

Case study Lithuania

The future of vocational education and training in Europe Volume 3

Facilitating vocational learning: the influence of
assessments

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CHAPTER 1. Introduction

In Lithuania, in 2020, the Ministry of Education, Science and Sports approved the new procedure for the assessment of acquired competences, according to which formal VET qualifications (EQF levels 1-4) are issued. This new procedure will also support candidates who have acquired competences outside the formal VET system. The competence assessment consists of:

- (a) the theoretical (knowledge) test conducted centrally through the electronic testing system administered by the National Agency for Education;
- (b) the practical (ability) assessment conducted at training establishments that have the hardware and tools necessary to perform the task, or at a real workplace equipped with the necessary hardware and tools:
 - (i) for those who have independently acquired professional competences, the practical (ability) assessment consists of tasks to demonstrate practical abilities;
 - (ii) for those who have completed a formal vocational education and training programme, the practical (ability) assessment consists of tasks to demonstrate practical abilities and an evaluation of practical training' (1).

The new Lithuanian procedure for the assessment of acquired competences (approved in 2020) foresees the involvement of employers in assessment processes. Professional practitioners from companies of the qualification being assessed will contribute to ensuring the quality of the tasks to be performed by the candidates.

'Accelerated recognition of self-acquired professional competences, involvement of employers in assessment processes, and a centralised standardised theory test are expected to be in place as of 1 September 2021, when the new version of the description comes into force' (2).

The case study includes the following sections:

- (a) Chapter 2 gives an overview of the evolution of assessment over the last 25 years;
- (b) Chapter 3 focuses on the new procedure for the assessment of acquired competences.

(1) <https://www.cedefop.europa.eu/en/news-and-press/news/lithuania-accelerating-recognition-self-acquired-professional-competences>

(2) <https://www.cedefop.europa.eu/en/news-and-press/news/lithuania-accelerating-recognition-self-acquired-professional-competences>

CHAPTER 2. General information on changes of the assessment approach in Lithuania

2.1. Evolvement of assessment in VET over time

Dominant forms of assessment

There can be distinguished two types of competence assessment in VET which have not experienced essential replacements over the last 25 years: assessment of knowledge (theoretical) and so-called practical assessment for the assessment of the acquisition of competence.

The main changes in the assessment in VET since the re-establishment of statehood in 1990 include:

- (a) standardisation of assesment by introducing VET standards in 1997-2008, when the assessment tasks in the qualification examinations became based on competence descriptors, but the training process itself was still based on subjects;
- (b) introduction of the independent competence assessment by delegating the responsibility for the organization of qualification examinations to the representatives of employers – the Chambers of Commerce, Industry and Crafts in 1999-2001;
- (c) further liberalization of the ‘market’ of final assessment (qualification examinations) in 2011 by opening the possibilities to organize assessment to the different accredited bodies;
- (d) increased focus on competence-based and learner centred assessment with the implementation of competence-based occupational standards, national modular VET curricula and the new order of learner-centred competence-assesment (including assessment of informal, non-formal and experiential learning) launched in January 2022.

These changes are discussed below.

Introduction of VET standards and competence-based assessment

The introduction of the competence-based VET standards in 1997 brought the competence approach into assessment methods and practices (the VET standards set criteria for the assessment of competences), accompanied by the delegation of assessment to the social partners (Chambers of Commerce, Industry and Crafts) in 1998-2003.

Changes in responsibilities for assessment

The competence-based VET standards introduced in the period of 1997-2008 have foreseen assessment of the whole range of competencies which constitute a defined training programme and lead to the acquisition of a vocational qualification. In 1998, the State delegated the responsibility for organisation of the qualification examinations in VET to social partners – Lithuanian Chambers of Commerce, Industry and Crafts – and, a few years later, also to the Chamber of Agriculture. Previously, vocational schools themselves conducted assessments according to general regulations set by the Ministry of Education and Science. However, such revised examination system started to function in the whole country only from 2003. According to the decree from the Ministry of Education and Science the Chambers had the role of monitoring the preparatory phase of final qualifications examinations by involving specialists from enterprises to review vocational programmes, and to develop questions and tasks for a theory exam in cooperation with vocational schools. Chambers of Commerce were also responsible for supervising practical training in companies to ensure that VET students gain the necessary practical skills and knowledge.

In this period, the VET teachers played a very important role in providing methodical support to the representatives of the Chambers of Commerce, Industry and Crafts in preparing the tasks of the assessment of knowledge (preparation of tests) and in preparing the practical tasks for the assessment of skills.

Liberalisation of the assessment market

One of the assessment-specific changes was further liberalisation of the assessment market in 2011 by opening access for different organizations and bodies to apply for the status of competence assessment bodies responsible for the organization of qualification examinations. It permitted different organizations and institutions – private companies, sectoral employers organizations, independent providers of practical training, public bodies to become the assessors of competence and to organise qualification examinations for the different VET/CVET programmes.

2.2. **Assessment of general subjects and transversal skills and competences**

Traditionally, the knowledge of general subjects is assessed according to the requirements and regulations of formative and summative assessment in general education, including the requirements for the matura examinations. However, the knowledge of general education and transversal skills recently have become the objects of assessment in VET. The tests of assessment of knowledge may require

to apply /to integrate the general education knowledge in the solution of provided tasks. The main changes in this field occurred in the last years with the introduction of the modular VET curricula and implementation of the principles of assessment of informally and non-formally acquired competencies.

2.3. **Main drivers influencing the specific changes in assessment**

These changes were driven by the policies aimed to decentralise the VET provision, to strengthen the market orientation in the VET provision and to engage labour market actors in the predominantly school-based VET provision. It has been followed by the standardisation of the knowledge assessment tests on the national level.

The implementation of the Lithuanian Qualifications Framework approved in 2010, the introduction of the occupational standards and national modular VET curricula in 2013-2018 were important processes in the development of the national system of qualifications. It was driven by the policy goals related to the development of lifelong learning, fostering of employability and improving of the quality and attractiveness of the VET provision.

CHAPTER 3. New procedure for the assessment of acquired competences

3.1. Introduction

The new procedure for the assessment of acquired competences for formal VET qualifications (EQF levels 1-4) also takes competences acquired outside the formal VET system into account. Previously, one of the main challenges has been a lack of a comprehensive strategy on validation of non-formal and informal learning in Lithuania. One of the most important recent legal documents that stipulate non-formal and informal learning is the Law on the Change of the Law on Non-formal and Continuing Adult Education, which was accepted by the *Seimas* (Parliament) at the end of 2014 and came into power on the 1st of January 2015. This Law amongst other issues, stipulates the assessment and recognition of competences acquired in the informal and non-formal learning of adults. The introduction of the new practice/order of assessment can be regarded as a logical step of implementation of the competence-based approach in the field of assessment of non-formal, informal and experiential learning, enabled by the introduction of the occupational (qualifications) standards and national modular VET curricula.

3.2. Assessment of acquired competences

3.2.1. Introduction

Competence assessment is the process of recording the achievements made to demonstrate competence and making a decision about which competences the person being assessed has acquired.

The assessment refers both to a part of a VET qualification (module, which corresponds to the unit of qualification in the occupational standard) and to the whole qualification. After the completion of each module there is executed assessment of knowledge and practical assessment tasks.

The assessment of competences for a qualification includes:

- (a) a test to assess the theoretical part (knowledge);
- (b) an assessment of the practical part (skills);
- (c) an assessment of practical training (applicable only to persons who have completed a formal vocational training programme, but not to students of the

Lithuanian Police School, the Firefighters' Rescue School and the Border Guard School of the State Border Guard Service under the Ministry of the Interior of the Republic of Lithuania who have completed a formal vocational training programme).

This new procedure is applied for the validation of non-formal and informal learning. It does not require any particular adjustments, because of the reference of the procedure to the competence-based occupational /qualification standards.

3.2.2. Assessment of the theoretical part

For the assessment of the theoretical part (knowledge), the test shall be deemed to be passed if the person scores at least 50 % of the total points; it shall be deemed to be failed if the person scores less than 50 % of the total points. A person who fails the assessment of the theoretical part (knowledge) may, if he/she so wishes, obtain a certificate from the VET provider indicating the results of the test, but he/she may not take part in the assessment of the practical part (competences).

The assessment test of the theoretical part (knowledge) consists of questions corresponding to the level of qualification and the structure of the test. Each question of the test shall be scored according to its difficulty. The total mark for the assessment of the theoretical part (knowledge) of the test for the assessment of the competences of qualifications at levels I and II shall be 50 points, for qualifications at level III 80 points, and for qualifications at levels IV and V 100 points of the test value.

3.2.3. Assessment of the practical part

For the practical part of the competence assessment the tasks must cover the areas of activity defined in the professional standard and competences. The assessment of competences is a confirmation that the person being assessed is able to perform the respective activities. The practical assessment task must have clear performance requirements and be of limited complexity, but has to be clearly defined (in terms of scope, content, materials and material resources and means for performance and in terms of the time required).

For the practical part of the assessment, at least ten practical competences must be assessed: five tasks have to cover the whole cycle of the work process and leading to a specific product; five tasks have to cover individual steps of a professional activity.

The assessment of the practical task follows a criterion-based assessment model and is structured and therefore clear assessment criteria must be defined. For each competency the criteria for assessing the competency are specified, based on the outcome of the task (the output produced the characteristics of the

task, e.g. product, service provided, individual professional operation) and the characteristics of the process of performing the task. The number of criteria for each of the competencies assessed is not defined, but it depends on the specificity of the competence being assessed, by following the logics and the principles of criterion development according to the requirements of work process

It is recommended that the assessment task should include a reflection, a conversation between the assessor and the assessed following the completion of the assessment task, giving the assessor the opportunity to comment on the practical assessment task and avoiding a narrow or 'restrictive' interpretation of the results and ensuring a balance between rigour and flexibility. The assessment of the practical part of the tasks of the acquired competences could include not only an assessment of performance but also an assessment of the learner's understanding of the work done. This assessment should also be integrated into the content of the assessment instruments. It may be oral or written.

In the case of oral assessment, structured questions may be asked of the person to be assessed:

- (a) Practical questions: The assessor is given the opportunity to comment on the practical part of the assessment task, to tell what and how they did it, what the result was, to identify what worked well what they did well, what problems they encountered and how they solved them, what they would do differently next time. Assessor may also ask the student to reflect on the episodes of the accomplished tasks/activities that best illustrate their acquired skills and abilities.
- (b) Hypothetical questions: The assessor can present a hypothetical situation, asking the person to be assessed to describe in detail how he/she will behave in this situation, what actions he/she will take, what outcome he/she will achieve.
- (c) Knowledge questions. The assessor may ask questions related to the practical knowledge necessary for the performance of the practical part of the assessment task. Such knowledge questions shall provide the opportunity to give a complete and accurate answer. For example, if a question is asked about a particular objective of a process, the person to be assessed should clearly and specifically identify the objectives of the process, rather than telling everything, what they know about the process.

3.2.4. Assessment of practical training

The assessment of practical training shall consist of the average of the practical training scores for each of the modules (excluding the introductory and final modules) for the competences constituting the qualifications. The assessment of

practical training shall be carried out by a vocational teacher appointed by the vocational training provider and, if necessary, by assessors from accredited competence assessment bodies in the relevant field and representatives of vocational training providers. The assessment of practical training achievements shall be carried out throughout the school year. The average derived by the vocational teacher shall be included as an added value in the assessment of the practical part (competences).

3.2.5. References for assessment

The national modular VET curriculum provides standardised and not very detailed assessment specifications. There are descriptors of learning outcomes, which evidence attainment of competence. These descriptors mainly include cognitive (application of knowledge) and functional (practical skills) occupation-specific skills, whereas transversal competencies are reflected more implicitly, by contextualising them in the concrete work process environment. Descriptor of each module includes the list of assessment criteria typical for the module. These assessment criteria are formulated by referring to the learning outcomes, as accomplished work tasks or processes. For example, the goods are stored according to the rules and requirements of storage; the cashier operations are executed.

3.2.6. Responsibilities of providers in the assessment of acquired competences

The order of the assessment of competences issued in 2015 and updated in 2020 foresees the division of responsibilities in the field of competence assessment between the institution of the governance of qualifications (Centre for Development of Qualifications and VET), the accredited assessment bodies and the VET centres.

The responsibilities of the institution of the governance of qualifications (Centre for Development of Qualifications and VET) in the assessment of competences cover:

- (a) coordination of the development of a structure for the assessment of the theoretical part (knowledge) of the assessment test, which includes a score for each competence for each qualification described in the occupational standard, through VET providers and through methodological commissions (the methodological commissions are made up of expert teachers working in VET), to which VET providers licensed to provide formal vocational education and training in the relevant sector or part of the sector of the economy concerned (hereafter referred to as 'the methodological commissions') voluntarily nominate vocational teachers. The methodological commissions

- shall be approved by the head of the qualifications management body by means of an order (the order shall specify the names of the persons concerned, their place of work, their current job title and contact e-mail address) and their composition shall be published;
- (b) coordination of the development and timely updating of the questions for the assessment of the theoretical part (knowledge) of the tests, and organisation of their external evaluation (validation), involving accredited competence assessment bodies;
 - (c) coordination of the development and timely updating of the practical skills demonstration tasks and their assessment instructions (in conjunction with the practical training), and organisation of their external evaluation (validation), involving accredited competence assessment bodies;
 - (d) preparing a timetable for the assessment of the theoretical part (knowledge) of the competences for the current year (hereinafter referred to as 'the timetable') and publishing it on the website;
 - (e) compiling and maintaining a bank of test questions and marking instructions for the assessment of the theoretical part (knowledge), and a bank of assessment instructions for the practical part of the skill demonstration tasks;
 - (f) using the support of an institution subordinate to the Ministry of Education, Science and Sport of the Republic of Lithuania, which administers the electronic assessment of learning and which, in accordance with the timetable for the assessment of competences for the current year approved by the qualifications management body, carries out the assessment by electronic means, prepares and delivers the test results to vocational training providers by electronic means, and prepares and delivers the statistical information on the test questions to the providers;
 - (g) selection, in accordance with the procedure laid down by law, vocational training providers who have the necessary technical equipment and facilities to carry out the assessment of competences or an actual workplace equipped with the necessary technical equipment and facilities (hereinafter referred to as 'the providers used');
 - (h) in the absence of an accredited competence assessment body the Centre appoints competence assessors to the competence assessment board, choosing competence assessors who meet the requirements set out in the outline of the requirements for competence assessment and recognition bodies and their accreditation procedure by the Minister for Education, Science and Sport, in agreement with the Minister for the Economy and Innovation, and cover their incurred costs in accordance with the procedure laid down by law;

- (i) supervision of the assessment of competences;
- (j) provision of methodological assistance in the field of accreditation and recognition of competences;
- (k) collecting, organising, analysing and making public statistical information on the results of the assessment and recognition of competences, while ensuring the protection of personal data and privacy, and, on request, compile and submit reports on the results of the assessment of competences to the Ministry of Education, Science and Sport.

The responsibilities of the accredited competence assessment bodies (including Chambers of Commerce, Industry and Crafts) include to:

- (a) assess (validate) the questions in the theory/knowledge part of the assessment tests and provide conclusions on their validity and compliance with the requirements of the professional standards to the qualifications management body;
- (b) evaluate (validate) the practical skills demonstration tasks and their assessment instructions and provide conclusions on their suitability and compliance with the requirements of the professional standards to the qualifications management body;
- (c) delegate to the competence assessment commissions competence assessors who meet the requirements set out in the Description of the Procedure for the Assessment and Recognition of Competences and their Accreditation by the Institutions and their Accreditation, approved by the Minister of Education, Science and Sport, in agreement with the Minister of Economy and Innovation, and pays them for their work from the funds calculated in accordance with the Methodology of Calculation of the Funds for the Assessment of Competences Per Person approved by the Government of the Republic of Lithuania;
- (d) participate in the supervision of the progress of the assessment of the practical part and in the work of the Competence Assessment Board at the place of the assessment of the practical part;
- (e) organise the activities of the Competence Assessment Appeals Board (hereinafter referred to as the Appeals Board);
- (f) organise training for assessors, providing advice, and paying the staff organising the training in accordance with the procedure laid down by law;
- (g) perform other functions as laid down in the legislation.

Additionally, the responsibilities of addressed providers of training (these are VET and CVET providers with the high expertise and facilities for theoretical and practical training ⁽³⁾) include to:

- (a) develop and update the test structures for the assessment of the theoretical part (knowledge) of the qualifications assigned, which include an estimated points for each competency for each qualification described in the occupational standard;
- (b) develop and updating the questions for the assessment of the theoretical part (knowledge) of the tests for the relevant qualifications;
- (c) develop and updating the tasks for the demonstration of practical competences and the instructions for their assessment for the relevant qualifications;
- (d) appoint and organise the work of methodological commissions for the development and updating of the structure and questions of the tests for the assessment of the theoretical part (knowledge) and of the practical tasks for the demonstration of competences;
- (e) organise the assessment of the theoretical part (knowledge) and the practical part (skills) for persons who have acquired the competences constituting the qualification without having followed a formal vocational training programme;
- (f) organise the assessment of the practical part (skills) of persons who have acquired the competences for qualifications at levels IV to V, and choose the place for the assessment of the practical part (skills);
- (g) delegate vocational teachers (who have not taught the persons assessed) to the competence assessment commissions and pay them for their work from the funds calculated in accordance with the methodology for calculating the funds for competence assessment per person approved by the Government;
- (h) pay the staff organising the assessment in accordance with the procedure laid down by law.

VET providers are responsible to:

- (a) organise the assessment of the theoretical part (knowledge) of the persons who have followed a formal vocational training programme implemented by them;
- (b) organise the assessment of the practical part (skills) of persons who have followed a formal vocational training programme implemented by them and have acquired the competences of qualifications at levels I-III;

⁽³⁾ The list of these providers can be found here: https://www.kpmc.lt/kpmc/wp-content/uploads/2021/10/Kontaktai_-Pasitelktu-teikeju1.pdf

- (c) ensure the participation in the assessment of the practical part (skills) of persons who have followed a formal vocational training programme in which they have participated and have acquired competences at levels IV to V of the qualifications (going to and returning from the place of assessment).

3.3. Key aspects for designing the assessment

Both occupational specific and transversal skills and competencies are assessed in the new competence assessment procedure.

Designing the theoretical part of the assessment

One of the most important functions of a **theoretical** test programme is to identify the competences that will be tested. Task developers should design tasks according to the competences specified in the occupational standards that constitute the qualification. The use of a content structure based on modules is recommended as a good approach (units of the qualification) and the competences defined in the qualification standards.

Both of the above - content structure and levels of competences - are very important for the distinction, what each question tests. The test specification matrix is particularly important. It defines the content of the examination items and ensures that the relevance of each competence is aligned with the content and scope of the training. This matrix also ensures that the competences tested in the test are tested in a proportionate way. The simplest form of the matrix has two dimensions: topics (content) and skills. Each matrix column has its own weight. This allows the number of points to be determined for each topic and for each competency. All questions in the test can be divided into two broad categories, depending on the way in which the test takers answer the question: closed (e.g. multiple choice) and open (test takers provide their own answers). In multiple-choice questions (closed questions), the correct answer is given along with several other options (correct or incorrect). A student simply chooses the answer that seems correct to them. The most common closed-ended questions are multiple-choice questions and true/false statement questions. In open-ended questions, neither true nor false answers are given to the student, as students have to 'create' their own answer. In the case of tests designed for automatic assessment, such open-ended questions must also have a have predetermined and unambiguously defined correct answers, but these are not displayed during the test to the test taker.

Designing the practical part of the assessment

When designing a practical exercise, it is required that the task must be formulated appropriately designed to create as realistic a working environment as possible. The assessment tasks for the practical part of the assessment of the competences acquired by the individual are formulated on the basis of the competences specified in the professional standards and curricula, the learning objectives and learning outcomes. The assessment task for the practical part of the assessment may be of two types: covering the whole or covering individual occupational activities.

When designing practical assessment tasks, the attention is paid to the following aspects:

- (a) highlighting and defining the most important aspects of the various knowledge domains in relation to the vocational and professional standards, the application of which in different areas of knowledge in the different transfer/adaptation processes;
- (b) to take into account the outcome and its assessment, for assessors with different knowledge bases to support the achievement of the result and to demonstrate knowledge and understanding of different areas, small or large, ability to apply.
- (c) The tasks must test the following competences of the examinees:
 - (i) applying and demonstrating knowledge and practical skills in practical activities to demonstrate their practical skills in the course of the practical activities;
 - (ii) applying theoretical knowledge in practice and combining its application with practical skills;
 - (iii) critically and articulately evaluating the workplace and the work environment;
 - (iv) interpreting and complying with the requirements, conditions and standards of professional practice.

In the design of assessment tasks covering the whole cycle of the work process, culminating in the completion of a production process or the provision of a service, it is required to clearly and comprehensively communicate the performance of the task instructions and requirements for the task and the evaluation criteria. For example, the qualification unit 'Creating floral arrangements (LQF IV), competence - Creating occasional arrangements by providing the task to create a festive floral composition' the purpose of the composition should be stated (e.g. to compose a floral composition for a bride).

When designing the tasks for the practical part of the assessment of the acquired competences covering individual occupational activities, the choice of

tasks should aim to cover interrelated occupational activities or stages of performance and require the use of different combinations of specific and generic competences. For example, the practical tasks for assessing a rural business service provider's competence in the legislation governing the provision of rural business services may ask him/her to describe an employment contract and its requisites, to examine the work instructions for employees and their legal regulation. Another example is the assessment of retail competences of a retail worker, a task could be given to draw up goods receipt documents, performing online goods receipt operations in accounting systems, preparing sales documents and perform the corresponding operations in the online goods accounting systems.

3.4. Discussion of key technical characteristic for assuring the quality of the new procedure for the assessment of acquired competences

Ensuring standardisation

The standardisation of assessment of knowledge (standardised tests) and skills (practical tasks) is ensured by the following factors:

- (a) The competence assessment criteria are directly derived from the competence descriptors provided in the occupational standards.
- (b) The assessment of theoretical knowledge is based on the standardised tests applied by the all VET establishments.

The execution of skills assessment through the practical tasks follows the assessment criteria derived from the occupational standards from the one side and the concrete requirements of the work processes applied for the execution of the practical tasks at the sectoral practical training centre or at the workplace in the enterprise, from another side.

Ensuring validity

Validity of assessment is ensured by implementing different measures of quality assurance related to the selection of the assessors, development of the assessments tasks, executing of the assessment procedures and recognition of the outcomes.

The assessment of the theoretical part becomes centralised by means of electronic testing, the practical part will be carried out either at the base of a vocational training provider equipped with the necessary technical equipment and tools to perform the task or at an actual workplace equipped with the necessary technical equipment and tools.

The validity of tasks of the theoretical examination is ensured by linking test specifications with the competencies outlines in the occupational standards. The test specification defines the content of the tasks for the assessment of the competences in the theoretical part and ensures that each competence tested is in line with the vocational training curricula/occupational standard. All test specifications are made publicly available and accessible to anyone wishing to know the structure of the assessment of theoretical knowledge.

Further quality assurance measures

The **theoretical part** shall only be carried out by **persons registered** in the Register of Trainees in Vocational Training Institutions at least one month (Vocational Training Institutions providing vocational training in the carriage of goods and passengers by motor vehicles shall be registered at least two weeks) before the theoretical part. The data of the persons registered in the Register of Apprentices for the theoretical part shall be transferred on the same day to the National Education Agency's data transmission system KELTAS and forwarded to the e-testing system. At least three working days before the theoretical part of the test, the vocational training providers shall generate the theoretical part protocols (Annex 1) in the KELTAS data transmission system, containing the roll call lists of the test takers grouped into groups of eight persons with their login data (login address, username and password) to the testing system.

There are also foreseen procedures and requirements for the selecting of the **locations of the practical training** according to the defined quality requirements. The assessment of the practical part (competences) takes place in the base of a vocational training provider for persons who have completed a formal vocational training programme with qualifications at levels I to III in the base of a vocational training provider; for persons who have completed a formal vocational training programme with competences at level IV or V competences, or for persons who have not followed a formal vocational training programme, or for persons who have followed a formal vocational in the case of persons who have completed a formal vocational training programme at a vocational training provider with a the technical equipment and facilities required for the task, either at the base of the vocational training provider or in the actual workplace, equipped with the necessary technical equipment and facilities.

Before the assessment begins, the Chairperson of the Assessment Board shall present the assessment tables and the assessment criteria for the practical part of the assessment to the assessment panel and initiate a discussion of the criteria set out in the practical part of the assessment task. The Board shall observe the performance of the practical part of the task and shall assess the persons on

the basis of the assessment criteria set out in the assessment task for the practical part of the task (competences). Each member of the Commission shall present his/her evaluation by completing an evaluation grid.

The members of the Commission shall hand over the completed and signed evaluation grids to the Chairperson of the Commission. The Chairperson of the Board shall complete and sign the evaluation report. The Head of the Institution or his/her delegate shall upload the results of the assessment of the practical part (competences) to the Register of Students. If the competences acquired by the person for the qualification have been positively assessed, the VET provider, on the basis of the data in the Register of Apprentices, shall award the qualification and issue the VET Diploma.

3.5. Reflection and outlook

This new approach should be beneficial for many users, stakeholders and interested parties:

- (a) for candidates seeking the formal recognition of their acquired competencies it will permit smooth and transparent way to get it;
- (b) VET and CVET providers will get more involved in the process of assessment, as well as will obtain the possibility to enroll more adults in the CVET programmes;
- (c) enterprises will benefit from the possibility to evaluate and recognize the competencies acquired by the employees and to motivate employees to get more actively engaged in CVET.

To what extent and how the implementation of the new procedure for the assessment of acquired competences might have an impact on teaching and learning practices is not possible to say at the moment, having in mind very recent introduction of the new procedure.

According to available information, Covid-19 pandemic did not have any profound impact on the VET assessment approaches, procedures and instruments, with the exception of some temporary re-scheduling of the timing.

As the implementation of the new order of assessment started in January 2022 there are no expected other changes in the near future.

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