



CASE STUDY SUMMARY: ESTONIA

Number	SUMMARY	SECTOR
CS1	<p>CS1 APL University of Tartu: Credit transfer/ accreditation of certified prior learning, University of Tartu: the case study relates how APEL is administered through a central senior specialist and a devolved system of APEL assessors and counsellors in each faculties working through a APEL faculty committee. According to this, most accreditation is for accreditation of prior certified learning.</p>	HE
CS2	<p>CS2 APL Adviser University of Tartu: This case study on the one hand replicates information given in CS1 about the structural and administrative arrangement of APL at the University of Tartu, but on the other hand describes the role of an Co-ordinator and APEL adviser for the University. It describes what her skills are and her role within the institution and how that is perceived by the academic members of staff.</p>	HE
CS3	<p>CS3 The Assessor: This third CS about APL at the University of Tartu focuses on the role of the Assessor. The description of the assessor's role is very reminiscent of the adviser's role and is couched in very similar terms, which perhaps makes the demarcation of roles difficult to grasp. However, some of the procedures are described as well as the role and standing of the assessor within the institution.</p>	HE
CS4	<p>CS4 ANDRAS Adult educators: The case study presents the process by which experienced adult educators can obtain a professional qualification, supported by guidance. It described the kind of evidence required (including CV, in- service training, lecturing, publications, role as a trainer etc...) in order to be assessed by the professional council of AEAE – Association of Estonian Adult Educators or ANDRAS and obtain the qualification at the appropriate level. It mentions that an professional examination is also required.</p>	AE

CS5	<p>CS5 Võrumaa Vocational Centre: This case study is rather a case of credit transfer as it seems to illustrate a focus on accreditation of prior certificated learning; it does indeed states at the beginning that the “purpose of Accreditation of Prior Learning and Work Experience (APEL) is to develop links between different levels of education and to recognise knowledge acquired at previous level of education”. It therefore describes a centre where it is possible for ‘secondary education’ students in 6 vocational areas to be accepted into the vocational education institution. The case study refers to a student applying for admission to 'Tourism Administration' on the basis of secondary education and to obtain accreditation for her past studies within general education for the new curriculum. The case study proceeds in detailing the procedures necessary for accreditation of past studies.</p> <p>based on the comparison between the content of the LOs of the previous programme with the one targeted with administrative proof to support rthe application. The CS also mentions that it is possible to convert Prior Learning or even work experience into credit points although this is not elaborated upon.</p>	VET
CS6	<p>CS6 School of Tourism: This short case study follows from CS5 by detailing an example from a private school of tourism and hotel management.</p> <p>It describes procedures for admission to free study places in the third year of the applied higher education curriculum of "Hotel Management Diploma Course" which is open to students who have previously completed the vocational education curriculum of "Hotel Service Operations" on the basis of secondary education. It describes how the transfer between the levels of education is facilitated through detailed procedures, and carried out according to legislation, enabling what it declares as “Implementation of APEL for this purpose improves flexibility of education and saves resources for both the student and education provider”.</p>	VET