

The cycle descriptors for higher education

	College qualification (LQF Level 5)	Bachelor (LQF Level 6)	Master (LQF Level 7)	Doctor (LQF Level 8)
<i>Characteristics</i>	<i>The competences conforming with the diploma of the 1st level professional higher education (college) comprise the competences of a secondary education graduate and are acquired through professional studies, which proceed in close contact with the relevant professional field</i>	<i>Bachelor's competences comprise the competences of a secondary education graduate and are acquired in a branch through studies based upon the theoretical foundations of the branch of science or professional field</i>	<i>Master's competences comprise the bachelor's competences are acquired through science based studies, of which research work and making independent insights and conclusions are an important part</i>	<i>Doctor's competences comprise the master's competences</i>
	<i>In addition to the competences of a secondary school graduate, the holder of the 1st level professional higher education diploma IS ABLE TO:</i>	<i>In addition to the competences of a secondary school graduate, the holder of a Bachelor's degree IS ABLE TO:</i>	<i>In addition to the bachelor's competences the holder of a Master's degree IS ABLE TO:</i>	<i>In addition to the master's competences the holder of a Doctor's degree IS ABLE TO:</i>
<i>Knowledge and understanding</i>	demonstrate comprehensive and specialised knowledge and understanding of facts, theories, causalities and technologies of the concrete professional field	<ul style="list-style-type: none"> demonstrate the basic and specialised knowledge typical of the concrete branch of science or profession and a critical understanding of this knowledge, moreover, a part of this knowledge complies with the highest level of achievement in this branch of science or profession demonstrate understanding of the most important concepts and causalities of the concrete branch of science or professional field 	demonstrate advanced or extensive knowledge and understanding, a part of which conforms with the most recent findings in the concrete branch of science or professional field and which provide the basis for creative thinking or research, inter alia, working in the interface of various fields	demonstrate that has knowledge of and understands most topical scientific theories and insights, has mastered research methodology and contemporary research methods in the concrete branch of science or professional field and in the interface of various fields
<i>Ability to apply knowledge</i>	<ul style="list-style-type: none"> on the basis of analytical approach, to perform practical tasks in the concrete profession demonstrate skills, allowing to find creative solutions to professional problems 	by using the mastered theoretical foundations and skills, perform professional, artistic, innovative or research activity	use independently theory, methods and problem solving skills to perform research or artistic activities, or highly qualified professional functions	assess and select independently appropriate methods for scientific research, has contributed to the expansion of the limits of knowledge or given new understanding of the existing knowledge and its use in practice, by carrying out an original research of major scope, part of which is on the level of internationally cited publications

Analysis, synthesis, evaluation	<ul style="list-style-type: none"> • discuss and provide arguments regarding practical issues and solutions in the concrete profession • select the necessary information and use it for solving clearly defined problems • participate in the development of the concrete professional field • demonstrate understanding of the place of the concrete profession in a broader social context 	<ul style="list-style-type: none"> • obtain, select and analyse information independently and to use it • take decisions and solve problems in the concrete branch of science or profession • demonstrate understanding of professional ethics • assess the environmental and social impact of one's professional activities and participate in the development of the concrete professional field 	<ul style="list-style-type: none"> • define independently and critically analyse complex scientific and professional problems, • substantiate decisions and, if necessary, carry out additional analysis • integrate knowledge of various fields • contribute to the creation of new knowledge, research or the development of new professional working methods • demonstrate understanding and ethical responsibility for the possible environmental and social impact of the scientific results or professional activity 	<ul style="list-style-type: none"> • by performing independent critical analysis, synthesis and assessment, to solve significant research or innovation tasks • set independently research idea, to plan, structure and manage large-scale scientific projects, including projects in international context • assume responsibility for the ethical aspects of one's research activities
Communication	discuss and provide arguments regarding practical issues and solutions in the concrete profession with colleagues, clients and management	define and describe analytically information, problems and solutions in one's own branch of science or profession, to explain them and to provide arguments when discussing these with both specialist and non-specialists	provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists	communicate both orally and in writing about one's own field of scientific activity (one's own branch) with wider research community and the general public
General skills	<ul style="list-style-type: none"> • with an appropriate degree of independence, to engage in further learning, improving one's competences • assess and improve one's own actions and those of other people • work in co-operation with others • plan and to organise work • perform concrete tasks in one's profession or to supervise such work activities, in which unpredictable changes are possible 	<ul style="list-style-type: none"> • structure independently one's own learning, to guide one's own and subordinates' further learning and improvement of professional qualification • demonstrate scientific approach to problem solving • assume responsibility and take initiative when performing individual work, when working in a team or managing the work of other people • take decisions and find creative solutions under changing or unclear conditions 	<ul style="list-style-type: none"> • guide independently the improvement of one's own competences and specialisation • assume responsibility for the results of staff and group work and analyse them • perform business activities, innovations in the concrete branch of science or profession • perform work, research or further learning under complex or unpredictable conditions, if necessary, change them, using new approaches 	<ul style="list-style-type: none"> • improve one's scientific qualification independently • implement scientific projects, attaining achievements meeting the international criteria of the branch of science • manage research or development tasks in companies, institutions and organisations, requiring extensive research knowledge and skills

Formal aspects

(Additional information, not part of the descriptor)

<ul style="list-style-type: none">• <i>persons, who have acquired secondary education, are enrolled in programmes of 1st level professional higher education</i>• <i>persons, who have acquired the qualifications of the 1st level professional higher education are entitled to continue the studies in a relevant study programme for completing a full study cycle</i>• <i>the study programmes leading to the acquisition of the 1st level professional higher education comply with the particular occupational standard and comprise 120-180 ECTS credits</i>	<ul style="list-style-type: none">• <i>all Bachelor's degree holders have the right to study in the second study cycle</i>• <i>persons are enrolled in bachelor programmes only after the acquisition of secondary education</i>• <i>bachelor study programmes comprise 180-240 ECTS credits</i>	<ul style="list-style-type: none">• <i>persons are enrolled in master study programmes after the completion of the first study cycle</i>• <i>all Master's degree holders have the right to study in the third study cycle</i>• <i>ensuring that the total number of credit points in the studies of the 1st and 2nd cycle is at least 300 ECTS credits, the master study programme may comprise 600120 ECTS credits</i>	<ul style="list-style-type: none">• <i>persons are enrolled in doctoral study programmes after completing the second study cycle</i>• <i>the length of doctoral studies is 3-4 years or 180-240 ECTS credits</i>
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Reference:

Referencing of the Latvian Education System to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area: Self-Assessment Report. Second version. Academic Information Centre in cooperation with the Lifelong Learning Development Division of the Policy Coordination Department of the Ministry of Education and Science of the Republic of Latvia: Riga, September 2011.