	1	14	5



- Electronics & control engineering
- Travel, tourism & leisure
- Wholesale & retailing

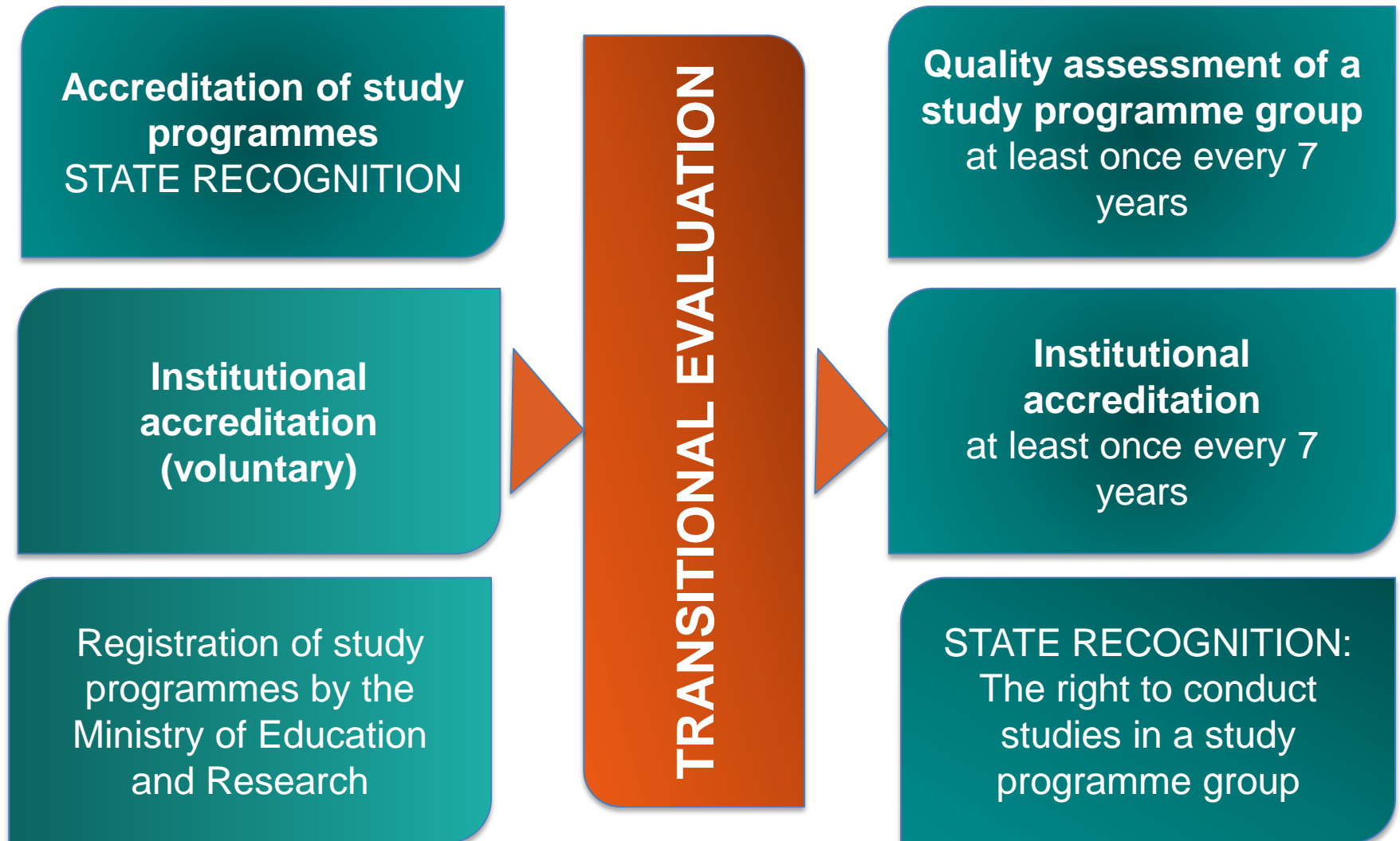
- Mechanics & metal work
- Food & drink processing and manufacturing
- Forestry
- Music & performing arts
- Audio-visual & other media

Higher Education Quality Assessment System in Estonia

1997-2009

2009-2011

2011 ...



THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

QUALITY INDICATORS

- 1. Relevance of quality assurance systems for VET providers**
 - Share of providers applying internal quality assurance systems defined by law / of own initiative
 - Share of accredited VET providers
- 2. Investment in training of teachers and trainers**
 - Share of teachers and trainers participating in further training
 - Amount of funds invested
- 3. Participation rate in VET programmes**
 - Number of participants in VET programmes, according to the type of programme and individual criteria

- 4. Completion rate in VET programmes**
 - Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and individual criteria
- 5. Placement rate in VET programmes**
 - Destination of VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria
 - Share of employed learners at a designated point in time after completion of training, according to the type of programme and individual criteria

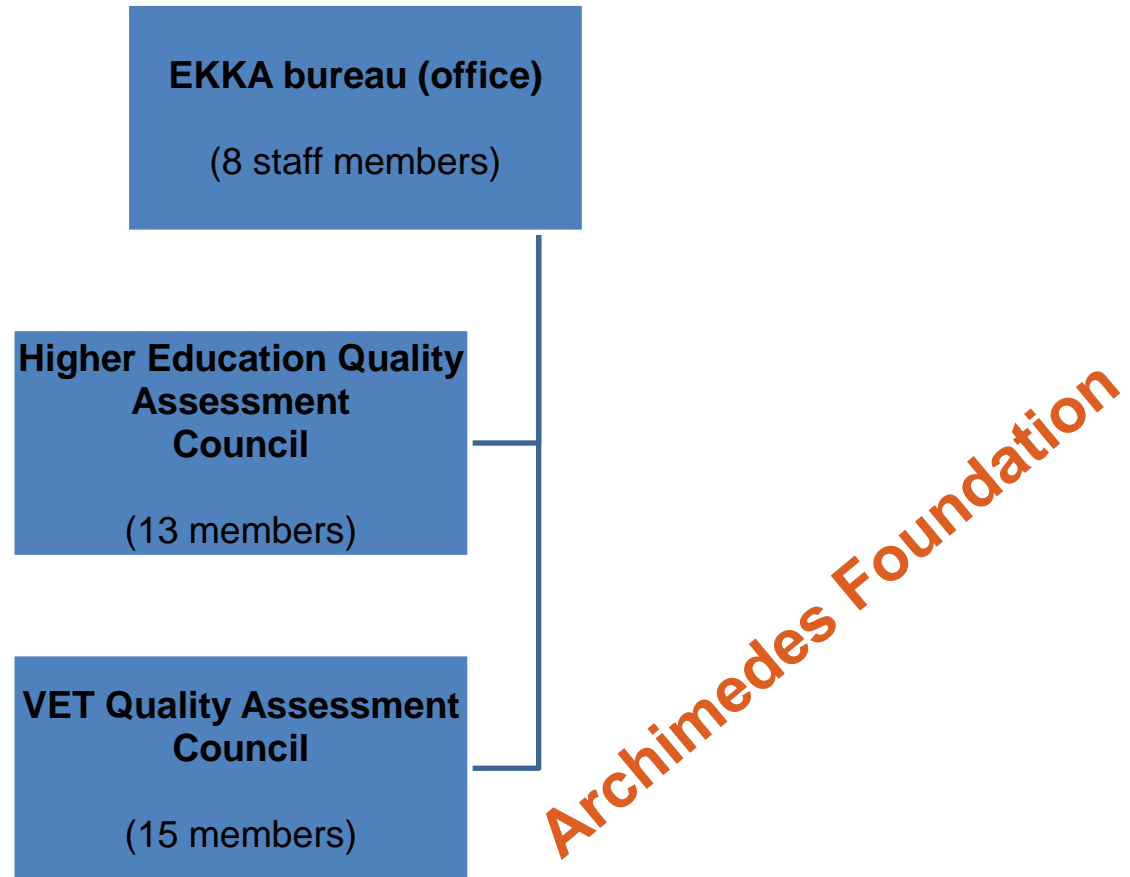
- 6. Utilisation of acquired skills in the workplace**
 - Information on occupation obtained by individuals after completion of training, according to the type of training and individual criteria
 - Satisfaction rate of individuals and employers with acquired skills/competences
- 7. Unemployment rate**
 - According to individual criteria
- 8. Prevalence of vulnerable groups**
 - Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
 - Success rate of disadvantaged groups according to age and gender

- 9. Mechanisms to identify training needs in the labour market**
 - Information on mechanisms set up to identify changing demands at different levels
 - Evidence of their effectiveness
- 10. Schemes used to promote better access to VET**
 - Information on existing schemes at different levels
 - Evidence of their effectiveness



Implementing Quality Assurance in EU Member States







Aitäh!

Thank You!

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