SPORIREA CALITĂȚII ȘI EFICIENȚEI ÎNVĂȚĂMÂNTULUI PROFESIONAL TEHNIC

DEFINITIONS (EQF)

- 'qualification' - a **formal outcome of an assessment and validation process** which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards

- 'national qualifications framework' - **an instrument for the classification of qualifications** according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society

- 'national qualifications system' - all aspects of activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. That includes the development and implementation of institutional arrangements and processes relating to **quality assurance, assessment and the award of qualifications**.

BACKGROUND FOR NQF

There were defined levels in different sectors of education:

- *General education* – primary, basic and secondary education (1991)

- *Vocational education and training* – 4 levels of learning outcomes for VET (1997); all curriculum – LO based; VET standards; Social partnership schemes

- *Higher education* – bachelors, masters and doctoral degrees (1991); establishment of colleges; college study programmes - LO based

QF: DESCRIPTORS

LTQF

- Complexity

  to define the nature of activities, the scope of tasks and responsibility

- Autonomy

  to define activities in terms of changing organization and subordination factors

- Variability

  to define activities in terms of changing technological and organizational environment

EQF

- Knowledge

  as theoretical and / or factual

- Skills

  as cognitive and practical

- Competence

  is described in terms of responsibility and autonomy

DESCRIPTIONS OF LTQF LEVELS

- For the **description** of each level of Qualifications framework a **matrix** has been used:

	Knowledge	Skills	Competence
Complexity	....	......	....
Autonomy	....	....	....
Variability	....	....	....

EXAMPLE

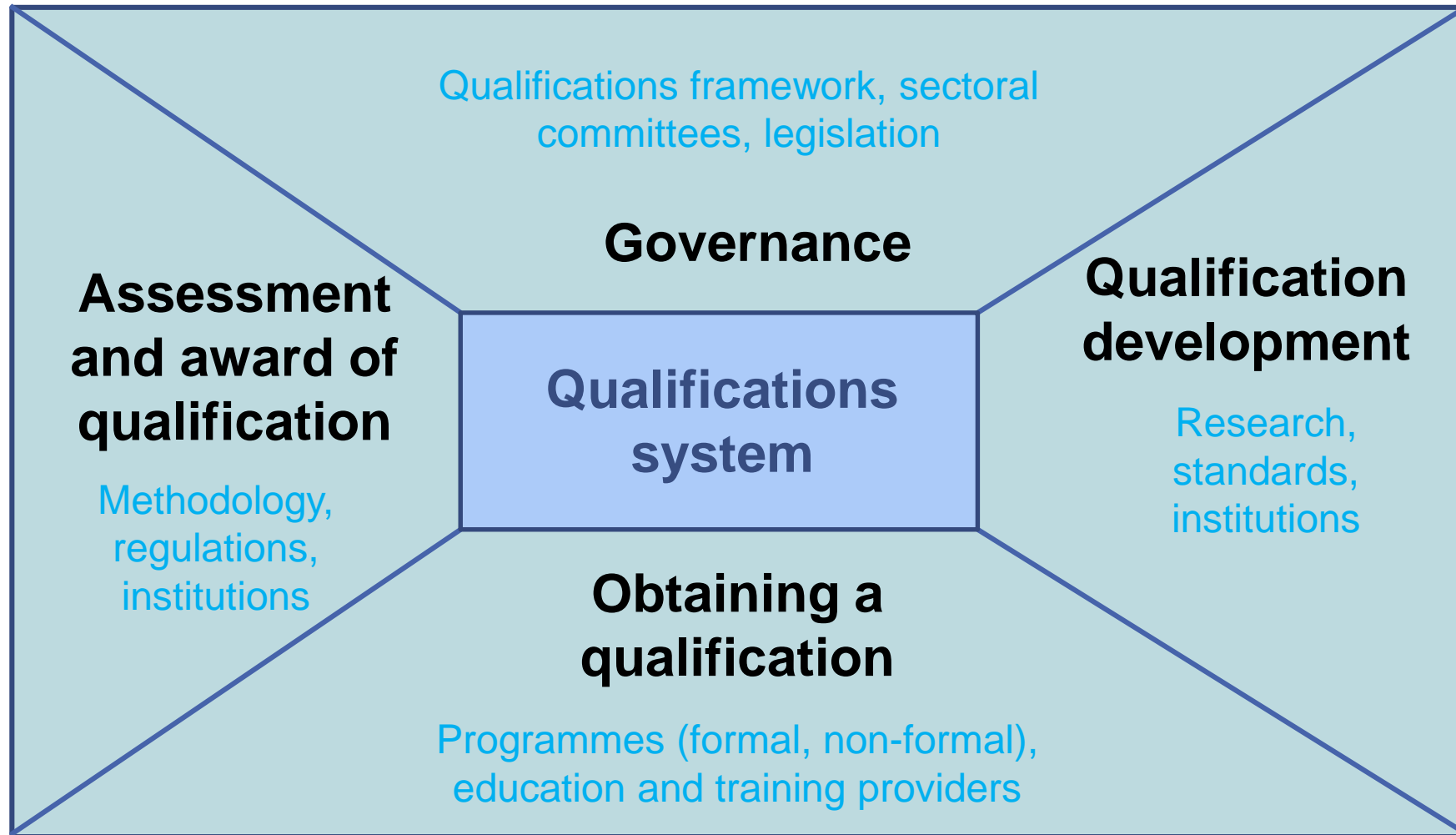| Level of Lithuanian qualifications	Description of the qualification level
4	The qualification is intended for activities consisting of actions and operations in relatively broad areas of activity. The activities are performed by carrying out several or more specialised activity tasks, solutions to which are not always tested or known. Performance of the activities involves the ability to apply factual and theoretical knowledge characteristic of a broad context related to the activity areas. The activities are performed autonomously, assuming the responsibility for the quality of the procedures and outcomes of performance. With the acquisition of experience, the qualification allows the transfer of practical skills to the staff of lower qualifications as well as supervision of their activities. The activity environment requires the ability to adapt to the developments predetermined by the context change, which is normally foreseeable.

THE SCOPE OF LTQF

- **8 qualifications levels, covering all qualifications awarded in Lithuania,** except qualifications of primary education

- Qualifications can be acquired through the **formal**, **non-formal**, **informal** learning and from **professional experience** at all LTQF levels

QUALIFICATIONS SYSTEM

Qualifications framework, sectoral committees, legislation

Governance

Assessment and award of qualification

Methodology, regulations, institutions

Qualifications system

Qualification development

Research, standards, institutions

Obtaining a qualification

Programmes (formal, non-formal), education and training providers

REGISTER

- **Since 2000 Lithuania has a Register of study and training programmes and qualifications. Every program has a code which is linked with the educational level. https://www.aikos.smm.lt/Puslapiai/Pradinis.aspx**

  - **General education:** General education programmes are approved by Minister of Education and Science

  - **Vocational Education and Training:** VET programmes are legitimized in accordance with *„Description of Formal Vocational Education and Training Programme Preparation and Legitimization Procedure*"*. QVETDC – is data provider for the Register

  - **Higher Education**: HE institutions develop programmes by themselves. The study programmes are developed and evaluated in accordance with the requirements approved by Minister. Centre for Quality Assessment in HE - is data provider for the Register

HE PROGRAMMES

New study programmes:

- HE institution develops a programme

- Applies to SKVC

- All programmes are checked for compliance with legal requirements

- In case comprehensive evaluation is required, it is conducted by 2 experts with relevant experience in the field.

- New study programmes are accredited for a period **one year longer** than the full duration of the study programme.

Current study programmes:

- All study programmes are accredited **at least once every 6 years**

- Accreditation is based on the external evaluation report (SKVC)

- Programmes may be accredited for a period of 6 years or 3 years. **If evaluation negative** – no accreditation

- The quality is assessed in 6 evaluation areas: *aims and LO, curriculum design, facilities and learning resources, study process and students' performance assessment, programme management*

SOCIAL PARTNERSHIP

- **Industrial Lead Bodies** equally representing employers, trade unions and education providers, **were** the main consultative bodies of the Ministry of Education and Science on the sectoral level in developing VET standards and VET curricula (were **working on voluntary basis**)

- **Involvement of employers** in the process of standards and curriculum development and assessment of competences

- In 2003, the decentralization of VET management started through a **change of status of state-run vocational schools to self-governing institutions**. This change enables different stakeholders (enterprises, social partners, regional and municipal government, etc.) to participate in the management and funding of VET providers. The new status also increases their financial independence.

SECTORAL PROFESSIONAL COMMITTEES (SPC)

- **SPC** consists of **at least 9 members** representing **social partners** (at least 50% shall be employers), **ministries** (1 – Ministry of Education, Science and Sport; 1 – Ministry of the Economy and Innovation, 1 – relevant ministry depending on the sector), **vocational education and training and research and higher education institutions**.

- The **Qualifications and Vocational Education and Training Development Centre** (6 persons) supervises and coordinates the activities of the sectoral committees. Following analysis of sectoral needs, the number of sectoral committees increased from 17 to 18, currently covering all economic sectors.

SPCs = cooperation platforms for business representatives, employers, employees and education providers to reach common agreement

Jurgita Petrauskiene

SPC FUNCTIONS

- To validate **professional standard**

- To assess **VET programmes** or their modules

- To assess the **scope of apprenticeship training** organisation within a specific economic sector and submit offers to the Ministry

- To help **external evaluation** of VET providers and programmes (formal education)

- To submit conclusions on requirements for the **registration of non-formal vocational training programmes** and their modules in the Register of studies, curricula and qualifications

- to consider and submit proposals to the Ministry **regarding Level I-VIII qualifications in the LTQF** (including qualification names, levels, assessment, awarding)

- To submit proposals to the Ministry of **Education**, Science and Sport, the Ministry of **Economy** and Innovation, the Ministry of **Social Security and Labour** on **non-formal vocational training and non-formal adult education programmes** and(or) the **need for specialists**
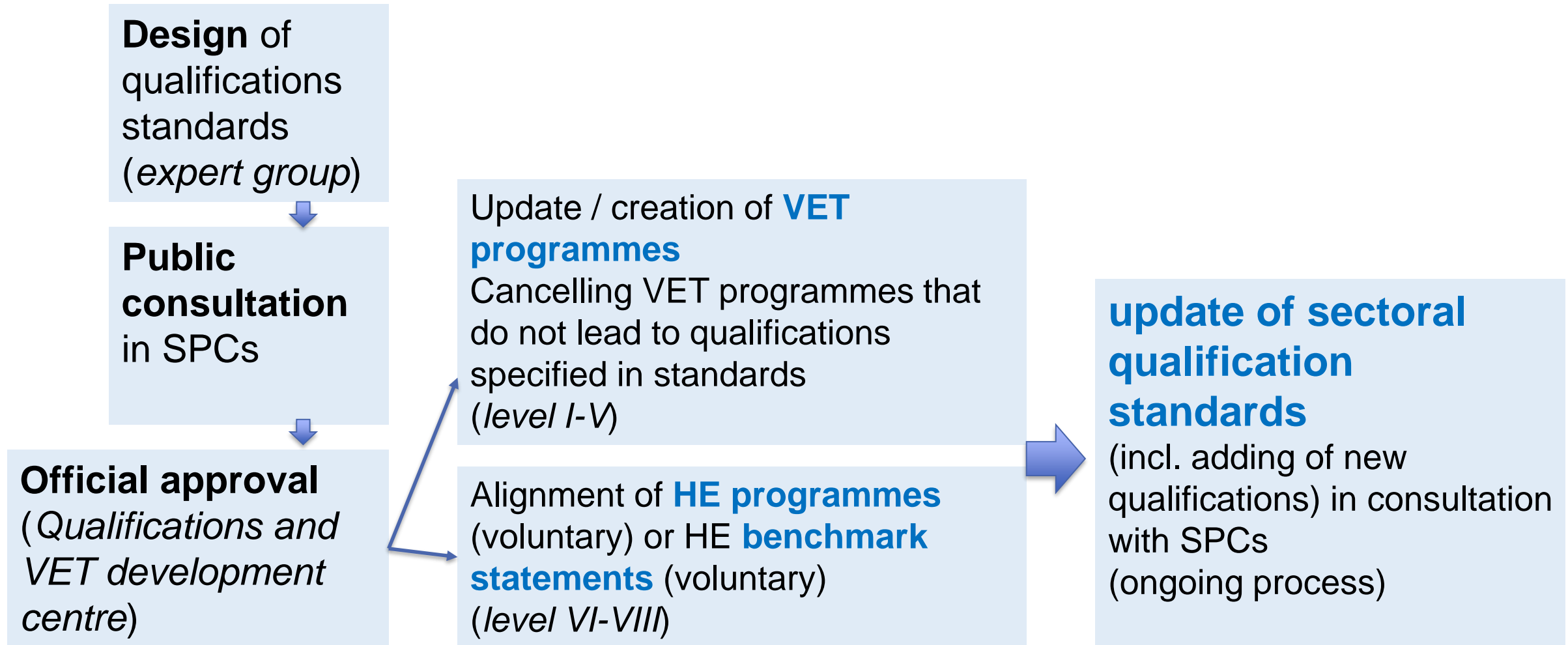
PROFESSIONAL STANDARDS

- Title of qualification

- Short description of qualification

- Key units of qualification/ competences/ range of competences

- Specialisation units/ competences/ range of competences

- Requirements for award of qualifications

- Requirements for assessment of competences

Qualifications in hotels and restaurants sector standard

Qualifications	LTQF level
Room cleaner, Bread and cake baker, Cook	II
Barman, Waiter, Bread and cake baker, Cook	III
Guests service worker, Hotel econom, Barman, Confectioner, Waiter	IV
Hospitality services administrator, Confectioner, Chef, Restaurant services administrator	V
Accomodation services manager, Food services manager	VI
Accomodation services manager, Food services manager	VII

PROFESSIONAL STANDARDS

Design of qualifications standards (*expert group*)

↓

Public consultation in SPCs

↓

Official approval (*Qualifications and VET development centre*)

Update / creation of **VET programmes**
Cancelling VET programmes that do not lead to qualifications specified in standards
(*level I-V*)

Alignment of **HE programmes** (voluntary) or HE **benchmark statements** (voluntary)
(*level VI-VIII*)

→

update of sectoral qualification standards
(incl. adding of new qualifications) in consultation with SPCs
(ongoing process)

PERMEABILITY

- **LTQF** - Qualifications can be acquired through the formal, non-formal, informal learning and from professional experience at all LTQF levels

- **Mechanisms for validation** of LO acquired outside formal education

- Parallel with a vocational qualification, students are provided with **opportunities to acquire** a lower or an upper secondary education.

- Professional standards (**sectoral qualifications**)

- **Quality assurance** (all sectors of education)

- **Sectoral Professional Committees**

REFERENCING PROCESS

STRENGTHS

Increases **mutual trust:** nationally and internationally

Impetus for qualifications system **development** (qualifications standard, legislation, learning outcomes ...)

„**Together at the table**" – all education sectors and stakeholders

CHALLENGES

Assure **quality of qualifications assignment to LTQF levels** (attribution of general education qualifications is not foreseen in legislation)

Further develop recognition of qualifications acquired through **non-formal or informal learning and professional experience**

Involve **all stakeholders** into the development of qualifications system

THANK YOU FOR YOUR ATTENTION ☺