PL2S

Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia

WP4

01-08-2016

ALLMEET – Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia

Start date of project: 01/12/2013

Duration: 36 months

Work Package 4 – Personalised Lifelong learning Services (PL2S)

Deliverable factsheet

Dissemination level:	Department/faculty level
Deliverable type:	Other products
Work package:	**WP4: D4.6**
Responsible partner:	EC-VPL
Primary contributor:	All partners
Deliverable contributors and reviewers:	MarGU; UNIBO

Executive summary

Quality Management of PL2S-centres is formulated and focused in the Integral Quality Assurance & Evaluation Plan (QA Plan) that defines the procedures, resources and strategies for:
- Accreditation-program for PL2S-professionals.
- Quality-audit system for PL2S-centres.

Content

Introduction

Learning is more than ever important or valuable; people are encouraged to invest in their potential throughout their lives, taking into account their prior learning. According to policy papers of the UNESCO, European Union (Singh & Duvekot, 2013; EU Inventory 2010, 2014; UNESCO, *et al*., 2015; Singh, 2015; Duvekot, 2016), this should also concern the underrepresented groups and non-traditional learners with regard to higher education because the European knowledge-economy needs more higher-educated participation from all.

The overriding goal of ALLMEET is to build the capacity of the Russian HEIs partners with respect to understanding and managing on-going conflicts and to prevent the growth of a xenophobic attitude within the Russian society. EU partners will assist the Russian HEIs in planning, implementing and evaluating actions in the field of Intercultural Education and Lifelong Learning Strategies. Through a networking and life-long learning approach, Russian HEIs can gain a key role in enhancing mutual understanding and intercultural dialogue not only among their students' multicultural population, but within society at large.

The focus of the project is the establishment of Intercultural Education Platforms and PL2S-centres in Russian HEIs. This deliverable (WP 4.6) presents the quality management of PL2S-centres, defining the procedures for:
1. Accreditation-program for PL2S-professionals.
2. The audit system for PL2S-centres.
3. A reporting template for the audit-team.

This deliverable (D4.6) sets out the course for PL2S-centres for working on their quality assurance system. The objective is to create *a zone of trust* around the activities of a PL2S centre for (1) adult learners, attracted to the perspective of tailor-made learning on HE-levels, (2) university staff designing the kind of tailor made learning programs for adult learners and (3) society with all its organisations (profit and non-profit) that will prosper once adults are able to invest more effectively and inspired in their skills and competences for the sake of social and economic growth for all.

1. Accreditation of PL2S professionals

PL2S-centres focus on the matchmaking of the ambition of adult learners in investing in their skills and competences and the learning opportunities a university can offer. A PL2S-centre acts in this way as a linking-pin between someone's portfolio – as a personal learning biography and collection of his/her prior formal, informal and non-formal learning outcomes – and the supply (or offer) from a university of lifelong learning programs. Assessment and guidance of someone's portfolio are at the heart of the services of a PL2S-centre and in the functions of assessor and guide they form the core of the professionality a PL2S-centre. Quality-assuring and certifying these professionals therefore is crucial for the design, development and implantation of the kind of linking-pin activities that a PL2S-centre offers.

1.1 Preconditions

It should be noted that the necessary competences to be developed for assessors and guides possibly need to be contextualized according to the variety in socio-economic and –demographic structure in which a specific PL2S-centre operates. A successful set-up and usage of the professionality of a PL2S-centre depends on dealing with three preconditions:

1. *Providing assessment and guidance standards aiming at 'a qualification effect'*
   Standards for assessment- and guidance-services of a PL2S-centre must meet the requirements of validity, acceptance, feasibility and functionality of the learning programs of a university to which the centre links someone's learning demand. These standards for assessors and guides must correspond with existing national qualification structures. This offers the best possible quality assurance of (1) the professionality of the assessors and guides working at a PL2S-centre and (2) the civil effect of the assessment and guidance services, ranging from admissions to and exemptions from particular training courses to any other further step in someone's career development path within the programs of the university to which the PL2S-centre is attached.
   This precondition will strengthen the embedded role of the PL2S-centre in the university on the one hand. On the other hand, it will help the university's qualification system to open up and be responsive to the learning needs of adult learners.

1. *Quality assurance system for assessment and guidance procedures*
   The quality of assessment and guidance – as offered by a PL2S-centre - can be controlled by establishing quality-assured procedures for assessment and guidance. The key quality criteria are validity, acceptance, functionality, transparency and comparability of structures.
   The quality of the services of a PL2S-centre affects various parties with an interest in the assessment results. The university to which the centre is attached must supervise the quality assurance system (validity, reliability and fairness) of the assessment and guidance results. In principle, such a system is part of the overall quality system of all university's procedures, aiming at

any kind of validation of learning outcomes and qualifications. The university can delegate these responsibilities to third parties, but the university remains answerable for quality supervision of the PL2S-centre.

The quality assurance system for assessment and guidance procedures can include an audit of the assessment centres' internal quality assurance systems (as in the case of ISO certification), together with a system of random investigations of the validity and reliability of assessment results, conducted by independent research institutes. Criteria for the quality of assessment results can be drawn from the general requirements for assessment: validity and reliability. Naturally, both concepts must be operationalized specifically for the kind of prior learning assessment and guidance procedures of the PL2S-centre.

2. *Accessibility*

Assessment and guidance procedures must be accessible to adult learners and the organisations where they work (and learn). Accessibility is determined by the recognition and acceptance of the outcomes of the services of the PL2S-centre. It is also determined by the accessibility of the university that implements the assessment procedures and their affordability. Access to qualifications (and other forms of civil effect) of universities is determined by the features of the qualification system itself and by the availability of financial resources. Quality-assured supply of assessments and guidance increases the accessibility of the university. 'Decentralised' refers to the regional distribution of assessment and guidance services of the PL2S-centre and the implementation of the centre's procedures at other locations than only at university, e.g. the employee's place of work or training course.

Another condition for accessibility is that the system is workable and efficient for users. Time-consuming and bureaucratic procedures are disastrous to accessibility. The funding of prior learning assessment procedures is a fundamental condition for the use of the system. A decentralised and workable system that nevertheless costs the users too much will reduce access to the procedures.

To conclude, when these three conditions are met, *commitment* can develop fully. There will be plenty of space to build strong commitment for new ways of learning, within the network of universities and its external learning partner. Commitment after all is the most essential precondition for making use of the assessment and guidance services of the PL2S-centre. Commitment means that all parties involved will take up their own responsibility. For the university, this will be a challenge since education is traditionally more supply-oriented than demand-oriented. Competence-based learning and prior learning assessment will however make learning more 'made more to measure'. The motivation of the adult learners will therefore be much higher.

1.2   Accreditation of PL2S professionals

The accreditation of the PL2S professionals aims at safeguarding the quality of the services of the PL2S-centre. Through this *personalisation* of the quality of the PL2S-centre, all services of the centre can be quality-assured offered on three levels by:

- adult learners, who use their prior learning outcomes as input for getting access to tailor-made lifelong learning programs of a university through the intermediary role of the PL2S-centre.
- university-staff, who needs to be able to respond to the need for tailor-made learning of the adult learners, therewith providing the throughput that the adult learner is looking for in university.
- society, where the output of the lifelong learning programming of the university needs to be grounded.

The accreditation of the PL2S-professionals is organised according to the following stepping-stones:

1. *Certificate of participation in the training for PL2S-professionals (internal certification)*

The PL2S-professionals need to be trained in an accredited training programme for assessor/guide. They will receive after completing all required modules of the training a certificate of participation if the following conditions are met:

- The PL2S-professional has actively attended all training sessions.
- The PL2S-professional has actively prepared him-/herself for the meetings by reading the material and working on home-work and other exercises.
- The PL2S-professional has built up a personal portfolio as much on the basis of assessment-experience and the feedback on these experiences during the training.

The required modules are dedicated to self-management of competences, portfolio-assessment, guidance and management:

i. on self-management of competences, aiming at training the generic competence of portfolio build-up & maintenance for (personalised) lifelong learning-strategies. This module leads to a personal portfolio and a personal action plan.

ii. On portfolio-assessment, for teachers/trainers and human resources-officers in order to support their students, staff or others in building up their portfolio and advising them. Assessment will be taught as assessment <u>for</u>, <u>of</u> and <u>as</u> learning.

iii. On counselling and guiding, for career guidance (summative and formative) of and for learning of adult learners.

iv. On management of prior learning methodology and processes, for learning professionals and human resources-officers in order to arrange access to adult (higher) education.

With issuing the certificate of participation the university declares that the participant is competent and capable to start - with an experienced assessor – to perform services within the PL2S-centre. Note that the official examination body of the university is the only body that can award these certificates.

2. *Participation in the audit (external certification)*

The start-competent assessor/guides of the PL2S-centre holding a certificate of participation can prepare for the external audit. They can start preparing when meeting the following conditions:

- The assessor/guide has assessed/ guided a number of personal assessment processes (more than 1) in his/her domain (portfolio, simulations, competence based interviews) in which the standard of the assessor/guide training is applied.

- The assessor/guide has conducted a number of assessments and/or guiding sessions (more than 1) in his domain (portfolio, simulations, competence based interviews) in which the standard of the assessor training is applied.
- The assessor/guide has acted in a number of assessments and/or guiding sessions (at least 2) as 2nd assessor or 2nd opinion guidance.
- The assessor/guide has built up a portfolio in which the assessor's/guide's competences are demonstrated and substantiated with evidence.

3. *Preconditions for certification*

In order to train assessors and guides successfully and allow them to finalize the training with an external certification, the following conditions have to be met.

Participants are expected to:
- Have sufficient time available to prepare and visit the sessions.
- Have sufficient time available to practice as a guide and as an assessor within the assessor training and act as a 2nd assessor.
- Build up a portfolio in which they demonstrate their competences in preparation for the audit (external certification).

The organisations of participants are expected to:
- Have a clear image of the alleged qualities of the participants on the basis of the internal profiles to be used as standards.
- Have the participants well informed before they start training and have clarified why the participants are registered as trainees.
- Participants are granted absence-of-leave during the training sessions and allowed time to do their homework and practice the assessments.
- Preferably, several participants from the same team allow entering the assessor/guide-training.

2. Basics of the audit

Guiding principle for the audit of PL2S-centres is that not only the justification is given of the implementation of assessment- and guidance-procedures but also the advisory function of the audit itself is organised. In this paragraph the general principles are formulated on which the external quality assurance is based on. The basics of the audit are derived from the requirements in the application process for PL2S-centre to be allowed to perform their procedures in linkage with the HE-learning programmes of the university they are attached to.

2.1. Function of quality assurance: monitoring and advising

The audit is focused on accountability and advice so that it provides added value compared to traditional quality assurance systems of the university to which the PL2S-centre is attached. The audit visualises how the procedures of the PL2S-centre function, what is going well and where there still exist problems or is a need for new initiatives. It is expected that an audit report in which suggestions are made to improve the implementation of the procedures, the response of the PL2S-centre will be to implement the suggested improvements.

2.2 Balance between internal and external quality assurance

An accredited PL2S-centre uses an internal quality assurance system to ensure a transparent, qualitative and efficient implementation of its staff in executing PL2S-services. This internal system is based on the following **principles**:

1) The services of the PL2S-centre can only be passed through voluntary by adult learners.
2) The privacy of adult learners is respected and guaranteed.
3) Equal access to the services and fair treatment of adult learners should be guaranteed.
4) Stakeholders can be involved as 'partners in learning' for purposes of offering tailor made learning opportunities, e.g. learning at the workplace.
5) All services of the PL2S-centre should contain mechanisms for guidance and counselling of individuals.
6) The process, procedures and criteria of assessment and guidance by the staff of the PL2S-centre must be fair, transparent and underpinned by quality assurance.
7) The services of the PL2S-centre should respect the legitimate interests of stakeholders and seek a balanced participation.
8) All services of the PL2S-centre must be impartial and avoid conflicts of interest.
9) The professional competences of the staff of the PL2S-centre is assured by their professional certification and the yearly review of their activities.

The added value of an external audit consists of:

1 Offering a review and an advise on the quality of the services of the PL2S-centre.
2 The external audit presents opportunities to align internal and external quality assurance mutually alike and offers tools for improving internal quality assurance.

3 An external audit provides insight in how the PL2S-centre can manage its responsibility for the quality of its staff.

4 An external audit can be an efficient way to identify options for improvement.

An important advantage of a sound internal quality assurance of the services is that a PL2S-centre can involve specific criteria or aspects of its work as part of the external audit. These are criteria that one wants to test, in the context of the improvements that one might have already set out at the centre. Finally, it will be necessary to organise some form of external quality assurance for strengthening the credibility of the specific criteria. Attention to the coordination of internal and external quality assurance therefore is obvious.

2.3 Public character of the findings

In the perspective of the accountability and consultation of the PL2S-centre, it is important to publish the findings in a good way. Needed is a form of transparency that is informative to external stakeholders and for the internal stakeholders creates a sphere in which there can be a confidential exchange about problems and dilemmas. Because the focus of the audit also aims at showing potential improvement in the services, the emphasis in the final audit-report will not be on demonstrating shortcomings but on the formulation of proposals for improvement.

The external audit is using two reports: one confidential management-letter for the PL2S-centre whose procedures are audited and one general report that is publicly available. Public reporting of the audit includes a general summary of the findings, recommendations and overall descriptions of good practice. It is to decide by the PL2S-centre whether the management letter is also going to be publicly available.

2.4 Audit team: expert and independent

It is preferable to work with an audit team that is independent from the PL2S-centre and the university to which the centre is attached.

The required expertise of the members of the audit team covers both the managerial as well as the assessment/guidance aspects of the PL2S-centre. With a view to national and European developments in lifelong learning, it is recommended to also include an expert with knowledge (and experience) of the international developments in this field in the team.

The size of the team needs to be agreed on with the PL2S-centre; the bottom-line however is an audit team of at least three members. In this way all necessary expertise can be included in the team. Apart from these experts, one secretary needs to be appointed.

3. The audit

The process concerning the audit is presented in this chapter. Subsequently, the composition of the audit, the audit process and the step by step procedure are presented.

3.1   Composition of the audit team

The audit team is subject to the following requirements:
1   The audit team consists of minimal 3 and maximal 5 members, depending on the specific audit to be carried out. The decision on the size and composition of the audit team is taken by the appointed chairperson of the audit team.
2   None of the team members are employed by the PL2S-centre being audited nor by the university to which is centre is attached.
3   The audit team has expertise in the field of the services offered by the PL2S-centre and expertise in the area of quality assurance and auditing. Also, the audit team has deep knowledge of national and international developments in the field of lifelong learning, assessment and guidance. These abilities can be grouped into at least three members.
4   The audit team is independent and has authority.
5   The audit team treats all information confidentially.
6   The audit team is assisted by a secretary, dealing with the reporting and communications (before, during and after the audit) to the PL2S-centre.
7   The chairperson of the audit team, in consultation with the secretary, manages the audit process. He/she is responsible for the writing of the final audit report and the confidential management letter.

3.2   Audit process and procedure

The main principles of quality assurance system of a PL2S-centre is that it is efficient and effective. The audit carried out according to the procedure described are executed in a concise way, inviting and flexible in adapting to the wishes of the PL2S-centre. A proper balance should be established between the expected yield, the result and the amount of work involved. The structure and content of the audit activities provide a number of improvements that could be addressed the audited PL2S-centre.

Important points are:
1   The audit will take place on a single day.
2   The audit can be performed with an efficient preparation time of the PL2S-centre and the audit team. "Efficient" means that the audit can take place in a time- and cost-extensive way of working.
3   All staff-members involved in the services and procedures of the PL2S-centre are also involved in the audit-process as objects and sources.

3.3   Brief description of the audit process

The process starts with an invitation to the PL2S-centre to participate in the audit under the grant or renewal of its accreditation for performing services and procedures as linked to the learning programmes of the attached university.

The audit schedule will be determined in consultation with the PL2S-centre. The PL2S-centre prepares the audit and provides a self-evaluation and relevant documentation. Then the audit takes place. The audit will be finalised with a confidential management letter and a public report. The audit team expresses whether and to what extent the PL2S-centre operates in accordance with the principles for services and procedures of a PL2S-centre (see § 2.2).

At the end of the audit day a short, verbal feedback is given by the audit team. This addition to the main discussion points this feedback also refers to the preliminary findings and recommendations. The team then writes the letter and the report.

3.4 The procedure for the PL2S-centre

The audit procedure is to test the procedures and services of the PL2S-centre. For the centre concerned this entails these steps:

1 The **date** for a site visit is recorded and the internal contactperson is appointed (*when*).
2 **Agreement** on how, within the framework conditions, the audit preferably will take place. This partly depends on how the services and procedures in the concerned centre take place and which staff members are involved (how).
3 **An agenda** for the site visit is set (*what*).
4 The **audit framework** is discussed and together with the PL2S-centre it is determined which audit criteria are interesting for the PL2S-centre to audit more specifically (*what*).
5 The PL2S-centre performs a **self-evaluation** and provides any other relevant **documentation** relating to the individual subjects of the audit framework and makes this available to the audit team. These documents are provided with a brief **tassel** in which the subjects of the audit framework are accounted for, the PL2S-centre addresses the specific concerns and reflects on its strengths and weaknesses of their activities (*what and how*).
6 The **site visit** takes a full day. Two weeks in advance the audit team informs the PL2S-centre with which staff members they want to speak. This could be for example: guides, manager(s) and assessors (*when, who*).
7 On the basis of the provided material the audit team may choose to **zoom in** on specific subjects or aspects. They can opt for this if material provided by the centre doesn't convince the audit team if the audit criteria are met correctly (*what, how*).
8 The audit team formulates a **report** on all topics and rates every topic that was audited, decides whether improvement is needed. The audit team can impose additional critical notes and/or give compliments to any criteria, subject or aspect. The audit team works with a five-point scale and can add a qualitatively weighted evaluation of the subjects.
9 The **planning of all steps in the audit process** is determined in consultation with the PL2S-centre.
10 The **draft report** will be submitted to the PL2S-centre to correct inaccuracies.
11 Once the corrections have been studied and implemented the **final report** is drawn up. This report is presented to the PL2S-centre and its attached university in order to carry out any decision of the audit team regarding the (re)granting of the accreditation of the PL2S-centre and to ensure the implementation of possible improvements by the PL2S-centre.

3.5 The procedure for the audit team

The audit procedure consists for the audit team of the following steps:

1   Potential audit team members and a chairperson are invited to **participate** in the audit team. In case of the absence of a national audit structure for PL2S-centres, every single PL2S-centre is obliged to start up this audit-process by itself since the audit is the only way for obtaining an independent accreditation to carry out the kind of services and procedures that the PL2S-centre is offering to adult learners. This accreditation therefore is needed to make sure that the PL2S-centre works in accordance with all principles pertaining to this field of work.

2   When participating in an audit the audit chairperson and the other members of the team will receive a formal confirmation letter with **details** of the planning/timetable and their mandate (and payment).

3   The audit team receives the documentation of the PL2S-centre and they arrange their own pre-consultation.

4   The **pre-consultation** can take the form of a (telephone) meeting in which also the secretary of the audit team participates. The chairperson of the audit team chairs this session. Purpose and ways of working are considered, the documentation is reviewed on the basis of the audit framework and questions are formulated. The division of tasks is discussed in the team.

5   The secretary makes an overview of the **questions** that came out of the pre-consultation.

6   The **site visit** takes place.

7   The audit team can choose two methods:
   • The team chooses – apart from the regular requested information (see the template in section 4) - central themes and questions they submit to the PL2S-centre.
   • The team can also choose to – apart from the regular requested information (see the template in section 4) - zoom in on specific aspects or on a specific theme. That means for example, they only subject one or two topics to a critical analysis. They can only opt for this approach if the provided material from the PL2S-centre is very convincing on the audit criteria.

8   The audit team presents at the end of the visiting day a brief **oral feedback of the preliminary outcomes** of the audit.

9   The secretary writes the **draft report and management letter** and submits them to the audit team. The chairperson of the audit team supports this process and monitors the timing. The audit team values and rates all topics in accordance with the template for the report (section 4) and formulates desired or needed recommendations for aspects that need improvement.

10   The audit team gives a qualitative **review** in accessible, non-formal language. The audit team can give additional compliments to aspects that can be regarded as good practice.

11   The chairperson provides the draft report and management letter to the PL2S-centre for **verification** of factual errors and if necessary additional information.

12   After processing the information from the PL2S-centre the **final audit report and the management letter** is determined by the audit team.

13   The chairperson sends the final report and the management letter to the PL2S-centre. The PL2S-centre is responsible for the enforcement of the assessment of the audit team and carrying out possible improvements as suggested by the audit team.

3.6 Audit Findings

The audit team gives a qualitative **review** of the services and procedures of the PL2S-centre in accessible, non-formal language. The audit team can come up with additional compliments to aspects that they perceived as a good practice. The review takes the form of a formal public report and a confidential management letter.

The audit **findings** are reflected in a rating on which the (re)accreditation of the PL2S-centre depends:

- Average score between 5,0-6,0 on all aspects/criteria: good quality without improvement needed. Grant/renewal accreditation for 3 years.
- Score between 4,5-5,0: good quality for improvement grant/renewal accreditation for 3 years, with a requirement to report improvement on the aspects mentioned in report and letter.
- Score between 4,0-4,5: moderate quality improvement: suspension of grant/renewal accreditation for 3 years as long as it is not complied with the requirement to report acquisition improvement. During suspension no APL procedures may be performed.
- Score between 3,5-4,0: insufficient quality essential ë le improvement: suspension of grant/renewal accreditation until it is satisfied the requirement to report improvement after taking a renewed audit should take place before granting the accreditation or to extend. During suspension no APL procedures may be performed.
- Score below 3,5: insufficient quality without improvement: no granting and withdrawal of the accreditation.

4. The audit-report

The audit-report on which the quality-assurance of the PL2S-centre depends is divided into five sections. Each section represents a specific feature of the PL2S-centre that needs to be trusted by adult learners, university-staff and society. Together these sections provide a PL2S-centrewith the necessary quality-mark for operating as an independent, trustworthy, accessible and reliable centre for linking adult learner's learning need (input) with the acquiring of new learning outcomes at the attached university (throughput, therewith assisting in generating new social and/or career opportunities for the adult learners (output).

The structure of the audit-report follows these five sections. The outcome of the audit of a PL2S-centre is only positive if all indicators are scored with an average of 5. Within a section a score of 3 or 4 needs to be compensated in order to arrive at the average score.

Quality requirement 1: mission	Rating
1. The PL2S-centre focuses its services and procedures on the assessment/guidance of adult learners on the basis of the qualifications and other accredited learning programs of the university to which the centre is attached and aims at successful linkage of the assessment/guidance results to these qualifications and programs by means of transferable PL2S-reports.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
2. The PL2S-centre is responsible for the quality of every procedure and the issuing of any personalised report.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
Quality requirement 2: rights	Rating
3. Information on assessment and guidance procedures is established, open to all and includes at least a description of the procedure, method, an indication of the time and resources required, the maximum cycle time, conditions for participation and the rights of the applicant.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
4. The PL2S-centre shall include in its agreements with adult learners all information on the necessary investment in time and resources, the maximum duration of the procedure(s), the applicable standard(s) and objective (s) of the candidate.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
5. Agreements between the candidate and the PL2S-centre are recorded and signed by both parties before the start of any procedure.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
6. The PL2S-centre shall ensure that each candidate is entitled to a closing session of the assessment/guidance services rendered. The PL2S-centre offers for this purpose also a 2nd opinion facility and an independent complaint-procedure for adult learners who are not satisfied.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
7.The PL2S-centre reports findings from any procedure only to the candidate. It also safeguards that findings or reporting to third parties only take place with the written consent of the candidate.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
Quality requirement 3: procedures & instruments	Rating
8. Responsibilities and powers of officials are clear within the PL2S-centre, known to all concerned and functional in practice.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6

	weak ...... strong
9. The assessment/guidance of prior learning outcomes in the procedure is based on the recognized diplomas and/or qualifications of the attached university.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
10. The procedure processes all evidence that a candidate provides.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
11. The evidence used in the procedure meets established criteria for variety, relevance, timeliness, authenticity and quantity.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
12. Instruments and evaluation in a procedure are aligned with the applicable diplomas and/or qualifications.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
13. The assessment/guidance includes ensuring the utmost transparency, reliability and independence.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
14. The substantive considerations that are part of a review (such as the assessment of evidence and the choice of assessment tools) are defined clearly in the procedure and then continue to be available within the organization of the PL2S-centre for at least 3 years.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
15. The PL2S-centre shall keep a copy of the relevant evidence of the candidate for three years on the basis of which was issued a final report.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
16. A procedure results in a report which includes at least: - The objective of the candidate, - The prior learning outcomes relevant to the learning objective, - The steps of the procedure and instruments used therein, - Recognized competence, - Clear substantiation of these recognitions, - A conclusion that fits in with the objective of the candidate.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
Quality requirement 4: assessors and supervisors	**Rating**
17. In the procedure the roles of guides and assessors are strictly separated, both on paper and in practice.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
18. Candidates are accompanied by a guide at providing insight into their competencies and working on documentation of their learning experiences.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
19. The guides and assessors are certified and have sufficient professional experience in and understanding of the diploma/qualification requirements of the university and/or the procedure of the PL2S-centre.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
20. The guides and the assessors have sufficient knowledge and understanding of the criteria for delivering convincing documentation of someone's learning experiences.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
21. The assessors are proficient in the use of the applied evaluation methods and associated tools.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong

22. The assessors deliver their findings effectively both orally and in writing.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
23. Between assessor and candidate is no relationship other than that inevitably and for the work of assessors is necessary.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
Quality requirement 5: quality assurance	**Rating**
24. The PL2S-centre evaluates in a sound manner the quality of their own procedures systematically among all concerned. Standard components of the evaluations, the quality of information, agreements, used assessment tools, the level of competence of guides and assessors, the reporting templates, the evolution of the procedures, the resolution of any complaints or concerns, management and administration.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
25. The PL2S-centre works only with certified and yearly reviewed assessors and guides.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
26. The PL2S-centre uses the results of the evaluations for improvements and ensuring its effectiveness. Evidence of this managerial task is provided and justified on a structured basis in the year report on the PL2S-centre's activities.	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong
27. The PL2S-centre archives in the context of quality assurance and for the three-year audit both the outcome of the procedures in writing (reports) and image (the video recording of the assessments).	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 6 weak ...... strong

References

Duvekot, R.C. (2016). *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* Houten: CL3S. [*Valuing Learning. A study of VPL and personalised learning. Thesis*]

EU Inventory (2004, 2005, 2008, 2010, 2014). *European Inventory on Validation of Non-formal and Informal Learning*. Thessaloniki, Cedefop. http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning.

Singh, M. (2015). *Global persectives on recognising non-formal and informal learning. Why recognition matters.* Heidelberg/Hamburg, Springer/UIL.

Singh, M. & Duvekot, R.C. (eds.) (2013). *Linking R*ecognition Practices and National Qualifications Frameworks.* Hamburg, UIL.

UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women & UNCHR (2015). *Education 2030. Incheon Declaration and Framework for Action. Towards inclusive and equitable quality education and lifelong learning for all.* Z.pl., UNESCO.