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Abstract

This article analyses the development of the external quality assurance system in Latvia by focusing on the different assessment models that have existed over time. The authors describe the different assessment models, analyse the fitness-for-purpose of each model; highlight the lessons learned; and outline the possible further changes in the system. In analysing the models, the authors look at the perspectives of the quality assurance agency and of the higher education institutions. The changes in the models are analysed in the context of general turning points in the higher education system and significant policy developments not only in Latvia but also in the neighbouring countries and the European Higher Education Area. (HRK / Abstract übernommen)