



Augstākās izglītības
kvalitātes aģentūra



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



EKKA



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Erasmus+ Programme
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Concept of Institutional Accreditation in Latvia

ERASMUS+ K3 Programme
"Support for policy reforms" Project
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Content insight

- **Existing system** - strengths / weaknesses
- Principles and purpose of developing an institutional accreditation model
- **Institutional accreditation process and areas to be assessed**
- Results of institutional accreditation
- Next steps

Current quality assessment system

Licensing of study programs

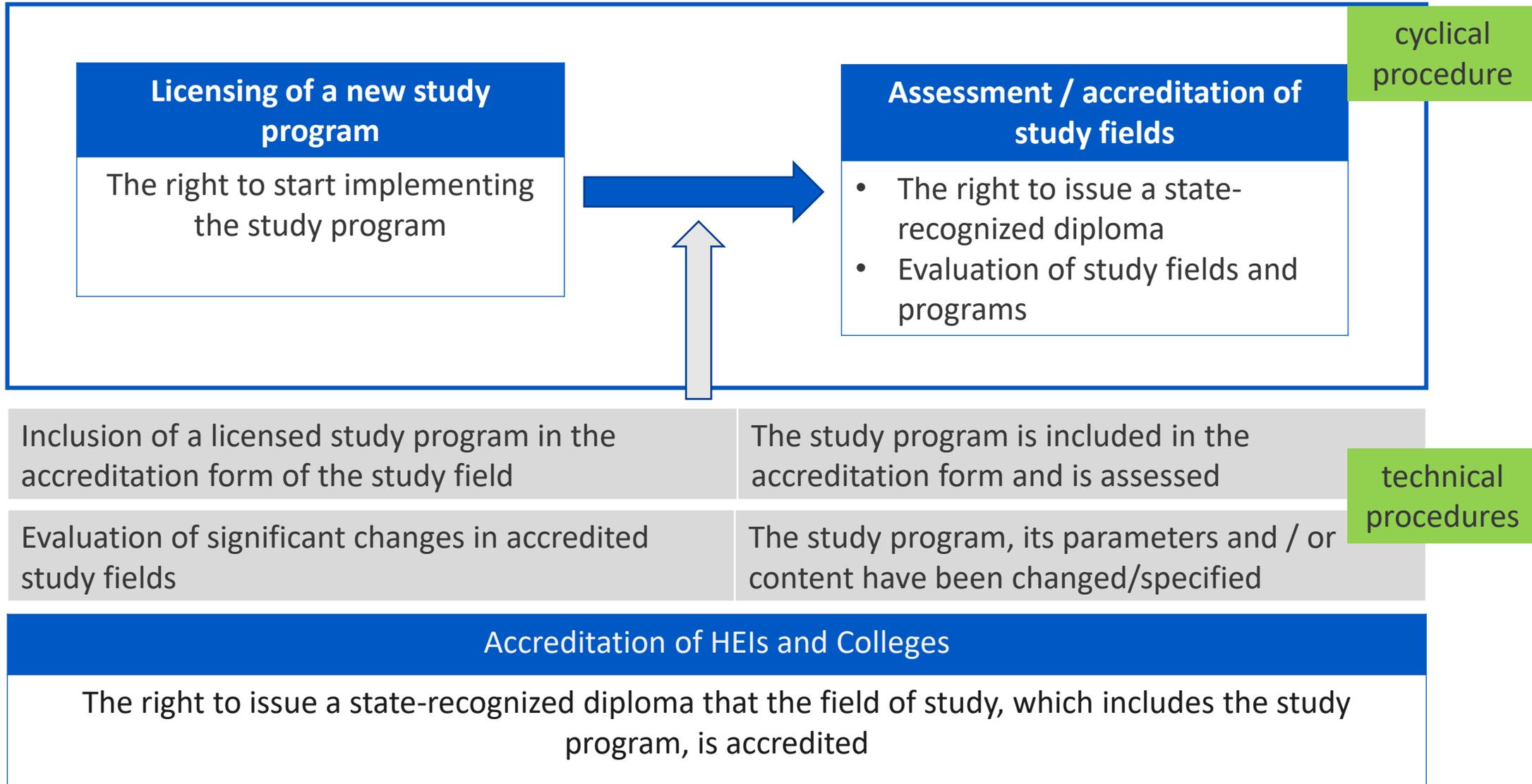
Inclusion of the licensed study program in the accreditation form of the study field

Evaluation of substantial changes in the study field and corresponding study programs

Assessment and accreditation of study fields

Accreditation of HEIs / Colleges

Existing system



Strengths and weaknesses of the existing system

+	-
<ul style="list-style-type: none"> • Unified process management • Independence and transparency • Evaluation coordinators • Methodologies and guidelines for evaluation procedures • Competent evaluation experts 	<ul style="list-style-type: none"> • Regulatory burden • Administrative burden • Large amount of work and time, and human resources consumed by both HEIs and AIKA • Costs • Usefulness of evaluation procedures

Comments from the workshops for HEIs and Colleges

- It is worth moving in the direction of progress and autonomy
- High administrative burden
- A preparatory phase is required
- The 2-year accreditation period is too short, as the accreditation process takes at least 1 year
- Experts do not have to assess compliance with regulations
- Accreditation should be an added value for institutions - not an external setting but an internal need

Benefits of assessment and accreditation of study fields[1]

1

All study programs in Latvia, their sustainability and topicality have been evaluated

2

The compliance of the study programs with the external regulatory framework has been examined in detail

3

Areas of strengths and areas for improvement have been identified

4

Study fields and corresponding study programs are evaluated according to a common standard - comparable and publicly available data on study programs are obtained on a national scale

Benefits of assessment and accreditation of study fields[2]

5

HEIs have had an additional incentive to review and update internal processes and internal regulations

6

HEIs have carefully evaluated the sustainability and topicality of study programs, closing the study program if necessary

7

In most cases, HEIs improved the English language sections of the website, which in general promotes greater accessibility of HEIs to the international environment

8

The evaluation was performed by an external group of independent experts, providing an evaluation of the study field and study programs, proposals for further improvement of the study quality

Principles of the development of cyclic institutional accreditation model for HEIs in Latvia

Fit for purpose -
evaluations

Relevance
vs quality

Discussed with all
parties involved

Promoting a
culture of
quality

Sequential and
comprehensible evaluation
procedures

Reduction of
administrative
burdens

Reliable results

Autonomy and accountability of HEIs

Purpose of institutional accreditation

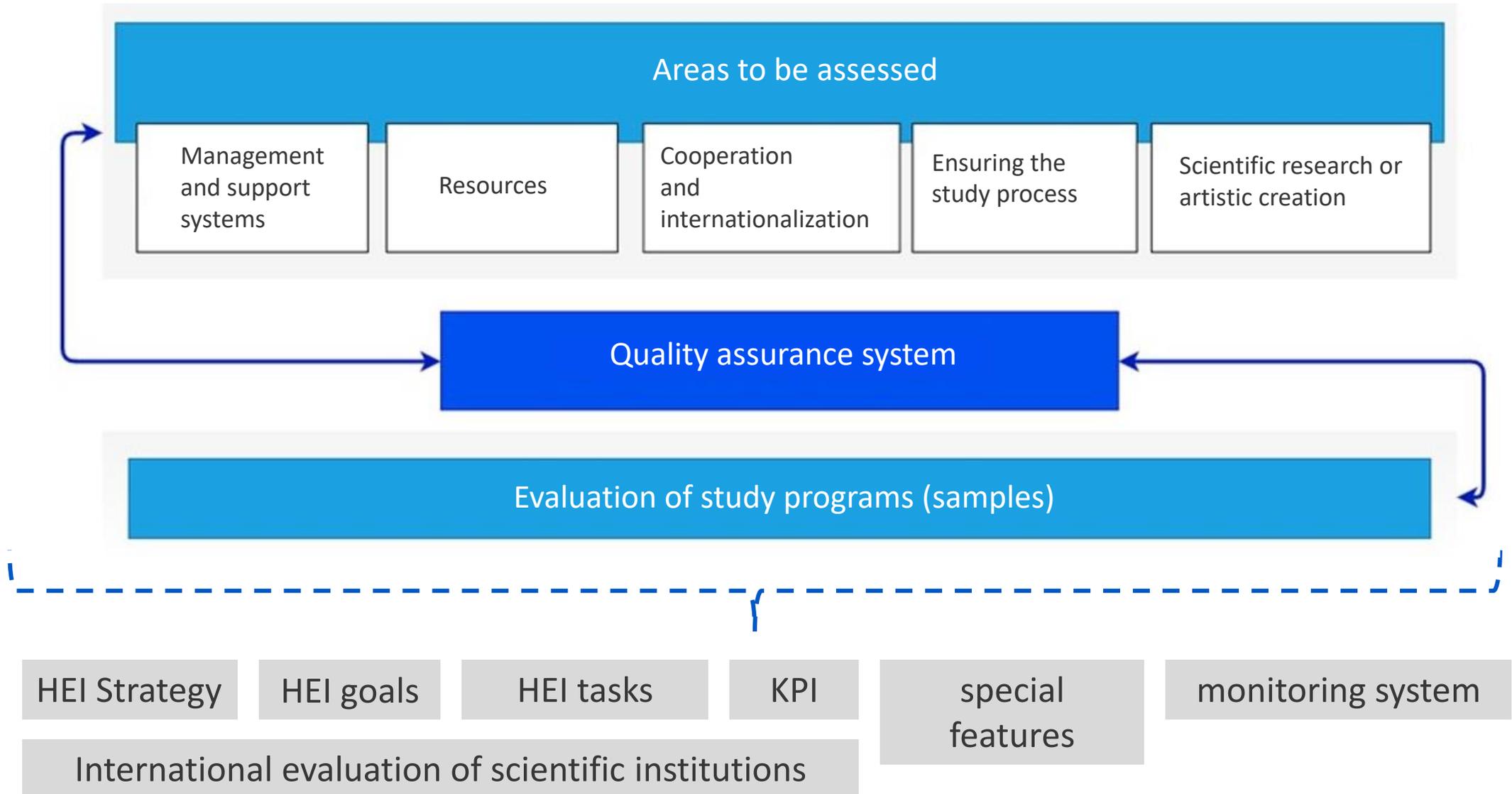
To support the improvement of the internal quality assurance system of higher education institutions and to promote the continuous improvement of the operation of HEIs and Colleges

Education law

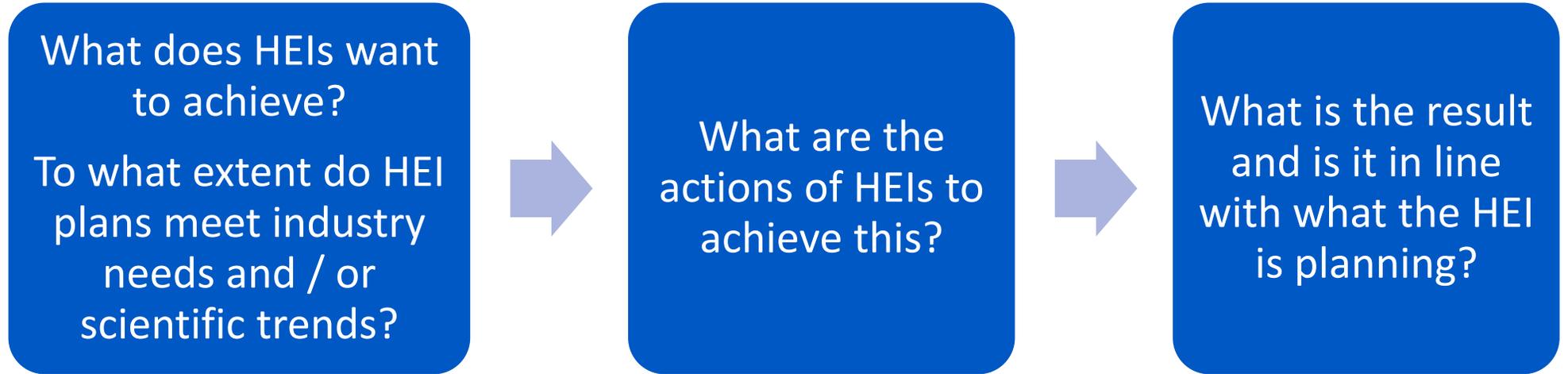
Quality of education - educational process, content, environment and management, which provides inclusive education for everyone and the opportunity to achieve high-quality results in accordance with the goals set by society and the state;

The national system for ensuring the quality of education is a systematic set of policies, guidelines, procedures, activities and resources for planning, achieving, maintaining, monitoring and continuously improving the quality of education

Areas to be assessed in the framework of institutional evaluation



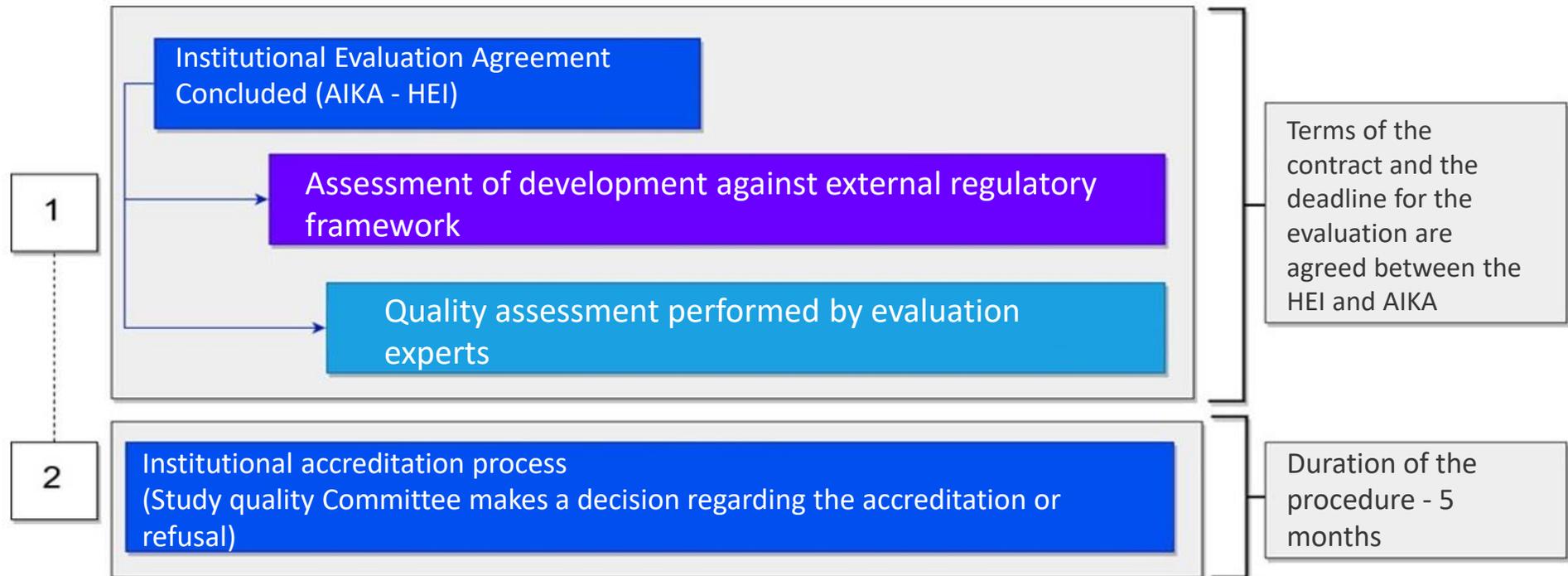
Questions within the assessment of institutional accreditation

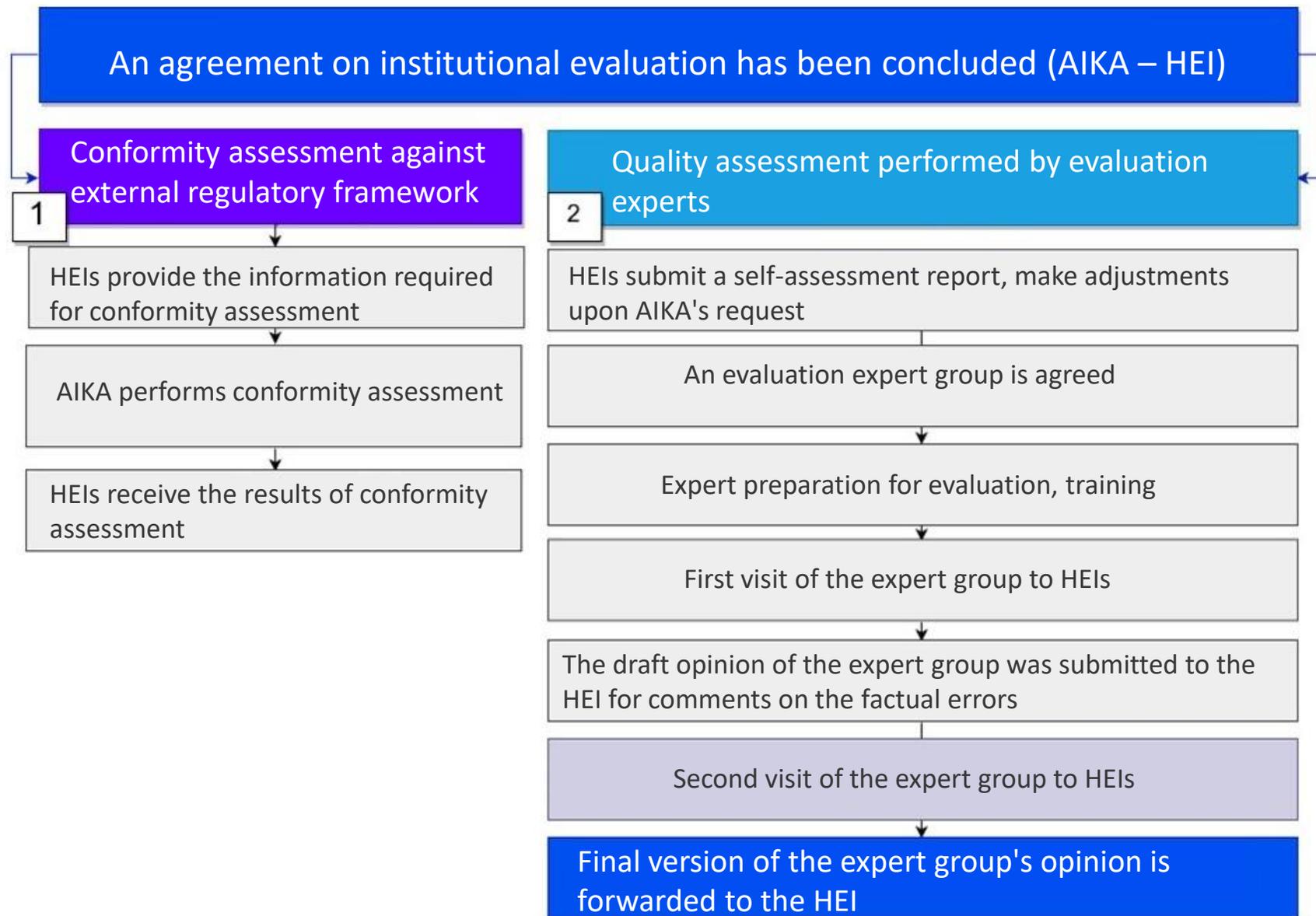


Documentary evidence is available

Stakeholders use a common approach and are aware of the availability of documents

Institutional accreditation process[1]



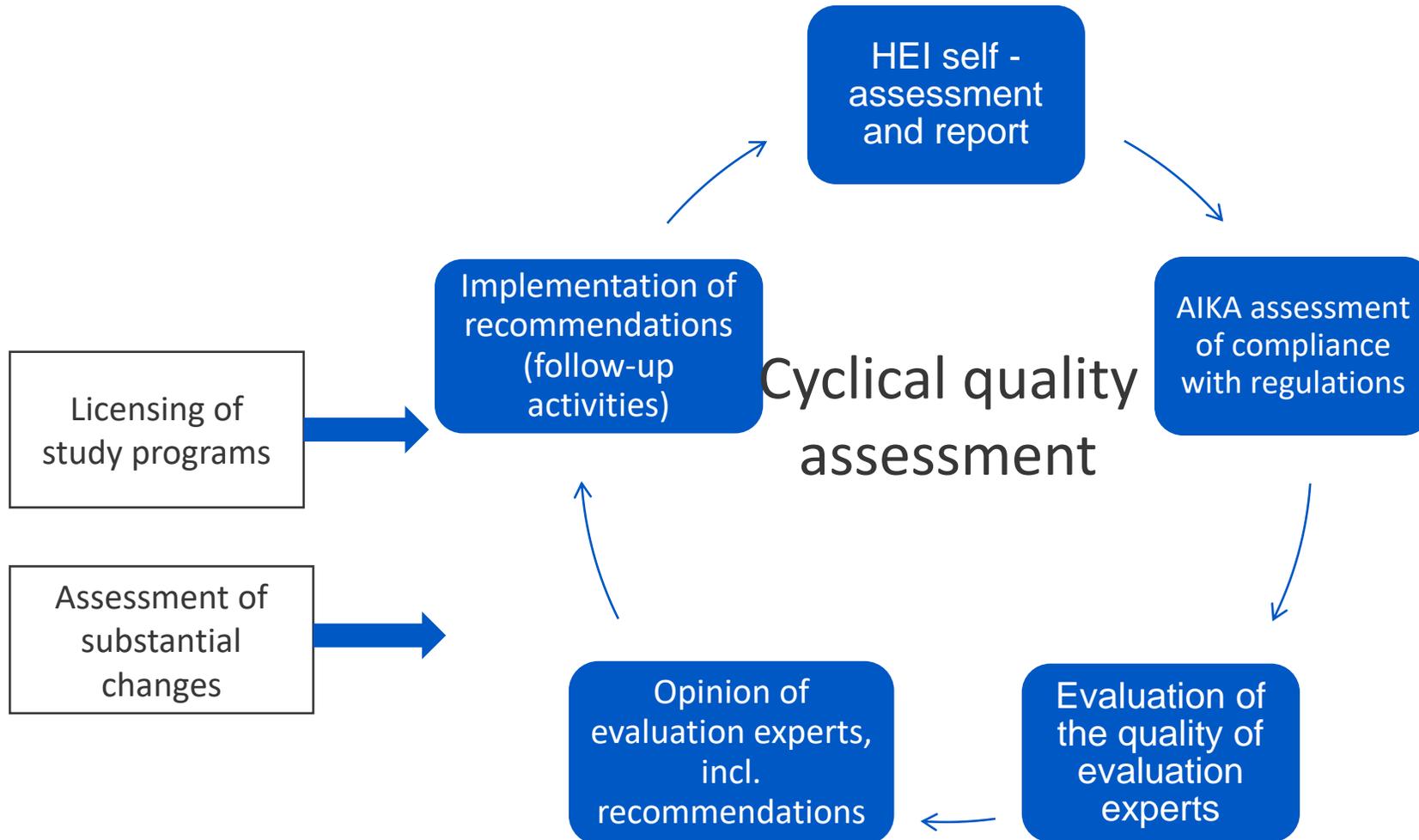


Results of institutional accreditation

- ✓ Accreditation of HEIs for 3 or 7 years or refusal to accredit
- ✓ The right to issue a state-recognized diploma
- ✓ AIKA recommendations in the framework of conformity assessment
- ✓ Recommendations of the evaluation expert group for the improvement of the operation of HEIs or elimination of the identified shortcomings

The quality of HEIs and Colleges is internationally recognized, information on the quality of HEIs is available to everyone

External evaluation cycle



Future quality assessment system

Licensing of study programs

Inclusion of the licensed study program in the accreditation form of the study field

Assessment of substantial changes in the study programs
(with amendments)

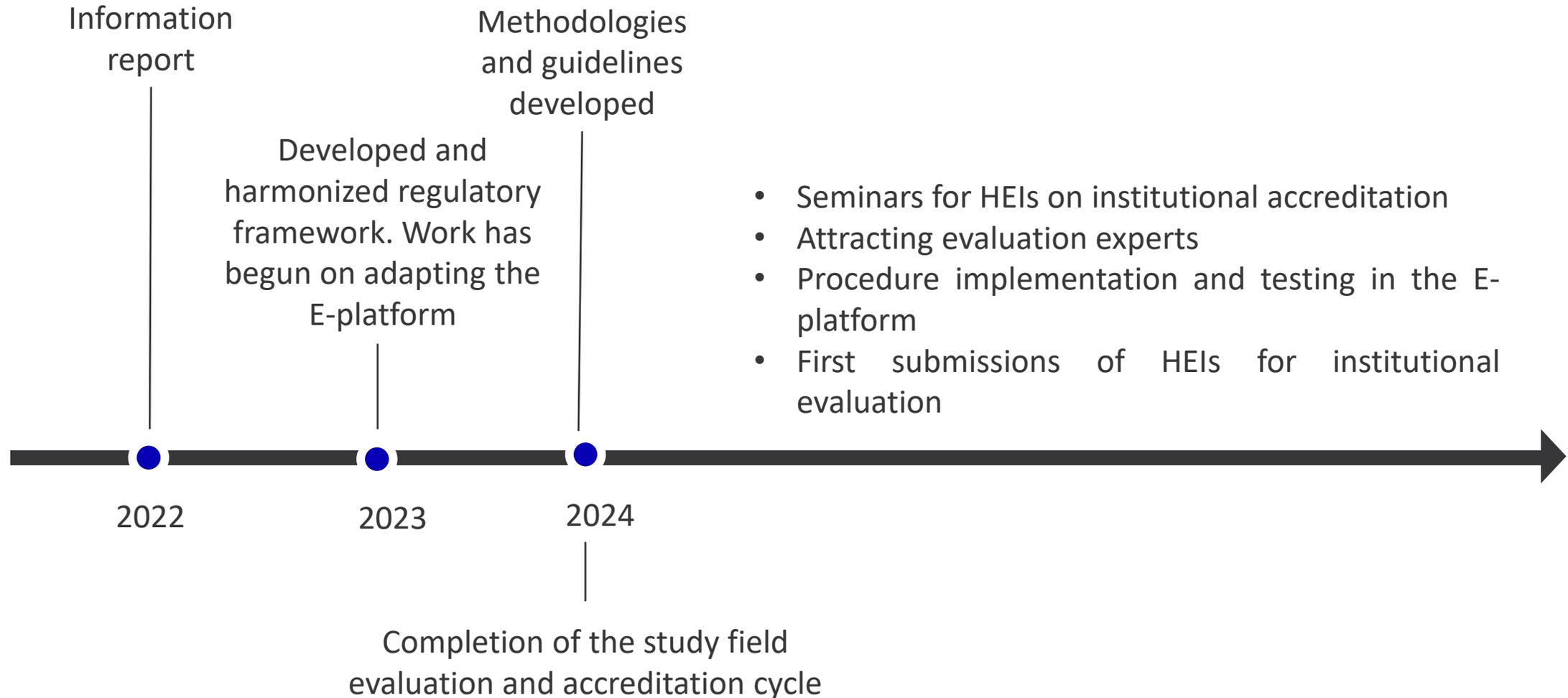
Assessment and accreditation of study fields

Accreditation of HEIs and Colleges

Benefits

- Reduced administrative burden
- The regulatory framework in order
- Clear and comprehensible evaluation procedures
- More efficient management of HEIs
- Greater autonomy for HEIs
- Improving a culture of quality - based on mutual respect and trust

Next steps





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