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## Summary ENG

This document describes the EQF levels 4 and 5 in Baltic States. The current situation in the Baltic States is described, the requirements between the project countries Estonia, Latvia, Lithuania and Germany are compared and the choice of EQF 5 for "Skilled-Up" project is justified. The knowledge, skills, and competence requirements of EQF Level 5 in Latvia, Lithuania, Estonia and Germany are presented. Particular attention is paid to work-based learning as a form of further education. The analysis of the current situation shows that WBL is already legally anchored as a form of further training at EQF 5 in the Baltic States, but is only just beginning to be implemented in real practice.

Finally, the model description of the knowledge, skills and competences of the woodworking technologist (EQF 5) developed in the Skilled-Up project is offered.

## LV

Dokumentā tiek raksturots EKI 4. un 5. līmenis Baltijas valstīs. Autori apraksta esošo situāciju Baltijas valstīs, salīdzina projekta valstīs Igaunijā, Latvijā, Lietuvā un Vācijā noteiktās prasības un pamato EKI 5. līmeņa izvēli "Skilled-Up" projektam. Detalizēti tiek salīdzinātas EKI 5. līmeņa prasības attiecībā uz zināšanām, prasmēm un kompetencēm Latvijā, Lietuvā, Igaunijā un Vācijā. Īpaša uzmanība tiek pievērsta darba vidē balstītām mācībām kā tālākizglītības formai. Pašreizējās situācijas analīze liecina, ka darba vidē balstītas mācības kā EKI 5. līmeņa tālākizglītības veids Baltijas valstīs jau ir nostiprināts normatīvajos aktos, bet reālajā praksē vēl tikai tiek ieviests.

Noslēgumā tiek piedāvāts "Skilled-Up" projektā izstrādātais kokapstrādes tehnologa zināšanu, prasmju un kompetenču apraksta modelis atbilstoši EKI 5. līmenim.

## LT

Šiame dokumente aprašomi 4 ir 5 EKS lygiai Baltijos šalyse. Apibūdinama esama situacija Baltijos šalyse, lyginami reikalavimai tarp projekto šalių Estijos, Latvijos, Lietuvos ir Vokietijos bei pagrįstas EKS 5 pasirinkimas „Skilled-Up“ projektui. Pateikiami EKS 5 lygio žinių, įgūdžių ir kompetencijų reikalavimai Latvijoje, Lietuvoje, Estijoje ir Vokietijoje. Ypatingas dėmesys skiriamas mokymuisi darbo vietoje kaip tolesnio mokymosi formai. Dabartinės situacijos analizė rodo, kad mokymasis darbo vietoje jau yra teisiškai įtvirtinta kaip tolesnio mokymo forma EKS 5 Baltijos šalyse, tačiau šiuo metu tik pradėdama įgyvendinti realiai.

Projekte „Skilled-Up“ sukurtas medžio apdirbimo technologo žinių, įgūdžių ir kompetencijų pavyzdinis aprašymas (EQF 5).

## EE

Antud dokument kirjeldab EQF 4. ja 5. taset Balti riikides. Dokumentis analüüsitakse hetkeolukorda Balti riikides ja võrreldakse seda projektis osalevate riikide Eesti, Läti, Leedu ja Saksamaa omaga ning põhjendatakse, miks valitakse „Skilled-Up“ projekti jaoks just EQF 5 tase. Tutvustatakse ka EQF 5. taseme teadmisi, oskusi ning pädevusnõudeid Lätis, Leedus, Eestis ja Saksamaal. Erilist tähelepanu pööratakse töökohapõhisele õppele (WBL) kui täiendõppe vormile. Praeguse olukorra analüüs näitab, et WBL on Balti riikides EQF 5. taseme täiendkoolituse vormina juba juriidiliselt aktsepteeritud, kuid praktikas alles hakatakse seda rakendada.

Lõpetuseks esitletakse Skilled-Up projekti raames väljatöötatud puidutöötehnoloogi teadmiste, oskuste ja pädevuste näidiskirjeldust (EQF 5).

Date 2020



## **EQF LEVELS 4 AND 5 IN BALTIC STATES. REASONING FOR THE CHOICE OF EQF LEVEL 5 FOR “SKILLED-UP” PROJECT**

### **Introduction**

The aim of the “Skilled-Up” project is to develop and test short-cycle training programme in wood processing sector in Baltic countries, developing it in a form of work-based learning. The target group of this program are experienced specialists already working in the industry. Such program enables professional development and lifelong learning in the wood processing sector. When finishing the new short -cycle programme, specialists can become middle level managers in woodworking companies (woodworking technologist). Industry working groups have defined the following main responsibilities of a woodworking technologist.

#### **Basic tasks of professional activity of woodworking technologist<sup>1</sup>**

- The woodworking technologist manages the daily production process in the wood processing company or its structural unit in order to efficiently and rationally ensure the production of appropriate quality products in the required amount in line with the goals of the structural unit and requirements of laws and regulations, i.e. plans the consumption of materials and other resources, assesses conformity of materials and products, develops and optimises technological parameters, participates in the wood product designing and cost estimate development, coordinates the work of its subordinate team and monitors the performance efficiency and quality, monitors the use, maintenance and repair of equipment and mechanical devices, implements labour protection, fire safety and environmental protection requirements and performs other technical and organisational tasks related to the management of the manufacturing process.
- The woodworking technologist participates in the development of business plans, analyses the use of resources, equipment operating costs as well as prepares and implements proposals for improving the use of resources and product quality, increasing production efficiency and technical modernisation in the field of mechanical wood processing.
- The woodworking technologist carries out its professional activity in wood processing companies of various profiles (such as sawmills, veneer and plywood, wood panel and furniture production plants) under the supervision of a higher management level, or in one of the types of individual commercial activity.

The aim of the training program to be developed and implemented in the framework of the project is to secure the acquisition of skills necessary for the above-mentioned tasks. Before developing the program, the current situation of qualifications in the context of EQF levels in the wood processing sector in the Baltic states and the requirements and expectations of employers were determined to substantiate the choice of EQF level 5.

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<sup>1</sup> Detailed skills and attitudes, professional knowledge and competencies of woodworking technologist, see Annex 1

## **LATVIA**

According to specifics of the sector and structure of sectoral qualifications structure in Latvia, educational programs are divided into forestry / logging and woodworking / furniture production.

Forestry and logging education programs on level EQF4 are implemented in only one vocational secondary education institution (PIKC Ogre Technical School), while woodworking and furniture production programs are implemented by 13 educational institutions in Latvia.

Professional higher education programs in the forest sector in Latvia are implemented by only one educational institution - Latvia University of Life Sciences and Technologies (LLU). The Faculty of Forestry of Latvia University of Life Sciences and Technologies offers to study in educational programs at the 6th Latvian Qualification level (EQF 6) – “Forest Engineer” and “Woodworking Engineer”. Academic education programs are offered on the master's and doctoral study levels.

On the 5th level of Latvian Qualification Framework (college) level, there is one licensed and accredited first level higher professional education program with the qualification “Woodworking Technologist”<sup>2</sup>. It is implemented with varying degrees of success by PIKC Riga Technical College, however in 2020 the educational institution has not enrolled any learners in this program. This program also does not include work-based learning, which is a very important aspect for already employed students and their employers. Also, the existing program provides only one course on organizational psychology, mostly focusing on more technical subjects, however leadership, team management, communication skills are very important for middle-level managers. After the initial assessment of the situation and contact with companies, it was concluded that:

- In the adult education offer, the competencies required for employees in the woodworking sector are available in a fragmented way, without the context of the specifics of the sector, moreover, the training implementation plan is not always appropriate for a person employed in production.
- At the time of program development, the occupational standard of the 5th LQF level qualification “Woodworking Technologist”<sup>3</sup> included in the structure of the Wood Industry sectoral qualification structure was outdated, only partially meets the demand of the labour market, as well as structurally does not correspond to the existing methodology of occupational standards. Consequently, there is no vocational education program corresponding to the labour market at this level.
- Due to the different specifics of woodworking and furniture companies, potential learners are expected to cover many different production niches, so the chosen method of

<sup>2</sup> Website of PIKC Riga Technical College, <https://www.rtk.lv/?sadala=187>

<sup>3</sup> Database of Qualifications in Latvia, [https://www.latvijaskvalifikacijas.lv/kvalifikacija/pirma-limena-profesionalas-augstakas-izglitiba-diploms-ar-profesionalo-kvalifikaciju-kokapstrades-technologos/?doing\\_wp\\_cron=1593816337.1896998882293701171875](https://www.latvijaskvalifikacijas.lv/kvalifikacija/pirma-limena-profesionalas-augstakas-izglitiba-diploms-ar-profesionalo-kvalifikaciju-kokapstrades-technologos/?doing_wp_cron=1593816337.1896998882293701171875)

implementing the program must be flexible enough and able to adapt to the training needs of each company and its employees.

- In 2017, Latvia introduced a regulatory framework for work-based learning (WBL) form of study in vocational education programs with the acquired qualification up to EQF 4<sup>4</sup>. At the political level in 2017, a discussion on the need to introduce WBL training in higher education as well as on EQF level 5, was not yet the case. However, the WBL form is identified as the most appropriate for the professional development of those working in the sector.
- The development of a flexible educational program which meets the requirements of the labour market and learners should be based on the principle of modules, which would allow the content of the program to be adapted to the specific demand, as well as the logical structure of acquired competencies.

## **ESTONIA**

The forest and wood industry is one of the most modern industries in Estonia. While 36% of production processes are automated and digitized in Estonian industries, the corresponding figure in the wood industry is 51 %<sup>5</sup>. Thus, this sector needs a skilled workforce, which is a continuing need.

In 2014, the Government of the Republic approved the labour market monitoring and forecasting and skills development coordination system OSKA, which was created to better link the needs of the labour market and the training offer. Within five years, OSKA prepares forecasts of labour and skills needs in all areas of life and compares them with the training offered in vocational and higher education. According to the OSKA report<sup>6</sup>, the timber sector will need more employees in the nearest future, as more complex areas, such as the production of wooden houses, are growing. The share of simpler work is declining, but the number of professionals such as industrial and production engineers and production managers is growing.

In-service and retraining, as well as on-the-job training, are a possible solution to the shortage of specialists, enabling the learner to gain up-to-date knowledge and link it immediately to the workplace context. Therefore, it is very beneficial for the sector to gain a new work-based learning program, which would focus on skills needed for production managers and provide knowledge on EQF Level 5.

<sup>4</sup> Latvian Minister Cabinet Regulation No. 484 "Procedures by which Work-based Learning is Organised and Implemented", available on: <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstitas-macibas>

<sup>5</sup> [https://www.metsamajandusuudised.ee/uudised/2020/11/11/tonu-ehrpais-metsa-ja-puidusektor-on-eesti-majandusele-keerulistel-aegadel-kindel-tugi?utm\\_source=copypaste](https://www.metsamajandusuudised.ee/uudised/2020/11/11/tonu-ehrpais-metsa-ja-puidusektor-on-eesti-majandusele-keerulistel-aegadel-kindel-tugi?utm_source=copypaste)

<sup>6</sup> Key findings of OSKA study "Estonian Labour Market Today and Tomorrow 2019-2027", available on: <https://oska.kutsekoda.ee/wp-content/uploads/2020/05/OSKA-study-%E2%80%9CEstonian-Labour-Market-Today-and-Tomorrow-2019%E2%80%9D.pdf>

According to the Estonian Vocational Qualifications Framework, vocational education institutions can conduct vocational education at levels from 2 to 5<sup>7</sup>. The wood and furniture production sector specialists are prepared by two higher education institutions and four vocational training centres, including the “Skilled-Up” project partner Võrumaa Vocational Education Centre (VKHK), which has a long-term experience in training specialists in the furniture sector.

## **LITHUANIA**

Currently, according to the approved study programs of the Ministry of Education of the Republic of Lithuania, vocational training schools (centres) train specialists at EQF level 2-4, colleges at level 6, universities at level 6-7. Specialists who have acquired a EQF level 4 qualification through formal and non-formal training and have gained practical experience do not have the opportunity to formally raise their qualification level to EQF5, as this is not provided for in the current study procedure. As indicated by Lithuanian Qualifications and Vocational Education and Training Development Centre, presently only a VET qualification is awarded at Lithuanian qualification level 5. Short cycle study programs leading to a study certificate were legitimated in 2018. Their introduction is at a preparatory stage.<sup>8</sup>

Since currently in Lithuania there is no EQF5 study programs provided, „Skills for Baltic Wood Industry” project is a possibility to create EQF 5 study program with all the required study subjects, after which the specialist, who has passed the exams, would acquire the competencies required by the professional standard<sup>9</sup>.

“Skilled-Up” project partner organization in Lithuania, Kaunas College is the only higher education institution in Lithuania that trains specialists for the wood and furniture industry. In 2016-2018, in the part-time study program of furniture and wood products production implemented by Kaunas College, Faculty of Technology, more than 1/3 of the students were working in furniture manufacturing or wood processing industry companies.

According to the 2016-2018 data provided by the State Employment Agency shows that the percentage of graduates registered to produce furniture and wood products is extremely low<sup>10</sup>. Based on these indicators, it can be concluded that the need for specialists in the wood industry remains extremely high and can only grow in the future. Also, based on the of the government approved list of professions that require high professional qualifications and whose staff is in short supply in the country<sup>11</sup>, wood processing technologists and engineers are among the missing specialists. The demand and shortage of workers reflects that this can be a serious obstacle to the full development of the furniture and wood industry.

<sup>7</sup> Estonian qualifications framework, available on <https://www.hm.ee/en/activities/qualifications/qualifications-framework>

<sup>8</sup> Lithuanian qualifications framework, available on <https://www.kpmc.lt/kpmc/en/information/qualifications-framework-2/>

<sup>9</sup> Professional standards for wood processing sector in Lithuania, available on: <https://www.e-tar.lt/portal/lt/legalAct/4f9fd6f0878b11e993ffd4361ddf8976>

<sup>10</sup> Statistics of Lithuanian State Employment Agency available on: <https://uzt.lt/darbo-rinka/>

<sup>11</sup> Government list of professions that require high professional qualifications and a lack of staff in the Republic of Lithuania, available on: [https://lr.v.lt/uploads/main/meetings/docs/18586\\_ad31e054a7888a31cfb93847df6238ce.pdf](https://lr.v.lt/uploads/main/meetings/docs/18586_ad31e054a7888a31cfb93847df6238ce.pdf)

## **Choice of EQF Level 5 for “Skilled-Up” project**

Already in 2014 in a research project<sup>12</sup> about the development of EQF5 in Member States of the European Union, CEDEFOP it was concluded that EQF level 5 qualifications play an important role. Despite the differences between Member States, in the future EQF level 5 could ensure better transparency and recognition of skills and qualifications, facilitating learning, employability, and mobility. Moreover, EQF level 5 “can offer a platform for new qualifications and development of such qualifications are the priority in whole European Union.”<sup>13</sup>

To include a new qualification / training program at a certain EQF level, the planned learning outcomes need to be evaluated. In this context, it is important to use the existing EQF descriptors (knowledge, skills, and competence). Each of the 8 levels of the EQF is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualifications system. For comparison here are EQF4 un EQF5 descriptors<sup>14</sup>:

EQF4	EQF5
<u>Knowledge:</u> Factual and theoretical knowledge in broad contexts within a field of work or study	<u>Knowledge:</u> Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;
<u>Skills:</u> A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	<u>Skills:</u> A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;
<u>Competence (responsibility and autonomy):</u> Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	<u>Competence (responsibility and autonomy):</u> Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

Vocational education programmes in Baltic States in wood working industry are mainly implemented on EQF Level 4. However, these programmes mainly focus on young people and learning technical skills (accordingly to EQF4 descriptors), not including comprehensive and specialized knowledge, skills of development of solutions of abstract problems, and management and supervision as a competence (accordingly EQF5 descriptors). “Skilled-Up” training program aims to train participants who already have technical experience and knowledge in the industry.

<sup>12</sup> CEDEFOP study, “Qualifications at level 5: progressing in a career or to higher education” (2014) Available on: [https://www.cedefop.europa.eu/files/6123\\_en.pdf](https://www.cedefop.europa.eu/files/6123_en.pdf)

<sup>13</sup> Dr. Odeta Kupetiene “Developments of EQF level 5: Stakeholder approach” Available on: <https://www.efvet.org/wp-content/uploads/2019/01/Erasmus-project-Development-of-Sectoral-Qualification-Descriptors-for-EQF-level-51.pdf>

<sup>14</sup> Description of the eight EQF levels available on: <https://europa.eu/europass/en/description-eight-eqf-levels>



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This target group does not need to learn technical production processes, but they need to improve the knowledge they already have and acquire management skills. The goal of participants is to improve their skills and become middle level managers (woodworking technologist).

As indicated in description of basic tasks of woodworking technologist as middle level manager the level of competence and autonomy for specialists experienced in production is above what educational programs with the acquired qualification up to the 4th EQF level can offer, but the 6th EQF level higher education programs (for example woodworking engineer) include a significant amount of engineering and academic education, which makes these programs inflexible and too time-consuming for those employed in production (potential middle level managers), leading organizations and companies in the forest sector to identify the need to develop EQF level 5 education program which meets the labour market demand for middle level production management specialists in woodworking. Therefore, EQF level 5 is appropriate for the training program to be developed and implemented in the framework of “Skilled-Up” project.

LATVIA	LITHUANIA	ESTONIA	GERMANY
<p><u>Knowledge:</u> Able to demonstrate <b>comprehensive and specialised knowledge and understanding of facts, theories, causalities and technologies</b> of the concrete professional field.</p> <p><u>Skills:</u> Able, on the basis of analytical approach, to perform practical tasks in the concrete profession, demonstrate skills, allowing to <b>find creative solutions to professional problems</b>, to discuss and provide arguments regarding practical issues and solutions in the concrete profession with colleagues, clients and management, able to, with an appropriate degree of independence, to engage in further learning, improving one's competences. <b>Able to assess and improve one's own actions and those of other people, to work in co-operation with others, to plan and to organise work</b> to perform concrete tasks in one's profession or to <b>supervise such work activities, in which unpredictable changes are possible.</b></p> <p><u>Competence:</u> <b>Able to define, describe and analyse practical problems</b> in one's profession, select the necessary information and use it for solving clearly defined problems, to participate in the development of the concrete professional field, demonstrate understanding of the place of the concrete profession in a broader social context.</p> <p><b>This level includes the following qualifications: Diploma of first level professional higher education (1st level professional higher (college) education, the length of full-time studies 2-3 years), i.e., 80-120 Latvian credit points (120-180 ECTS).</b></p> <p><b>The major aim is to ensure the acquisition of a profession</b>, but the graduates may continue studies in the second level professional higher education programmes.</p> <p>The obtained professional qualification allows the graduates to <b>perform complicated tasks of an executor, as well as to organise and manage other specialists in their work.</b></p> <p>For example, <b>wood processing technologist</b> performs technical tasks related to <b>increasing effectiveness of production and work organization improvement in the field of mechanical processing of wood</b>, to designing projects of and manufacturing wooden products, as well as to using, maintaining and repairing equipment and mechanic tools; <b>performs calculations of materials and workloads; implements environment protection requirements; manages subordinated workers; has knowledge of legal regulations about business, economics and accountancy, as well as of environmental protection requirements</b> for lumber-mills and wood processing equipment, work protection requirements, requirements for the means of individual protection, law basics; <b>participates in elaboration of</b></p>	<p>The qualification is intended for activities distinguished by integrated coordination of activity tasks in different activity areas. The activities include <b>the evaluation of the competences of lower-qualification employees and training thereof</b>. The activities require coordination of comprehensive knowledge of the activity area with general knowledge in dealing with various specialised activity tasks in several different activity areas.</p> <p>The employee <b>performs the activities independently</b> and is supervised only as regards the evaluation of results. The activity tasks are set by an employee of a higher qualification, who frequently grants the employee performing the activities the discretion as to the choice of methods and measures to complete the tasks. <b>The employee supervises the activities of lower-qualification staff, plans and assigns activity tasks, oversees the performance of the activities, provides consulting and verifies the performance quality.</b></p> <p>The technological and organisational requirements of the activities as well as their environment are constantly changing, the changes are often unforeseeable and may be related to new areas of activity.</p> <p>Level 5 qualifications shall be acquired by completing training programmes intended for persons with a professional qualification as well as fixed-duration professional experience, higher education programmes not leading to a degree (except residency) and/or through professional experience and independent study.</p>	<p>The owner of EstQF level 5 qualification: Has <b>specialised, factual and theoretical knowledge</b> within a field of work or study and an awareness of the boundaries of that knowledge; Has a comprehensive range of cognitive and practical skills required to develop <b>creative solutions to abstract problems;</b> <b>Exercises management and supervision</b> in contexts of work or study activities where there is unpredictable change; <b>Reviews and develops performance of self and others.</b></p> <p><u>VET qualification certificate, level 5</u> The graduate of the fifth level VET curriculum has achieved the <u>following learning outcomes:</u> <u>Occupation specific knowledge</u> has <b>in-depth knowledge of his/her occupation</b>, incl. knowledge how to creatively implement occupation specific principles, theories and technologies both in common and new work situations. <u>Occupation specific skills, autonomy and responsibility:</u> is <b>able to independently fulfil complex and variable work assignments</b> of his/her occupation requiring <b>creative and innovative solutions;</b> <b>is able to select and use appropriate methods</b> for fulfil the work assignments and problem solving; is responsible for fulfilling his/her work assignments. <u>Learning competence:</u> uses initiative to learn and self-develop independently, is able to evaluate his/her learning, determine the need for self-development and continuation of studies; is able to evaluate and analyse his/her level of knowledge. <u>Communication competence:</u> <b>is able to substantiate his/her opinions in detail and express them</b> in new situations and communicate his/her thoughts and intentions clearly and understandably, both orally and in writing; is able to use different and specific sources of information to solve occupation specific issues; is able to evaluate the reliability and validity of the information used. <u>Self-definition competence:</u> is able to use self-evaluation to change his/her behaviour, taking into consideration the social context where necessary; is able to adequately evaluate his/her work, make suggestions to improve the work results and guide to the co-workers in variable situations. <u>Operational competence:</u> <b>is able to guide co-workers and is able to be partly responsible for their training; is participating effectively in the work of various teams and is able to put teams together and lead them</b> when necessary. <u>IT-competence:</u> knows the information- and communication technologies necessary for the job; is able to critically evaluate the reliability and validity of the available information; <b>is able to use the main software applications and possibilities of the internet both for personal and occupational purposes;</b> is able to create, present and understand information using software tools, internet-based search systems and other services. <u>Entrepreneurship competence:</u> is able to find and analyse relevant information to implement the ideas and evaluate the reliability of the source or the approach; is able to present and defend his/her viewpoints and ideas in personal, public and official communication, take decisions and experiment; is able to compile a business plan; is able to independently compile short and long-term career plans for him/herself; is able to analyse and evaluate independently his/her occupation specific training and its applicability on the labour market, and possibilities to continue studies.</p> <p><u>Occupational qualification certificate, level 5</u> The owner of EstQF level 5 occupational qualification: <b>Analyses information and approaches;</b> Uses knowledge <b>for creative solving of abstract tasks</b> within limits of interconnected areas; Performs diverse tasks, <b>plans appropriate changes and organises application thereof;</b> Selects and applies technologies, methods and tools <b>for obtaining new solutions</b> and adjusts his or her behaviour according to the situation; <b>Works independently in unpredictable situations; Takes responsibility for a small workgroup.</b></p>	<p>Be in possession of <b>competences for the autonomous planning and processing of comprehensive technical tasks</b> assigned within a complex and specialised field of study or field of occupational activity <b>subject to change.</b></p> <p>Professional competence • <u>Knowledge:</u> Be in possession of integrated professional knowledge within a field of study or integrated occupational knowledge within a field of activity. This also includes <b>deeper, theoretical professional knowledge.</b> Be familiar with the scope and limitations of the field of study or field of occupational activity.</p> <p>• <u>Skills:</u> Be in possession of <b>an extremely broad spectrum of specialised, cognitive and practical skills. Plan work processes across work areas and evaluate such processes</b> according comprehensive consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide comprehensive transfers of methods and solutions.</p> <p>Personal competence • <u>Social competence:</u> <b>Plan and structure work processes in a cooperative manner</b>, including within heterogeneous groups, <b>instruct others</b> and provide well-founded learning guidance. Present complex facts and circumstances extending across professional areas in a targeted manner to the appropriate recipients of such information. Act in an anticipatory manner in considering the interests and requirements of recipients.</p> <p>• <u>Autonomy:</u> Reflect on and assess own learning objectives and learning objectives set externally, undertake self-directed pursuit of and assume responsibility for such objectives, draw consequences for work processes within the team.</p>

<b>business plans and budget estimates; and makes economic analysis.</b>		Basic training, after Secondary education, 120-150 credit points, at least 50% practical work, Intermediate level specialists, technicians and officials /+ advanced training	
Wood processing technologist Production process manager	Technicians and junior specialists and/or Skilled workers - machine/line operators.	MASTER Production manager (responsible for all production process) Manager	

Find and Compare Qualifications Frameworks. Source: <https://ec.europa.eu/ploteus/en/compare> + information from Skilled Up partners

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## Annex 1, Overview of Skills and attitudes, PROFESSIONAL knowledge and competencies of woodworking technologist

4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
<b>4.1</b>	<b>Management of daily production processes:</b>				
4.1.1.	To prepare operational production plans	To participate in the planning of tasks for the structural unit of the company  To cascade tasks to achieve the defined goals	<u>On the level of understanding:</u>  Means of production and production resources  Economic activity planning  Basic principles of management  <u>On the level of use:</u>  Resource planning methods  Production load planning  Production planning tools	Ability to plan and adopt decisions for the operational management of production  Ability to choose the most appropriate management methods  Ability to organise and coordinate the execution of work, cooperate with others	5.LKI
4.1.2.	Organise operations of the structural unit of the company	Choose the most effective methods of work  Divide tasks by technological operations and workplaces  Provide for stock of necessary materials  Communicate with clients and colleagues	<u>On the level of understanding:</u>  Stages and types of production process  Process management methods  Communication methods  Decision making  <u>On the level of use:</u>  Principles of operation of the	Ability to analyse and ensure the rational use of resources  Ability to implement operational work processes in accordance with production plans	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
			<p>organisation</p> <p>Organisation of work performance</p>		
4.1.3.	Control the progress of production	<p>Keep records of manufactured products (stock)</p> <p>Compare actual production figures with planned ones</p> <p>Analyse resource consumption</p> <p>Analyse downtime and other factors affecting production</p> <p>Control order in the production areas</p>	<p><u>On the level of understanding:</u></p> <p>Quality management systems and principles</p> <p>Quality risks and costs</p> <p><u>On the level of use:</u></p> <p>Production process control methods and tools</p> <p>Tools for processing and analysing information</p>		5.LKI
4.1.4.	Analyse the economic performance indicators	Summarise and analyse the economic and financial performance indicators of the structural unit of the company	<p><u>On the level of understanding:</u></p> <p>Basic principles of economic activity accounting</p> <p>Methods of economic activity analysis</p> <p><u>On the level of use:</u></p> <p>Tools for processing and analysing information</p>	Ability to structure and analyse economic performance information	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
			Principles of document preparation and management		
4.1.5	Carry out quality control of products produced	<p>Verify the compliance of raw materials with the specifications</p> <p>Verify the conformity of the manufactured product with the quality requirements (surface quality, linear parameters, wood moisture, adhesive or finishing material coating, etc.) at all stages of the process</p> <p>Develop quality assessment procedures</p> <p>Apply standardised test methods in accordance with applicable standards, laws and regulations and other regulatory provisions</p>	<p><u>On the level of understanding:</u></p> <p>Forest commodity studies</p> <p>The concept of product quality</p> <p>Influence of technological parameters on product quality</p> <p><u>On the level of use:</u></p> <p>Quality requirements for the manufactured product</p> <p>Causes of product defects, non-conformity of production and methods of their elimination</p> <p>Methods of quality control</p> <p>Standardisation, metrology and certification</p>	<p>Ability to ensure the quality of the manufactured product</p> <p>Ability to select and use appropriate control methods and measuring instruments</p> <p>Ability to identify and eliminate risks of quality non-compliance</p>	5.LKI
4.1.6	Plan and organise the performance of environmental protection	<p>Monitor the chemicals circulation procedure</p> <p>Control polluting activities</p> <p>Ensure compliance with</p>	<p><u>On the level of understanding:</u></p> <p>Safety culture</p> <p>Environmental protection</p> <p>Basic principles of chemical</p>	Ability to monitor compliance with environmental protection	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
	requirements in the circulation of production materials	industrial waste management requirements	circulation, waste management and environmental protection <i>On the level of use:</i> Safe work with chemicals and mixtures Conditions for the performance of environmental protection requirements	requirements Ability to navigate the safety data sheets of chemicals and mixtures used in the manufacturing process	
<b>4.2</b>	<b>Management of technical and technological wood processing processes:</b>				
4.2.1.	Manage wood primary processing (sawing, timber drying, etc.) processes	Prepare technological equipment and machine tools, auxiliary devices and cutting tools for work  Develop the technological modes of production  Provide for the operation and maintenance of the equipment in accordance with the developed technological modes  Choose transportation equipment and mechanisms  Draw up a rational sawing plan for saw logs	<i>On the level of understanding:</i> Wood cutting processes in primary processing Marketing of wood materials in primary processing  <i>On the level of use:</i> Tree species, structure and properties Forest commodity studies Wood primary processing machinery and tools Hydrothermal wood treatment processes Production of sawn timber	Ability to understand and manage technological processes of wood primary processing  Ability to understand and manage the processes of further processing and production of wood products  Ability to perform and evaluate technological and economic calculations  Ability to navigate the	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
		<p>Calculate the parameters of wood drying modes</p> <p>Control the compliance of technological processes</p>	<p>Manufacture of wood panels</p> <p>Operation of technological and transport equipment</p> <p>Recycling of wood processing residues</p>	<p>technical documentation</p> <p>Ability to use special computer programs</p>	
4.2.2.	Manage the processes of further processing and production of wood products	<p>Compile the technological flow of processing and finishing parts, assembly units and products</p> <p>Choose and prepare the applicable technological equipment and machine tools, auxiliary devices and cutting tools for work</p> <p>Provide for the maintenance of equipment</p> <p>Choose the wood and other materials to be used</p> <p>Develop modes of mechanical and chemical wood processing, gluing and finishing works</p> <p>Control the compliance of technological processes</p>	<p><u>On the level of understanding:</u></p> <p>Wood cutting processes in further processing</p> <p>Marketing of wood materials in further processing</p> <p>Design of wooden products and building structures</p> <p><u>On the level of use:</u></p> <p>Wood materials</p> <p>Adhesives and finishing materials</p> <p>Wood product production equipment and tools</p> <p>Manufacture of carpentry products and furniture</p> <p>Wood and wood product finishing</p>		5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
			Mechanical and chemical treatment of wood		
4.2.3.	Work with the technical documentation of the sector	<p>Develop technological process diagrams and maps</p> <p>Develop technological instructions</p> <p>Prepare instructions for the safe operation of equipment</p> <p>Prepare and process drawings of wooden products</p> <p>Apply appropriate standards and regulations</p>	<p><u>On the level of understanding:</u></p> <p>Application of technical graphics in woodworking</p> <p><u>On the level of use:</u></p> <p>Computer aided design applications</p> <p>Standards applicable in forestry and wood processing</p>	<p>Ability to read and prepare technical documentation</p> <p>Ability to work with computer-aided design applications</p>	5.LKI
4.2.4	Perform economic and technical calculations	<p>Calculate the cost of products</p> <p>Calculate the consumption of materials and other resources</p> <p>Calculate the consumption norms of consumables used in production</p> <p>Evaluate the operational economic indicators of the production process</p>	<p><u>On the level of understanding:</u></p> <p>The concept of costs and revenues in microeconomics</p> <p>Marketing of wood products</p> <p><u>On the level of use:</u></p> <p>Cost structure and calculation methods</p> <p>Evaluation of productivity (labour intensity)</p> <p>Tools for processing and analysing information</p>	Ability to perform and evaluate economic and technical calculations	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
4.2.5	Monitor compliance with fire safety requirements related to wood processing technological processes	Monitor the compliance of technological equipment with fire safety requirements during operation Control compliance with the fire safety instructions	<p><u>On the level of understanding:</u></p> <p>Fire safety and civil protection organisation as well as laws and regulations</p> <p>Operational principles of fire protection systems</p> <p><u>On the level of use:</u></p> <p>Requirements of fire safety laws and regulations</p> <p>Action in an emergency</p>	Ability to organise work in accordance with specific fire safety requirements in woodworking production and material storage	5.LKI
<b>4.3.</b>	<b>Development of measures to increase process efficiency and increase the added value of products:</b>				
4.3.1.	Participate in the implementation of projects related to the product, production technical and technological innovations in the company	Promote the introduction of new technologies in production Design technological flows for specific woodworking works Select or calculate process parameters	<p><u>On the level of understanding:</u></p> <p>Innovations in technology and material development</p> <p>Project management skills</p> <p>Wood product designing</p> <p><u>On the level of use:</u></p> <p>Development of technical and technological projects</p> <p>Woodworking process modelling</p> <p>Possibilities of application of information technologies in</p>	<p>Ability to plan the execution of reconstruction and renovation projects for the technological process stage of woodworking</p> <p>Ability to control the compliance of implementation with the project</p> <p>Ability to analyse the advantages and disadvantages of new</p>	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
			woodworking	products Ability to apply design thinking	
4.3.2.	Introduce measures to increase work efficiency and the efficient use of resources	<p>See efficiency risks</p> <p>Identify issues where improvement is needed and possible</p> <p>Prepare proposals for the improvement of work organisation</p> <p>Ensure the rational and efficient use of production resources</p>	<p><u>On the level of understanding:</u></p> <p>Methods of analysis of production indicators</p> <p>Production and employee performance efficiency criteria</p> <p>LEAN principles in production</p> <p><u>On the level of use:</u></p> <p>Production organisation methods</p> <p>Efficiency evaluation methods</p>	<p>Ability to see opportunities for improvement</p> <p>Ability to prepare proposals for the improvement of operation</p> <p>Ability to communicate and discuss practical issues and solutions with arguments</p> <p>Ability to develop proposals for the more efficient use of resources</p>	5.LKI
<b>4.4</b>	<b>Employee management in specific stages of woodworking processes:</b>				
4.4.1.	Organise the daily work of employees	<p>Plan work and quickly divide responsibilities</p> <p>Introduce employees to the tasks, expected results and</p>	<p><u>On the level of understanding:</u></p> <p>Communication theories</p> <p>Company culture</p>	<p>Ability to organise the work of employees</p> <p>Ability to communicate</p>	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
		technological instructions for the work to be performed Supervise work discipline Ensure the accounting of the work done	<u>On the level of use:</u> Labour law provisions Work organisation in the company Effective communication	effectively Ability to navigate the labour law provisions	
4.4.2.	Lead the team	Encourage teamwork Ensure effective communication Resolve conflict situations in a team	<u>On the level of understanding:</u> The essence and importance of human resource management in the organisation Leadership principles Crisis management Change management <u>On the level of use:</u> Team work Conflict management strategies	Ability to understand the personnel strategy of the company Ability to build effective teams Ability to resolve conflict situations and lead a team in crisis or planned change situations	5.LKI
4.4.3.	Monitor compliance with labour protection and occupational health requirements in the	Control compliance with the labour protection requirements, including the use of personal protective equipment, in various	<u>On the level of understanding:</u> Labour protection and electrical safety laws and regulations, and general principles	Ability to organise the work of employees in compliance with the requirements of labour protection in various	5.LKI

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4. Skills and attitudes, PROFESSIONAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity					
No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
	daily work process	<p>stages of the technological process</p> <p>Introduce employees to safe working techniques</p> <p>Participate in work environment risk assessment</p>	<p>Basics of ergonomics</p> <p><u>On the level of use:</u></p> <p>Labour protection requirements in woodworking and their application</p>	stages of the woodworking technological process	
4.4.4.	Assess the work of employees	<p>Control the quality of own and team's work</p> <p>Introduce employees to the remuneration conditions</p> <p>Motivate employees</p> <p>Identify the need for employee training</p>	<p><u>On the level of understanding:</u></p> <p>Employee motivation theories</p> <p><u>On the level of use:</u></p> <p>Practical measures to improve employee motivation and work results</p> <p>Remuneration systems in the organisation</p>	<p>Ability to choose more appropriate human resource management methods</p> <p>Ability to provide constructive feedback</p>	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
5.1.	To comply with the laws and regulations, standards and other requirements binding in the sector, including labour protection, civil protection, environmental protection and fire safety requirements, and to analyse professional action plans in accordance with changes in the working environment and laws and regulations	<p>Understand the requirements of laws and regulations governing the sector</p> <p>Comply with the laws and regulations necessary for solving the problem</p> <p>Adhere to industry standards</p> <p>Comply with the labour protection requirements</p> <p>Provide medical first aid</p> <p>Comply with the norms of legal labour relationships</p> <p>Organise the workplace in accordance with labour protection requirements</p> <p>Identify potential risks when performing work tasks</p> <p>Follow changes in laws and regulations</p> <p>Comply with the civil</p>	<p><u>On the level of idea:</u></p> <p>Organisation of the labour protection system</p> <p><u>On the level of use:</u></p> <p>Requirements of laws and regulations and standards governing the sector</p> <p>Documents governing legal employment relationship</p> <p>Regulatory documents and standards governing civil and environmental protection</p>	<p>Ability to cooperate effectively in a team in the performance of professional work tasks</p> <p>Ability to comply with the requirements of laws and regulations related to the sector</p> <p>Ability to comply with employment, labour protection, civil protection, environmental protection and fire safety requirements</p> <p>Ability to perform work tasks in compliance with labour protection requirements</p>	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
		protection requirements Comply with the environmental protection requirements			
5.2	Communicate in the official language and in at least one foreign language by using professional terminology	Communicate verbally and in writing in various professional communication situations in the official language and in at least one foreign language Adapt one's own communication to the requirements of the situation Logically discuss and argue one's own opinion Ensure the provision of correct, comprehensible information in accordance with the norms of literary language Independently improve	<u>On the level of understanding:</u> Language culture Verbal and non-verbal communication <u>On the level of use:</u> Appropriate vocabulary Functional grammar Professional terminology	Ability to communicate in the official language and in at least one foreign language by using professional terminology and telling the difference between various kinds of texts Ability to search and process information Ability to formulate and express one's own verbal and written arguments convincingly and in line with the context	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
		knowledge of foreign language(s)			
5.3	Perform mathematical calculations	Make the calculations necessary for the work  Be aware of relationships when performing work tasks	<u>On the level of understanding:</u>  Methods of mathematical analysis  Basic principles of statistics  <u>On the level of use:</u>  Engineering terms, concepts and relationships used in woodworking  Statistical data analysis	Ability to apply logical and spatial mathematical thinking in performing work tasks  Ability to use formulas, mathematical models, graphs and charts	5.LKI
5.4	Apply information and communications technologies	Choose the information and communication technology solution most suitable for the task  Perform text processing, work with spreadsheets, databases, information storage and management  Use information and communication technologies to	<u>On the level of understanding:</u>  Principles of use of information and communication technologies (data carriers, information systems and equipment)  Security of information and communication technology and data  Protection of commercial information and personal data  Principles of circulation of	Ability to responsibly use information and communication technologies and equipment, work in the e-environment, ensure the protection of business and personal data  Ability to search for, collect and process information and use it critically and	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
		communicate and search for information	electronic documents <u>On the level of use:</u> Application of information technologies in woodworking processes Selection of information, development of documents and data processing according to the task Work with office equipment, information and communication systems	systematically	
5.5:	Improve one's own professional qualifications	Evaluate one's own professional experience and level of professional competence Plan the development of one's own professional competence and growth opportunities	<u>On the level of understanding:</u> Planning and decision making Opportunities for competence improvement <u>On the level of use:</u> Self-assessment mechanisms Personal growth, career and work experience planning	Ability to analyse and evaluate one's own professional performance in order to independently improve one's own professional qualifications	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
5.6.	Implement social and civic skills for the formation of social dialogue in the society and to participate in the formation of the reputation of the company	<p>Comply with the norms of communication culture and professional ethics</p> <p>Arguably express an opinion, defend it</p> <p>Prepare and make public presentation materials</p> <p>Be tolerant of diversity of opinion</p> <p>Find compromises</p> <p>Manage stress in the social communication process</p> <p>Think critically and creatively</p> <p>Act responsibly in crisis situations</p>	<p><u>On the level of understanding:</u></p> <p>Social and political structure of society</p> <p>Social diversity and the principle of equality</p> <p>Intercultural communication</p> <p>The main principles of the circular economy and sustainability</p> <p><u>On the level of use:</u></p> <p>Time planning</p> <p>Business communication</p> <p>General and professional ethics</p> <p>Forest sector policy and its place in the national economy</p>	<p>Ability to demonstrate personal, social and civic, interpersonal and intercultural skills that ensure active and effective participation in professional activities and developing social dialogue in society</p> <p>Ability to observe the basic principles of professional and general ethics as well as generally accepted norms of behaviour</p>	5.LKI

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5. Skills and attitudes, GENERAL knowledge and competencies required for the performance of the basic tasks and responsibilities of professional activity:					
No. No.	Tasks	Skills and attitudes	Professional knowledge	Competences (qualification level)	
5.7.	Engage in research processes in the field of professional activity	Provide for the progress of research Perform data selection and processing Analyse the results and prepare a research report Visualise data	<u>On the level of understanding:</u> Research stages Basic data processing principles  <u>On the level of use:</u> Applied research methods Data processing applications	Ability to use research methods in the field of professional activity  Ability to argue and justify	5.LKI

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## Annex 2, Overview of EQF4 and EQF5 Levels in Baltic States

### LATVIA

	<b>EQF 4 ISCED 354</b>	<b>EQF 4 ISCED 453</b>	<b>EQF 5 ISCED 554</b>
Length	<b>4 years</b>	<b>1,5 years</b>	<b>Length of full-time studies - 2 to 3 years</b>
Target group	Young people 17-29 years	Young people 17-29 years	Young people and adults
Providers	VET schools and some colleges	VET schools and some colleges	Colleges and some universities Currently in 2020 the legislation changes are in progress, stating that VET schools will also be able to implement EQF level 5 programs
Entry requirements	15 years of age Basic education	Secondary education	Secondary education Results of the national centralised secondary education examinations
Share of WBL	50% (in school workshops +companies)	70% (in school workshops +companies)	30%
Share of General study subjects	50%	Not included	Academic subjects: professional subjects 36:64
Defined by	State Vocational Education Standards Occupational Standards  Based on learning outcomes	State Vocational Education Standards Occupational Standards  Based on learning outcomes	
Exams	Professional exam + State centralized exams in Latvian, mathematics, foreign language and one subject of student's choice	Professional exam	

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Diploma	Vocational secondary education with professional qualification of EQF 4	Vocational secondary education with professional qualification of EQF 4	
	Right to enter higher education or labour market	Right to enter higher education or labour market	Right to enter higher education or labour market
ECTS			120-180 ECTS
Knowledge <sup>1</sup>	<p>LQF: Able to demonstrate comprehensive knowledge of facts, theory, and interrelationships, which are necessary for personal growth and development civic involvement, social integration, and continuation of education.</p> <p>Able to comprehend and demonstrate in detail various specific facts, principles, processes, and concepts in certain area of studies or work in standard and non-standard situations.</p> <p>Is familiar with technologies and methods necessary for performance of study or work assignments in a profession.</p> <p>EQF: Knowledge of facts and theory in a wider sense of area of work or studies</p>		<p>LQF: Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, causalities, and technologies of the concrete professional field.</p> <p>EQF: Comprehensive, specialised, factual, and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</p>
Skills <sup>2</sup>	<p>LQF: Able to plan and organise work by using various methods, technologies (including information and communication technologies), equipment, tools, and materials in performance of assignments. Able to find, assesses and creatively use information in performance of study or work assignments and problem solving.</p> <p>Able to communicate in at least two languages in writing and orally in a familiar and unfamiliar context.</p> <p>Able to work independently in the profession, to learn and upgrade skills.</p> <p>Able to cooperate.</p>		<p>LQF: Able, on the basis of analytical approach, to perform practical tasks in the concrete profession, demonstrate skills, allowing to find creative solutions to professional problems, to discuss and provide arguments regarding practical issues and solutions in the concrete profession with colleagues, clients and management, able to, with an appropriate degree of independence, to engage in further learning, improving one's competences.</p> <p>Able to assess and improve one's own actions and those of other people, to work in co-operation with others, to plan and to organise work to perform concrete tasks in one's profession</p>

<sup>1</sup> <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

<sup>2</sup> <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

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	<p>EQF: Various cognitive and practical skills necessary to find solution of special problems in the area of work or studies.</p>	<p>or to supervise such work activities, in which unpredictable changes are possible.</p> <p>EQF: A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>
<p>Competences<sup>3</sup></p>	<p>LQF: Is motivated for advancing further carrier, continuation of education, life-long learning in knowledge-oriented democratic multi-language and multi-cultural society in Europe and globally. Able to plan and perform study or work assignments in the profession individually, within a team or by leading the teamwork. Able to assume responsibility for quality and quantity outcomes of study or work process.</p> <p>EQF: Be able to direct own actions in compliance with guidelines in work or study related situations, which usually are predictable, but could also change. To oversee day-to-day work of other people, to assume responsibility of assessment and improvement of work or studies.</p>	<p>LQF: Able to define, describe and analyse practical problems in one's profession, select the necessary information and use it for solving clearly defined problems, to participate in the development of the concrete professional field, demonstrate understanding of the place of the concrete profession in a broader social context.</p> <p>EQF: Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others</p>

<sup>3</sup> <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

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## ESTONIA

	EQF 4		EQF 5	
	<b>EQF 4 (ISCED 351) Continuing VET programmes</b>	<b>EQF 4 (ISCED 354) Initial VET programmes</b>	<b>EQF 5 (ISCED 454) Initial programmes</b>	<b>EQF 5 (ISCED 454) Continuing programmes</b>
Length	<b>Up to 2.5 years</b>	<b>3 years</b>	<b>0.5 to 2.5 years</b>	<b>0.5 to 2.5 years</b>
Providers	Vocational schools	Vocational schools		
Entry requirements	Basic education + EQF 4 qualification or competences	Basic education	Completed upper secondary education	Completed upper secondary education + EQF level 4 or 5 qualification or relevant competences
Share of WBL	At least 50% (half at school, half at companies)	At least 35%	At least 50% (half at school, half at companies)	
Share of General Study Objects	Only vocational curricula	General education + VET modules		
Exams		Professional Qualification Exam		
Further studies	General or vocational secondary education  + 1 year of secondary education allows to continue studies on EQF 5 level or bachelors studies	Level 4 or 5 VET continuing training	Level EQF 5 continuing programs or bachelor studies	Bachelor studies
Credit points (Estonian) – 1 cp = 26 hours	15 to 150 Estonian credits	180 credits (60 general education, 30 same for all programmes and 30 tailored to the program)	120 to 150 credits 60 to 150 for military and public defence programs	15 to 60 credits

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## LITHUANIA

	<b>EQF 4 (ISCED 354) Upper secondary level</b>	<b>EQF 4 (ISCED 454) Post-secondary education</b>	<b>EQF 5</b>
<b>Length</b>	<b>3 years</b>	<b>1-2 years</b>	<b>Currently no official EQF 5 level in educational system</b>
<b>Providers</b>	Vocational schools	Vocational schools	In 2016 a new type of VET programmes (ISCED 454) leading to EQF level 5 qualifications was introduced and implemented as a pilot. In 2018 there are three programmes in the qualifications register (11).  VET schools together with colleges can provide joint short-cycle studies after coordination with the Ministry of Education, Science and Sport. Legal acts implementing short-cycle studies are being prepared <sup>4</sup> .
<b>Practical training</b>	Of the total time allocated to vocational subjects 60-70% should be devoted to practical training. Usually, practical training is conducted at the school or in a company. Training can also be part of a mobility programme. <sup>5</sup>		
<b>Diploma</b>	VET diploma; matura certificate	VET diploma	
	Access to higher education/college or university study programmes; Access to labour market	Access to higher education/college or university study programmes; Access to labour market	

<sup>4</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/lithuania\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/lithuania_en)

<sup>5</sup> [https://www.smm.lt/web/en/education\\_1/vocational-education-and-training](https://www.smm.lt/web/en/education_1/vocational-education-and-training)



**Information from CEDEFOP Studies:**

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