**Guidelines for self-evaluation**

To undergo quality assessment, the school shall prepare a self-evaluation report (hereinafter *self-evaluation*) by study programme group(s) and based on an internal evaluation. As a general rule, study programme groups in one field of study are considered together. Depending on the school’s specifics, self-evaluation may cover study programme groups from different fields of study if their content is similar.

# COVER PAGE

The title shall include the name of the school and the study programme groups under evaluation. Please check the names of study programme groups according to Annex 2 of the “[Standard of vocational education”](https://www.riigiteataja.ee/aktilisa/1190/6201/8016/Lisa_2.pdf).

The period of self-evaluation (academic years). The usual reporting period is six years. In justified cases it may be shorter.

**Contact details of the school:**

name of the Head of School:

school address:

phone:

e-mail:

website:

School’s contact person for the assessment (name, position, phone, e-mail).

Content / structure

[COVER PAGE 1](#_Toc22575800)

[A. GENERAL PART 4](#_Toc22575801)

[B. STUDY PROGRAMME GROUP 5](#_Toc22575802)

[B1. STUDY PROGRAMME(S) 5](#_Toc22575803)

[Overview 5](#_Toc22575804)

[Evaluation by assessment areas 6](#_Toc22575805)

[B2 STUDY PROGRAMME(S) 10](#_Toc22575806)

[Overview 10](#_Toc22575807)

[Evaluation by assessment areas 10](#_Toc22575808)

[Summary 10](#_Toc22575809)

[Summary of the main strengths and areas for improvement in the .... study programme group 10](#_Toc22575810)

[C. STUDY PROGRAMME GROUP 11](#_Toc22575811)

[C1. STUDY PROGRAMME(S) 11](#_Toc22575812)

[Overview 11](#_Toc22575813)

[Evaluation 11](#_Toc22575814)

[Summary 11](#_Toc22575815)

[C2. STUDY PROGRAMME(S) 11](#_Toc22575816)

[Overview 11](#_Toc22575817)

[Evaluation 11](#_Toc22575818)

[Summary 11](#_Toc22575819)

[Summary of the main strengths and areas for improvement in the .... study programme group 11](#_Toc22575820)

[STRUCTURE OF THE EVALUATION 12](#_Toc22575821)

[What makes a good self-evaluation? 14](#_Toc22575822)

[**GUIDANCE FOR SCHOOLS FOR ORGANISING THE ASSESSMENT VISIT** 15](#_Toc22575823)

[I CONTACT PERSON OF THE SCHOOL 15](#_Toc22575824)

[II PLANNING THE ASSESSMENT VISIT 15](#_Toc22575825)

[III CONDUCTING THE ASSESSMENT VISIT 15](#_Toc22575826)

# A. GENERAL PART

* A brief introduction of the school – its history, uniqueness, mission, vision, values, key objectives in the development plan.
* An overview of the internal evaluation system, a brief description of the process of self-evaluation – time frame, who was involved, distribution of work, approval.
* The study programmes under evaluation, the study programme group and structural unit of school they belong to and the study place where teaching and learning are conducted; contact details of the heads of structural units.

Table 1 (example). An overview of the study programme groups under evaluation and their study programmes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study programme group | Study programmeQualification levelPrimary/continuing training | Structural unit | Study place | The person responsible for the study programmes in the group (name, position, e-mail) |
|  |  |  |  |  |
|  |  |  |  |  |

* An overview of the main changes made during the evaluation period, including those arising from previous internal and external evaluations.
* Other important information related to the study programme groups or study programmes – shared elements for learners, forms of study and organisation of studies; unique characteristics, role/position in the school. If the information is provided at the study programme level, please indicate to which group do they belong.

# B. STUDY PROGRAMME GROUP

The title shall be the name of the study programme group under evaluation (see Annex 2 of “[Standard of Vocational Education”](https://www.riigiteataja.ee/aktilisa/1190/6201/8016/Lisa_2.pdf)).

In this part, study programmes may be evaluated individually or together, depending on the programmes' logic and the school's needs. Study programmes that have a lot in common shall be evaluated together, while study programmes that significantly differ, e.g. by outcomes or issues, shall be evaluated separately. The objective is to concentrate similar content and avoid unnecessary repetition, however, highlighting the differences.

## B1. STUDY PROGRAMME(S)

The title shall be the name of the study programme(s) under evaluation.

### Overview

* A summary of the formal education study programmes under evaluation (qualification level, EHIS code of the study programme, volume (Estonian VET Credit Points), year of implementation, forms of study, link to study programme and implementation plans of modules, head of the study programme).

Table 2 (example). An overview of the study programmes under evaluation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the study programme** | **Qualification level****Primary/****continuing training** | **EHIS code** | **Volume (Estonian VET Credit Points)** | **Year of implementation** | **Form(s) of study** | **Hyperlink to the study programme and implementation plans of modules** | **Head of the study programme (if applicable)** |
|  |  |  |  |  |  |  |  |

* An overview of the learners on the study programme, graduation rate. Submit data about at least three previous years or since the implementation of the study programme.

Table 3 (example) An overview of learners at the ... study programmes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of the study programme** | **Year of enrolment** | **Enrolled** | **Year of graduation** | **Studying as at ...** | **Graduated** | **Graduation rate** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

* An overview of refresher courses relevant to the study programme (data about at least three previous years): year of implementation, target group, volume, number of enrolled and graduated learners.

Table 4 (example). Refresher courses.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **Year of implementation** | **Target group** | **Volume** | **Enrolled (number)** | **Graduated (number)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* Teachers of the study programme: compliance with qualification requirements, distribution by age. What justified changes in the teaching staff have taken place during the reporting period?

### Evaluation by assessment areas

Self-evaluation shall be based on the assessment areas and their assessment criteria.

**The assessment areas are:**

* **study programmes and study programme development,**
* **learning and teaching,**
* **teachers**.

There are assessment criteria for each assessment area and for self-evaluation, the school shall assess meeting those criteria according to their objectives. Questions under the criteria facilitate self-evaluation and drafting the report. All questions might not be relevant in any given context, nor might they cover all the information the school wishes to provide. Since the criteria are interrelated, certain matters within a single area can be covered under another criterion. Please try to avoid excessive repetitions, refer to connections where necessary.

##### **Assessment criteria of the study programme and study programme development:**

* 1. **study programme development is targeted, systematic and managed; study programmes are prepared and developed keeping in mind the educational needs of learners and the labour market**

How the learners’ or employers’ need for training in Estonia or a region is ascertained? What objectives have been set for the study programme development in the study programme group and on which considerations? Who is involved in the study programme preparation and development, and how? How are responsibilities distributed in study programme preparation? What study programmes are implemented in the study programme group, and what study programmes are planned to be opened for various learners' target groups (initial and continuing training, refresher courses)? What considerations determine the planning of specialisation and optional modules? How can learners choose optional modules? Submit data about the trends in the employability of the study programme graduates, including the share of learners continuing their education. What changes have been made in the study programmes during the reporting period, and why? How is the revision of the study programme development organised? Give examples of improvement activities.

* 1. **the studies are planned taking into account the uniqueness of learners; teaching content and methods as well as assessment criteria and methods support learners in achieving their learning outcomes and developing their key competencies**

Who is involved in preparing the implementation plans of modules, and how? How is the uniqueness of learners taken into account in preparing the implementation plans of the modules? Give examples. How does the choice of study and assessment methods support learners in achieving their learning outcomes, including developing key competencies? How is it ensured that the learning outcomes, teaching content, teaching methods and assessment criteria and methods are aligned with one another? Submit information about the trends in learner satisfaction with teaching content, teaching methods and assessment in the study programmes and examples of improvement activities. Submit information about the trends in vocational/final examination results on the study programme. Submit information about the trends in the graduation rate on the study programmes.

**Indicate the strengths, areas for improvement and planned improvement activities for the study programmes and study programme development.**

*(Strengths shall refer to good practice, innovative solutions and other* ***arising from the previous evaluation****, that has shown desired results.*

*Areas for improvement shall refer to problematic aspects* ***arising from the previous evaluation*** *that need attention or do not comply with objectives or requirements. The coherence between areas for improvement and the planned improvement activities must be borne in mind as well as the measurability of the improvement activities – to what extent does the planned activity help to achieve the desired result).*

##### **Assessment criteria for teaching and learning:**

* 1. **learners’ choice of specialisation is supported**

How are the potential learners and other stakeholders informed about the opportunities to study? What activities further facilitate the choice of specialisation before and after enrolling? How is the enrolment process organised and who is involved? How is the readiness of a candidate to complete the study programme and the need for support assessed during the enrolment process? How is introducing the learning opportunities and reviewing the enrolment process organised? Give examples of improvement activities.

* 1. **the learning environment, including materials, tools and technology support the students in achieving their learning outcomes**

What objectives have been set for the development of the learning environment? How is it ensured that the learning environment meets the changing needs (e.g. number of learners, new forms of study)? Evaluate whether the resources of the learning environment are sufficient, timely and appropriate, effectively used, including cross-usage of the study facility, technical equipment and tools within the school and with other educational institutions and companies. How are the work and safety rules introduced to learners and health and safety ensured? How are the principles of environmental protection and sustainable development followed? Please describe the learners’ independent learning opportunities and conditions. How is the social learning environment valued? How is the learning environment, including the social learning environment reviewed? Who can give feedback about the learning environment? Submit data about the trends in satisfaction with the learning environment and give examples of improvement activities in developing it, including developing a social learning environment that supports learners.

* 1. **the organisation of studies, including practical work and traineeship, is based on the specificities of students and forms of study and supports the student in achieving their learning outcomes**

How does the organisation of studies support learners in achieving their learning outcomes? How does the organisation of studies reflect the specificities of learners and forms of study on the study programme? How are digital means integrated into the study process and how do these contribute to implementing the changing concept of learning. How do the teachers supervise learners’ independent learning and give feedback? How is information about the organisation of studies delivered to learners? How are practical work in the learning environment and traineeship organised? How is the finding of traineeship positions, including traineeship abroad, and its assessment organised? How is the training and counselling of traineeship supervisors provided by the employers organised (including traineeship abroad)? What role and responsibilities do learners have in the organisation of studies, including practical work and traineeship? How is summative assessment organised, including taking the vocational/final exams? How are learners informed about the opportunities of taking a vocational/final exam and the requirements for it? Submit data about the trends in satisfaction with the organisation of studies and give examples of improvement activities.

* 1. **the teaching content, methodology and evaluation, including for practical work and traineeship, is based on the learning outcomes**

How is it ensured that teaching content, teaching methods and assessment in the study process, including practical work and traineeship, are based on learning outcomes? How is formative assessment used to support learners’ development? Describe the role and responsibilities of the learner in the formation of the study process. How does the integration of modules support learners in achieving their learning outcomes? How is learners’ participation in contests, competitions and other professional events supported? How are the learners supported in achieving their learning outcomes during traineeship (including traineeship abroad)? How is the learners' achievement of learning outcomes of a traineeship (including traineeship abroad) assessed? Submit data about the trends in traineeship and supervision; give examples of improvement activities.

* 1. **student support services are in place and available for students**

How is the learners’ need for support services determined (including career service, remedial teaching, special educational, social and psychological support) and how are the support services delivered? How is career counselling of learners’ organised? How are learners with special educational needs, adult and other learners supported? How do the support specialists and teachers collaborate in supporting learners? How and whom can a learner notify in case of problems (unfair treatment, harassment, bullying or other)? How are prior studies and work experience recognised? Give examples of the trends in the dropout rate. What are the reasons for dropping out, and what has been done to eliminate these reasons? Submit data about the trends in satisfaction with the availability and efficiency of support services and give examples of improvement activities.

**Indicate the strengths, areas for improvement and planned improvement activities for learning and teaching.**

*(Strengths shall refer to good practice, innovative solutions and other* ***arising from the previous evaluation****, that has shown desired results.*

*Areas for improvement shall refer to problematic aspects* ***arising from the previous evaluation*** *that need attention or do not comply with objectives or requirements. The coherence between areas for improvement and the planned improvement activities must be borne in mind as well as the measurability of the improvement activities – to what extent does the planned activity help to achieve the desired result).*

##### **Assessment criteria for teachers[[1]](#footnote-1):**

* 1. **study programmes have teachers with relevant qualification, including practitioners and competent traineeship supervisors; the volume of work of teachers and job positions are pre-planned**

Evaluate whether the number and qualification of the teachers, including practitioners, on the study programme are adequate; also evaluate their age structure and workload. Based on what are teachers’ workload and positions planned? What objectives have been set in terms of teachers’ qualification? What kind of support is provided to new teachers and practitioners? Submit data about the trends in teacher satisfaction on the study programmes and give examples of improvement activities.

* 1. **professional and occupational development of teachers is focused on the study programmes, the needs of learners, feedback from the stakeholders and self-evaluation**

How is professional and occupational development of teachers planned? What kind of support relating to methodology and digital technology is provided to teachers? How is the in-service training of teachers planned and supported? How is its effectiveness analysed? Give examples of the skills and knowledge acquired during training and shared with colleagues. How is cooperation encouraged among teachers? What are the reasons for the teachers to take part in professional networks, work together with other study programme groups in the school and with national and international partners? Evaluate the effectiveness of collaboration. Give examples of how teachers use the acquired knowledge and skills in the study process. How is the teachers’ professional development and their skill to lead the study process evaluated and recognised?

**Indicate the strengths, areas for improvement and planned improvement activities for teachers.**

*(Strengths shall refer to good practice, innovative solutions and other* ***arising from the previous evaluation****, that has shown desired results.*

*Areas for improvement shall refer to problematic aspects* ***arising from the previous evaluation*** *that need attention or do not comply with objectives or requirements. The coherence between areas for improvement and the planned improvement activities must be borne in mind as well as the measurability of the improvement activities – to what extent does the planned activity help to achieve the desired result).*

## B2 STUDY PROGRAMME(S)

The title shall be the name of the relevant study programme(s).

### Overview

### Evaluation by assessment areas

### Summary

**................**

## Summary of the main strengths and areas for improvement in the ... study programme group

The last part of the study programme group evaluation is a brief summary of the main strengths and areas for improvement in the assessment areas of the study programmes under the group, accompanied by a description of improvement activities planned based on areas for improvement.

The most important result-producing strengths of the study process of the assessment areas of the study programme group shall be outlined here, and areas for improvement, which would contribute most to better results.

Table 5 (example). Plan for improvement activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Areas/need for improvement** | **Activity (-ies)** | **Who is responsible** | **Deadline** | **Resources** | **Desired outcome** |
|  |  |  |  |  |  |

In conclusion, explain how the school monitors the implementation of improvement activities arising from the self-evaluation at the level of study programme group and/or a structural unit/school.

# C. STUDY PROGRAMME GROUP

## C1. STUDY PROGRAMME(S)

### Overview

### Evaluation

### Summary

## C2. STUDY PROGRAMME(S)

### Overview

### Evaluation

### Summary

## Summary of the main strengths and areas for improvement in the ... study programme group

## STRUCTURE OF THE EVALUATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **assessment area** |  | **assessment area** |  | **study programme(s)**  |  | **study programme group** |
| B1Evaluation of assessment area **study programmes and study programme development**  |  | **strengths, areas for improvement and improvement activities** |  | **the main** **strengths, areas for improvement and****planned improvement activities** **of study programmes** |  | **the** **main****strengths, areas for improvement** **and planned improvement****activities of the study programme group** |
|  |  |  |  |  |
| Evaluation of assessment area **learning and teaching** |  | **strengths, areas for improvement and improvement activities** |  |  |
|  |  |  |  |  |
| Evaluation of assessment area **teachers**  |  | **strengths, areas for improvement and improvement activities** |  |  |
|  |  |  |  |  |  |
| B2Evaluation of assessment area **study programmes and study programme development** |  | **strengths, areas for improvement and improvement activities** |  | **the main****strengths, areas for improvement and****planned improvement activities** **of study programmes** |  |
|  |  |  |  |  |
| Evaluation of assessment area **learning and teaching**  |  | **strengths, areas for improvement and improvement activities** |  |  |
|  |  |  |  |  |
| Evaluation of assessment area **teachers**  |  | **strengths, areas for improvement and improvement activities** |  |  |

# What makes a good self-evaluation?

A self-evaluation report is a tool the school can use to give information about the quality and the development of the study programme group under evaluation. The report feeds into the process of quality assurance, it introduces the school and thus forms the reputation of the school and the study programme group and shows the ability of the school to evaluate the quality of teaching and learning and shape the development of the study programme group.

**A good self-evaluation is:**

**based on internal evaluation and criteria**

A self-evaluation report is based on the internal evaluation, which evaluates the level of achieving the objectives and targets in the study programme group. Internal evaluation shall be in line with the quality assurance criteria. It is a team effort, engaging the learners, teachers, partners and other stakeholders of the study programme group. Key persons of the study programme group shall be involved in self-evaluation, and the report shall be coordinated with the school council and the advisory body.

**focused on the study programmes of the study programme group and the learners**

A self-evaluation report shall clearly highlight the uniqueness of the study programmes and learners of the study programme group and the way their uniqueness is reflected in the study process. Examples shall be concrete and fact-based. Performance indicators shall be segmented in adequate detail, e.g. by study programmes.

**analytical**

A self-evaluation shall indicate the strengths and areas for improvement in the study programme group, and the improvement activities planned based on the above. The evaluation shall outline connections between objectives, activities and results, be logical and easy to follow. Each strength shall emerge from the evaluation. The information shall be reliable, specific and concentrated.

**targeting improvements and development**

A self-evaluation shall be based on the objectives of the school and the study programme group and follow the principle of continuous improvement (PDCA). All improvement activities shall emerge from the evaluation, be specific, measurable, consensual, achievable and timed. The improvement activities shall be coherent to the action plans of the study programme group.

**accurate and competent**

The terminology of vocational education and the names of study programme groups, types and forms of vocational education used in the self-evaluation report shall be accurate. The report shall be well structured; summaries shall highlight the key aspects of the evaluation. The report shall be formatted correctly, a harmonised font, style, line spacing and numbering shall be used. Charts shall accompany a legend; abbreviations shall be defined. Pages shall be numbered, and there shall be a Table of Contents. Spelling shall be checked. Hyperlinks in the report shall open the correct websites. Contact details shall be verified.

**in line with the school’s website**

Information submitted in the report shall match the information on the school's website and documents. Relevant study programmes, implementation plans of modules and the development plan shall be available on the school’s website. Public information and documents (regulation of organisation of studies, traineeship documents, enrolment data, and other) shall be up to date, accurate and correspond to the data presented in the self-evaluation.

**GUIDANCE FOR SCHOOLS FOR ORGANISING THE ASSESSMENT VISIT**

1. Conducting an assessment visit during the assessment of a study programme group is obligatory. For the quality assurance of vocational education, the visit shall last up to three days.

## I. CONTACT PERSON OF THE SCHOOL

1. The Head of School shall ensure that the Committee is received by the school and that necessary documents are made available. The Head of School shall appoint aContact Person responsible for a smooth organisation of the visit and timely exchange of informationbetween the school and the Committee.
2. For the quality assurance of a study programme group, the school shall provide the name, position, phone number and e-mail of the Contact Person in the self-evaluation report. **If several study programme groups or study places are undergoing quality assurance, a single coordinator shall be appointed as a Contact Person, who shall ensure that the planning of an assessment visit to the school is well coordinated.**

## II. PLANNING THE ASSESSMENT VISIT

1. The Secretary of the Committee shall send the agenda of the visit to the school no later than ten (10) working days before the assessment visit. The agenda shall contain the time and topics of the planned interviews and observations, names of people the Committee wants to meet with and a list of additional documents the Committee wishes to acquaint themselves with.
2. The school shall fill in the names of people, positions and e-mails and inform the Committee about opportunities to eat at school. **If needed, the school shall propose changing the time or format of interviews or observations according to their structure and organisation of studies, bearing in mind that:**
* **the maximum number of people interviewed during one interview is 6-7;**
* **a person can assume a single role during an interview and preferably meet with the Committee only once;**
* **people from different levels of management shall always be interviewed separately.**
1. The Secretary of the Committee shall submit the final schedule of the visit prepared together with the school, to both the school and the EKKA Bureau no later than five (5) working days before the assessment visit. If there is a need to make justified changes in the agenda before the visit, the Contact Person shall inform the Secretary of the Committee of it without delay.

## III. CONDUCTING THE ASSESSMENT VISIT

1. During the visit, members of the Committee have the right to and the school shall enable them to:
* speak to members of the school’s Advisory Board, representatives of the management, employees, learners and partners;
* acquaint themselves with the school’s documents and work and study environment;
* visit the study programme group’s different forms of study and traineeship places.
1. The school shall provide a room with an internet connection to be used by the Committee. If there is a need to conduct an interview via, e.g. video conferencing, then the necessary equipment shall be ready for use in the interview room.
2. The Contact Person shall inform the Secretary of the Committee of any changes in the agenda without delay.
3. The school shall refrain from activities which might appear to influence the Assessment Committee, such as invitations to one-on-one meetings, presents, joint dinners and other.
1. In this document, all employees in the field of teaching and education are referred to as teachers (including supervisors of practical work, traineeship supervisors at school and other) [↑](#footnote-ref-1)