Republic of Latvia

Cabinet

Regulation No. 110

Adopted 20 February 2024

**Regulations Regarding the State Standard for Continuing Vocational Education and Professional Development Education**

*Issued pursuant to*

*Section 14, Clause 19 of the Education Law and Section 23, Paragraph two of the Vocational Education Law*

**I. General Provision**

1. The Regulation prescribes the State standard for continuing vocational education and the State standard for professional development education.

**II. Strategic Objectives of Continuing Vocational Education and Professional Development Education**

2. The strategic objective of continuing vocational education is to provide individuals with professional experience and appropriate education the opportunities to obtain professional qualifications, including specialisations in order to promote employment, adaptability to changing economic and social conditions, civic participation and personal development throughout an individual’s lifetime which, in conformity with the level of professional qualification, would foster competitiveness, sustainability, innovation and the development of the green economy.

3. The strategic objective of professional development education is to provide an individual with opportunities for professional qualification development in order to promote, in conformity with the level of professional qualification, the development of an individual’s potential throughout his or her lifetime and the ability to responsibly manage his or her professional development in line with changing social and economic conditions.

4. To achieve the strategic objective of the continuing vocational education and professional development education programme, an individual is provided with an individualised and inclusive approach to acquiring the professional competences laid down in the professional qualification requirements following the assessment and recognition of prior education and experience.

5.  In the process of continuing vocational education and professional development education, to achieve the strategic objective in conformity with the level of professional qualification and the corresponding professional qualification requirements:

5.1. understanding of human and public safety, occupational, environmental and civil protection, labour rights and health as a condition for quality of life shall be promoted;

5.2. skills to consistently and independently respond to dynamic changes in society and the work environment and to use smart and digital technologies in the work process shall be developed;

5.3. research skills that foster the emergence of innovative ideas and support the transition to a productive and sustainable economy shall be developed;

5.4. lifelong learning skills, and the ability to plan and manage one’s own cognitive process shall be promoted;

5.5. the formation of a positive attitude towards fellow human beings and the State shall be promoted, self-confidence, the ability to assume civic responsibility and make responsible decisions shall be developed.

**III. Compulsory Content of the Continuing Vocational Education and Professional Development Education Programme**

6. The compulsory content of continuing vocational education shall be determined by the professional qualification requirements and legal acts governing the professional activities of the sector:

6.1. the professional qualification requirements and legal acts governing professional activities of the sector for those professional qualifications that are included in sectoral qualification structures;

6.2. the legal acts governing professional activities and professional qualifications for those professional qualifications that are not included in sectoral qualification structures.

7. The minimum scope and distribution of the compulsory content of the continuing vocational education programme shall be determined in conformity with Annex 1.

8. The compulsory content of the continuing vocational further education programme shall be developed in accordance with the learning or study outcomes to be achieved and shall be included in the basic part and variable part of the continuing vocational education programme.

9. The basic part of the continuing vocational education programme shall comprise 80 to 90 percent of the total scope and, in conformity with the requirements of the relevant professional qualification, it shall consist of the following:

9.1. professional modules or professional subjects, or study courses for the development of professional competence;

9.2. integrated or individual modules on public and human safety or relevant subjects, relevant study courses that ensure the development of competence in health, human and public safety, occupational, environmental and civil protection, and labour rights;

9.3. integrated or individual modules, subjects or study courses that ensure digital literacy as defined in the European Digital Competence Framework for Citizens.

10. The variable part of the continuing vocational education programme shall constitute 10 to 20 percent of the total scope and may consist of the following:

10.1. additional professional modules or professional subjects, or study courses according to the specifics of professional activity and qualification;

10.2. modules, subjects or study courses for the development of general competence and transversal skills in accordance with the requirements of the relevant professional qualification;

10.3. integrated or individual modules, subjects or study courses that, in conformity with the level of professional qualification, develop key competences for lifelong learning (literacy competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, civic competence and social competence, personal competence, learning to learn competence, entrepreneurship competence, cultural awareness and expression competence).

11. The compulsory content of professional development education shall be formulated in conformity with the learning or study outcomes to be achieved and shall be determined in conformity with the requirements of professional qualification or the legal acts governing the professional activities and qualification of the sector.

12. The compulsory content of continuing vocational education and professional development education shall be implemented as follows:

12.1. in a modern and accessible learning environment with access to the latest digital, technological, scientific and sectoral achievements;

12.2. in an integrated manner in the learning and work environment, and also through traineeship in the work environment (in a company) to strengthen the learner’s proficiency.

13. In regulated professions, the educational institution shall apply the compulsory content and scope of continuing vocational education and professional development education in conformity with the legislation governing the regulated profession.

**IV. Basic Principles and Procedures for the Assessment of the Acquired Professional Qualification or Professional Competence**

14. In continuing vocational further education and professional development education, the basic principles for the assessment of learning or study outcomes achieved in conformity with the requirements of professional qualification or professional competence shall be the following:

14.1. the principle of one-time assessment – to assess by recognising previously obtained assessments;

14.2. the principle of flexibility – to assess regardless of the place, duration, form and type of learning;

14.3. the principle of transparency and clarity – before demonstrating performance, the learner shall be aware of and understand the learning or study outcomes to be achieved and the criteria for assessing his or her performance;

14.4. the principle of skills or practicability – to prioritise the assessment of competence that the person demonstrates in practice;

14.5. the principle of mandatory assessment – it is necessary to obtain a positive assessment for the completion of modules, subjects or study courses;

14.6. the principle of summing up positive achievements – to assess the achievements in the professional qualification examination or final test if all professional modules, subjects or study courses have been consecutively completed and assessed.

15. The following types of assessment shall be used in the assessment of learning or study outcomes achieved in continuing vocational education and professional development education:

15.1. formative assessment – assessment during learning that provides feedback to the learner and the teacher, the traineeship supervisor in the company or the work-based learning supervisor in the company about the learner’s current performance in conformity with the planned learning or study outcomes to be achieved;

15.2. summative assessment – assessment organised at the conclusion of an educational stage, such as a module, subject or study course, an educational programme or a part thereof, to evaluate and document the results achieved by the learner.

16. The assessment of learning achievements for learners in continuing vocational education programmes and professional development education programmes shall be expressed in marks or as passed or failed. A sufficient assessment or passing assessment shall be given if at least 60 % of the learning and study outcomes have been achieved (in the field of healthcare, at least 70 % of the learning outcomes) which corresponds to the average level of acquisition and is laid down in Annex 2.

17. In continuing vocational education, in conformity with the requirements and procedures for professional qualification or a part thereof, the professional qualification examination or its final assessment shall be evaluated by the professional qualification examination committee.

18. To obtain a professional qualification certificate or a certificate for the completion of a part of a professional qualification, the following requirements are laid down for the learner in the acquisition of a professional qualification or a part thereof:

18.1. the learner has received a sufficient assessment in all professional modules or professional subjects, or study courses;

18.2. when demonstrating competence, the learner has received a sufficient assessment in the professional qualification examination or in the final assessment of a part thereof.

19. The requirements for the learner’s professional competence and the procedures for obtaining a certificate in professional development education shall be determined in the professional development education programme in conformity with the requirements of professional qualification or the legal acts governing professional activities and qualification of the sector.

**V. Closing Provision**

20. The State standards for education laid down in this Regulation regarding continuing vocational education programmes and professional development education programmes implemented at the higher education level shall be applied from 1 January 2025.

Prime Minister E. Siliņa

Minister for Education and Science A. Čakša

**Annex 1**

Cabinet Regulation No. 110

20 February 2024

**Distribution of the Scope of Content Acquisition for Continuing Vocational Education Programme**

Table 1. Continuing vocational education programmes from the first to the fourth professional qualification level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional qualification level | Minimum requirements regarding previously acquired education | Professional qualification to be obtained | Minimum scope of the programme1,2 | Minimum total scope3 for traineeship in the work environment |
| First and second level | Without restrictions regarding previous education | Professional qualification | 480 hours | 240 hours |
| Third level | Without restrictions regarding previous education | Professional qualification | 640 hours | 240 hours |
| Professional qualification and its specialisation | 880 hours | 320 hours  (240+80)4 |
| Obtained appropriate professional qualification of the third professional qualification level | Specialisation of professional qualification5 | 320 hours | 160 hours |
| Fourth level | Secondary education or vocational education | Professional qualification | 960 hours | 240 hours |
| Professional qualification and its specialisation | 1200 hours | 320 hours  (240+80)4 |
| Professional qualification in the thematic area of education “Arts”6 | 2184 hours7 | 320 hours |
| Secondary education and appropriate related professional qualification of the third or fourth professional qualification level which is included in the profession standard | Professional qualification | 640 hours | 240 hours |
| Obtained appropriate professional qualification of at least the fourth professional qualification level8 | Professional qualification in the thematic area of education “Arts” | 1200 hours | 320 hours |
| Obtained appropriate professional qualification of the fourth professional qualification level | Specialisation of professional qualification5 | 480 hours | 160 hours |

Notes.

1 In vocational education programmes, the theoretical part shall constitute 25 to 35 percent and the practical part 65 to 75 percent of the programme scope.

2 In continuing vocational education programmes, the scope for the acquisition of the professional qualification part shall be determined in the relevant education programme.

3 The duration of the final traineeship for obtaining a professional qualification or part thereof shall be 160 hours which must be continuous for at least four weeks, except for the education programmes in the education thematic group “Music and Performing Arts”.

4 The minimum total scope of traineeship modules or qualification traineeship for a professional qualification with specialisation – 320 hours – shall include at least 240 hours of traineeship modules or qualification traineeship necessary for obtaining the professional qualification, and at least 80 hours of traineeship modules or qualification traineeship for obtaining the specialisation.

5 The specialisation of a professional qualification can be obtained by completing the content included in a licensed continuing vocational education programme that corresponds to the respective specialisation of the professional qualification.

6 Except for the educational programme group “Audiovisual Art and Media Art”.

7 The implementation duration of the continuing vocational education programme shall be at least 18 months.

8 For educational programmes in the thematic group “Music and Performing Arts” (excluding the educational programme group “Theatre Arts”), the conditions of admission shall be prior knowledge at least at the level of basic education in a vocationally-oriented education programme (20V).

Table 2. Professional continuing education programmes at the fifth professional qualification level1 which, in conformity with the sectoral qualification structure, are implemented by institutions specified in Section 16.2 and 16.3 of the Vocational Education Law

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional qualification level | Minimum requirements regarding previously acquired education | Professional qualification to be obtained | Minimum scope of the programme | Minimum total scope for traineeship in the work environment |
| Fifth level | Education in the field/sector at the fourth level of the Latvian Qualifications Framework and related fourth-level professional qualification included in the profession standard | Professional qualification | 760 hours2 | Not less than 30 % of the programme scope3 |

Notes.

1 Continuing vocational education programmes that provide the opportunity to obtain a fifth-level professional qualification after completing an appropriate educational programme and obtaining a fourth-level professional qualification in the fields where there are no study programmes at higher education level for obtaining the respective professional qualification.

2 If the legal acts governing professional qualification do not determine a different programme scope.

3 If the legal acts governing professional qualification do not determine a different traineeship scope.

Table 3. Continuing vocational education programmes from the fifth to the eighth professional qualification level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional qualification level | Minimum requirements regarding previously acquired education | Professional qualification to be obtained | Minimum scope of the programme1, 2 | Minimum total scope of traineeship in the work environment |
| Fifth level | Secondary education | Professional qualification | 60 credit points | Not less than 30 % of the programme scope |
| Education in the field/sector at the fifth level of the Latvian Qualifications Framework and professional qualification | Professional qualification | 45 credit points |
| Education in the field/sector at the fourth or fifth level of the Latvian Qualifications Framework and related professional qualification included in the profession standard | Professional qualification | 30 credit points |
| Sixth level | Secondary education | Professional qualification | 90 credit points | Not less than 30 % of the programme scope |
| Education in the field/sector at the fifth or sixth level of the Latvian Qualifications Framework and related professional qualification | Professional qualification | 60 credit points |
| Education in the field/sector at the fifth or sixth level of the Latvian Qualifications Framework and the related professional qualification included in the profession standard | Professional qualification | 45 credit points |
| Seventh level | First cycle higher education | Professional qualification | 60 credit points | Not less than 30 % of the programme scope |
| Education in the field/sector at the sixth or seventh level of the Latvian Qualifications Framework and professional qualification | Professional qualification | 45 credit points |
| Education in the field/sector at the sixth or seventh level of the Latvian Qualifications Framework and the related professional qualification included in the profession standard | Professional qualification | 30 credit points |
| Eighth level | Second cycle higher education in the field/sector | Professional qualification | 90 credit points | Not less than 30 % of the programme scope |
| Education in the field/sector at the eighth level of the Latvian Qualifications Framework3 and professional qualification | Professional qualification | 60 credit points |

Notes.

1 The amount of credit points shall be determined in accordance with the Law on Higher Education Institutions.

2 The minimum scope of the programme shall be applied in conformity with the legal acts governing the regulated profession.

3 Applicable for obtaining specialisations in the health sector, having regard to the requirements laid down in the legal acts governing regulated professions.

**Annex 2**

Cabinet Regulation No. 110

20 February 2024

**Summative Assessment in the Acquisition of Professional Qualification, Part Thereof or Professional Competence**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of professional competences | Insufficient assessment | | | | Sufficient assessment1 | | | | | |
| low2 | | | | medium3 | optimal4 | | | high5 | |
| Assessment in points | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Attainable level in % | 1–14 | 15–29 | 30–44 | 45–59 | 60–67 | 68–75 | 76–83 | 84–91 | 92–96 | 97–100 |

Notes.

1 In the field of health, an assessment shall be considered as sufficient and passed if at least 70 % of the intended outcomes have been fulfilled.

2 Low level of acquisition: almost satisfactory – 4, poor – 3, very poor – 2, extremely poor – 1.

3 Intermediate level of acquisition: satisfactory – 5.

4 Optimal level of acquisition: very good – 8, good – 7, fairly good – 6.

5 High level of acquisition: outstanding – 10, excellent – 9.