



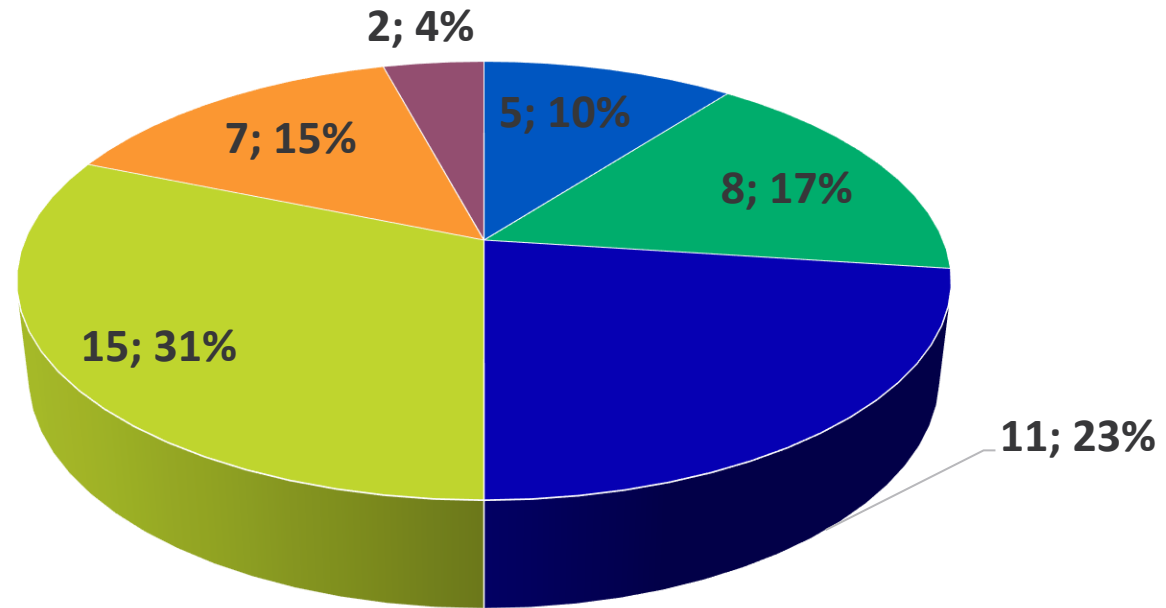
Quality Agency for  
Higher Education

# Gradual transition to cyclical institutional accreditation - the Latvian case

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## Higher Education Institutions in Latvia



■ Universities

■ State HEI

■ Private HEI

■ State colleges

■ Private colleges

■ Branches of foreign HEI

*(as of 1st September 2024)*

# Study programmes are grouped:

1. Education and Pedagogy.
2. Arts.
3. Religion and Theology.
4. History and Philosophy.
5. Language and Culture Studies, Mother Tongue Studies, and Language Programmes.
6. Translation.
7. Psychology.
8. Sociology, Political Science, and Anthropology.
9. Economics.
10. Information and Communication Sciences.
11. Management, Administration and Management of Real Property.
12. Law.
13. Wildlife Sciences.
14. Geography and Earth Sciences.
15. Chemistry, Chemistry Technologies, and Biotechnology.
16. Physics, Material Science, Mathematics, and Statistics.
17. Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management, and Computer Science.
18. Mechanics and Metal Processing, Heat Power Engineering, Heat Technology, and Mechanical Engineering.
19. Power Industry, Electrical Engineering, and Electrical Technologies.
20. Manufacture and Processing.
21. Architecture and Construction.
22. Agriculture, Forestry, Fishery, and Food Hygiene.
23. Veterinary Medicine.
24. Health Care.
25. Social Welfare.
26. Hotel and Restaurant Service, Tourism and Recreation Organisation.
27. Transport Services.
28. Environmental Protection.
29. Internal Security and Civil Protection.
30. Military Defence.
31. Seafaring.
32. Sports.

# AIKA as a national quality assurance agency is responsible to:

- Ensure the accreditation of institutions of higher education and study fields, as well as licensing of study programmes.
- Ensure the quality monitoring/improvement of study quality.
- Perform the analysis at the system level, carry out research, participate in the projects related to external quality assurance matters.
- Inform society about assessment results.
- Provide the necessary information and support for HEIs/colleges and other stakeholders.
- Develop procedures and guidelines for ensuring the functions of the Agency.
- Participate in international networks for external quality assurance.

# Current quality assessment system

Licensing of study programmes

Inclusion of the licensed study programme in the accredited  
the study field (*from September 1, 2024, is removed*)

Evaluation of substantial changes in the study field and its  
study programmes

Assessment and accreditation of study fields

Accreditation of Higher Education Institutions

# Strengths and weaknesses of the existing system

+	-
<ul style="list-style-type: none"> <li>• Unified process management</li> <li>• Independence and transparency</li> <li>• Assessment coordinators</li> <li>• Methodologies and guidelines for assessment procedures</li> <li>• Competent assessment experts</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory burden</li> <li>• Administrative burden</li> <li>• Large amount of work and time, and human resources consumed by both HEIs and AIKA</li> <li>• Costs</li> <li>• Usefulness of assessment procedures</li> </ul>

# Principles of the development of cyclic institutional accreditation model for HEIs in Latvia

Quality  
enhancement

Discussed with all  
parties involved

Promoting a  
culture of quality

Fit for purpose -  
evaluations

Reduction of  
administrative  
burdens

Reliable results

**Autonomy and accountability of HEIs**

# Pre-tasks for the transition to the new model

- Analysis of the existing model
- All study programmes (study fields) are reviewed
- Analytical reports on each study field

## KOPSAVILKUMS

AIKA organizē augstskolu un koledžu studiju virzienu novērtēšanu un akreditāciju, ievērojot Standartus un vadīnijas kvalitātes nodrošināšanai Eiropas augstākās izglītības telpā (ESG) un Latvijas normatīvos aktus. Šī procesa galvenais mērķis ir veicināt vienotu izpratni par kvalitātes nodrošināšanu, kur augstskolas un koledžas veido tādu mācīšanās vidi, kas nodrošina saturu, mācīšanās iespējas un apstākļus atbilstot izvirzītajiem mērķiem un uzdevumiem. Viena piecas augstskolas un koledžas, kurās tiek īstenots studiju virziens "Ražošanas un pārstrāde", izvēlējās studiju virzienu novērtēšanu veikt AIKA, nevis kādā citā Eiropas augstākās izglītības kvalitātes novērtēšanas aģentūrā, kas tiecina par šo Latvijas augstskolu un koledžu uzticību AIKA metodikai un novērtēšanas procesa organizācijai.

### AUGSTSKOLU UN KOLEDŽU UZŅĒMĀJA

- RĪGA** 1 LĪMENĀ: BK, BK, DI  
Rīgas Tehniskā koledža  
Rīgas Tehniskā universitāte
- OLĀINE** 1 LĪMENĀ  
RTU Olaines Tehnoloģiju koledža

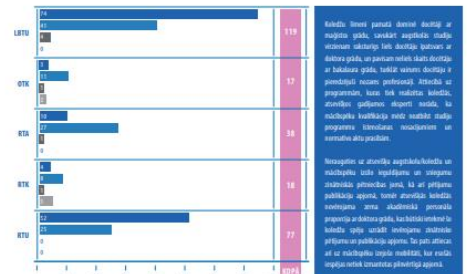


## VISPĀRĪGĀ STATISTIKA

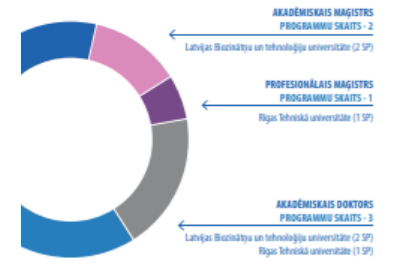
Lēmumu par studiju virzienu un tam atbilstošu studiju programmu akreditāciju pieņem SMK, ņemot vērā ekspertu grupas kļeipā ziņojumu, kurā sniegti vērtējumi gan studiju virzienam kopumā, gan katrai studiju programmai, augstskolai vai koledžai pārnovērtējuma ziņojumu un rekomendāciju ieviešanas plānu, kā arī citus saistītos dokumentus. SMK pieņem lēmumu par studiju virzienu akreditāciju uz 2 vai 6 gadiem, vai atteikumu akreditēt studiju virzienu. Studiju virzienu akreditācijas statusus parādīts tabulā zemāk.



PROFESIONĀLAIS SKAITS STUDIJU VIRZIENĀ "RAŽOŠANA UN PĀRSTRĀDE" (tālāk no augšējās un kreisās puses uz leju)



AKADĒMISKAIS SKAITS STUDIJU VIRZIENĀ "RAŽOŠANA UN PĀRSTRĀDE" (tālāk no augšējās un kreisās puses uz leju)



studiju programmas (patvīri, kas izdalījams ar studiju programmu specifiku. Tajā pašā laikā izdalītais doktora programmas). Tapat studiju virzienu raksturojošā lokalizācija centralizācija vienā 1. līmenī profesionālās studiju programmas, īpaši 6. līmenī.



# The new model

**The new model consists of three assessment types**



Study  
programme  
licensing

Substantial  
changes of the  
study  
programmes

Institutional  
assessment and  
accreditation  
(cyclical  
procedure, every 3  
or 7 years)

ESF project activities support transition to the new model, which is aiming to improve the quality of higher education and international competitiveness.

AiKA staff and assessment experts capacity building


E-platform adaptability to the new system

Pilot accreditations

Supportive activities for the governance and internal quality system improvement

Supportive and informative activities to all involved stakeholders, trainings, seminars, dissemination materials

# Impact on the QA system

- 


Created a clear and coordinated accreditation system that focuses on quality (holistic approach)
- 


A culture of strategic management and quality has been developed in HEIs, their institutional responsibility and quality have been strengthened
- 


Duplication and fragmentation of conformity and quality assessment procedures have been eliminated
- 


Reduced administrative burden and bureaucracy for all institutions involved in the accreditation process (HEIs, AIKA)

# Benefits

<p><b>Higher Education Institution</b></p>	<p>Reduced administrative burden and accreditation costs. Institutional responsibility and autonomy of HEIs will be strengthened. Clear and understandable assessment procedures. More efficient management of HEIs. Improving a culture of quality - based on mutual respect and trust.</p>
<p><b>Students</b></p>	<p>Opportunity to obtain high-quality higher education (increased motivation to study in Latvia)</p>
<p><b>AIKA</b></p>	<p>Reduced the number of assessment procedures, less amount of documentation, reduced administrative burden. Improving a culture of quality - based on mutual respect and trust.</p>
<p><b>Employers</b></p>	<p>Graduates will be better prepared, will enter the labor market more successfully and will increase the competitiveness of companies</p>



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Institutional assessment can be a **reliable tool** for evaluating the performance of higher education institutions, but **its effectiveness depends on how it is designed, implemented, and interpreted.**

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