



REPUBLIC OF ESTONIA  
**MINISTRY OF EDUCATION  
AND RESEARCH**

# Establishment of national credit system ESTONIA

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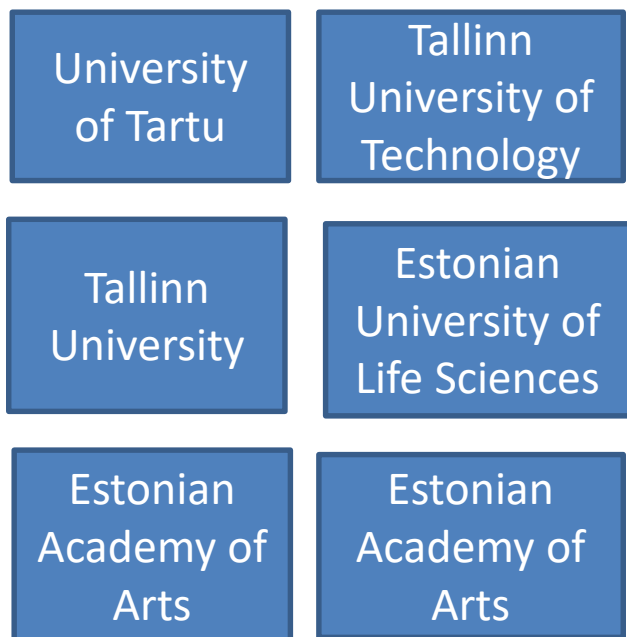
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# Part I: Higher Education in Estonia

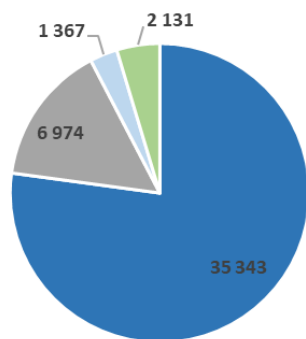


# HE institutions in 2018/2019

## Public HEI-s



Distribution of students between HEI-s

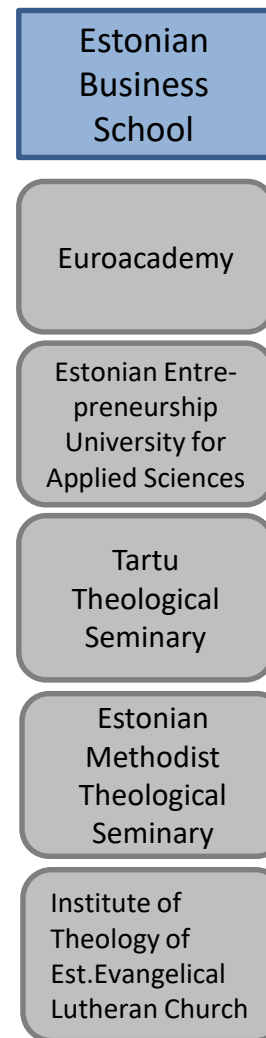


■ public university ■ state ProfHEI  
■ private university ■ private ProfHEI

## State HEI-s



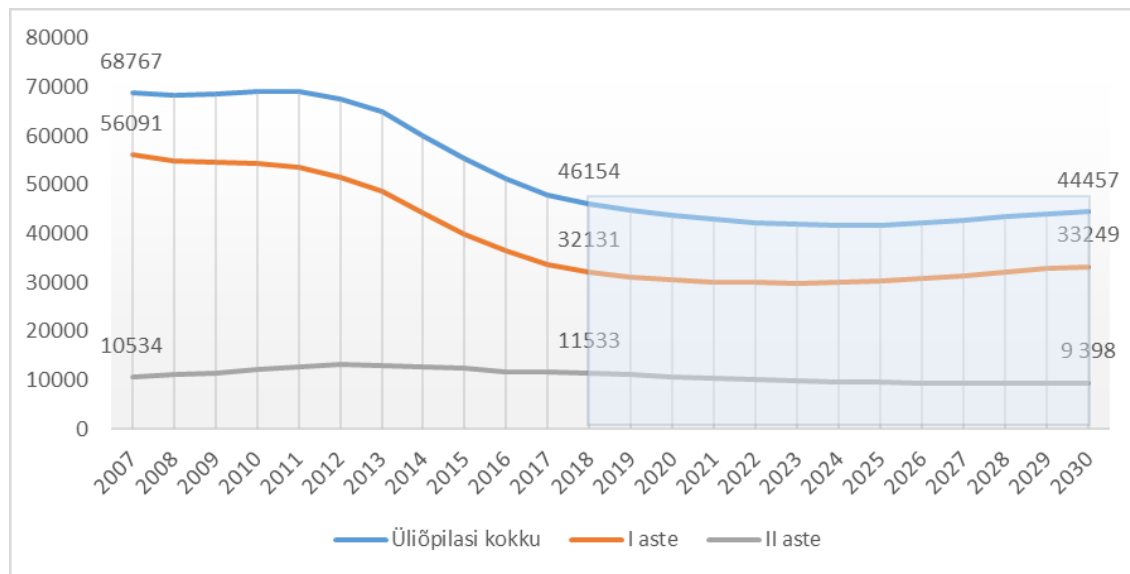
## Private



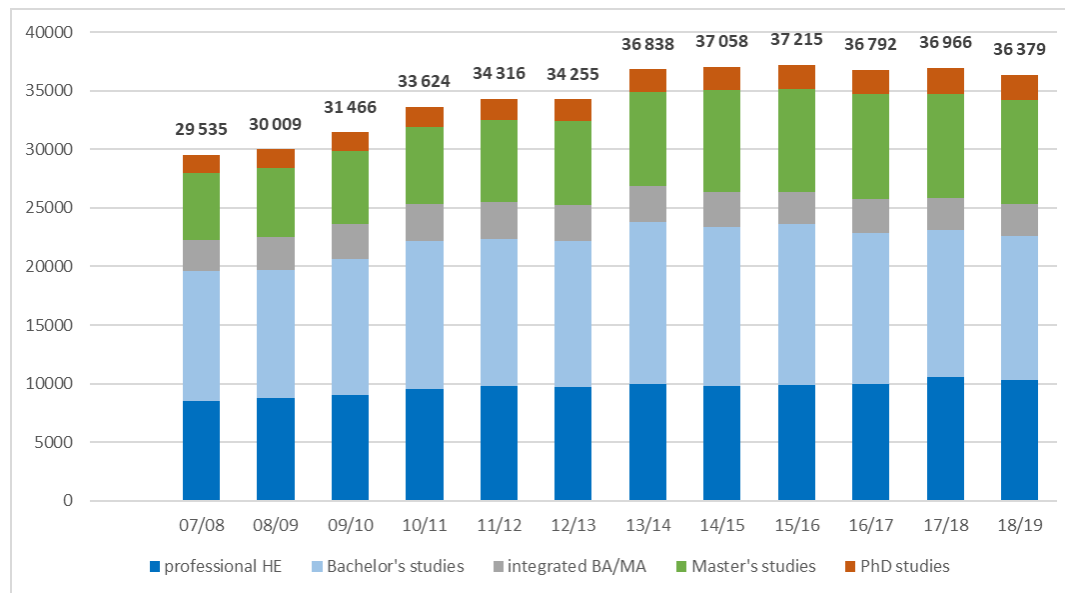
University

Professional  
HEI

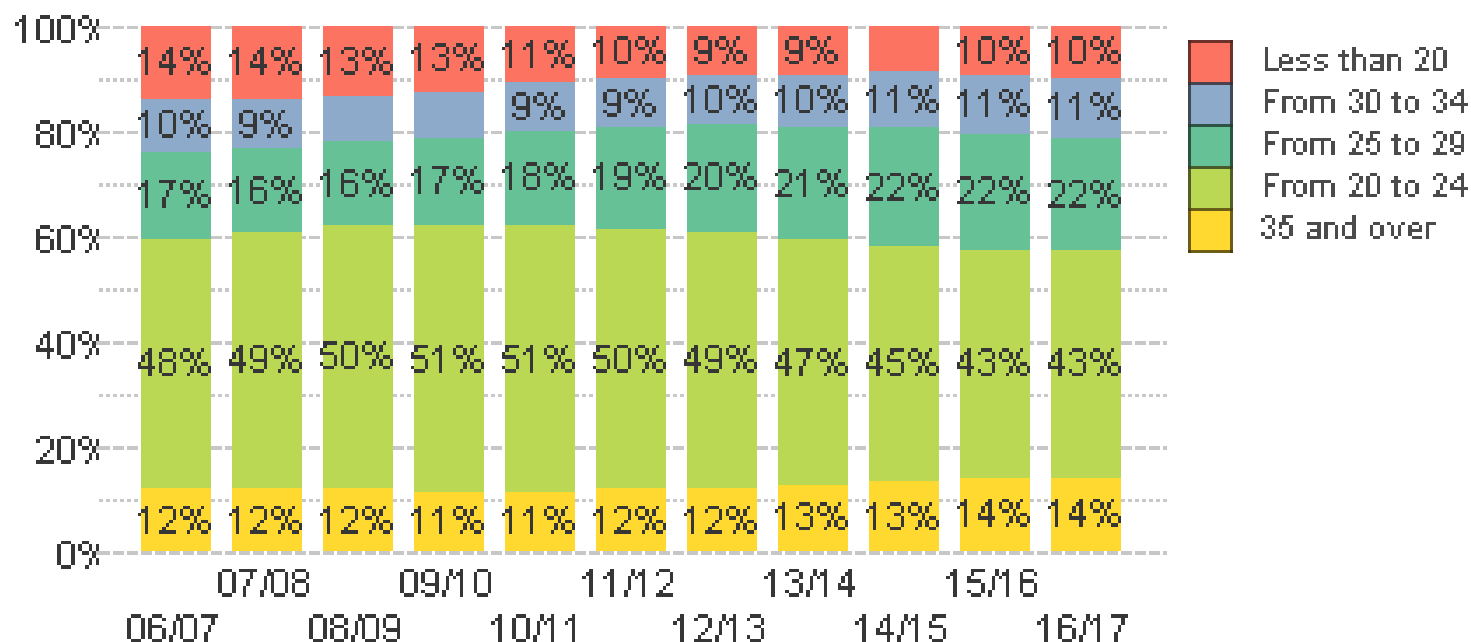
# General information



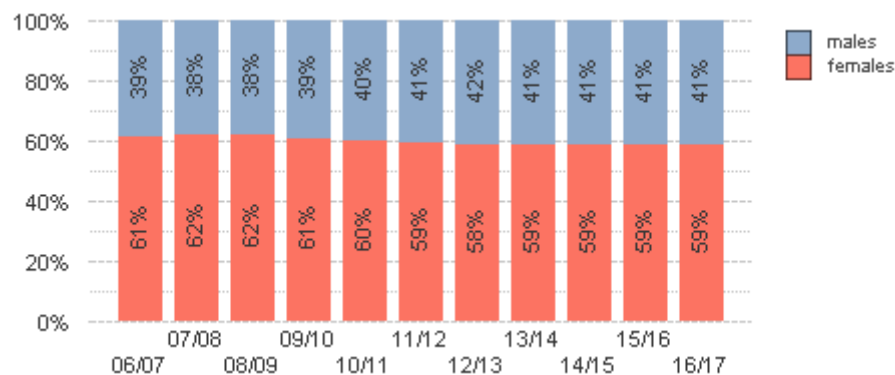
- 80% of students studying for free;
- 59 % of students are women;
- 48% of students are older than 25 years;
- share of foreign student 11%.



# Characteristics of our students (1)

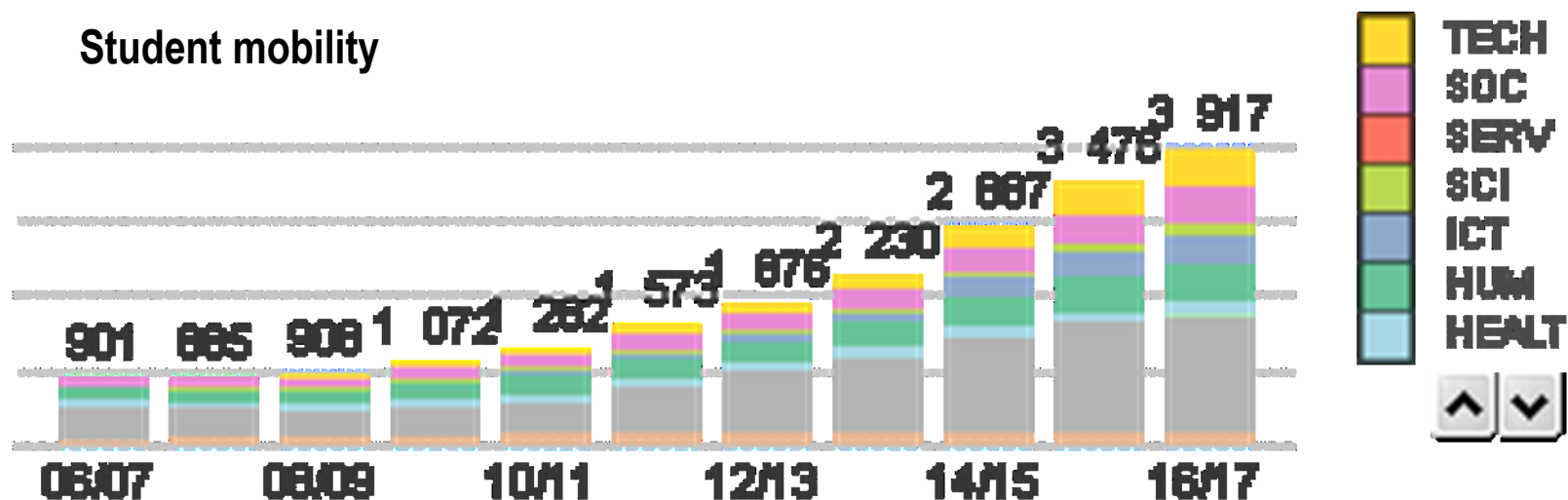


Data from Estonian Education Information System (EHIS) available in HaridusSilm ([http://www.haridussilm.ee/?leht=korg\\_0](http://www.haridussilm.ee/?leht=korg_0)).



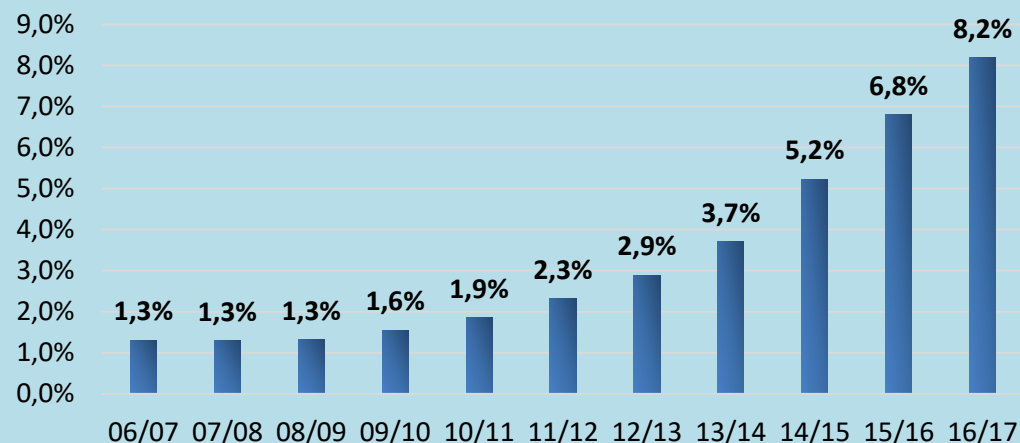
# Characteristics of our students (2)

## Student mobility



## Share of foreign students

Source: Ministry of Education and Research



## 2016/2017

Students total: 47 794

Foreign students: 3 917

Total: 122 countries

TOP 5: FI, RU, LV, CN, UA

# HE reform in 2013

- **Improve access to HE**
  - HE is free (all fields),
  - Stipend system redesigned and increased
  - State compensated the loss of private money
  - But not any more outlining priority fields
  - Priorities to be supported otherway, eg by stipends
- **Guarantee quality of HE**
  - Equal requirement for admission
- **Increase effectiveness of HE system**
  - State supports universities' activities in total
  - Performance indicators (motivation for quality)
  - 3-year contracts with HEI-s (objectives agreed)



# Quality

- External accreditation started 1997, accreditation was mandatory to issue nationally recognized diplomas.
  - Full accreditation for 7 years
  - Conditional accreditation for 3 years
  - Negative accreditation resulted in closure of the programme
- Since 2009 HE quality has been assessed by **Estonian Higher Education Quality Agency**
  - institutional accreditation is mandatory (in every 7 years);
  - assessment of 28 study programme groups in a specific academic field (e.g Professional higher education, bachelor studies, master studies etc) (in every 7 years)





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# Part II: Bologna Process Implementation of ECTS



# The stages of the Bologna process in Estonia (1)

## ‣ **Pre-Bologna**

- Credit-point system based on student workload
- Introduction of the accreditation system
- Ratification of the Lisbon Convention

## ‣ **After the Ministerial meetings in Bologna and Prague (1999-2002)**

- New degree structure (2002)
- Diploma Supplement

## ‣ **After the Berlin Ministerial meeting (2003)**

- Government Decree on designation of degrees
  - Government Decree on correspondence of qualifications awarded before and after August 20, 1991
  - State support schemes for mobility
- **Quality Assurance Agreement of Universities**

# The stages of the Bologna process in Estonia (2)

- **After the Bergen Ministerial meeting (2005)**
  - ▣ Qualification framework
  - ▣ Recognition of Prior Learning
  - ▣ Strategy document for the internationalization of HE
  - ▣ Regulation of the use of ECTS (obligatory since 2009)
- **After the London Ministerial meeting (2007)**
  - ▣ Launching independent **HE Quality Agency** since 1.01.09
  - ▣ Legislative Framework for joint programs and diplomas
  - ▣ Agreement on **Good Practice for Internationalization in Higher Education**
  - ▣ Implementation of learning outcomes (obligatory since 2009)

## **The cornerstone of the implementation of ECTS and the learning outcomes is the 2009:**

- From 2009 using ECTS (European Credit Transfer System) is compulsory.
- All study programmes have to be described through learning outcomes.



# Legislation on ECTS

- Universities Act (1995)

The concept of a „*credit point*“.

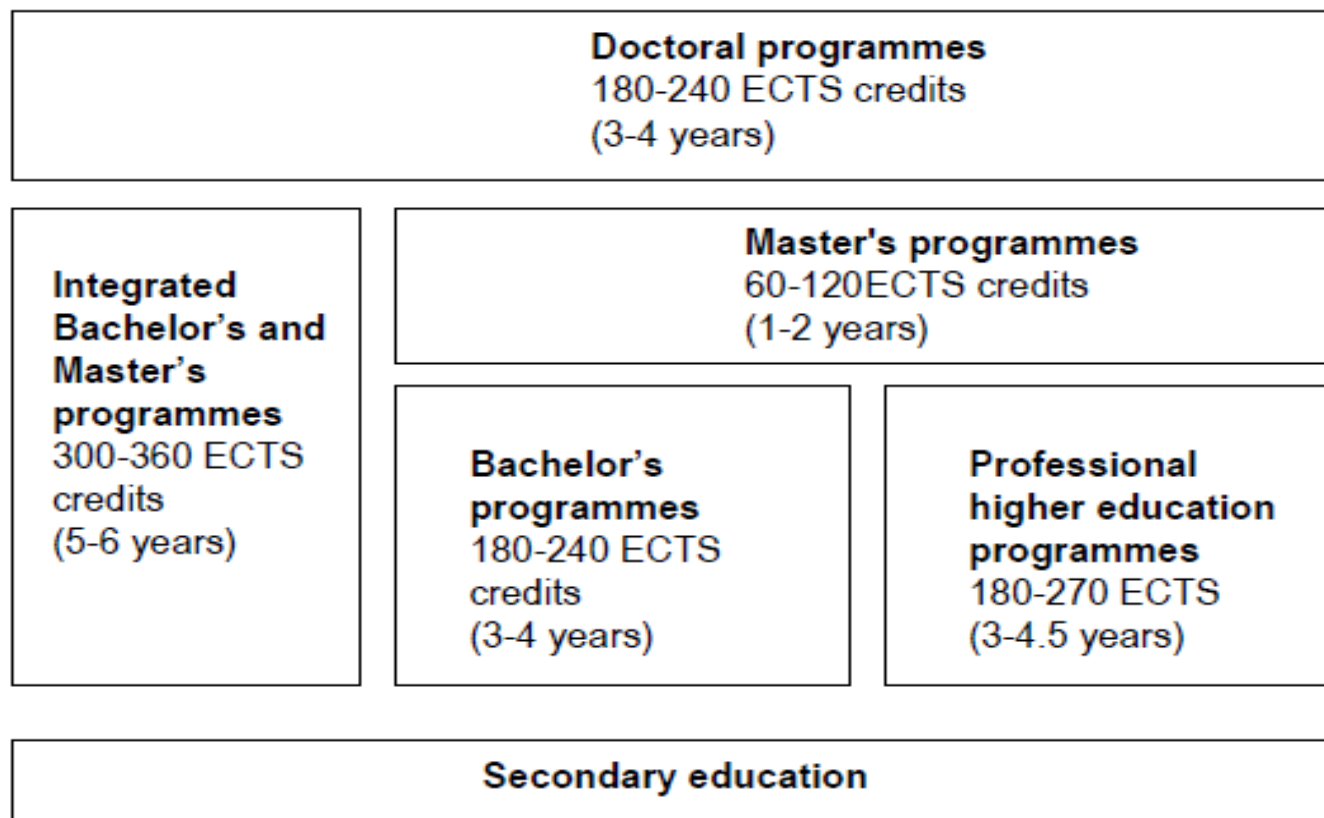
The concept of a „*European Credit Transfer and Accumulation*“

One ECTS credit point corresponds to 26 hours of study by a student which makes 1560 hours and 60 credit points per one academic year.

- Higher Education Standard (1996)

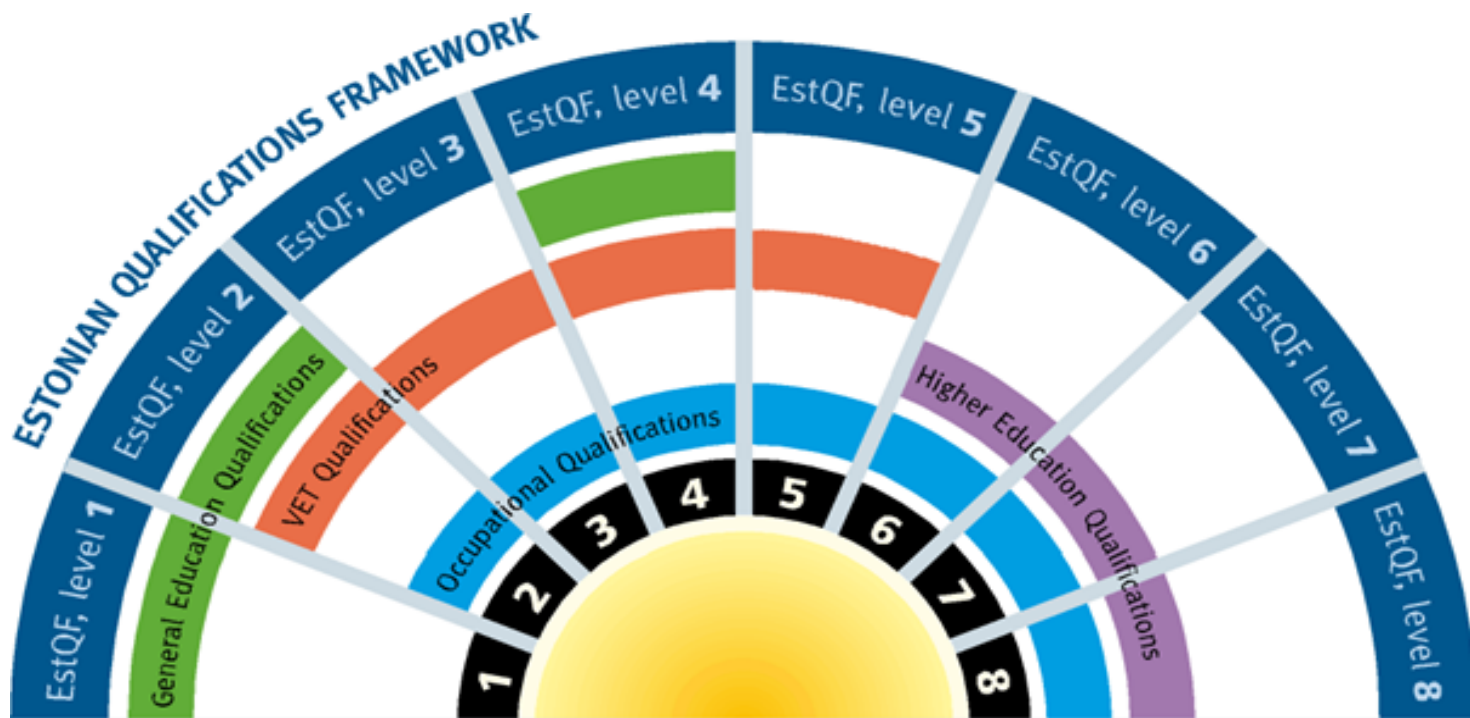
The study load prescribed in study programme shall be expressed in credit points of the European Credit Transfer and Accumulation System.

# Structure of the higher education in Estonia



# National qualification framework

An eight-level EstQF was established in 2008: the 1st of which is lowest and the 8th is the highest.



# Learning outcomes



All study programmes have to be described through learning outcomes in line with EQF 8 qualifications level, in which qualifications is described in terms of learning outcomes.



# Legislation on Learning Outcomes (1)

- Universities Act (1995)
  - *study at a university shall enable the student to achieve the learning outcomes at higher education level;*
- Higher Education Standard (1996)
  - *the concept of learning outcomes;*
  - *learning based approach is the core of the study and the programme design;*
  - *description of qualification levels based on learning outcomes (in Annex I of the regulatsioon);*

# Legislation on Learning Outcomes (2)

**In order to be awarded a bakalaureusekraad, a student shall:**

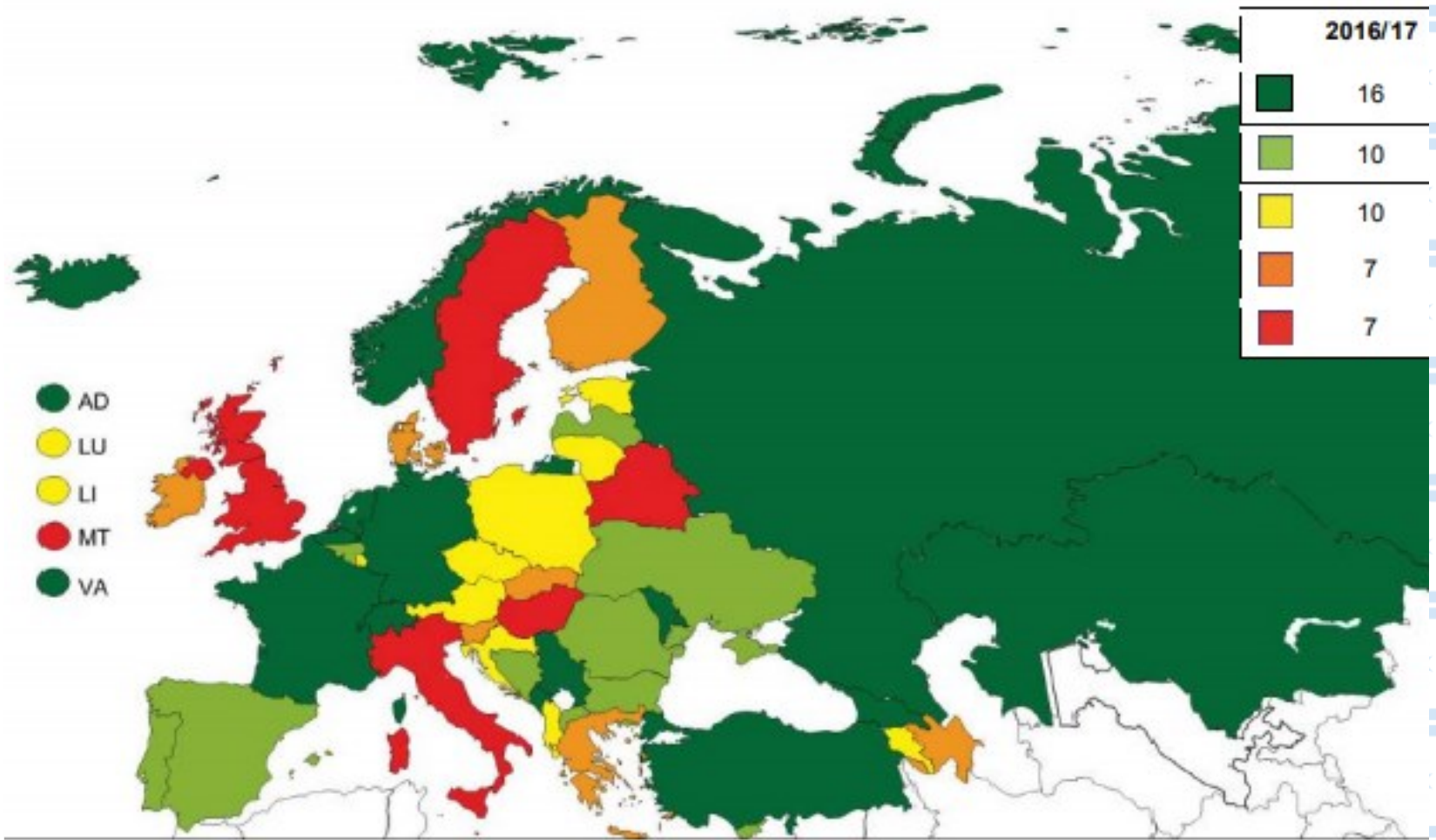
- have a systematic overview of the basic concepts, theoretical principles and research methods of the field of study;
- be able to identify interdisciplinary relationships;
- understand the scopes of application of different specialities of the field of study;
- know the theoretical schools, development trends and current problems of the field of study;
- be able to formulate problems relating to the field of study and to analyse and evaluate different solutions;
- be able to collect information independently by using appropriate methods and means and to interpret it critically and creatively;
- be able to select and use appropriate technologies and methods when solving problems of the field of study, and, among other things, be willing to participate in team work and lead it;
- have command of the communication skills and information and communication technologies necessary for work;
- be able to explain orally or in written form in the language of instruction and in at least one foreign language problems relating to the field of study, and to participate in professional discussions;
- be willing to actively participate in the civil society and demonstrate tolerance towards diversity of attitudes and values;
- be able to evaluate the role of knowledge and the role and consequences of his or her professional activities in society, with consideration of scientific, social and ethical aspects;
- be able to apply the acquired knowledge and skills in work, to continue studies and to undertake continuous independent professional development.

# State of play on implemetation of ECTS and learning outcomes

- ECTS is used.
- 100% of higher education institutions using ECTS credist for accumulation and transfer, first- and second-cycle programmes (also third cycle programmes).
- 100% of programmes ECTS credits are linked with learning outcomes in higher education programmes.
- At all levels learning outcomes archieved and associated student workload.
- The use of learning outcomes regulated by law and regulatsions.



# Challenges: monitoring the implementation of ECTS



Source: BFUG data collection.

# Challenges: monitoring the implementation of ECTS (1)

- o ECTS credits are allocated on the basis of learning outcomes & student workload;
- o ECTS credit allocation is regularly monitored and followed up by appropriate revision if necessary;
- o ECTS is used as a credit system for the accumulation of credits acquired within higher education institutions;
- o ECTS is used as a credit system for the transfer of credits for student learning outcomes acquired in another institution in the country;
- o ECTS is used as a credit system for the transfer of credits for periods of study abroad;
- o The higher education institution has an appropriate appeals procedure to deal with problems of credit recognition



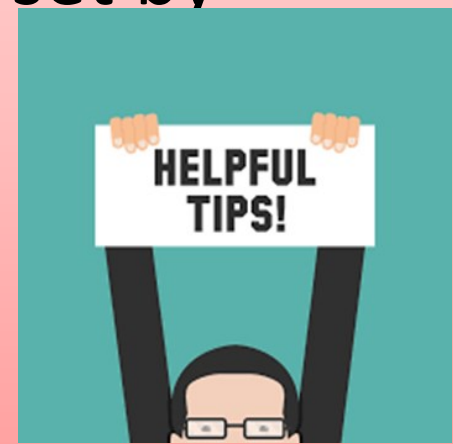
## Next steps

- Monitoring procedure of ECTS credit allocation (including the use of learning outcomes in ECTS) is a part of the external quality assurance.
- Thematic evaluation



# Recommendations

- broader picture/wider objectives (why?)
- involvement of stakeholders
- establishment of ECTS may be set by national law/regulations





Thank you! Aitäh!  
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# Grading

Grade	Description Estonian/English	Completion of required work
5 or A	suurepärane / excellent	91 – 100 %
4 or B	väga hea / very good	81 – 90 %
3 or C	hea / good	71 – 80 %
2 or D	rahuldav / satisfactory	61 – 70 %
1 or E	kasin / sufficient	51 – 60 %
0 or F	puudulik / insufficient	0 – 50 %