State Education Quality Service

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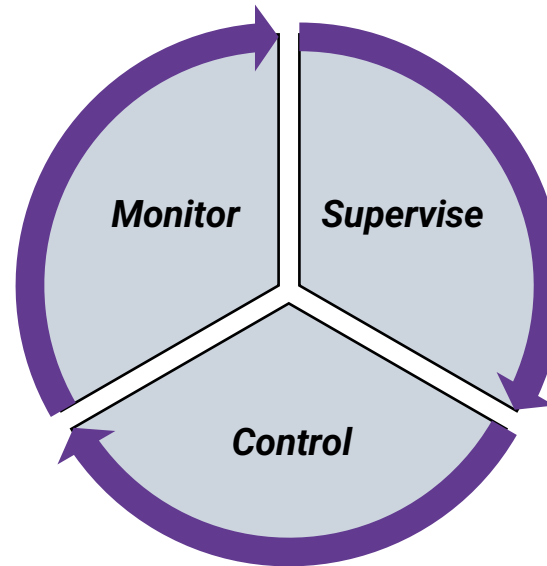
State Education Quality Service
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# State Education Quality Service

*Functions:*

1. To obtain, collect and analyse information necessary for education policy-making and implementation
2. **To develop guidelines for ensuring the quality of education, organise the acquisition and analysis of education quality data**
3. To register educational institutions, including international schools, psychologists and providers of child monitoring services
4. To issue certificates to teachers for private practice



*Monitor* *Supervise* *Control*

1. To license general and vocational education programmes
2. **To ensure quality assessment of general and vocational education**
3. **To ensure assessment of the professional activities of heads of educational institutions**
4. To prepare a report on quality assessment of general and vocational education and submit it to the ministry (annually)
5. To work with a risk identification system (currently still in development)
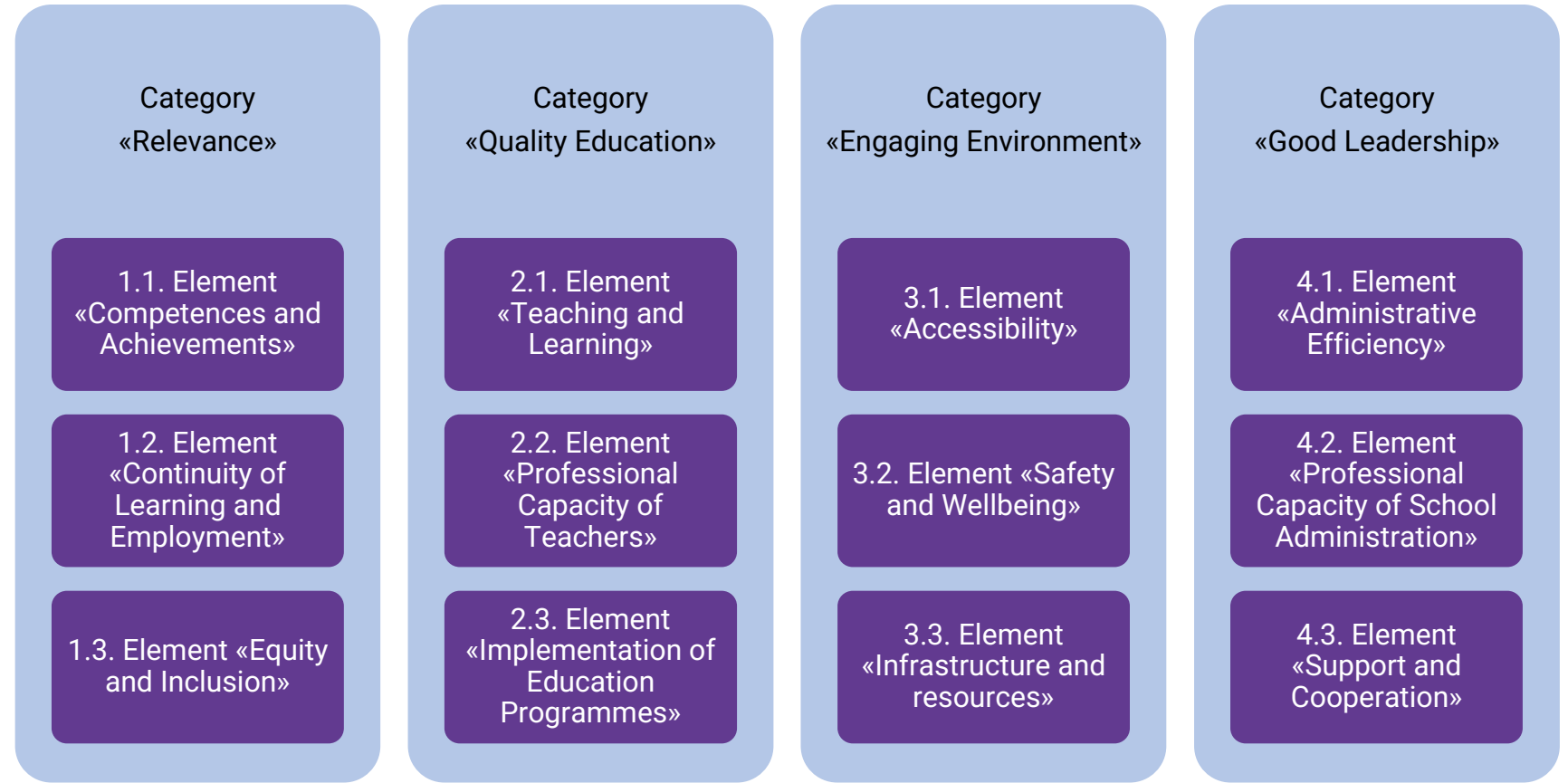
1. To control observance of regulations in the field of education
2. To visit educational institutions to learn about the implementation of the tasks specified in the accreditation report
3. To carry out thematic inspections and studies on topical issues
4. To impose an administrative penalty
5. To issue a permit to work as a teacher to a person previously punished

# General facts about internal school evaluation

→ Takes place once every year

→ Obtains general data about schools and the major challenges of schoolwork
Obtains information about schools' goals, priorities and their implementation
Evaluates selected number of elements

→ Organized by the State Education Quality Service
Annual support system for schools

→ Schools align a self-evaluation report with the founder and publish it on the school or founder`s website.

→ Schools ensure self-evaluation of all 12 elements during the development planning period, determined by the founder, by choosing the elements to be evaluated each year. Each year, schools evaluate the achievements of their activities within the element "Teaching and learning" and the achievements of the annual priorities.

→ Data and information is being analysed by the SEQS and presented in the annual assessment of education quality.

# Framework for Education Quality Assessment and Assurance, internal and external school evaluation

Education quality is a process, curriculum, environment and leadership which ensures inclusive education for all and opportunity to achieve high quality results in accordance with the goals set by the society and defined by the state.

Category «Relevance»

1.1. Element «Competences and Achievements»

1.2. Element «Continuity of Learning and Employment»

1.3. Element «Equity and Inclusion»

Category «Quality Education»

2.1. Element «Teaching and Learning»

2.2. Element «Professional Capacity of Teachers»

2.3. Element «Implementation of Education Programmes»

Category «Engaging Environment»

3.1. Element «Accessibility»

3.2. Element «Safety and Wellbeing»

3.3. Element «Infrastructure and resources»

Category «Good Leadership»

4.1. Element «Administrative Efficiency»

4.2. Element «Professional Capacity of School Administration»

4.3. Element «Support and Cooperation»

# Quality assesment and accreditation results

Types of Decisions **:**

➡️  Accreditation for **6 years**
➡️  **Accreditation refuse**

**Accreditation for 6 years, if**:
➡️  **All** quality criteria rated **good, very good  or excellent** – **next accreditation after 6 years**

➡️  Where a criterion has been assessed to be **improved**– the Accreditation Commission re-evaluate this criteria after 2 years.

In all cases, over a period of 6 years an **supervision and monitoring** of the implementation of accreditation tasks and recommendations.
Emergency accreditation if requested by the founder of the educational institution or Ministry of Education and Science.

# EQAVET National Reference Points in Latvia

➡ The State Education Quality Service has acted as the EQAVET NRP since 2013

➡ The responsible body for introducing the EQAVET framework and indicators in the quality assurance system of vocational education in Latvia.

Paragraph 4.17 of Cabinet of Ministers Regulation No. 225 of 23 April 2013 «Statutes of the State Education Quality Service» states that one of the tasks of the Service is to coordinate the implementation of the EQAVET framework and the uniform quality assessment indicators of vocational education in ensuring the quality of vocational education.

# Direction of Latvia in the implementation of EQAVET indicators

**EQAVET indicator 2**
Investment in training of teachers and trainers

**EQAVET indicator 3**
Participation rate in VET programmes

**EQAVET indicator 4**
Completion rate in VET programmes

**EQAVET indicator 5**
Placement rate of graduates from VET programmes

**EQAVET indicator 6**
Utilisation of acquired skills at the workplace

**EQAVET indicator 8**
Prevalence of vulnerable groups

**EQAVET indicator 9**
Mechanisms to identify training needs in the labour market

**EQAVET indicator 10**
Schemes used to promote better access to VET and provide guidance to (potential) VET learners

VET institutions or educational institutions implementing VET programmes **shall include information regarding the indicators in the self-evaluation report**

The EQAVET Framework can be used by VET providers and in VET systems to support the quality assurance of learning environments (e.g., school-based provision, work-based learning, apprenticeships, formal, informal and non-formal provision)

**State Education Quality Service**

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