

## Quality Assurance in VET: Latvia

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

### VET system and quality assurance

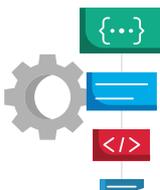


**Overview of the VET system and how quality assurance takes place**

VET programmes are implemented in educational institutions, including practical training (internship) in education institutions or companies. VET institutions may be public (founded by the state or local governments) or private. VET institutions offer programmes in all thematic areas of education.

VET programmes are classified as follows:

- Basic vocational education programmes last for 3 years and are foreseen for students without a certificate of basic education (after completion of at least 7 grades of basic education, but they must be at least 15 years old). Graduates receive a certificate of vocational basic education and vocational qualification level 1 (EQF Level 2). The certificate allows students to continue education at secondary level.
- Vocational education programmes (partial secondary level vocational education) last for 2 to 3 years for students with basic education or persons at least 15 years old, and graduates receive a certificate of vocational basic education and vocational qualification level 2 (EQF 3). These educational programmes do not give the right to participate in higher (tertiary) education programmes. To study at the higher education level, a person should take a one-year general secondary education balancing course.
- Vocational upper-secondary educational programmes last for 4 years and are open to students who have completed compulsory basic education. Graduates receive a diploma of vocational secondary education and vocational qualification level 3 (EQF 4) or diploma of vocational secondary education if the qualification examination has not been passed.
- Post-secondary non-tertiary vocational education can be pursued after graduating from general secondary schools. They are focused towards mastering purely professional skills and knowledge.
- First level professional higher education (college education) programmes (2 to 3 years) leading to vocational qualification level 4 (EQF 5)
- Second level professional higher education leading to vocational qualification level 5 (4 to 6 years, EQF 6). Having completed a programme, students are awarded with a professional qualification or a professional bachelor's degree that can be

	<p>followed by a further one to two years of professional Master's studies. The Master's degree of higher professional education is awarded if the total duration of studies is at least 5 years.</p> <ul style="list-style-type: none"> <li>• Professional continuing education programmes enables adults with previous education and work experience to obtain professional qualifications.</li> <li>• Professional development education programmes are for people regardless of their age and previous education or professional qualifications to master systematised professional knowledge and skills.<sup>1</sup></li> </ul> <p>Vocationally orientated education programmes are also implemented in addition to general basic education and secondary education to prepare students for vocational education in arts, culture, or sports. These programmes provide knowledge and skills in the selected field but do not provide professional qualifications.</p> <p>If a student has completed a relevant part of the professional qualification, he or she may be awarded with a certificate of completion for a part of the professional qualification, or a certificate of completion for a module, if a specific module has been completed.</p> <p>Quality assurance includes regular internal assessment or self-evaluation and external evaluation or accreditation. The quality areas and criteria are the same for both. The quality areas to be assessed are common to all forms of vocational education, but criteria indicators or their content may vary.</p> <p>The purpose of evaluating education quality is to obtain objective information and data on the education institution and the implementation of the educational programme, to see if it is compliant with legislation and good practice, and to determine the level of performance quality.</p> <p>More information about the VET system in Latvia can be found on Cedefop's VET in Europe database: <a href="https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/latvia">https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/latvia</a></p>
 <p><b>System-level QA arrangements</b></p>	<p>The education quality in Latvia is being evaluated both externally by conducting an accreditation process and internally by conducting a self-assessment process and developing a self-assessment report. The educational institutions are being evaluated according to 4 areas and 12 criteria.</p> <p>Accreditation of an educational institution is a regular assessment of the quality of the activity of the educational institution and granting of rights to issue a state recognised education document on the acquisition of an education corresponding to a specific educational</p>

<sup>1</sup> <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/latvia-u2>

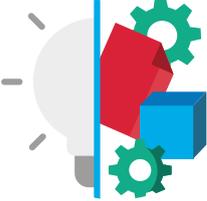
	<p>programme. According to the quality evaluation guidelines, accreditation ensures that the content of VET programmes implemented by all public, local, and private educational institutions complies with a specified standard. Only accredited local government or private VET institutions may apply for state funding for vocational education, professional development, and vocationally oriented educational programmes.</p> <p>The national quality assurance system makes provision for the external review of both IVET and CVET providers. The external evaluation of education institutions and their programmes normally takes place every six years. The State Education Quality Service organises quality assessment or accreditation of education institutions.</p> <p>Accreditation of education institutions and programmes is based upon an evaluation of documents done by the State Education Quality Service and a report provided by an external expert commission. When VET institutions or programmes are accredited, the expert commission includes a relevant sector representative to evaluate the respective profession. This person is delegated by the sectoral expert council of the relevant sector.</p> <p>At the end of accreditation, the expert commission develops a report, introduces it to the educational institution, and submits it to the State Education Quality Service.</p> <p>Due to the unified system for accreditation of general and vocational education institutions and programmes, the procedures and requirements, as well as the accreditation periods, are almost identical for IVET and CVET.<sup>2</sup></p>
 <p><b>Provider-level QA arrangements</b></p>	<p>The self-assessment has to be conducted every year and the public part of the report has to be published on the webpage of the educational institution or its founder, while the unpublishable part has to be submitted to the State Education Quality Service.</p> <p>A self-assessment report is developed as a result of the self-assessment process. The self-assessment report has always been an important part of the accreditation of educational institutions in Latvia. VET providers can use any self-assessment method, but the structure of the self-assessment report is determined by the regulation.</p> <p>The self-assessment report shall contain information corresponding to almost all EQAVET indicators. The EQAVET indicators will be used later to monitor the quality of education. The key measures relate to the curriculum, equality and inclusion, teaching and learning,</p>

<sup>2</sup> <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

	<p>professional competence of teachers, learner achievement, the well-being of learners, resources, infrastructure, and governance.</p> <p>Research on labour market demand and planning of vocational education development is the responsibility of the state and municipalities. Employers are also involved in this process through tripartite dialogue and Sectoral Expert Councils.</p>
 <p><b>Which organisation(s) are responsible for VET policy?</b></p>	<p>The VET system is managed by centralised state institutions:</p> <ul style="list-style-type: none"> <li>• The Cabinet of Ministers determines the national policy and strategy direction in vocational education, funds vocational education providers as well as setting procedures for issuing state recognised qualifications and the recognition of foreign qualifications.</li> <li>• The Ministry of Education and Science develops regulations for VET, makes proposals about the allocation of funds from the state budget (other ministries finance VET institutions under their supervision), supervises VET providers and participates in tripartite consultations with social partners concerning VET development.</li> </ul>
 <p><b>Recent policy developments (in the last 12 months)</b></p>	<ul style="list-style-type: none"> <li>• The amendments have been made to the Vocational Education Law (introduced on 1 April 2022) stating the status of VET institutions according to the professional qualification that can be obtained in the VET institution. The statuses are the following: technical school; education competence centre in arts; vocational secondary school; and continuing vocational education centre. For each, the Law also states functions and objectives.</li> <li>• Following the amendments in the Vocational Education Law, amendments have also been made in the Regulation on the accreditation procedure of VET institutions stating that besides regular accreditation criteria, VET institutions are also evaluated according to the requirements of their status (analysing the data within three-year periods). The requirements include the number of students, the number of students that have passed qualification exams, cooperation with employers, implementation of work-based learning, etc. The Regulation is in the process of reconciling with the Ministry of Education and Science.</li> </ul>
 <p><b>Priority areas for</b></p>	<p>According to the Latvian Education Development Guidelines for 2021-2027 “Future Skills for the Future Society” to ensure a high-quality level and to move towards research-based education policy planning and decision making the key areas to be addressed in Latvia regarding QA are:</p> <ul style="list-style-type: none"> <li>• Changes in the procedures for the authorisation and accreditation of general and vocational educational institutions, vocational and general education programmes, and the evaluation of the heads of educational institutions, to ensure effective quality</li> </ul>

<p><b>QA in your country</b></p>	<p>management and monitoring of education, while at the same time reducing the administrative burden.</p> <ul style="list-style-type: none"> <li>• The introduction and improvement of a quality monitoring system of education to provide data for decision-making at the school and the system level.</li> <li>• Development of a system of coordination and cooperation between the parties involved in ensuring quality management and quality monitoring, ensuring a clear division of functions, the coherent development of quality assessment tools, effective data management, and the sustainability of the system.</li> </ul>
----------------------------------	--

### Specific projects in the country (optional)

 <p><b>Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country</b></p>	<p>Very importantly, the project that is ongoing, and has links to the EQAVET is the Establishment and implementation of the Education Quality Monitoring System (Project No 8.3.6.2/17/I/001). The main aim of the project is to develop an education quality monitoring system based on the measurement and analysis of statistical information, comparative educational research results, state level educational achievements, and other indicators characterising the results of the work of education institutions, analysis of the results of centralised examinations, and the use and analysis of accreditation, licensing, as well as quality assessment information for teachers, taking into account the medium and long term strategic objectives and results of the sector to be achieved.</p> <p>The organisations involved are the Ministry of Education and Science, the State Education Quality Service, the National Centre for Education, University of Latvia, and University of Liepaja.</p>
---	--

 <p><b>Which organisation(s) are responsible for the project / initiative</b></p>	<p>State Education Quality Service.</p>
--	---

### Use of EQAVET labels

No

**Do you use an  
EQAVET label or  
seal to certify VET  
providers in your  
country?**

Yes