

Guidelines for Initial Assessment and Re-assessment in Higher Education

Approved by the EKKA Quality Assessment Council for Higher Education on 19.05.2020. Amended on 7.01.2022;
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for Education on 14.06.2022, 7.12.2023, 2.07.2024.

I. General provisions

1. According to subsections 9 (2); (3); and 11 (3) of the Higher Education Act, and taking into consideration the Republic of Estonia's Standard of Higher Education, Standards and Guidelines for Quality Assurance in the European Higher Education Area and other legislative and normative documents regulating quality assurance in higher education, the Estonian Quality Agency for Education (hereinafter *HAKA*) shall lay down and publish the requirements and procedure for conducting assessments in a study programme group and cycle of higher education (hereinafter *assessment*) in order to apply for the right to provide instruction in a study programme group and cycle of higher education (hereinafter *right to provide instruction*).
2. When an institution applies for the right to provide instruction, it is ascertained whether the quality of instruction meets the requirements laid down for the relevant cycle of higher education; and whether resources and sustainability are adequate for the provision of instruction.
3. When applying for the right to provide instruction for the first time, HAKA shall conduct an initial assessment of the study programme group and cycle of higher education (hereinafter *initial assessment*). In the case the right to provide instruction has been granted for a specified term, HAKA shall, within a specified period, conduct a re-assessment of the study programme group and cycle of higher education (hereinafter *re-assessment*).
4. Pursuant to sections 9 and 31 of the Higher Education Act and this Guidelines document, the higher education institution shall, in order to obtain the right to provide instruction, submit at least nine months prior to the start of the academic year an application to the Ministry of Education and Research, containing data specified in Annex 1 of this document. The Ministry of Education and Research shall assess compliance of the application with applicable regulations and shall relay the application to HAKA for assessment.
5. Information submitted by the educational institution, publicly available data on the Estonian Education Information System (www.ehis.ee) and on the Estonian Research Information

System (www.etis.ee), and information received during a visit to the educational institution shall serve as the basis for assessment.

6. In the case of joint study programmes, initial assessment may be conducted without visiting educational institutions (hereinafter *simplified proceedings*) if the right to provide instruction is requested for a joint study programme for which the other partners have the right to provide instruction in the corresponding study programme group and academic cycle for an unspecified term; or in the case of a foreign educational institution, the study programme and/or the educational institution has unconditional national recognition granted by the country of location.
7. The costs of the assessment shall be borne by the educational institution applying for the right to provide instruction. The actual costs depend on the number of study programmes in the study programme group under assessment and the number of assessment experts in the expert panel. Assessment rates are published on the HAKA website.

II. Assessment areas and criteria for initial and re-assessment

8. HAKA conducts initial assessment and re-assessment by assessing the compliance of the quality of instruction, resources and sustainability to requirements under the following assessment areas: 1. *Study Programme*; 2. *Teaching and Learning*; 3. *Organisation of studies*; 4. *Academic staff*; 5. *Learning and Teaching Environment*; 6. *Financial Resources*. In the case of an initial assessment of a new higher education institution, assessment area 7. *Additional criteria for initial assessment of a study programme group and cycle in a new higher education institution* shall likewise be assessed.
9. The difference in the criteria for initial and re-assessment as a rule lies in the following: preparedness, capability, and intentions of the higher education institution to meet the requirements for the study programme group and cycle of education for which the application has been submitted, are assessed in the course of initial assessment. Re-assessment is for assessing the extent to which these intentions have materialised and requirements have been met.

INITIAL ASSESSMENT	RE-ASSESSMENT
1. Study programme	
<p>1.1. Launching and developing of the study programme is based on the Development Plan of the higher education institution, Estonian national development plans and analyses (including labour market and fitness-for-purpose analyses).</p> <p>1.2. Employers and other stakeholders of the study programme group are involved in the study programme's development.</p> <p>1.3. The study programme meets the requirements and trends in international legislation that regulate the professional field and if a professional standard exists, takes into consideration the acquisition and implementation of the knowledge and skills described therein.</p> <p>1.4. The learning outcomes of the study programme are equivalent and comparable to the learning outcomes of the academic cycles of higher education described in Annex 1 of the Standard of Higher Education.</p> <p>1.5. The study programme is coherent and has a comprehensive structure. The title of the study programme is in line with the learning outcomes of the modules and courses within the study programme.</p> <p>1.6. The joint study programme and cooperation agreement thereof meet the requirements set in subsections 11 and 19 of the Higher Education Act.</p>	<p>1.1. Launching and developing of the study programme is based on the Development Plan of the higher education institution, Estonian national development plans and analyses (including labour market and fitness-for-purpose analyses).</p> <p>1.2. Employers and other stakeholders (incl. students) of the study programme group are involved in the study programme's development.</p> <p>1.3. The study programme meets the requirements and trends in international legislation that regulate the professional field and if a professional standard exists, takes into consideration the acquisition and implementation of the knowledge and skills described therein.</p> <p>1.4. The learning outcomes of the study programme are equivalent and comparable to the learning outcomes of the academic cycles of higher education described in Annex 1 of the Standard of Higher Education.</p> <p>1.5. The study programme is coherent and has a comprehensive structure. The title of the study programme is in line with learning outcomes of the modules and courses within the study programme.</p> <p>1.6. The joint study programme and cooperation agreement thereof meet the requirements set in subsections 11 and 19 of the Higher Education Act.</p>
2. Learning and teaching	
<p>2.1. Conditions for admission and graduation have been formalised, are clear and transparent; requirements to prospective students stem from prerequisites for the completion of the study programme.</p> <p>2.2. Academic staff members to be involved are aware of the objectives of the study programme and their role in achieving these objectives.</p> <p>2.3. Planned learning and teaching including independent work and traineeships form a whole. Planned study methods motivate learners to take charge of their studies and achieve learning outcomes.</p> <p>2.4. Learning and teaching supports, besides the acquisition of speciality skills, the development of transferable skills, which contribute to tackling the challenges of the changing world.</p> <p>2.5. Appropriate methods and means (incl. the use of digital technologies) are planned for the assessment of learning outcomes; assessment is transparent, objective and supports the development of students.</p>	<p>2.1. Conditions for admission and graduation have been formalised, are clear and transparent; requirements to prospective students stem from prerequisites for the completion of the study programme.</p> <p>2.2. Academic staff members are aware of the objectives of the study programme and their role in achieving these objectives.</p> <p>2.3. Learning and teaching including independent work and traineeships form a whole. Study methods motivate learners to take charge of their studies and achieve learning outcomes.</p> <p>2.4. Learning and teaching supports, besides the acquisition of speciality skills, the development of transferable skills, which contribute to tackling the challenges of the changing world.</p> <p>2.5. Appropriate methods are used for the assessment of learning outcomes; assessment is transparent, objective and supports the development of students. Where necessary, digital technologies among other means are used for assessment.</p>

3. Organisation of studies	
<p>3.1. The organisation of studies is unambiguously regulated and information thereof publicly available; it allows to cater for the needs of different learners (including learners with special educational needs) as well as specificities of the study programme group.</p> <p>3.2. Traineeships are regulated, requirements for the completion of traineeships have been laid down and written preliminary agreements have been concluded with organisations offering traineeship opportunities.</p> <p>3.3. The higher education institution has in place rules for academic recognition as well as for recognizing prior studies and work experience.</p> <p>3.4. The higher education institution has devised a plan for fostering international (including virtual) mobility among students enrolled in the study programme group.</p> <p>3.5. The higher education institution has in place fair and transparent rules for dealing with complaints.</p> <p>3.6. The higher education institution has developed a system of regular internal review of study programmes. In the course of internal review feedback from various stakeholders (students, alumni, employers, academic staff) is analysed and taken into consideration, among other actions.</p> <p>3.7. Counselling is ensured for students (study and career counselling as well as psychological counselling); measures for monitoring and supporting academic progress of students have been devised.</p>	<p>3.1. The organisation of studies is unambiguously regulated and information thereof publicly available; it allows to cater for the needs of different learners (including learners with special educational needs) as well as specificities of the study programme group.</p> <p>3.2. Traineeships are regulated, requirements for the completion of traineeships have been laid down and written agreements have been concluded with organisations offering traineeship opportunities.</p> <p>3.3. The higher education institution has in place rules for academic recognition as well as for recognizing prior studies and work experience; these are implemented in the study programme group under assessment.</p> <p>3.4. Students enrolled in the study programme group participate in international (including virtual) mobility programmes.</p> <p>3.5. Fair and transparent rules for dealing with complaints are applied in the study programme group.</p> <p>3.6. Regular internal review is conducted in the study programme group, including the analysis and taking into account of feedback from various stakeholders (students, alumni, employers, academic staff).</p> <p>3.7. Counselling is ensured for students (study and career counselling as well as psychological counselling); effective measures for supporting academic progress of students and preventing dropouts are being implemented.</p>
4. Academic staff	
<p>4.1. Procedures for the selection and recruitment of academic staff are fair and transparent.</p> <p>4.2. The qualifications of prospective academic staff members meet the requirements laid down in legislation as well as those stemming from the specificities of the study programme group and academic cycle.</p> <p>4.3. The number of academic staff to be involved in the study programme group is adequate and enables achieving the objectives of the study programmes as well as the learning outcomes.</p> <p>4.4. Prospective academic staff members regularly engage in continuing education at institutions of higher education or research from abroad, take part in</p>	<p>4.1. Procedures for the selection and recruitment of academic staff are fair and transparent.</p> <p>4.2. The qualifications of academic staff members meet the requirements laid down in legislation as well as those stemming from the specificities of the study programme group and academic cycle.</p> <p>4.3. The number of regular academic staff in the study programme group is adequate and enables achieving the objectives of the study programmes as well as the learning outcomes.</p> <p>4.4. Academic staff members regularly engage in continuing education at institutions of higher education or research from abroad, take part in</p>

<p>international research projects and deliver presentations at high level conferences.</p> <p>4.5. The academic staff to be involved have adequate teaching and digital skills for supporting the development of self-directed learners. The conditions and procedure for the appraisal of academic staff have been formalized. The higher education institution has plans for creating opportunities for continuing education and personal development (including for topping up digital skills) for academic staff members.</p> <p>4.6. The level and volume of research, development and creative activities undertaken by academic staff to be involved is sufficient for conducting studies and supervising student work in the relevant cycle of higher education. Where doctoral studies are under assessment: supervisors of doctoral theses actively engage in research and doctoral theses have successfully been defended under their supervision.</p> <p>4.7. The age structure of academic staff to be involved ensures sustainability in the study programme group.</p>	<p>international research projects and deliver presentations at high level conferences.</p> <p>4.5. The academic staff have adequate teaching and digital skills for supporting the development of self-directed learners. Regular academic staff members have undergone required appraisal and/or received regular feedback on their performance; and have been topping up their professional, digital and pedagogical skills.</p> <p>4.6. The level and volume of research, development and creative activities undertaken by academic staff is sufficient for conducting studies and supervising student work in the relevant cycle of higher education. Where doctoral studies are under assessment: supervisors of doctoral theses actively engage in research and doctoral theses have successfully been defended under their supervision.</p> <p>4.7. The age structure of academic staff ensures sustainability in the study programme group.</p>
<p>5. Learning and teaching environment</p>	
<p>5.1. An environment has been created for teaching and learning as well as related research, development and creative activities (lecture rooms, labs, seminar rooms, spaces for independent work by students, digital learning environment etc.), which is sufficient and meets modern requirements for achieving the objectives of study programmes.</p> <p>5.2. The digital infrastructure at the higher education institution (including network, digital equipment, software and services, study information system, helpdesk, digital security etc) is up-to-date. Digital infrastructure meets the needs of students in the study programme group, teaching and other staff at the higher education institution.</p> <p>5.3. Support for digital learning and teaching is available for students and teaching staff.</p> <p>5.4. Access to up-to-date textbooks; research publications and other study materials as well as access to research databases necessary for conducting studies, research, development and creative activities in the study programme group are ensured to students and teachers of the respective study programme group.</p>	<p>5.1. An environment has been created for teaching and learning as well as related research, development and creative activities(lecture rooms, labs, seminar rooms, spaces for independent work by students, digital learning environment etc.), which is sufficient and meets modern requirements for achieving the objectives of study programmes.</p> <p>5.2. The digital infrastructure at the higher education institution (including network, digital equipment, software and services, study information system, helpdesk, digital security etc) is up-to-date. Digital infrastructure meets the needs of students in the study programme group, teaching and other staff at the higher education institution.</p> <p>5.3. Support for digital learning and teaching is available for students and teaching staff.</p> <p>5.4. Access to up-to-date textbooks; research publications and other study materials as well as access to research databases necessary for conducting studies, research, development and creative activities in the study programme group are ensured to students and teachers of the respective study programme group.</p>

6. Financial resources	
<p>6.1. The educational institution has adequate funds necessary for conducting high quality studies in the study programme group as well as for the provision of adequate and up-to-date support services and supporting the development of academic staff. The higher education institution has a plan for raising funds needed for advancement of study programme group related research, development and/or creative activities.</p> <p>6.2. Financial reports for the higher education institution or keeper thereof are publicly available. Annual reports for the higher education institution or keeper thereof have undergone financial auditing unless stipulated otherwise in legislation.</p> <p>6.3. When planning studies in the study programme group, the higher education institution has conducted a risk analysis and devised a long-term (five years) financial projection, which among other things includes the calculation of a student place, an analysis of risks stemming from the operating environment and planned mitigating measures thereof.</p>	<p>6.1. The educational institution has adequate funds necessary for conducting high quality studies as well as for the provision of adequate and up-to-date support services, for implementing learning and teaching related developments and for supporting the development of academic staff. The higher education institution has sufficient funds for study programme group related research, development and/or creative activities.</p> <p>6.2. Financial reports for the higher education institution or keeper thereof are publicly available. Annual reports for the higher education institution or keeper thereof have undergone financial auditing unless stipulated otherwise in legislation.</p> <p>6.3. The higher education institution has a long-term (five years) strategy for ensuring financial resources along with a risk analysis and financial projection. The strategy shall include an analysis of risks stemming from the operating environment along with envisioned measures for the mitigation thereof. Regular development planning and risk management with a view to ensuring sustainability of high quality studies in the higher education institution as a whole and in the relevant study programme group is undertaken at the higher education institution.</p>
7. Additional criteria applied in the initial assessment of a study programme group and cycle of a new higher education institution	
<p>7.1. The higher education institution has a development plan aimed at ensuring the sustainability of high-quality studies in the higher education institution as a whole and in the study programme group under assessment. An action plan or a draft action plan has been devised for the implementation of the Development plan.</p> <p>7.2. The higher education institution has a clear structure along with defined areas of responsibility and tasks and plans for recruiting the required staff.</p> <p>7.3. The higher education institution has defined its principles for ensuring academic integrity, has in place a system for raising awareness of these principles among its membership and guidelines for handling cases of infringements thereof.</p> <p>7.4. The higher education institution has defined the principles of internal quality assurance, the implementation of which creates the prerequisites for evidence-based management and decision-making.</p>	

<p>7.5. The higher education institution has in place information security rules (including data protection and ensuring the privacy of users) and these are applied. Security of the digital learning environment is ensured.</p> <p>7.6. The higher education institution has in place rules of procedure for the protection of personal data in line with the applicable legislation.</p>	
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III. Formation of an expert panel

10. In order to conduct an assessment, the Director of HAKA shall form an expert panel (hereinafter *panel*) and appoint an assessment coordinator.
11. The assessment coordinator (hereinafter *coordinator*) is a HAKA staff member. The coordinator provides support to the panel and manages the assessment process. The coordinator's main task is to ensure the smooth running of the assessment process on the basis of substantive requirements detailed in this document as well as making sure that the time frame is followed. The coordinator is not a member of an expert panel.
12. There are at least 4 members in a panel. The number of members depends on the number of study programmes and specializations within the study programme group under assessment.
13. The selection criteria for panel members followed by HAKA are as follows:
 - 13.1. Members of a panel are recognized experts in the vocation, profession or occupation, or outstanding practitioners in the fields of the study programme group under assessment, including from foreign countries, if needed.
 - 13.2. Members of a panel are chosen from different organisations.
 - 13.3. A panel includes at least one student or a person who has graduated (at the moment of the approval of the panel membership) from a higher education institution within the previous year.
 - 13.4. A panel includes at least one member from outside of higher education institutions.
 - 13.5. Members of a panel know the functioning of the Estonian higher education system and the legislation that regulates it; they are knowledgeable about trends in higher education in the European Union and sectorial strategies in Estonia.
14. Requirements to panel members:
 - 14.1. Members of a panel shall be independent; they shall not represent the interests of the organisation they belong to.
 - 14.2. A panel member is unprejudiced and has no conflict of interest with the higher education institution under assessment within the meaning of point 15.
 - 14.3. A panel member has teamwork skills necessary for the execution of the task.
 - 14.4. A panel member is proficient in the working language of the panel.
 - 14.5. A panel member preferably has prior experience of external assessment in higher education.
 - 14.6. Academic panel members have participated in developing similar study programmes, have devised modern study materials and have international merits in research, development or other creative activities.

- 14.7. A non-academic panel member is a recognized expert and usually has experience in teaching or supervising in a higher education institution, or has taken part in the work of advisory or decision-making bodies of higher education institutions.
- 14.8. A student member of a panel has usually participated in the development of study programmes, or in the work of decision-making bodies of various levels at a higher education institution.
15. Members of a panel shall confirm by signature in their contract for services an obligation to maintain the confidentiality of information that has become known to them in the course of assessment, and a lack of conflict of interest. In the case of conflict of interest, a panel member shall, without delay, notify the Director of HAKA and withdraw from the work of the panel. A conflict of interest is presumed to be present in the following cases:
 - 15.1. A panel member has an employment or other contractual relationship with the higher education institution under assessment, or he or she has had an employment relationship with that higher education institution within three years prior to the assessment visit.
 - 15.2. A panel member is participating in the work of a decision-making or advisory body of the higher education institution under assessment at the time of assessment.
 - 15.3. A panel member is studying in the higher education institution under assessment or graduated from it less than three years ago.
 - 15.4. A staff member or student connected with the study programme group of the higher education institution under assessment is closely related to a panel member.
16. In justified cases, HAKA may involve in panel members from abroad. In such cases, the working language of the panel is English. If the higher education institution wishes to use interpretation services during the assessment visit, the interpreter shall be coordinated with HAKA prior to the assessment visit. The interpreter must fulfil the following requirements: the interpreter has adequate training for providing consecutive interpretation (a Master's degree in interpretation, interpretation as an additional specialty, continuing education in the field of interpretation, etc.) and previous experience in providing consecutive interpretation; the interpreter is familiar with higher education terminology. The higher education institution books the interpretation services and covers the costs incurred.
17. HAKA shall notify an educational institution of the composition of a panel, and the educational institution may present its standpoint on it, furthermore, it may request an additional member to be included in the panel, which is treated as a memorandum or request for explanation as defined in clause 34 of this document.
18. All panel members shall undergo HAKA's assessment training.

IV. Organisation of assessment and drafting of an assessment report

19. The coordinator shall agree on the time of visits to educational institutions (hereinafter visits) with the educational institution.

20. The assessment visit lasts for 1-3 days. The assessment visit may be conducted online. The schedule for the assessment visit is drawn up by the coordinator in collaboration with the higher education institution and chairperson of the panel.
21. The higher education institution under assessment shall make available to members of the expert panel an appropriately furnished room and shall enable throughout the assessment visit:
 - 21.1. to have access to documentation of the higher education institution and its bodies, internal normative documents regulating and organising its activities;
 - 21.2. to interview a sample of staff members and students from the higher education institution selected by the experts;
 - 21.3. to have access to data pertaining to learning and teaching as well as to students, study materials and the study information system;
 - 21.4. to have access to biographies (CVs) of teaching staff members; data on workloads, methodological work and research;
 - 21.5. to examine the internal quality assurance system for learning and teaching;
 - 21.6. to examine the state of the infrastructure at the higher education institution;
 - 21.7. to have access to syllabi and substantive guidelines for learning and teaching;
 - 21.8. to have access to student dissertations;
 - 21.9. to have access to financial data for the higher education institution;
 - 21.10. to have access to all forms of contact learning (lecture, seminar, lab class etc.);
 - 21.11. to obtain, if and when necessary, information on other aspects of learning, teaching and research.
22. An expert panel shall give an assessment on the study programme group and the relevant cycle of higher education under six assessment areas, in the case of a new higher education institution under seven assessment areas.
23. The assessments contain a description of the underpinning facts, analysis thereof and reasoning for the assessment.
24. In the assessment report, the panel shall determine for each assessment area, whether the quality of instruction:
 - 24.1. conforms to the required standard;
 - 24.2. partially conforms to the required standard;
 - 24.3. does not conform to the required standard.

25. Judgements of the expert panel are preferably passed on consensual basis. In the case of failure to reach a consensus, a simple majority is needed to take a decision.
26. The assessment panel shall forward the draft assessment report to HAKA within ten workdays after the assessment visit. HAKA shall check whether the panel's judgements are duly reasoned and the conformity of the assessment report to the format requirements and, with the approval of the panel chairperson, forward it to the educational institution for comments within twenty workdays from the end of the assessment visit.
27. The higher education institution may electronically forward their comments on the draft assessment report within ten working days of receipt of the draft assessment report. The panel shall review the comments and where appropriate, take them into consideration when finalising assessment report.
28. The chairperson of the panel shall forward the final version of the assessment report electronically to HAKA within five workdays from receipt of comments from the higher education institution. The coordinator shall forward the final assessment report to the higher education institution.
29. HAKA shall forward the final assessment report along with comments from the higher education institution to the Quality Assessment Council for Higher Education.

V. Decision by the HAKA Quality Assessment Council

30. The HAKA Quality Assessment Council shall base its decision on the assessment report, comments received from the higher education institution within a specified time, documents submitted for assessment by the higher education institution, data from the Estonian Education Information System (EHIS) and Estonian Research Information System (ETIS) as well as additional materials submitted upon the request of the Assessment Council.
31. In case of contradictions in the assessment report or inadequate reasoning, the HAKA Quality Assessment Council has the right to return the report to the panel for review and clarifications.
32. The Assessment Council shall consider the assessments by the panel and adopt a decision based on the following principles:
 - 32.1. If all assessment areas have been deemed to 'conform to the required standard', the Assessment Council shall adopt a decision deeming the quality of instruction in conformity with the required standard and shall submit a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education.
 - 32.2. If at least one assessment area is deemed by the panel 'not to conform to the required standard', the Assessment Council shall adopt a decision deeming the quality of instruction not in conformity with the required standard and shall submit a proposal to the Minister for Education and Research not to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education.

- 32.3. If five to seven assessment areas are deemed by the panel to 'partially conform to the required standard', the Assessment Council shall weigh the study programme group's strengths and areas of improvement and adopt one of the following decisions:
- a) adopts the decision that the quality of instruction partially conforms to the required standard, and shall submit a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education for one to three years; or
 - b) adopts the decision that the quality of instruction does not conform to the required standard and shall submit a proposal to the Minister for Education and Research not to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education.
- 32.4 If three to four assessment areas are deemed to 'partially conform to the required standard' and the remaining areas to 'conform to the required standard', the Assessment Council shall adopt a decision that the quality of instruction partially conforms to the required standard and shall submit a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education for one to three years.
- 32.5 If one to two assessment areas are deemed to 'partially conform to the required standard' and the remaining areas to 'conform to the required standard', the Assessment Council shall weigh the study programme group's strengths and areas of improvement and adopt one of the following decisions:
- a) adopts the decision that the quality of instruction conforms to the required standard, and submits a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education; or
 - b) adopts the decision that the quality of instruction partially conforms to the required standard and submits a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the relevant study programme group and cycle of higher education for one to three years.

VI. Follow-up activities

33. HAKA assumes that the responsibility for resolving problems pointed out in the assessment report and for continuous improvement activities lies with the higher education institution. The higher education institution shall, one year after the adoption of the assessment decision submit a written overview of its activities, planned and implemented based on recommendations in the assessment report, along with the results of such activities. The Assessment Council shall give feedback on the content of this document.

VII. Requests for clarifications and memoranda concerning organisation and results of initial or re-assessment

34. If a person concerned has a doubt that HAKA or an expert panel has not followed the rules described in these Guidelines when organising and conducting an assessment, he or she may file an appropriate request for clarification or memorandum with the Director of HAKA who shall provide a reasoned written response within 30 days of the date of registration of the request.
35. If a person concerned disagrees with the substantive grounds of the decision of the Assessment Council, he or she may present a challenge to the Council within 30 days of receipt of the decision. The Assessment Council shall forward the complaint to the Appeals Committee, which provides the Assessment Council with an unbiased opinion regarding the validity of the complaint within 5 workdays from receiving the complaint. The Assessment Council shall issue a reasoned reply to the challenge within 30 days of receipt of the challenge, taking also into account the reasoned opinion of the Appeals Committee.

VIII. Simplified procedure for an application to provide instruction in a joint study programme that has undergone an assessment by a competent assessment entity

36. The simplified procedure for applying for the right to provide instruction in a joint study programme can be applied in the case where the joint study programme has previously undergone an assessment by a competent foreign assessment entity in accordance with the European Approach For Quality Assurance of Joint Programmes adopted by Ministers of the European Higher Education Area; and the higher education institution in Estonia applying for the right to provide instruction has participated in the assessment of the joint study programme.
37. Any entity registered with the European Quality Assurance Register for Higher Education (EQAR) is considered a competent foreign assessment entity.
38. In the case of a simplified procedure, the following derogations apply:
- 38.1 The higher education institution submits to HAKA an assessment report by the competent foreign assessment entity concerning the joint study programme along with an application to take into consideration in the initial or re-assessment the assessment report by the competent foreign assessment entity.
- 38.2 HAKA assesses whether the following eligibility conditions for simplified procedure have been met:
- 38.2.1 The assessment of the joint study programme has been conducted in accordance with the principles of the European Approach For Quality Assurance of Joint Programmes;
- 38.2.2 The assessment outcome for the joint study programme is positive;
- 38.2.3 The assessment report contains information on all aspects listed in subsection 9 (2) of the Higher Education Act;

- 38.2.4 The joint study programme meets the requirements stipulated in subsections 11 (1) and (2) of the Higher Education Act.
- 38.3 If all the requirements listed under points 37.2.1-37.2.4 have been met, the Director of HAKA shall propose to the Higher Education Assessment Council to follow the simplified procedure for the initial or re-assessment of the joint study programme and to adopt an assessment decision on the basis of the assessment report prepared by the competent foreign assessment entity and the analysis undertaken by HAKA on the conformity of the application for simplified procedure with the requirements listed under points 37.2.1-37.2.4.
39. If the decision by the competent foreign assessment entity on the joint study programme is positive, the criteria for simplified procedure are met and the Assessment Council does not identify contradictions or insufficient reasoning in the submitted documents, the Assessment Council shall adopt the decision that instruction in the joint study programme conforms to the required standard, and shall submit a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the joint study programme of the relevant study programme group.
40. If the decision by the competent foreign assessment entity on the joint study programme is positive, but substantial shortcomings have been identified in the assessment report, the Assessment Council shall adopt the decision that the quality of instruction partially conforms to the required standard and shall submit a proposal to the Minister for Education and Research to grant the higher education institution the right to provide instruction in the joint study programme of the relevant study programme group for one to three years.
41. If a person concerned wishes to challenge the procedures or decisions adopted by the Assessment Council described in this chapter, the procedure detailed in chapter VI shall be followed.

A list of information to be provided for the expert evaluation for obtaining the right to conduct studies

1. Study programme(s), on the basis of which instruction is to be provided.

Information on the study programmes shall among other things include

- ✓ Objectives and learning outcomes of study programmes and modules thereof;
- ✓ Assessment methods to be used for ascertaining whether and to what extent the learning outcomes have been achieved;
- ✓ Conditions for admission and completion of studies.

2. Analysis containing the following components:

- ✓ Reasoning for the launching or continuation (in case of re-evaluation) of studies in the study programme group, including
 - explanation of the links between the study programme group and strategic goals of the higher education institution, Estonian national strategies, occupational qualification standards (where applicable).
 - information about the target group
 - endorsements by trade and professional associations and authorities, with whom cooperation has been carried out in establishing a higher education institution and setting development directions.
 - information about the involvement of employers and other stakeholders in the development of the study programme.
 - an analysis of the labour market and fitness for purpose.
 - a benchmarking analysis with other similar curricula.
 - an analysis of the added value generated by the study programme(s) under assessment in comparison with similar study programmes offered at Estonian higher education institutions.
- ✓ In the case of doctoral studies, additional information on positive research evaluation result of the field of research underpinning the studies to be conducted.
- ✓ In the case of re-evaluation an overview of the elimination of shortcomings detected during the previous assessment, an action plan thereof.
- ✓ An overview of the internal quality assessment system of study programmes; or (in the case of a new higher education institution) plans for implementing such a system (how often and how is the content of study programmes subject to be reviewed, how is performance measured, in what way are changes planned, mechanisms for assuring quality of provision on the study programme).
- ✓ An overview and analysis of qualifications and performance in research,

development and creative activities of academic staff members engaged in the relevant cycle of higher education (professional HE, Bachelors, Master's or Doctoral studies) of the study programme group or study programme (i.e. the proportion of faculty members with PhDs, age spread of academic staff, trends in R&D and creative projects output, number of high level publications and/or creative works of internationally outstanding quality over last five years etc.) along with an analysis of adequacy of the academic staff (to be engaged in provision).

- ✓ A brief description of selection and recruitment procedures for academic staff. In the case of doctoral studies additionally requirements to supervisors of theses and the criteria for the selection of supervisors.
- ✓ Information on the infrastructure, investments (including foreseen investments) and sources of financing for conducting studies and related research in the study programme group.
- ✓ A risk analysis and long-term financial projections, including calculations for the cost of teaching each student and risks stemming from the operating environment along with mitigating measures thereof.
- ✓ A list of prospective internship providers, with whom preliminary agreements have been concluded (where the curriculum includes internship(s))
- ✓ Information about essential databases, ICT services, support structures and staff for the study programmes in the study programme group, including the counselling system for students and for the monitoring of academic progress.
- ✓ In the case of a joint study programme additionally information on the compliance of the joint study programme with requirements in subsections 11 and 19 of the Higher Education Act.
- ✓ Other information demonstrating the quality of the study programme group or information that the higher education institution has deemed necessary to be included among the application documents.

3. The following documents or links to documents shall accompany the analysis:

- ✓ The Development Plan of the higher education institution and an implementation plan thereof (in the case of a new HEI, a Draft plan).
- ✓ Regulations for the organization of studies.
- ✓ Regulations for internships (not applicable for doctoral studies).
- ✓ Principles for recognition of prior learning and professional experience.
- ✓ Procedure for dealing with complaints.
- ✓ A comparative analysis of the study programme(s) and learning outcomes as described in the Standard of Higher Education (recommended format **Table 1**).
- ✓ Information on all teaching staff members for every course in each study programme in table format: name, year of birth, position, (planned) work load at the higher education institution, qualification, course(s) taught and volume thereof, link to the person's CV in English on the Estonian Research Information System (hereinafter ERIS) or elsewhere; an overview of teaching or research undertaken at foreign higher education institutions in previous five years (recommended format **Table 2**).
- ✓ In the case of re-assessment of doctoral studies additionally a list of doctoral

students and defended doctoral theses in table format: name of the doctoral student, year of matriculation and completion, topic of the doctoral thesis, names of supervisors with links to their CVs on ERIS or elsewhere, composition of the defence panel, names, and positions of opponents/reviewers (recommended format **Table 3**).

4. **A private higher education institution shall additionally submit the following documents:**

- ✓ General information about the economic activities of the company according to section 15(1) of the General Part of the Economic Activities Code Act.
- ✓ Statutes.
- ✓ In the case of applying for the right to provide instruction in the relevant cycle of higher education for the first time, a notarised copy of the memorandum of association or foundation resolution of the keeper of the private higher education institution in case the applicant is a private legal entity being founded.

Table 1

<p>Learning outcomes for higher education studies described in Annex 1 of the Standard of Higher Education. <i>Enter descriptions of learning outcomes in the relevant level of higher education to this column.</i></p>	<p>Title of the study programme: ...</p>
<p>...</p>	<p>Evidence/explanation on how the acquisition of learning outcomes described in Annex 1 of the Standard of Higher Education has been ensured</p>
<p>...</p>	<p>...</p>

Table 2 (preferably in the form of an Excel spreadsheet)

Name of the faculty member (+ a link to his/her CV on the Estonian Research Information System)*	Year of birth	Position	Workload at the higher education institution	Qualification	Courses taught	Course volume in ECTS	Teaching or research at foreign higher education institutions (name of the institution and period)

Please include all members of teaching staff, including practitioners/employers from outside the HEI. If their CVs are not on ERIS, please submit their CVs in English with the application.

Table 3 (for the re-assessment of doctoral studies, preferably in the form of an Excel spreadsheet)

Name of the doctoral student (all matriculated doctoral students and/or doctoral students having defended their doctoral theses)	Year of matriculation	Year of doctoral defence or Ex matriculation; N/A in case the doctoral students' studies are on- going	Topic of the doctoral thesis	Doctoral thesis' supervisor(s), link to CV on the Estonian Research Information System	Composition of the defence panel	Names and positions of opponents/reviewers