



**Case Study 6, Estonia, Vocational Education sector, 2010**

**ESTONIAN SCHOOL OF TOURISM AND HOTEL MANAGEMENT (private school)**

Case Study, vocational training	
The System and Process of APEL	Evidence, material – content
<p>The context for this case A purpose of Accreditation of Prior Learning and Work Experience (APEL) is development of links between different levels of education. Implementation of APEL for this purpose improves flexibility of education and saves resources for both the student and education provider.</p>	<p>Estonian School of Hotel and Tourism Management has more than 400 Students. <a href="http://www.ehte.ee">www.ehte.ee</a></p> <p>Study languages are Estonian and English.</p> <p>2 departments:</p> <ul style="list-style-type: none"> <li>- Tourism, travelling, leisure time;</li> <li>- Catering and hotel management.</li> </ul> <p>Two levels:</p> <ul style="list-style-type: none"> <li>- Vocational education</li> <li>- Professional higher education.</li> </ul>
<p>Steps of APEL:</p> <ul style="list-style-type: none"> <li>• Information and counselling</li> <li>• Submission of application</li> <li>• Assessment</li> <li>• Decision and feedback</li> <li>• Appellation</li> </ul> <p>Tools for APEL:</p> <ul style="list-style-type: none"> <li>• Description of Estonian educational system</li> <li>• Regulations</li> <li>• Study Regulations</li> <li>• Regulations of Admission</li> <li>• Procedure and conditions for accreditation of prior and experiential learning</li> <li>• Application forms:               <ul style="list-style-type: none"> <li>• for fulfilment of the curriculum</li> <li>• accreditation of prior certified learning</li> <li>• appellation</li> </ul> </li> </ul>	<p>APEL system</p> <ul style="list-style-type: none"> <li>• APEL counsellors in departments and students service centre</li> <li>• APEL assessors in departments</li> <li>• Possibility to invite experts from outside</li> <li>• Head of study department is responsible for APEL               <ul style="list-style-type: none"> <li>• Tools for APEL</li> <li>• Regulations</li> <li>• Application forms</li> </ul> </li> </ul> <p>Support system for APEL</p> <ul style="list-style-type: none"> <li>• APEL counsellors in every department</li> <li>• Support materials for:               <ul style="list-style-type: none"> <li>– students</li> <li>– APEL counsellors</li> <li>– APEL assessors</li> </ul> </li> </ul>
<b>Example</b>	

Admission to free study places in the third year of the applied higher education curriculum of "Hotel Management Diploma Course" is open to students who have previously completed the vocational education curriculum of "Hotel Service Operations" on the basis of secondary education. This opportunity is set out in the admission rules of the school, which also give a detailed description of the principles used for establishing the ranking of applicants.

Transfer between the levels of education is facilitated by a legal basis, which enables the school to develop respective internal regulations. The school regulations should comply with the statutory requirements for both levels of education.

The APEL process in the example case consisted of the following stages:

1. Advising the applicant and drafting of application – advisory service provided by the specialist in the organisation of studies;
2. Completion and submission of the APEL application form – advisory service provided by the head of the study field;
3. Assessment of the application and additional documents (school certificate, study results report) by the technical admission committee and the admission committee of the curriculum. In this case, the applicant added to the application the school certificate and the results report. As she was unable to submit documents on the content and learning outcomes of the previous studies, the admission committee of the curriculum sent a request for the respective documents to the school that had issued the certificate.
4. Adoption of decision and provision of feedback. After comparing the goals and learning outcomes described in the curricula, the committee concluded that the applicant has fulfilled the requirements set out in the admission rules and can be included in the list of 3<sup>rd</sup> year students. However, during her first study semester, she was expected to prove her knowledge and skills associated with the learning outcomes of the modules "Basics of economics" (3 ECP), and "Marketing" (2 ECP), because the submitted application documents did not enable assessment of the student's competency in these subjects. The learning outcomes of these modules were prerequisites for the subjects in the second semester.
5. Contestation of the decision. According to the Regulation of Studies of the school, a student has the right to contest the decision pursuant to the procedure provided in the Regulation of Studies. The student did not contest the decision.