



Latvian
Qualifications
Framework



European
Qualifications
Framework

Updated Self-Assessment Report of Latvia 2018

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Latvian NCP

51st EQF AG meeting, in Brussels

4.11.2019

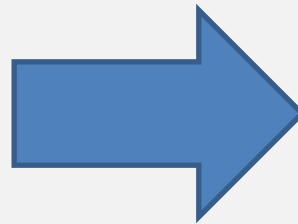


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National referencing process in **two phases**

- **First phase (2009-2011)** – the establishment of the LQF and referencing it to the EQF and the QF-EHEA
 - Forming referencing working group
 - Developing the LQF level descriptors
 - Consultation process for referencing the LQF to the EQF
 - Preparing Self-Assessment Report (2011, 2012)
- **Second phase (2013-2018)** – further development of the LQF and strengthening legal basis for the LQF
 - Continuing discussions among the national stakeholders
 - Providing informative support to policy makers and stakeholders
 - Updating the Self-Assessment Report (2017-2018)

2009 – 2018



Conceptual shift

Referencing of the **Latvian Education System** to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area

Referencing the **Latvian Qualifications Framework** to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for European Higher Education Area



October 2011, May 2012

November 2018

Preparation of the Updated Report (2013-2018)

2013

assessment of the situation regarding the developments in the LQF context

2016

study about changes in education and their influence on the development of LQF

2017

- draft of the Updated Self-Assessment Report

Dec
2017

international seminar about the draft report (with international experts), national discussion

2018

- the Updated Self-Assessment Report

April
2019

- presentation of the Report at the international conference (with international experts), in Riga

Nov
2019

- presentation of the Report at the 51st EQF AG meeting, in Brussels

Structure of the Updated Report

Introduction

Development of Latvian Qualifications Framework

Self-Assessment Process since 2011

PART I. Developments in Education of Latvia since 2011

1. Further development of education of Latvia under the LQF influence
2. Meaning of learning outcomes in education system of Latvia
3. Education quality assurance
4. Validation of non-formal and informal learning

PART II. Referencing of the LQF to the EQF for lifelong learning and the QF-EHEA

5. Compliance of referencing process with EQF criteria
6. Compliance of self-assessment process with criteria and procedures of EHEA

Annexes

Changes in education since 2011

- Referencing of **Pre-Bologna Qualifications** to Bologna Process Qualifications (2012)
- Development of **terminology** under the influence of the LQF
- Development of **Sectoral Qualifications Frameworks** (2015)
- Significant changes in the **quality assessment of higher education** (regarding ESG)
- Significant changes in the **quality assessment of vocational education** (regarding EQAVET framework) and **general education**
- Strengthening the system of **validation of non-formal and informal learning** (in vocational education since 2011, in HE since 2012)

COMPLIANCE OF REFERENCING PROCESS WITH THE EQF CRITERIA

1. The responsibilities and/or legal competence of all relevant **national bodies involved in the referencing process** are clearly determined and published by the competent authorities

- **Ministry of Education and Science** – leading state regulatory authority in the field of education and science, <http://izm.gov.lv>
- **Academic Information Centre** – Latvian Coordination Point for the EQF, <http://www.nki-latvija.lv>

2. There is a clear and demonstrable **link between** qualification levels in the **NQF** and the level descriptors of the **EQF**

- LQF level descriptors were developed in compliance with EQF level descriptors
- Revision of LQF level descriptors in 2017 in order to preserve a clear link between the LQF and the EQF level descriptors

3. The NQFs and their qualifications are based on the principle and objective of **learning outcomes** and related to arrangements for **VNIL** and, where appropriate, to **credit systems**

- Establishing the LQF provided strong incentives for the transition to learning outcomes in practice
- The use of learning outcomes is ensured by state education and occupational standards, state examination system, accreditation of education institutions and education programmes
- Prepared One-Off Report to describe VNIL system in Latvia (presented in EQF AG in December 2018)
- Since 2012, no significant changes have been made in credit systems



4. The procedures for **inclusion of qualifications in the NQF** or for describing the place of qualifications in the national qualification system are transparent

- The referencing process was transparent, as all main stakeholders were involved in the discussions
- Qualifications are included in the LQF according to the legal provisions, i.e. by law

Legal framework of the LQF

(changes since 2011)

2015

- Amendments to the Education Law (1998) – defined the LQF, levels, and emphasised learning outcomes
- Amendments to the Vocational Education Law (1999) – referencing professional qualification levels to the LQF, basis for the reference to the LQF in certificates

2017

- New Cabinet Regulations “Regulations on the education classification of Latvia” (13.06.2017) – previous regulations on 2.12.2008, with amendments on 9.10.2010

Education Law, Section 8¹

Latvian Qualifications Framework

(1998, with amendments in force on 16 July 2015)

(1) Latvian Qualifications Framework is an **eight-level system comprising education levels** (basic, secondary and higher education) and **all types of education** (general, vocational/professional and academic education), as well as **professional qualifications obtained outside formal education**. The LQF is referenced to the EQF

(2) LQF levels are described by the **learning outcomes** to be achieved at the relevant level. Each further level represents the knowledge, skills, and competences defined for the preceding level

(3) LQF levels are as follows:

1) first qualification level – ability to demonstrate elementary knowledge and use it to perform basic practical tasks under supervision of a professional

[...]

8) eighth qualification level – ability to demonstrate extensive scientific knowledge and skills; ability to demonstrate the knowledge and understanding of most advanced scientific theories and findings, and to use scientific methodology and contemporary scientific methods in the relevant field of science or profession and in the interface of various fields; ability to independently improve one's scientific qualification and to implement large-scale scientific projects; ability, by means of independent critical analysis, synthesis and assessment, to carry out significant research or innovation tasks

Reviewing the LQF levels

National and international discussions, studies, experts' recommendations



- ✓ Qualifications of special basic education – on the LQF/EQF level 1 (previously LQF/EQF levels 1-2)
- ✓ Certificates of general/vocational basic education – on the LQF level 2 (previously LQF level 3)
- ✓ Certificate of vocational education (*arodizglītība*) with not direct access to HE – on the LQF level 3 (previously LQF level 4)
- ✓ Certificates of professional qualification included – LQF levels 2 to 4 (previously did not include)
- ✓ In 2018, a new qualification was introduced – professional Doctor's diploma in arts (LQF level 8)

Qualifications	LQF level (2011)	LQF level (2019)
Certificate of general basic education (special education programmes for learners with (severe) mental development disorders or multiple severe developmental disorders)	1, 2	1
Certificate of general basic education Certificate of vocational basic education Certificate of professional qualification (at basic education level)	3	2
Certificate of vocational education (arodizglītība) Certificate of professional qualification (at vocational education (arodizglītība) level)	4	3
Certificate of general secondary education Diploma of vocational secondary education Certificate of professional qualification (at secondary education level)	4	4
Diploma of first level professional higher education (college education, length of full-time studies – 2 to 3 years)	5	5
Bachelor's diploma Professional Bachelor's diploma Diploma of professional higher education, diploma of higher professional qualification (length of full-time studies – at least 4 years)	6	6
Master's diploma Professional Master's diploma Diploma of professional higher education, diploma of higher professional qualification (total length of full-time studies – at least 5 years)	7	7
Doctor's diploma Professional Doctor's diploma in arts	8	8

5. The **national quality assurance system** for education refers to the NQF and is consistent with the principles on quality assurance

- All qualifications included in the LQF are subject to quality assessment
- Qualification providers may issue state recognised qualifications if they and relevant education programme are licensed and have undergone accreditation

6. The referencing process should include the **stated agreement of the relevant quality assurance bodies** that the referencing report is consistent with the relevant state quality assurance arrangements, provisions and practice

- Quality assurance bodies and other authorities involved in the referencing process have already agreed with the amendments to the Cabinet Regulations defining the placement of qualifications in the LQF
- Quality assurance bodies were involved in the consultation process and in the preparation of the Report
- The Report includes the opinion of the quality assessment agency

7. The referencing process should involve **international experts**

- Three international experts:
 - ❖ Juraj Vantuch, Slovak National Observatory of Vocational Training
 - ❖ Kulli All, Ministry of Education and Science of Estonia
 - ❖ Karolina Pietkiewitz, higher education expert and project manager of European Students' Union until June 2017
- Two experts' reviews included in the Report

8. The competent authority should **certify the referencing of the NQF with the EQF**

- The Report was prepared in cooperation with the Ministry of Education and Science, social partners, and other interested parties
- The referencing of the LQF was ensured by law, which certifies the legal status of LQF

9. Within 6 months from having referenced or updated the referencing report, Member States should **publish the referencing report and provide relevant information** on the relevant European portal

- The Report is available at:
 - Latvian NCP website (<http://nki-latvija.lv> or <http://nqf-latvia.lv>)
 - Latvian ENIC/NARIC website (www.aic.lv)
- The Report will be published on:
 - LOQ/PLOTEUS portal (<https://ec.europa.eu/ploteus/lv>)
 - EHEA website (www.ehea.info)

Latvian Qualifications Database

(since 2016)

www.latvianqualifications.lv

- ~ 2000 qualifications referenced to the LQF
- Learning outcomes of qualifications in LV and EN
- Interconnected with the LOQ/PLOTEUS and ESCO portals



LATVIAN QUALIFICATIONS DATABASE

INFORMATION ABOUT THE LATVIAN QUALIFICATIONS REFERENCED TO LATVIAN QUALIFICATIONS FRAMEWORK (LQF)

LATVIEŠU | ENGLISH

About Database

Glossary

Education system

Links

Events

Questions / answers

Search qualification

Statistics

Latvian Qualifications Database

10. All newly issued documents related to qualifications that are part of the national qualifications frameworks or systems and/or qualification registers should **contain a clear reference**, by way of national qualifications framework or systems, **to the appropriate EQF level**

- **Higher education** – in Diploma Supplements a reference to the EQF or LQF level or the QF-EHEA level – **since 2013**
- **Vocational Education** – in certificates of vocational education a reference to the LQF level – **since 2017**



COMPLIANCE OF SELF-ASSESSMENT PROCESS WITH CRITERIA AND PROCEDURES OF EHEA

EHEA criteria I

1. The national framework for HE qualifications and the bodies responsible for its developments are designated by the national ministry with responsibility for HE

Ministry of Education and Science
Academic Information Centre (Latvian NCP)

2. There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the QF-EHEA

Since 2011, no significant changes have been made
The Report provides comparison between the descriptors

3. The national framework and its qualifications are demonstrably based on learning outcomes, and the qualifications are linked to ECTS credits or credits comparable to ECTS

Cycle descriptors based on statements of what a learner knows, understands, and is able to do
Established national credit system (comparable to ECTS)

4. The procedures for inclusion of qualifications in the national framework are transparent

Certification process included all relevant stakeholders
Qualifications are included in the NQF by law

EHEA criteria II

5. The national quality assurance system for HE refers to the national framework for HE qualifications and is consistent with the Berlin Communiqué and any subsequent Ministerial Communiqués in the Bologna Process

All qualifications included in the LQF are subject to quality assessment

HEIs may issue state recognised qualifications if they and relevant education programme are licensed and have undergone accreditation

The Report includes opinion of the QA agency in HE (AIKA)

6. The national framework for HE and any alignment with the QF-EHEA are reflected in all Diploma Supplements

Since 2013, Diploma Supplements include a reference to the EQF or LQF level or the QF-EHEA level

7. Responsibilities of parties involved in the NQF for HE are clearly determined and published

Responsibilities of the involved parties are clearly determined by laws and regulations

All authorities participated in the discussion of the Report

EHEA procedures I

1. Competent state body should confirm the compatibility of the national framework with the QF-EHEA

Self-certification process involved all HE stakeholders
LQF was established by legal provisions supported by the stakeholders

2. Self-certification process should include an agreement with quality assurance bodies recognised through the Bologna Process

Quality assurance bodies involved in consultation process and in preparing the Report
The Report includes the opinion of the QA agency – AIKA (member of ENQA, EQAR)

3. Self-certification process should involve international experts

Involved international experts:

- Juraj Vantuch, Slovak National Observatory of Vocational Training
- Kulli All, Ministry of Education and Science of Estonia
- Karolina Pietkiewitz, higher education expert and project manager of European Students' Union until June 2017

EHEA procedures II

4. The self-certification should be published and address separately each of the established criteria

The Report is available at Latvian NCP website

The Report will be published on the website of Ministry, LOQ/PLOTEUS portal, EHEA website

5. The ENIC/NARIC network should maintain a public listing of states that have completed self-certification process

The Report is available at Latvian ENIC/NARIC website

6. The completion of self-certification process should be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the QF-EHEA

Since 2013, Diploma Supplements include a reference to the EQF or LQF level or the QF-EHEA level

Conclusions

- Well-structured reforms are **time and resources consuming** – in 9 years Latvia has developed an operational NQF
- Dividing the **referencing process in two phases** was a useful step to ensure implementation of the LQF, and now Latvia has to initiate national discussion about the **further developments of the framework**
- All the relevant **stakeholders should be involved** in the discussions about the developments of the NQF to ensure that the framework is operational
- Development and use of particular **terminology** is a significant part of the referencing process in order to ensure mutual trust and common understanding between the stakeholders
- The LQF is **constantly under development** following the processes in education and labour market, as well as trends in recognition and mobility

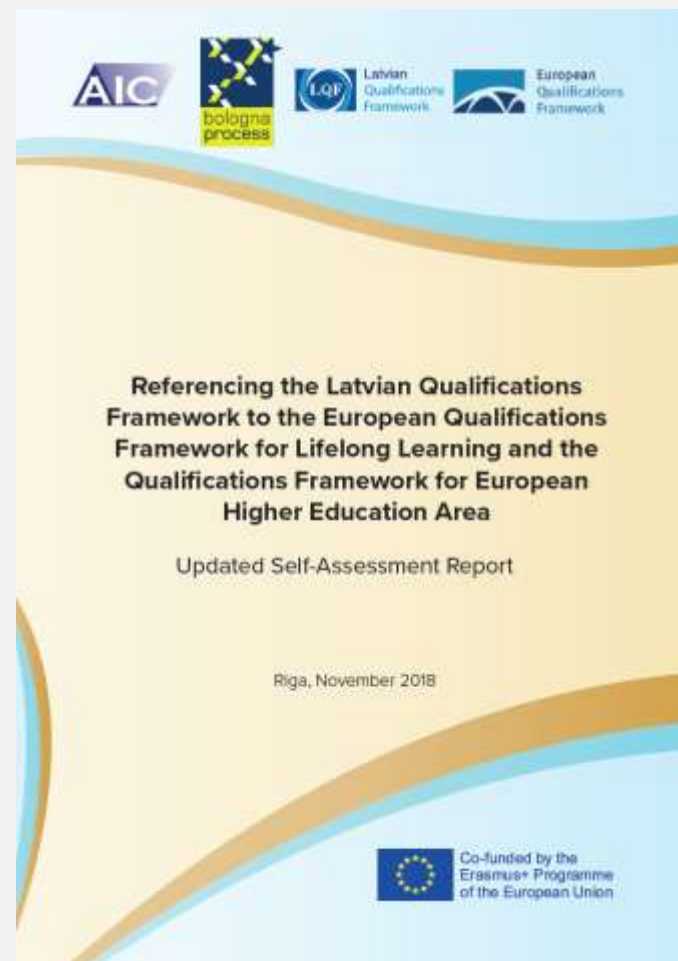


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