



Qualifications Frameworks for trust, transparency and diversity – TPG A (QUATRA – TPG A)

Self-certification process in Latvia

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Peer Learning Activity “**Self-Certification of National Qualifications Frameworks to the Overarching Qualifications Framework of the EHEA**”

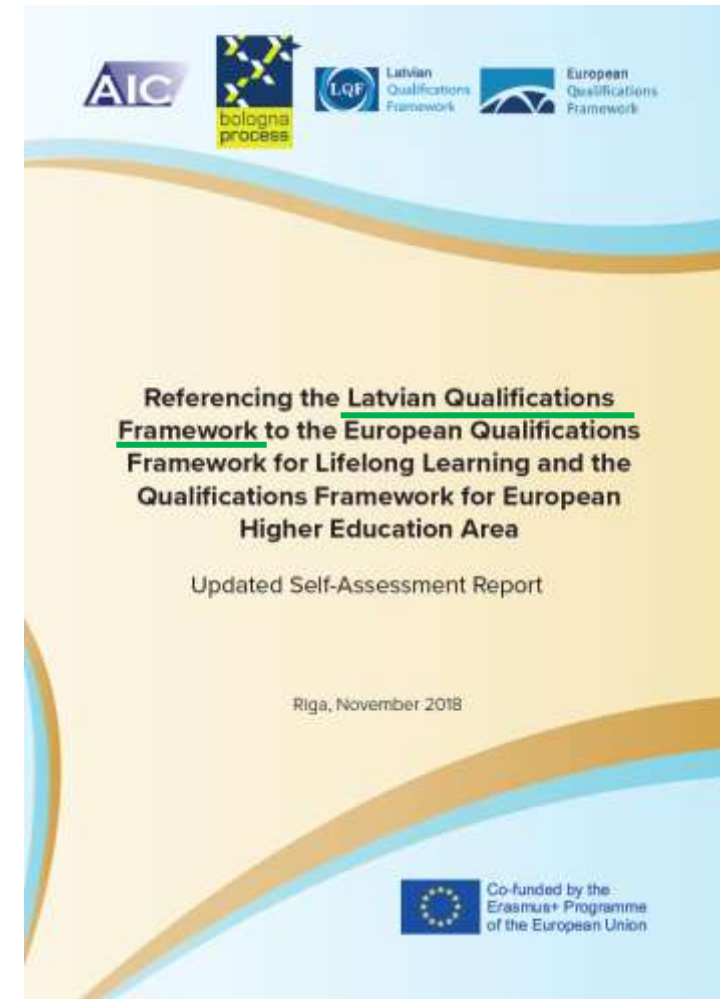
28 September 2023, Tbilisi, Georgia

Self-assessment reports: referencing and self-certification

2009 – 2018



October 2011, May 2012



November 2018

Main steps of self-certification 1

2004-2005

- Bologna Process working group (established by the ministry) – mapped HE qualification types in the QF-EHEA, defined their learning outcomes, set conditions for enrolment and the further possibilities for all qualification types

2005-2009

- Ministry and Latvian Rectors' Council – dissemination and consultation process about QF and new law

April 2008

- European Parliament and Council – adopted the Recommendation on the EQF for lifelong learning

Sept. 2009

- Referencing steering group (set up by the ministry) – consulted and supervised the process, reviewed and approved materials prepared by the experts

2009

- Working group (established by the Latvian Rectors' Council) – updated the level descriptors (EQF level 5-8) for HE qualifications (using the Dublin descriptors, Bloom's taxonomy, EQF descriptors), presented the descriptors to HE audience

Oct. 2010

- Cabinet of Ministers – adopted Amendments to “Regulations on the classification of Latvian education” (2.12.2008) – initial adoption of LQF

Main steps of self-certification 2

Spring 2011

- AIC (NCP-EQF) – arranged national consultation process about the Self-Assessment Report (events, via website)

June 2011

- AIC (NCP-EQF) and the ministry – finalised Self-Assessment Report (first version)

Oct. 2011

- AIC (NCP-EQF) and the ministry – presented the Self-Assessment Report at the EQF Advisory Group

April 2013

- Cabinet of Ministers – adopted regulations “Procedure by which state recognised education documents certifying higher education are issued” – Diploma Supplements must contain a reference to EQF/LQF of QF-EHEA

Nov. 2018

- AIC (NCP-EQF) – finalised Updated Self-Assessment Report

Nov. 2019

- AIC (NCP-EQF) – presented the Updated Self-Assessment Report at the EQF Advisory Group

Referencing process in two phases

■ **First phase (2009-2011)** – establishing LQF, referencing to the EQF/QF-EHEA

- Forming referencing steering group
- Developing the LQF level descriptors
- Consultation process for referencing/self-certification
- 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
- Strengthening the legal framework
- Updating the Self-Assessment Report (2017-2018)

Role of national coordination points for EQF

Ministry nominated Academic Information Centre in 2008

The original tasks of the Latvian **NCP**:

- To **facilitate the process** of referring NQF qualification levels to the EQF levels
- To ensure that **transparent methods** are applied to link the national qualification levels to the EQF
- To prepare the **Latvian self-assessment report** on referencing and self-certification of the LQF
- To arrange **discussions and consultation process among stakeholders** about the development and referencing/self-certification by ensuring access to necessary information for all participants
- To **inform** regarding the results of consultation process (website, events)

Lessons learnt

- Well-structured reforms are **time and resources consuming**
- Dividing the **referencing process in two phases** was a useful step to ensure purposeful and well-planned implementation of operational NQF
- **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 NQF is related to processes in education and labour market, as well as trends in recognition and mobility and, thus, **subjected to changes**
- Information and knowledge exchange about the process, methodological support – the **role of national coordination point for EQF**



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