



Institutional Accreditation Handbook for Experts

Estonian Quality Agency for Education



Contents

1. Purpose of institutional accreditation	2
2. Standards and assessment areas. Assessment of sample of study programmes.	2
3. Composition of the expert panel	3
4. Tasks of the experts and coordinator	4
5. Timeline of the accreditation process.....	5
6. Work of the panel	6
Receiving the self-evaluation report and other documents.....	6
Panel's online meetings and preparatory work before the assessment visit.....	6
Site visit	8
Report writing	10
Accreditation decision and follow-up	14
7. Practical information: contracts, travel, accommodation, remuneration.....	14
8. Feedback from experts on the accreditation process	15
9. Checklist for an Expert	15
10. Relevant sources and document templates	16
Appendix.....	17

The aim of this Handbook is to give a general overview of institutional accreditation and support experts throughout different phases in the process. Members of the expert panel are asked to familiarize themselves with its content at the beginning of the accreditation process. At different phases experts can return to relevant chapters if necessary.

1. Purpose of institutional accreditation

Institutional accreditation (IA hereinafter) is an external evaluation in the course of which compliance of the higher education institution's

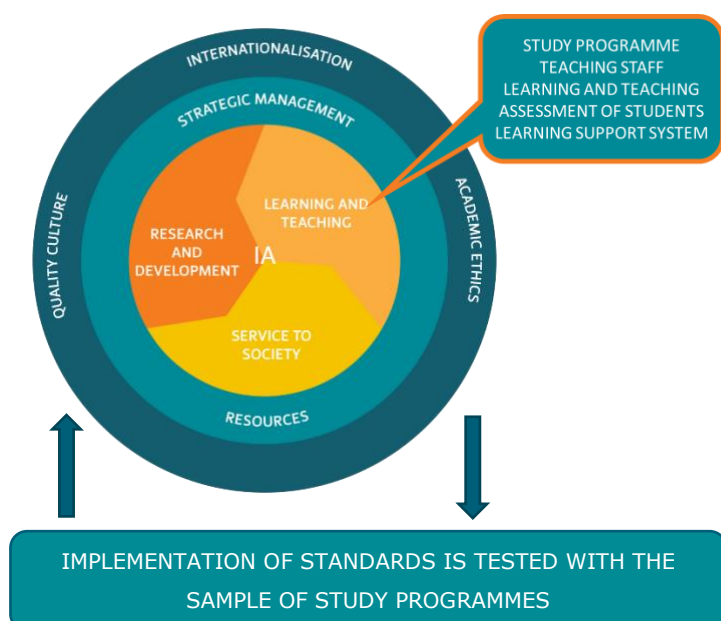
- management
- administration
- teaching and learning
- research activities
- education and research infrastructure

with legislation and with the objectives and development plan of that higher education institution (HEI hereinafter) is assessed.

The purpose of IA is to support the development of strategic management and quality culture that values learning-centeredness, creativity, and innovation in the HEIs, as well as to increase the societal impact of education, research and development delivered by the HEIs.

2. Standards and assessment areas. Assessment of sample of study programmes.

Institutional accreditation has **twelve standards**:



IA focuses on the core processes of the HEI – learning and teaching, research, development, and creative activities (RDC hereinafter), and service to society. The learning and teaching process is examined in more detail under five standards: study programme, teaching staff, learning, and teaching, student assessment and learning support processes. Across the accreditation standards, there is a focus on academic ethics, quality culture and internationalization.

Assessment of sample of study programmes

The purpose of assessing the study programmes: to assess the application of principles and regulations established at the institutional level in the learning and teaching process, as well as the performance of an internal evaluation system for study programmes offered at the HEI.

The sample of study programmes is based on the following **principles**:

- the sampling may comprise one to ten study programmes, depending on the number of study programme groups and programmes at the HEI;
- the results of prior assessments of study programme groups;
- a justified proposal by the HEI.

The study programmes are assessed according to the three assessment areas:

- 1) planning and management of studies,
- 2) learning teaching and assessment, and
- 3) development, cooperation, and internationalization of teaching staff.

3. Composition of the expert panel

An expert panel consists of at least four members. The number of experts depends on the size of the institution and the number of study programmes in the sample. When composing an expert panel, HAKA considers several aspects, ensuring also that it includes:

- at least one member who has management experience in a HEI, preferably with a similar profile as the one being assessed;
- at least one member of an expert panel who has past experience in assessing a HEI;
- at least one member from outside of HEIs;
- at least one expert from abroad;
- at least one student or a person who has graduated from HEI no more than one year prior.

Expert panel has **a Chair and a Secretary appointed by HAKA**. Every panel is supported by **two coordinators from HAKA**. Coordinators are not members of the panel.

4. Tasks of experts and coordinator

Experts are expected to fulfil the following tasks:

- examine documents regulating IA and complete assessment training provided by HAKA;
- review the self-evaluation report of the HEI, prepare and submit a list of topics/questions to be focused on in the course of assessment visit as well as information gaps/additional materials they would like to receive from the institution;
- participate in the meetings and discussions of the expert panel;
- participate in the preparation of the visit;
- perform other tasks related to evaluation activities according to the division of tasks among the experts;
- adhere to agreed deadlines.

The **chairperson of the panel** (in addition to the tasks mentioned above) has also the obligation to:

- divide tasks among the members of the expert panel;
- chair the online meetings of the panel;
- lead the panel in the site visit;
- finalise the report together with secretary of the panel.

The **secretary of the panel** (in addition to the tasks mentioned above) has also the obligation to:

- pull together a coherent report using the drafts from the panel members and edit the draft in response to feedback from team members, HAKA and HEI;
- finalise the report together with the chairperson of the panel.

The tasks of a **coordinator** are to:

- ensure smooth functioning of the accreditation process;
- prepare in cooperation with the expert panel the list of topics and questions to focus during the visit;
- prepare in cooperation with the expert panel the list of additional information that experts need from the institution in order to prepare for the visit;
- coordinate with the HEI the schedule of the visit, and, if necessary, to request additional materials from the HEI;
- perform other tasks assigned by the chairperson related to the evaluation.

Workload of the expert

A member of the panel should account for:

- preparatory work before the visit: reading the self-evaluation report (SER) (approx. 100 pages); preparing and submitting the preliminary findings based on the SER; preparing questions that should be addressed during the site visit; list of additional materials to be requested from the HEI;
- attending panel meetings (how many exactly will be decided by the panel members), incl introductory meeting organized by HAKA coordinators;
- attending the site-visit: 2-4 days;
- after the site-visit: 2-3 days for writing the draft report, attending panel meetings if necessary, responding to HAKAs and institution's comments and finalizing the assessment report based on the comments;

The Chairperson and the Secretary have a bigger workload than other members of the expert panel.

5. Timeline of the accreditation process

- 2 months before the accreditation visit the SER is shared with the panel
- Panel's preparatory work and online meeting(s)
- Preparation of questions/topics for the visit
- Preparation of the visit schedule
- Site visit
- 5 days after the visit feedback from HEI on the panel's visit
- 4 weeks after the visit the panel will submit a preliminary report to HAKA
- 5 weeks after the visit HAKA's comments on the preliminary report and panel's modifications to the report
- 6 weeks after the visit the report is sent to the institution for the correction of factual mistakes
- 2 weeks after receiving the report the HEI may submit its comments on the report
- The panel reviews the comments and modifies the report if necessary
- 9 weeks after the visit the chair of the panel will submit the final report to HAKA
- Panel's feedback to HAKA about the accreditation process

6. Work of the panel

Receiving the self-evaluation report and other documents

The coordinator will send the self-evaluation report to the expert panel no later than two months prior to the assessment visit.

Panel's online meetings and preparatory work before the assessment visit

- Coordinator first meets with the Chair and Secretary of the panel to discuss the possible allocation of standards and study programmes among the panel members and the agenda of the first online meeting with the panel.
- Coordinator organizes the first panel meeting, finding a suitable date and time for all members.
- Panel members read and analyse the self-evaluation report.
- During the first panel meeting the coordinator gives an introductory presentation about the entire process. The panel agrees on the dates and times of meetings to be held before the site visit and a more concrete work plan. Panel members share their first impressions of the SER.
- Based on the coordinator's proposal, the chair of the panel allocates areas of responsibilities (i.e., standards and study programmes) among the panel members.
- Experts share their findings, observations, and areas of concern that should be addressed during the site visit based on the allocated areas of responsibility.
- According to distribution of tasks agreed among the members, experts also prepare a draft of the report based on the available information and prepare questions for every interview on the visit schedule.
- The coordinator will prepare a list of the following items based on experts' input:
 - a provisional list of the topics to be focused on in the course of evaluation;
 - a list of additional information and materials to be requested from HEI.

Information sources for preparing a draft report and for the visit

- Self-evaluation report (SER)

A self-evaluation report prepared by a HEI contains an evidence-based analysis of the strengths and areas for improvement of the institution by standards and by assessment areas of the sample study programmes.

The report is written in English, and it consists of general part (approx. 50 pages) and self-evaluation of sample of study programmes (approx. 10 pages for each of the study programme). The report contains links to appropriate documents.

The development plan, statutes, field-related action plans (if separate from the development plan) and other basic documents regulating the activities of a HEI that are referred to in a self-

evaluation report should be available in English. At the same time, it does not mean that HEI needs to translate all its documentation into English.

- Previous accreditation results (information provided by HAKA);
- Information related to employees of the HEI, e.g. their CVs, job descriptions, etc. (these may be requested from the HEI additionally if not included in the SER);
- Students' research, development and creative works (will be requested additionally from the HEI);
- Access to sample of e-courses;
- Information related to financial activities of the HEI;
- Information on HEI's website, incl. virtual tours;
- Information on the Estonian Research Information System. The Information System contains information on research- and development institutions, researchers, research projects, publications, and various other research results.
- Infrastructure of the HEI, information systems incl Study Information System;
- Results of pre-accreditation survey.

Pre-visit survey

HAKA conducts a pre-visit survey among the students and academic staff of the sample of study programmes. The goal of the pre-visit survey is to give opportunities for more people to have a say in addition to the people invited to the site visit interviews. The questions in the survey are:

- What are the issues that university could pay more attention to in the future?
- What makes your study programme outstanding?
- There is something more I would like to add (e.g., about my university, specialty, faculty, students, teaching and learning etc.)

HAKA coordinator presents the outcomes of the survey to the panel. The outcomes of the survey serve as an input to the preparation of the site visit.

Rules for requesting additional materials from the HEI

The additional materials can be requested only if the compliance of the standard is not possible to assess otherwise. Also, usually the documents that have to be produced for the assessment visit (documents that they don't already have) cannot be asked.

It may happen that some of the materials that will be provided, will be available in Estonian.

Preparation of the visit schedule

The coordinator prepares the draft schedule for the visit and coordinate it with the chair of the panel as well as with the HEI under evaluation no later than three weeks before the visit.

A visit may last up to three days, but it could be longer if an institution has regional facilities; yet, no more than one day per facility or college is spent for a visit.

Usually, the expert panel meets the Rector and Vice-Rectors, Board/Council of the institution, academic staff, and representatives of various administrative units (human resource management, finances, students support, etc.), students, alumni, employers. The selection of the interviewees depends on the issues raised in the self-evaluation report.

In larger institutions, some **interviews can be held in parallel**. In that case, the panel members need to divide into groups. It is the chairman's responsibility to keep to the time schedule during the entire visit, i.e., start and end all the meetings on time.

After every interview the panel has at least a 15-minute break which is also time for reflection. All coffee breaks and lunches are held separately from the staff of the HEI and can also be used for panel reflection.

In the last day of the site visit, there will be a timeslot available for the members of the HEI who would like to come to talk to the Panel to share their experience. The meeting time will be limited to 10 minutes per person. The person must register beforehand by sending an email to the coordinator. The timeslot for these meetings will be marked as Open Doors in the Visit Schedule. This opportunity is communicated well in advance by the HEI.

Site visit

Purpose of the visit

The goal of the visit is to get the adequate and fair picture of HEI, thus supplement information presented in the SER. There is no need to check all information in the SER (if the information is provided and analysed), but rather to get additional information in case the information provided is not sufficient to be able to assess if the standard requirements are met, or if the provided or found information is confusing, not detailed enough etc. As the time of the visit is limited, the focus of the visit and interviews will be the information gaps revealed after analysing the SER and additional documents. The duration of the site visit is usually 2 to 4 days.

Principles of online and hybrid visit

- In case of online or hybrid visit (meaning some panel members are onsite and some online), each day or meeting has its own link in online application (Zoom, Teams, or other). In case of parallel interviews, the extra links are given;
- Online participants are advised to keep the video on and mute the microphone when not talking;
- The full name has to be provided as participant's name;

- An internet connection speed of at least 30 Mbit/s is required for the smooth functioning of the conversation;
- Online interview participants must use a computer (not a mobile phone) with a working microphone and camera;
- For online interview participants, we recommend finding a quiet room to participate in to avoid unnecessary noise during the conversation.

General principles for conducting interviews

- Situation is stressful for the HEI – reduce strain at the beginning of each interview!
- Pose short and easily understandable questions, one question at a time.
- Use relevant questions: For example, what have you done? Why have you done so? What are the results? Are they good or bad? Why do you think so (comparison)? How do you use them? What have you learned from the process?
- Let everyone talk. Address questions to specific persons if necessary.
- Reduce domination. Interrupt if necessary.
- End each interview with thanking for time and answers.
- Directing (advising) questions should be avoided (Wouldn't it be better if you ...? Why don't you ...?).
- If possible, leave 2–3 minutes for additional question 'Is there anything we did not ask but you would like to tell us?'`.
- Always remember that you represent HAKA during the visit.

Recording of the interviews

HAKA has an obligation to document all the site visit interviews. Site visit interviews will usually be recorded. The participants are informed beforehand; however, the permission is asked at the beginning of each interview as well. The recordings can be used by the Panel for writing the assessment report. The recordings will be deleted 30 days after the Council has taken the accreditation decision.

Note-taking

It is recommended that all panel members take notes during the interviews. Usually, one of the experts takes notes during every interview (experts can rotate and share this task).

Preliminary feedback by the panel to the HEI

At the end of the visit, the chair introduces provisional conclusions of the panel to the representatives of the HEI. This includes:

- Thanking the institution for hosting the panel and organization of the visit;

- Giving feedback about the quality of SER and provision of other documentation;
- The main (not all) findings of the panel: some strengths and some improvement areas identified by the panel both based on the self-evaluation report and documents as well as confirmed during the visit. Not all standards need to be covered.

The panel holds a meeting before providing such feedback and discusses and agrees on these preliminary findings. The panel does not provide or give any indication of the assessments of the standards - these will be discussed in the panel after the visit and expressed in the final report. The Chair shares with the institution what has been agreed by all panel members at that point; topics that still need further discussion and reflection in the panel should not be expressed at this point. The findings presented during the feedback meeting should also be included in the panel's report. The presentation by the Chair should not be longer than 15 minutes. The feedback will not be followed by a discussion with the HEI representatives. However, the chair may give a final word to the rector (or other representative) to close the session.

Panel's consensus meeting

After the site visit the panel holds a meeting (or meetings) to discuss and agree firstly about the strengths and improvement areas of the study programmes, and after that the strengths, improvement areas and assessments of all the 12 standards. Strengths and problems identified at the programme level may impact the assessments of the relevant IA standards.

For finalizing the report, a plan with clear deadlines and responsibilities is agreed. The panel members should keep the Coordinator in the Cc line in their correspondence with each other.

Feedback on the visit from the HEI

Within five days after the visit, we ask the HEI to give feedback on the preparation of panel members for the visit, the relevance of their questions, and other pertinent aspects. The results of the feedback are taken into account when implementing changes into the accreditation process and choosing members of the expert panels for future accreditations. The summary of feedback is also shared with the panel after the panel has submitted their final report to the Agency.

Report writing

General principles of report writing and characteristics of a high-quality report

1. The report is based on HAKA standards.
2. For every standard the panel presents an analyses and outlines strengths, areas of concern, and opportunities for further improvement. The strengths and areas of concern should logically follow from the analyses and judgement on compliance.
3. The assessments of the twelve standards should be consistent and based on the findings of the panel (i.e., analyses, strengths, areas of concern) presented in the report. For example, if a standard is assessed as "partially conforms to requirements", it must include analyses of one or more concerns that indicate that a certain aspect or the whole standard is not fulfilled.

4. Wording should be precise, concrete, neutral, unambiguous, and clear to all readers, not only the panel and the institution. Examples provided in the report are clear and based on facts. Terminology used should be uniform throughout the report.
5. Statements and recommendations are relevant to the context of the HEI and international experience of panel members and take into consideration trends in higher education.

Analyses

- The analyses are evidence-based and concentrated. The report is based on the SER, additional documents presented by the HEI, information received during the interviews, and other publicly available information and data (e.g., website of the HEI). The evidence is presented in the text (e.g., The discussion with students revealed that . . .), not as a separate list. Subjective opinions of the panel members and unsubstantiated claims should be avoided.
- The analyses should not merely describe a current state of affairs but rather be a concise summary of the findings of the panel based on information received from various sources.
- Analyses should include both positive findings (strengths) as well as discuss problem areas or concerns.
- The analysis of the standards and study programmes should be kept brief. Usually, 2-3 pages per standard or assessment area is enough to analyse the compliance to the accreditation requirements.

Strengths

- Strength is considered something that has produced the desired result.
- It could also be something that has exceed the standard level or stand out in international comparison. Here the panel uses their international expertise, experience, knowledge.
- Strength is *not* something that could be considered as 'normal' (e.g., existence of a library).
- Strengths should proceed from the analyses and cannot come as a surprise (i.e., there should be indication of this positive aspect in the analyses).

Good examples of wording a strength	Examples of wording a strength that are too general or that are considered as normality
A Strategic Plan links well-formulated goals with concrete and timely measures to govern, steer and support RDC activity across university, with a focus on research development and knowledge commercialization, and with concrete ownership.	The development of a quality culture The operation of a quality management system The assessment system for staff
A year-round admission process with transparent and impartial student-admission criteria attracts and selects the most academically able and most motivated students.	The performance indicators are good and improving.

University has a coherent approach to offering a comprehensive set of counselling services with a clear strategic aim and clear metrics.	University involves relevant stakeholders to the programme committees.
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Areas of concern

- A concern means **non-compliance** with one or all aspects of the standard.
- First the panel should **describe the concern or the problem**. The problem is followed by a **recommendation of the panel as to what the HEI should do to ameliorate that problem**.
- A recommendation is compulsory for the institution to carry out in order to comply with the standard.
- Area of concern should proceed from the analyses and cannot come as a surprise (i.e., the problem or concern should be discussed in the analyses). It is important that solely from the wording (without going back to analyses) it is understandable to the reader where the problem lies and what the panel recommends the institution should do about it.

Good examples of an areas of concern	Examples of an areas of concern that do not give much input for HEIs development
The University should monitor how its central regulatory principles are implemented locally, for example between different schools, to assure itself that the divergences which its policies permit do not disadvantage the students and staff affected.	The drop-out rate is high and needs more attention from staff and administrators.
The University should ensure balance between teaching, administration, and research, to enable all staff to engage in international standard research.	Learner/student-centred approach innovation still under the development.
Staff understanding of student-centred learning, intended learning outcomes and the principle of constructive alignment was not strongly evident to the Panel. The University should ensure that its pedagogical training addresses all the requirements of a student-centred learning approach, including constructive alignment.	Consider ways to guarantee academic ethics and avoidance of plagiarism.

Opportunities for further improvement

- Include any additional reflections and suggestions for further development that the panel may wish to offer.
- From the wording it should be clear for the HEI what is benefit of the panel's suggestion for the institution/students/study process etc., in other words – why you are suggesting this and why should the HEI consider your suggestion?

- Opportunities for further improvement can have ideas not directly related to the fulfilment of the standard requirements.

Examples of an opportunity for further improvement

The University could consider whether to develop the Good Lecturer Development Programme into a programme that all staff must complete to different levels of competence as their career develops.

The publication requirements to submit a PhD thesis are high and could prolong completion times unfairly. The University may wish to explore whether a more predictable assessment system for PhD programmes could be agreed, perhaps based solely on internal review but with external expert input on whether the research is publishable.

The need to awareness of the possible impact of unconscious bias is an area that the University may wish to explore in respect of its evolving best practice in equality, diversity, and inclusion.

'Worthy of recognition'

- Standards where an HEI has shown outstanding results and/or initiatives.
- The panel should not hesitate to highlight good practices they come across in HEI-s and recognize them with the note 'worthy of recognition'.

Example of „worthy of recognition“

Strategic management in the period under review has focussed on change management, with restructuring of units and academic career framework achieved without loss of staff loyalty and support, resulting in ever stronger alignment of institutional structures with its core mission, which of itself is forming the basis for embedding a stronger quality culture.

Assessment given to the standards

- Each standard is evaluated on a scale: '**conforms**', '**partially conforms**' and '**does not conform**'. The panel does not give any assessments regarding the assessment areas of study programmes.
- At the end of each standard the panel draws a **conclusion**: the main reasons the requirements of the standard are met, partly met, or not met.
- When forming assessments of the standards, extra attention should be paid to cases where the panel may choose between different possible decisions. In these cases, the panel cannot do so randomly but always has an obligation **to weigh the relevant strengths and weaknesses** and present the considerations from which it has proceeded upon adopting a certain assessment.
- In all cases ('conforms', 'partially conforms' and 'does not conform') it must be clear why the panel has made the particular conclusion, i.e., present the main strengths and/or problems.

Accreditation decision and follow-up

Institutional accreditation decision is taken by the HAKA Quality Assessment Council for Higher Education within three months after receiving the assessment report of the Panel.

The Council takes into account the self-evaluation report of the HEI, the assessment report by the Panel, comments by the HEI. In case of contradictions in assessments or inadequate justification, the Council shall have the right to return the report to the Panel to be reviewed and clarified. The Council shall base its decision regarding institutional accreditation on the following principles:

<i>Panel's assessments</i>	<i>Council's decision</i>
12 standards are assessed as fully conforming	Accredit for 7 years
1–4 standards assessed as partly conforming	Accredit for 3 or 7 years
5–8 standards assessed as partly conforming	Accredit for 3 years
9–12 standards assessed as partly conforming	Accredit for 3 years or not to accredit
1–2 standards assessed as not conforming	Accredit for 3 years or not to accredit
3 or more standards assessed as not conforming	Not to accredit

If the Council weighs between two accreditation decisions and finds that if the HEI were to satisfy certain conditions, a more positive decision would be possible, the Council may make that decision with a secondary condition.

HEI submits a written overview of its activities, planned, and implemented based on recommendations in the assessment report, along with the results of such activities to HAKA two years after the accreditation decision was made by the Council.

If the Council has added a secondary condition to the accreditation decision, the HEI submits a progress report to HAKA regarding elimination of the shortcoming described in that secondary condition. HAKA involves members of the assessment panel in assessing compliance with the secondary condition.

7. Practical information: contracts, travel, accommodation, remuneration

- HAKA will prepare contracts after HAKA director has formally confirmed the composition of the panel.
- HAKA will book and buy **flight tickets in economy class** for the panel members according to the information they have provided – preferred dates/times for arrival and departure etc.
- All **additional travel costs** (e.g., train/bus/taxi to/from the airport and travel insurance) will also be covered by HAKA. Travel insurance should be arranged and bought by the panel member him-/herself. All original receipts should be kept and given/sent to the coordinator. Reimbursements will be made according to original receipts.

- HAKA will also book and pay for **accommodation (single rooms) at hotel(s) depending on the length of the site visit**. All additional nights and other costs exceeding the base cost (double room, mini bar etc.) will be covered by experts themselves.
- Breakfasts and lunches during the visit are provided by HAKA. Dinners are at experts' own cost. Meals at airports will not be covered.
- Remuneration to experts will be paid within 4 weeks after the final report has been submitted to HAKA and HAKA director has accepted the report. Taxes on the remuneration should be paid by every expert in their country of residence.

8. Feedback from experts on the accreditation process

We collect feedback from experts after the review is over and would like to learn about the experts' opinion on the IA standards; self-evaluation report; pre-accreditation survey; the support provided to the panel by the coordinator before, during and after the visit; and the assessment visit; the composition and work organization of the panel. All suggestions are very valuable in order to consider further improvements of the accreditation process.

9. Checklist for an Expert

Expert shall

- be independent
- comply with confidentiality requirements
- hold a respectful attitude towards the interviewee
- be oriented to areas for improvement, rather than just bringing out problems
- thoroughly examine the information and background data submitted for evaluation
- take into account the context of the functioning of the HEI
- seek confirmation for claims of the HEI, not for experts' own attitudes
- base their assessments on the facts
- adhere to the agreed division of tasks and deadlines

Assessment visit

- when preparing the schedule, take into account the principle – one interviewee in one role only
- plan your time so that all who are invited to be interviewed could have a say

- introduce yourself and try to put the interviewee at ease
- use different type of questions
- listen! Avoid the tendency of filling the interview with your own voice
- take notes and make sure that all standards and assessment areas have been covered
- keep the interview within the time frames you set
- render thanks to the interviewees for their responses and time
- if you think you still need further information, agree next steps

Preparation of assessment report

- the report should include clear references to the evidence gathered
- the decision-making process is transparent – based on what, and why the panel comes to that conclusion
- all assessments and decisions are well founded
- the panel strives for a consensual decision; reasoned dissenting views are outlined separately in the report
- the report is a public document

10. Relevant guidelines and document templates

Documents regulating accreditation and background materials:

- [Institutional Accreditation Guidelines](#)
- [Guidelines for higher education institutions for writing a self-evaluation report](#)
- [Overview of higher education in Estonia](#)
- [HaridusSilm](#) – Statistics about education and research in Estonia
- [ETIS](#) – Estonian Research Portal

Sample documents for the panel:

- [Accreditation visit schedule](#)
- [Expert report template](#)

Appendix: Duties of members of the expert panel and the coordinator

	Before the visit	During the visit	Writing of the report
Chairperson	<ul style="list-style-type: none"> • Reading the SER of the HEI. • Examining documents that regulate the IA in Estonia. • Allocating tasks among panel members. • Chairing the panel online meetings. • In cooperation with the Secretary, preparing and submitting preliminary findings, observations, and areas of concern according to the agreed division of the responsibilities among the panel members that should be addressed during the site visit at least two weeks before the visit. 	<ul style="list-style-type: none"> • Leading the panel during the visit. • Making sure that the topics agreed beforehand within the panel will be addressed during the site visit. • Chairing some of the interviews according to the agreed division of the responsibilities among panel members. • Taking notes during the interviews according to the agreed division of the responsibilities among panel members. • Providing an overview of the provisional conclusions of 	<ul style="list-style-type: none"> • Writing the draft report according to the agreed division of responsibilities among the panel members. • Participating in wording of the strengths, areas of concern and recommendations as well as areas for further improvement. • Ensuring that the opinion of the panel is justified. • Looking through the comments submitted by the HEI on the preliminary report. • Finalising and editing the report together with the Secretary. • Confirming the final assessment report. • Performing other tasks related to assessment activities according to the division of tasks among the members of the panel.

		the panel to the HEI at the end of the visit.	<ul style="list-style-type: none"> Adhere to the agreed deadlines.
Secretary	<ul style="list-style-type: none"> Reading the SER of the HEI. Examining documents that regulate the IA in Estonia. Participating in the panel online meetings. In cooperation with the Chair, preparing and submitting preliminary findings, observations, and areas of concern according to the agreed division of the responsibilities among the panel members that should be addressed during the site visit at least two weeks before the visit. 	<ul style="list-style-type: none"> Participating in the site visit. Making sure that the topics agreed beforehand within the panel will be addressed during the site visit. Chairing some of the interviews according to the agreed division of the responsibilities among the panel members. Taking notes during the interviews according to the agreed division of the responsibilities among panel members. 	<ul style="list-style-type: none"> Participating in wording of the strengths, areas of concern and recommendations as well as areas for further improvement. Pulling together a coherent report using the drafts from the panel members and editing the draft in response to feedback from panel members, HAKA, and HEI. Finalising the report together with the chairperson of the panel. Performing other tasks related to assessment activities according to the division of the responsibilities among the members of the panel. Adhere to the agreed deadlines.
Expert	<ul style="list-style-type: none"> Reading and analysing the SER of the HEI. Examining documents that regulate the IA in Estonia. 	<ul style="list-style-type: none"> Participating in the site visit. Chairing some of the interviews according to the agreed division of the 	<ul style="list-style-type: none"> Writing the draft report according to the agreed division of responsibilities among the panel members.

	<ul style="list-style-type: none"> • Participating in the panel online meetings. • Preparing and submitting preliminary findings, observations, and areas of concern according to the agreed division of the responsibilities among the panel members that should be addressed during the site visit at least two weeks before the visit. 	<ul style="list-style-type: none"> responsibilities among the panel members. • Taking notes during the interviews according to the agreed division of the responsibilities among panel members. 	<ul style="list-style-type: none"> • Participating in wording of the strengths, areas of concern and recommendations as well as areas for further improvement. • Performing other tasks related to assessment activities according to the division of tasks among the members of the panel. • Adhere to the agreed deadlines.
Coordinator	<ul style="list-style-type: none"> • Coordinating the work of the panel. • Organising the panel online meetings. • Preparing the schedule of the visit in cooperation with the panel. • In cooperation with the Chair, Secretary, and the Panel, compiling the provisional list of the topics with the preliminary questions/findings/areas of concern for the site visit interviews. 	<ul style="list-style-type: none"> • Participating in and observing the visit. • Obtaining the additional materials from the HEI on the request of the panel if needed. • Time management during the site visit. • Organising the concluding meeting at the end of each day of the visit to discuss the outcomes of the day. 	<ul style="list-style-type: none"> • Coordinating the writing of the report together with the Secretary and the Chairperson; • Giving feedback to the preliminary report.

	<ul style="list-style-type: none"> • Taking care of travel and accommodation arrangements of the panel members. • Meeting with the representatives of HEI to prepare the site visit. 		
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