

The challenges of setting up a national qualification framework in Lithuania, its reference to sectors

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Situation in 2005

- There existed three weakly coordinated educational sectors – **general education**, vocational education and training and **higher education**. In the VET sector there existed **initial VET** ir **continuing VET** systems.
- Only a part of qualifications were based on LOs.
- Qualification was understood as readiness of an individual for a certain **professional** activity.

In the Lithuanian Qualifications Framework it was agreed:

- To structure (level) all qualifications into 8 levels.
- To use the same description criteria for all levels of qualifications.
- To categorise the qualifications, indicating separately the qualifications **for work** and/or **for study**.
- To foresee a possibility to introduce qualification sub-levels linked to professional experience.



Qualifications awarded at present

LTQF level	Qualifications for work	Qualifications for study	LTQF level
8	Third cycle studies at universities		8
7	Second cycle studies at universities		7
6	First cycle studies at universities and colleges		6
5			5
4	Initial VET	General education	4
3	Initial VET Continuing VT		3
2		General education	2
1	Continuing VT		1

What is planned to implement?

- **General education** – referencing of the levels of achievements foreseen in the general education programmes to the LTQF: achievements on the graduation after the 6, 8, 10 and 12 years of learning are referenced accordingly to the levels of the LTQF: 1, 2, 3 and 4.
- **Vocational education and training** – implementation of the unified system of modular vocational education and training (initial and continuing) providing the qualifications referenced to LTQF levels from 1 to 5.
- **Higher education** – to revise the study programmes according to the requirements of Bologna process, results of the Tuning project and guidelines for the implementation of the ECTS.

LTQF as an instrument for lifelong learning

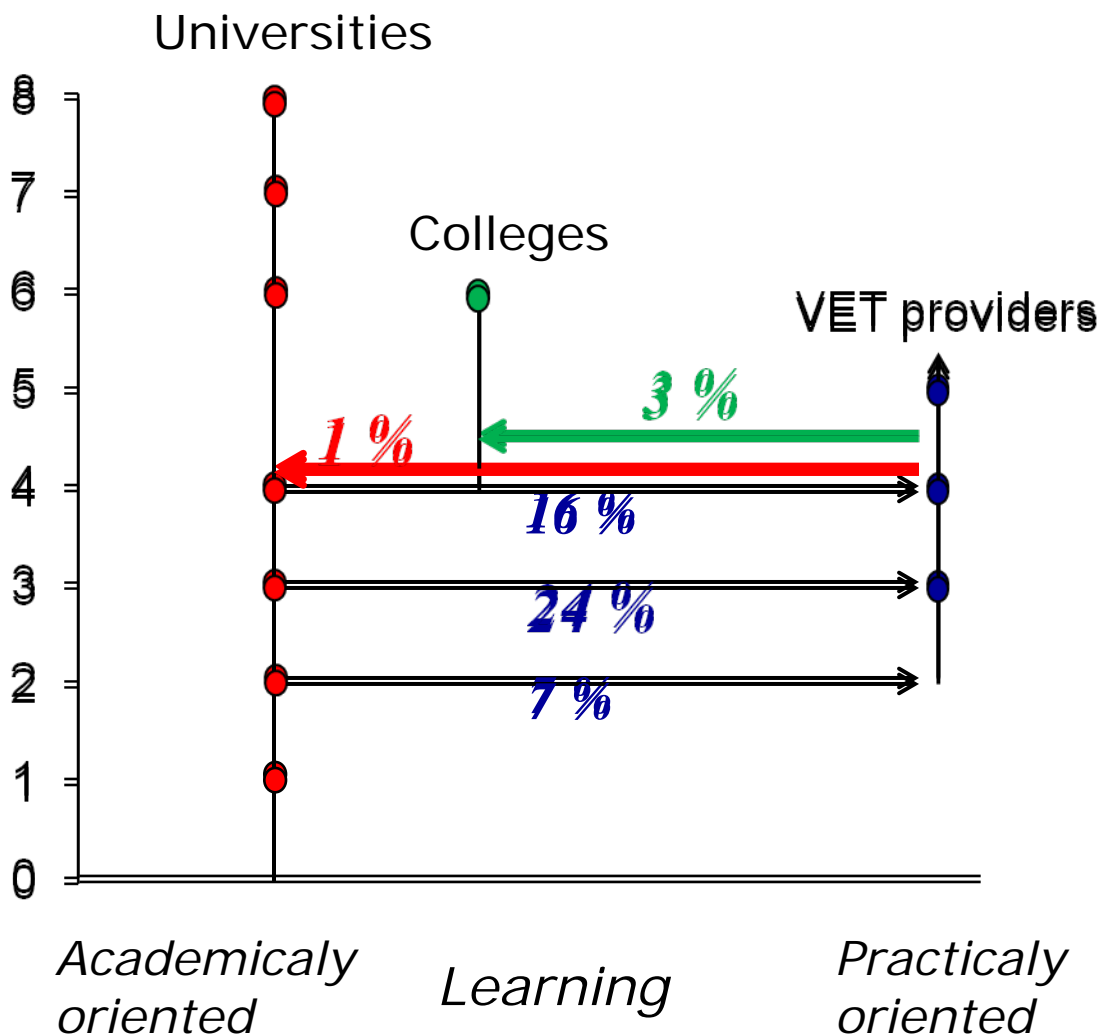
LTOF level	Qualifications for work	Qualifications for learning	LTOF level
8	Doctoral degree studies at the universities		8
7	Master degree studies at the universities		7
6	Bachelor degree studies at universities and higher vocational education institutions		6
5	Initial and continuing vocational education / short study cycles		5
4	Initial vocational education	General education	4
3	Initial vocational education Continuing vocational training	General education	3
2	Continuing vocational training	General education	2
1	Continuing vocational training	General education	1

Short-term problems

- 1. To start awarding of qualifications referenced to the 'empty' LTQF levels, if needed.**
- 2. To formulate quality LOs for all awarded qualifications.**
- 3. To open the Qualifications Register for non-formal/sectoral qualifications.**
- 4. To increase flexibility of acquisition of qualifications by developing credit transfer and recognition of non-formal and informal learning mechanisms.**
- 5. To assure quality of procedures for inclusion of qualifications in the LTQF.**



Long term problems: learning paths of youth (2010) and qualifications



Structure and contents of the Lithuanian Qualifications Framework

- 8 levels
- criteria for describing qualification levels characterise professional activities:
- ***complexity of activities*** – a qualification criterion used to describe the character of activities, the variety and complexity of tasks and the level of knowledge necessary for performance of activities;
- ***autonomy of performers*** – a qualification criterion used to describe changes in the autonomy of performers of activity related to the organisation of work and nature of subordination, as well as the degree of responsibility;
- ***variability of activities*** – a qualification criterion used to describe activities in terms of changing technological and organisational environment.

Role of sectoral stakeholders in the implementation of the LTQF

- **Sectoral stakeholders (employers organisations, trade unions, professional organisations) will be involved in the design of sectoral-occupational standards and national modular curricula.**
- **Sectoral professional committees will be responsible for the approval of sectoral-occupational standards and referencing of qualifications to the LTQF levels.**

Importance and needs of sectoral qualifications frameworks in Lithuania

- Lithuanian Qualifications Framework is open for the initiatives of sectoral stakeholders to implement sectoral qualifications and their frameworks and to their integration to the LTQF:

According to the order foreseen in the legal acts for the each level of qualifications there can be introduced sub-levels of qualifications related to the experience and requirements of professional activities. (Introduction of) these sub-levels should be used for the enhancement of professional development of employees (LRV 2010 m. gegužės 4 d. nutarimas Nr. 535).

Importance and needs of sectoral qualifications frameworks in Lithuania

- Considering the size of economic sectors of Lithuania there are considerable doubts regarding the real needs and purposefulness of the sectoral qualifications frameworks in Lithuania.
- In this context it is much more rational for the sectoral stakeholders of Lithuania to participate in the designing and implementation of the sectoral qualifications frameworks on the European level.

Thank you for your attention.

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