Valsts izglītības
satura centrs

The System of Professional Qualifications and VET Curriculum Reform

09.05.2024

Amendments to the Vocational Education Law

The system of professional qualifications is a systematized set of requirements necessary in the sector for the acquisition of professional qualification and improvement of professional competence, which consists of:

1) Sectoral qualifications framework

2) Occupational standards and included professional qualification requirements

3) The content of vocational education

4) The conditions for the assessment, recognition, and granting of a professional qualification or a part of it

The Vocational Education Law applies to all levels of vocational education

The structure of education must correspond to the structure of employment

Qualifications Frameworks

European Qualifications Framework

(Meta-Framework)

Latvian Qualifications Framework

Sectoral Qualifications Frameworks (15)

VET Curriculum Reform

Social partners involvement

Sectoral qualifications structure development

Teachers/trainers professional competences improvement

Main aim:
Establish a system for ensuring VET Curricula development corresponding to the labour market needs.
VET accessibility and attractiveness

Occupational standards development

Mechanism of acquired competences assessment and validation (formal, non-formal, informal study)
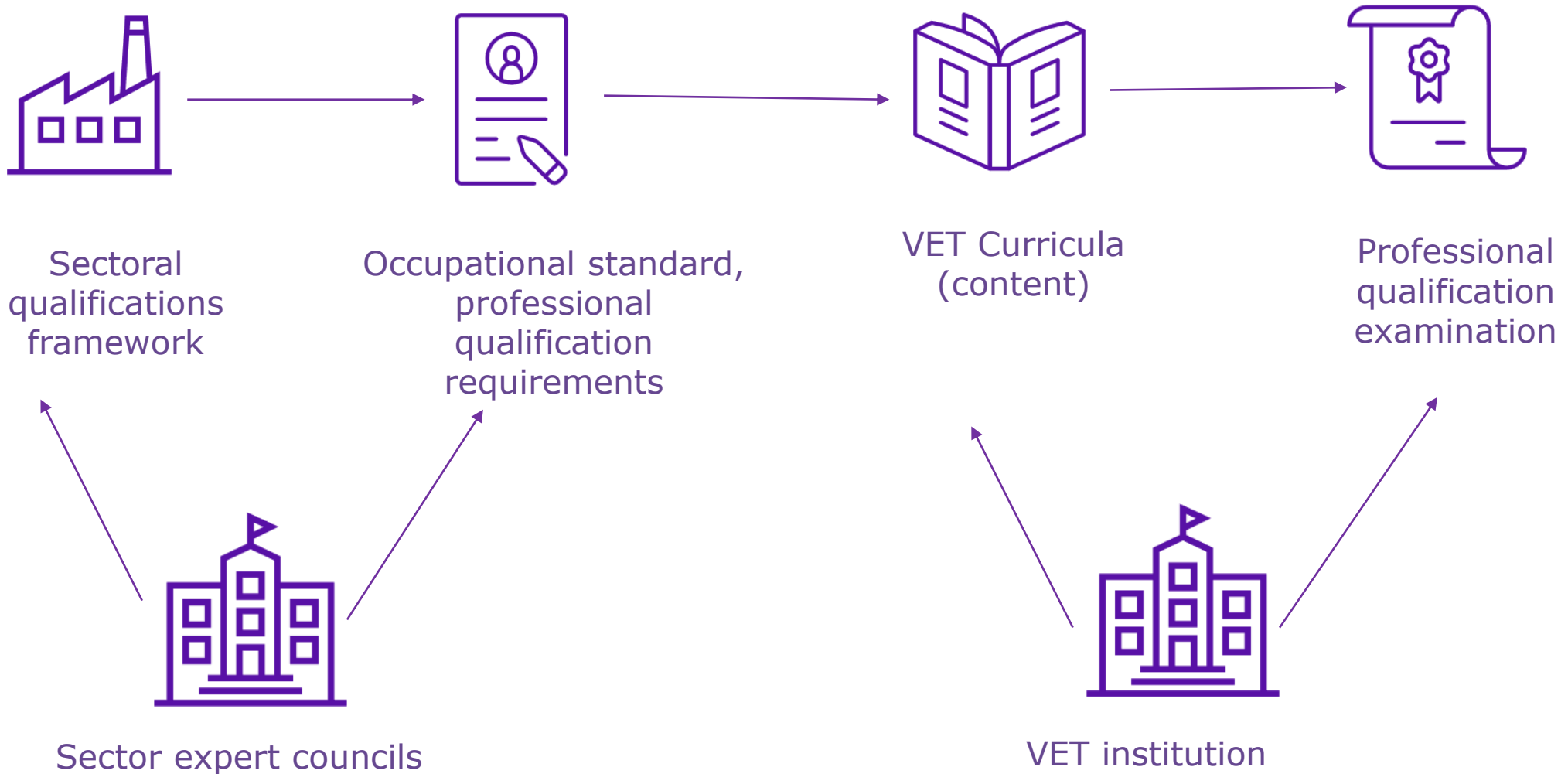
Modular Curriculum development

Valsts izglītības satura centrs

Cooperation between VET Institutions and Sector in the Field of VET Education

Valsts izglītības satura centrs

Sectoral qualifications framework

Occupational standard, professional qualification requirements

VET Curricula (content)

Professional qualification examination

Sector expert councils

VET institution

The essence and structure of the Sectoral Qualifications Framework (SQF)

SQF – structured by qualification levels, description of the qualifications of the sector and the necessary requirements for professional competencies for their owners, created on the basis of research of technological processes in the industry/sector using **functional analysis**

➢ **Description of qualifications' levels** through the parameters of professional activity based on the National Qualifications Framework

➢ **Determining the relationship** of qualifications demanded by the labor market, their **specializations** and characterizing their main and additional functions

➢ Map of Sectoral qualifications is a visualization of the description structured by qualification levels

6

The Role and Importance of the Sectoral Qualifications Framework

The **most important element** of the sectoral system of professional qualifications

The **basis for the formation of an order** of the labor market to VET system to prepare workers with competencies corresponding to the qualification level and these occupations will be in high demand

The basis for the development of **occupational standards and VET programs** demanded by the labor market, their updating

Ensures the **comparability** of qualifications, which makes it possible to plan career and advanced training, taking into account **horizontal and vertical mobility**

Creates conditions for a broad **public understanding** of European instruments in the LLL education - EQF, ECVET, EQAVET, etc.

The development and implementation of the SQF forms the **methodological basis** for fundamental changes in the education system and the sectoral system of qualifications

Acts as a **catalyst** for VET education reforms

Problems in the development and implementation of Sector Qualifications Framework

Problems	Positive experience in progress
Different understanding of qualifications levels (EQF,LQF,SQF) of branch/sector experts and other users	The development of Sector Expert Councils, the involvement of a wide range of stakeholders contributed to a common understanding
The lack of unified approach to the qualifications of one branch/sector by employers and VET system	Bringing representatives of the industry together to brainstorming lead to a common understanding
The lack of methodology for the development of SQF	In the framework of ESF project had been created methodological material for the development of SQF. Now it needs to be updated
Insufficient regulatory framework	Improved regulatory framework. Amendments to the Vocational Education Act and Cabinet of Ministers Regulation were adopted

Valsts izglītības satura centrs

Main Principles Of SQF Development

Compliance with the levels of the National Qualifications Framework and Professional Qualifications Levels

The description of qualifications levels through the parameters of professional activity

Definition of interrelated areas of professional activity

The specific feathers of SQF

- The main principle adopted in developing sectoral qualifications frameworks is that they be developed **by the sector for the sector**

- This means the involvement of a **wide range of stakeholders representing different entities functioning in the sector** – companies, industry chambers and organisations, representatives of higher education and professional bodies, as well as regulatory authorities

- **Industry stakeholders** are therefore both the **creators as well as the recipients** of the solutions developed for the sectoral framework

- A team of sectoral experts develops a proposed SQF, which is then consulted with their professional stakeholders' community

- SQF levels must match specific LQF levels, but the level descriptors should be **sector specific**

- The number of described levels depends on the specific nature of the industry

The process and the main stages of SQF development

First stage

- ESF project «Development of sectoral qualifications system and increasing VET efficiency and quality» (01.12.2010 – 30.11.2015)
- Research of 14 sectors and creation the description for each, sectoral qualification structure (core occupations, specializations and linked occupations)

Second stage

- ESF project «Sectoral qualifications system improvement for vocational education and training development and quality assurance» (16.12.2016 – 31.12.2021)
- SQF have been updated by including descriptions of sector-specific learning outcomes at each level (corresponding to Latvian qualifications framework): knowledge, skills and competences (autonomy and responsibility)
- In April 2018, 15 SQF were officially approved, marking agreement between educators and employers on qualification required by the labour market
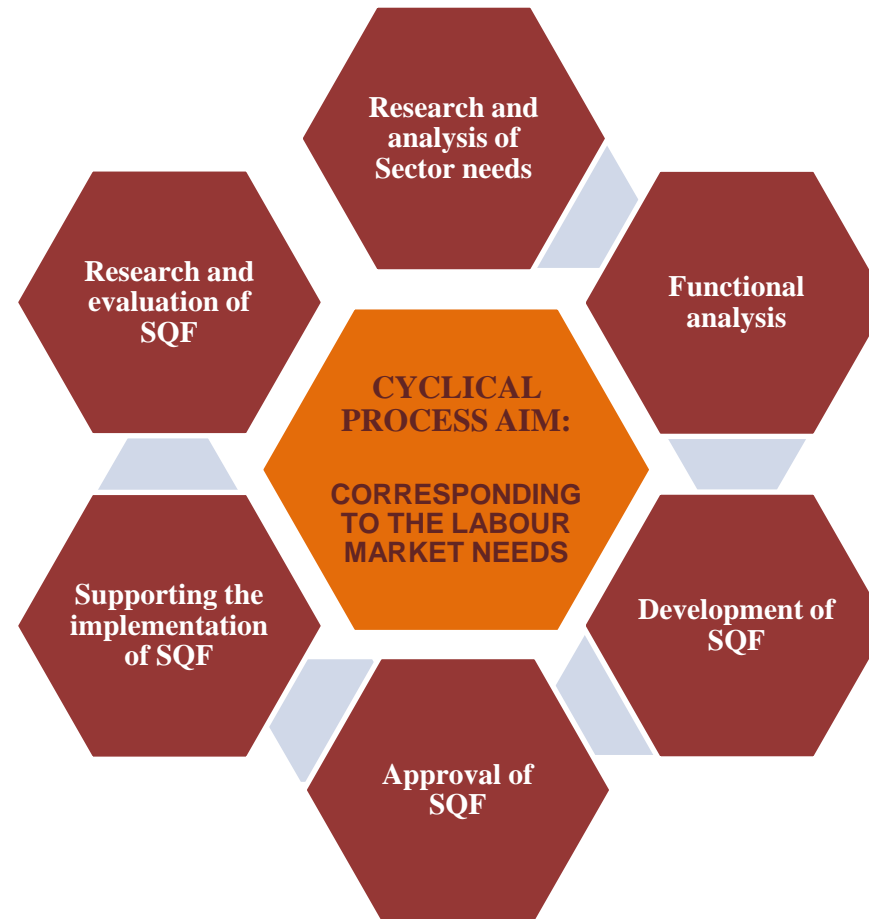
Next stage

- Research, evaluation and development of Sectoral Qualifications Framework

Valsts izglītības satura centrs

Developing, Implementing and Reviewing SQF

1st step. ESF project "Sectoral Qualifications System Development and increasing VET efficiency and quality" (01.12.2010 – 30.11.2015)

Implemented **in cooperation** with employers, employees and educators

14 Sector qualifications structures have been established as a result of sectors' research

12 Sector Expert councils were established

Occupational standards for **80 qualifications**

Methodological requirements for modular VET program development

Modular programs for **56 qualifications**

The process of examination and students' outcomes **assessment** was been improved

The system of the recognition of knowledge and skills acquired outside formal education and training was been established

Valsts izglītības
satura centrs

2ⁿᵈ Step. ESF project "Sectoral qualifications system improvement for VET for development of quality assurance" (16.12.2016 – 31.12.2022)

Valsts izglītības satura centrs

Improvement of 14 Sectoral Qualifications frameworks and **1 new** development for Design sector

Occupational standards development for **160 qualifications**

Modular programs development for **184 qualifications**

VET **qualification examination** content development for **210 qualifications**

Teaching/learning materials (digital) development and purchase of **simulation equipment**

ESF project "Individualisation and inter-sectoral cooperation for VET excellence" (2024 – 2029)

The aims are:

- To develop a systematic mechanism for coordinating the development of vocational education content

- Ensure cooperation between VET institutions and sectors in the provision of vocational education content

- Identify skills relevant to the labour market and introducing skills in education content for a sustainable, digital and green economy

- Ensure the development of a model for cooperation and implementation of work-based learning in vocational education

Basic documents for VET Curricula development

State VET Standard

- Defines strategic objectives of VET programs
- Sets the training duration for various VET programs
- Determines general education, professional modules/courses, their duration and distribution
- The volume and correlation of theory and practical training, qualification practice for each type of VET program
- Defines basic principles and procedures for assessment of acquired education

Occupational Standard/

Professional Qualification Requirements

- Defines the main responsibilities, professional tasks and the skills, knowledge and competencies necessary for their implementation
- Basis for evaluating the obtained learning outcomes and awarding qualification
- Necessary condition for the VET Curricula to meet the requirements of employers

Valsts izglītības satura centrs

Approaches for VET Curriculum development

Created on the basis of clearly defined <u>learning outcomes</u>

Based on the Sector Qualifications Framework and the Occupational Standard/Professional qualification requirements

Modular approach

The Advantages of Modular programs

- Flexibility. Promotes continuous updating of VET programs in accordance with the needs of the industry/sector

- Ensures the correspondence of the content of VET programs to the needs of the labor market

- Ensures the optimal ratio of general and professional knowledge, skills and competencies

- Knowledge is considered in the context of certain tasks related to professional activities and is interdisciplinary

- Provides students with free choice and transition from one educational program to another, which contributes to both horizontal and vertical mobility

- Provides the possibility of comparing and transforming acquired competencies, introducing credit points based on the National Qualifications Framework in accordance with the European Qualifications Framework

- Allows to take into account and summarize the achieved learning outcomes obtained through formal, non-formal or informal education in the context of lifelong learning

The forms and duration of acquisition of VET education

The forms:

    1. face-to-face, including work-based learning

    2. distance learning

    3. self-education

The duration:

    1.vocational basic education programme - not more than three years

    2.vocational education - not more than three years

    3.vocational secondary education after the acquisition of basic education - three to four years, after the acquisition of vocational education - one to two years

    4.short-cycle higher vocational education - two to three years
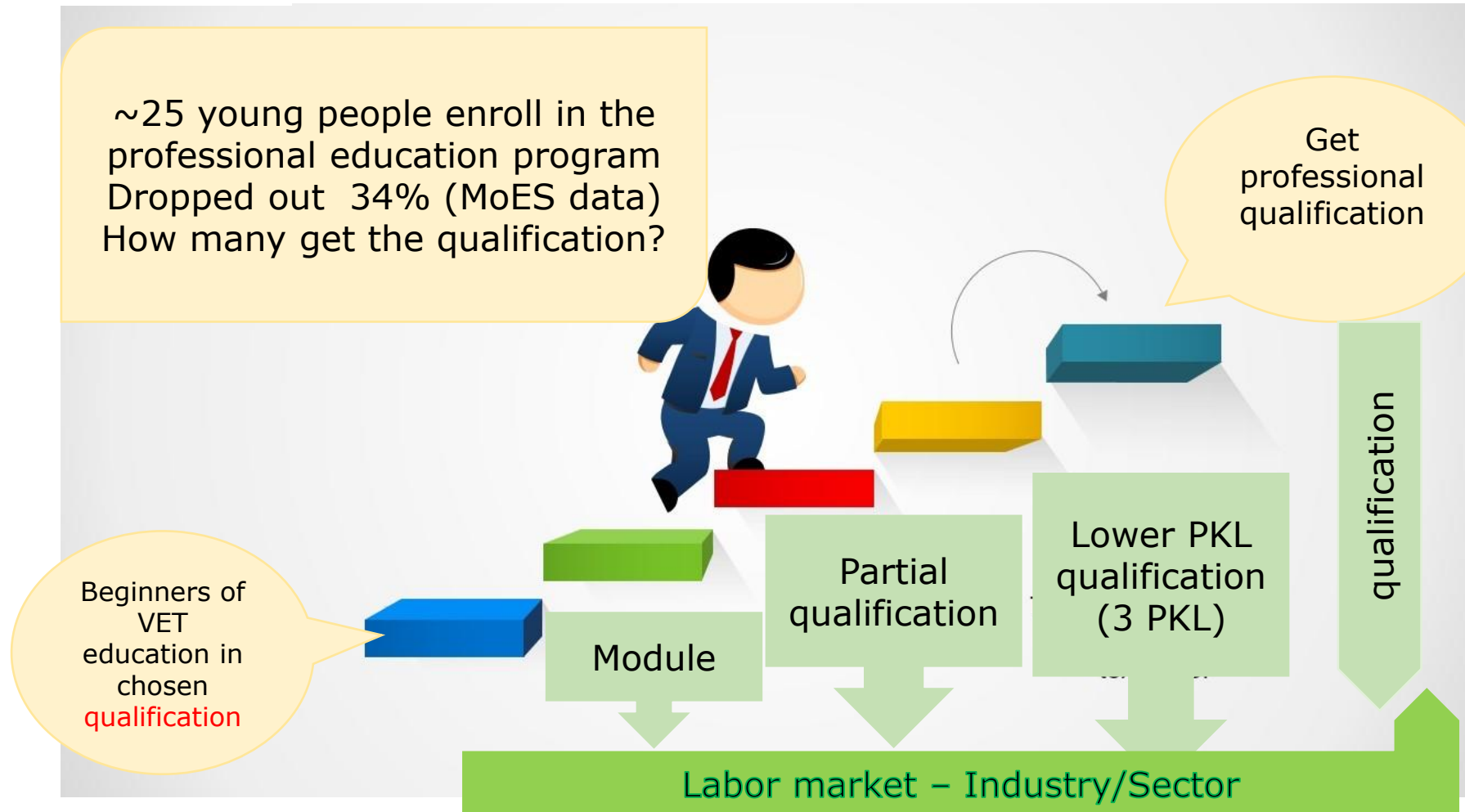
State VET standard mandatory tests

Full completion of the vocational secondary education program is finished by the **state assessment** (after basic education):

    1. professional qualification examination

    2. state exam in Latvian (at least at the optimal level of achievement)

    3. state exam in a foreign language (English, German or French) at least at the optimal (B2) level of achievement

    4. state exam in mathematics at least at the general level of achievement

    5. if the learner wants – one or more optional exams – advanced courses of general secondary education subjects

Obtaining of Professional qualification/ Partial qualification

Profesionālās kvalifikācijas virtuves darbinieks, pavāra palīgs un pavārs ar specializācijām

C

Sociālās un pilsoniskās prasmes (1. līmenis)		Gastronomiskā tūrisma produktu piedāvājums Latvijā un pasaulē	Galda kultūra un etiķetes principi	Galda kultūra un etiķetes pamatprincipi	Pasākumu apkalpošana	Stresa un noguruma pārvaldības pamatprincipi
Iniciatīva un uzņēmējdarbība (2. līmenis)	Informācijas un komunikācijas tehnoloģijas (2. līmenis)	Maizes gatavošanas un cepšanas pamati	Bāra uzkodu un sagatavju gatavošana	Gaļas produktu ražošanas pamati	Konservēšanas pamati	Telpu dizains un floristika

B

		Jūrniecības likumdošana, darba un vides aizsardzība	Kuģa pavāra prakse			
Zaļās prasmes		Restorāna pavāra prakse	Kuģa uzbūve un ekspluatācija	Ēdināšanas nodrošināšana uz kuģa	Kuģošanas drošība[1,2]	Jūrniecības angļu valoda
Iniciatīva un uzņēmējdarbība (1. līmenis)		Latviešu nacionālā un mūsdienu virtuve	Pavāra prakse	Banketa / pasākumu plānošana	Pasūtījuma ēdienu gatavošana un noformēšana restorānā	Banketa pasākuma norises plānošana
Valodas, kultūras izpratne un izpausmes (2. līmenis)		Ražošanas darba organizācija (2. līmenis)	Tehnoloģiskās un uzskaites dokumentācijas izveide	Profesionālā saziņa svešvalodās	Ēdienu gatavošanas tehnoloģija (2. līmenis)	Ēdienkartes izveide
Sabiedrības un cilvēka drošība (2. līmenis)		Pārtikas produktu un izstrādājumu uzglabāšana	Produktu un izejvielu pirmapstrāde	Ražošanas darba organizācija (1. līmenis)	Ēdienu gatavošanas tehnoloģija (1. līmenis)	Pavāra palīga prakse

A

Sabiedrības un cilvēka drošība (1. līmenis)	Informācijas un komunikācijas tehnoloģijas (1. līmenis)	Ēdināšanas uzņēmuma darbības pamatprincipi	Paškontroles sistēma ēdināšanas uzņēmumā	Lietišķās saskarsmes pamatprincipi
Valodas, kultūras izpratne un izpausmes (1. līmenis)	Sociālās un pilsoniskās prasmes (1. līmenis)			

Obligātā veselības pārbaude - Izglītojamajam ir sakārtota un derīga personas medicīniskā grāmatiņa atbilstoši Ministru kabineta 2018. gada 24. jūlija noteikumiem Nr.447 "Noteikumi par darbiem, kas saistīti ar iespējamu risku citu cilvēku veselībai, un obligāto veselības pārbaužu

Virtuves strādnieks (LKI 2. līmenis) ➡ **Pavāra palīgs (LKI 3. līmenis)** ➡ **Pavārs (LKI 4. līmenis)** ➡ **Restorāna pavārs (LKI 4. līmenis)**

Kuģa pavārs (LKI 4. līmenis)

Implementation of the State VET Standard

Tasks	Necessary changes to obtain
To provide individualization for learners (individual programs)	The financing mechanism of educational programs should be changed
To ensure a possibility to evaluate the achieved learning outcomes successively	The approach to content implementation must be changed. The theory and practice must be taught within the module
Ability to respond more flexibly to changes in the labor market, e.g. to change a particular model	Pedagogical work in VET institution should be restructured, for example, practice should be shared
Obtain a module certificate or a certificate of completion of a part of professional qualification	A flexible system of assessment should be created

Future Tasks for Sustainable and Quality Assurance in VET Curricula

- **Creation of Sector Qualifications Framework as a digital tool**

- Creation an optimal model for **effective cooperation** in methodological work between VET institutions

- Active involvement of teachers and students in using **learning platform** Skolo.lv, which provide them with teaching/learning materials motivating them to create own materials for sharing

- Development of more **flexible offer** of VET programs, providing different conditions of it implementation for learners

- **Individualization** of the implementation of VET programs, especially in continuing professional education and professional development of adults

- Faster introduction of **new skills** required by the industry in the content and implementation of VET curricula

Valsts izglītības
satura centrs

Thank You!

- *Ms Sarmite Valaine, Department of Methodological support,Deputy Head of Teachers' Professional Support Unit, National Centre for Education*

- *Ms Tatjana Danilova, Senior Expert of Teachers' Professional support Unit, National Centre for Education*

09.05.2024