



Case Study 3, Estonia, Higher Education sector, 2010

APEL = Accreditation of Prior and Experiential Learning (in Estonian: *VÕTA = varasemate õpingute ja töökogemuse arvestamine*)

The case study, the story of the Assessor	Evidence, material
<p><u>The context</u> Higher education sector University of Tartu</p>	<p>University of Tartu http://www.ut.ee/en Classical university with 9 faculties (from 2010) and 5 colleges, six high-level centres of excellence, internationally recognized research institution more than 3300 staff members and nearly 18 000 students.</p>
<p>Steps of APEL at the University of Tartu</p> <ul style="list-style-type: none"> • Information and counselling • Submission of application • Assessment • Decision and feedback • Appellation (if needed) <p>People VNFL-IFL assessors: 44 APEL committees in Faculties and Colleges Appointed by the Dean of Faculty/ Director of College Members of APEL committees are in various positions in Faculties, but only academic or research staff. All APEL professionals work part-time for APEL and have lot of other duties concerning university studies and research. Previous education at least master level, 40% PhD level, most of them have experience on APEL since 2003.</p>	<p>One Assessor's story (best practice)</p> <ul style="list-style-type: none"> • She is working at the Faculty as a very busy lecturer and researcher; the role of the APEL Assessor and the Head of the APEL Committee of the Faculty are some of her tasks. • She has higher education, 5 years specialist education (master level) and candidate of sciences (corresponds to PhD) – both graduated at the University of Tartu; professor. • She has been an APEL assessor from the very beginning of the APEL system at the University of Tartu, since 2003. • Training – she is actively participating in all the important discussions concerning APEL issues, seminars, and heads the meetings of the assessment committee. • She knows very well APEL regulations of the University, the rules and procedures of the application process, tools of APEL and assessment principles as well as having had a long time of APEL practice at the Institute. She knows well the curricula of the Institute and very well other curricula of the other Universities in the subject area. • Her perception of the assessors' tasks, role and responsibilities are very

<p>Most APEL assessors are working very closely with APEL advisers.</p>	
<p>Support system for APEL</p> <ul style="list-style-type: none"> • APEL counsellors in every Faculty and College • Support materials for: <ul style="list-style-type: none"> – students – APEL counsellors – APEL assessors • Mailing list for APEL counsellors • Seminars for APEL counsellors and assessors -> Exchange of experiences and good practice • Website with information • Central APEL specialist for supporting and counselling APEL staff (May 2003 – March 2009) 	<p>good: she clarifies expectations and motivation of the candidate; assesses given evidence in accordance with the learning outcomes of the curriculum and subjects of application; assures the quality of the curriculum by validating only appropriate applications of the candidates; gives always necessary and helpful feedback; and is always ready to share her experiences and good knowledge with other assessors.</p> <ul style="list-style-type: none"> • Her perception of the candidates' needs: She is friendly; she can explore necessary informational background; she can clearly assess the evidence and other materials provided by the candidate and give useful feedback. • Her interaction with the rest of the organisation is very good; she is well known and respected inside of the Institute and in other Faculties. She has been participating in the APEL Quality Committee of the University 3 years. • She has a good position inside of the Institute, has respect of other professors and staff; and has very good relationship with APEL adviser. <p>Process of assessment: The APEL Committee of the Faculty has a meeting once in a month and goes through all the applications for APEL arrived during the last month. If the application is clear and has enough evidence, it is easy to assess in which amount curriculum is fulfilled, decide what subjects are accredited on the basis of this application; and give formalised answer (decision and feedback) to the candidate. In more complex cases sometimes it is decided to have an interview with candidates to clarify some questions raised by the committee. Sometimes, if the application is not very clear and does not have enough evidence; it is asked from candidate to bring additional evidence for supporting his/her application.</p>