Recognition and Quality Assurance in LIS: a new approach for lifelong learning in Europe

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IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
Lifelong learning

- Lifelong learning is used for combining formal, informal and non formal education and training, with a reconsideration of professional recognition and quality assurance processes
Learning outcomes/competences

- Learning outcomes have applications at three distinct levels:
  - the local level of the education provider;
  - the national level: for qualifications frameworks and quality assurance regimes;
  - internationally: for wider recognition and transparency purposes.
Quality assurance models

- **Learning outcomes**: the extent to which an accredditor specifies the particular learning outcomes or allows complete institutional discretion;

- **Quality assurance focus**: the extent to which an accredditor is concerned about either individual student competences or overall program effectiveness;

- **Quality assurance process**: the extent to which an accredditor examines direct evidence of student achievement or the adequacy of the processes used to assure particular levels of student attainment.
Which evidence?

- Competences list
- Levels and level descriptors,
- Credits accumulation
- Recognition of qualifications
- Quality assurance.
Quality assurance and recognition in HE and VET

• Need of cooperation in quality assurance ad recognition between higher education institutions and vocational education and training accreditors
HE and VET

Benefits of cooperation might be:

- ease of access to a standard qualifications framework,
- cost-effectiveness of quality assurance methodologies,
- recognition of work experience in place of formal education,
- facilitating employment and career of information professionals.
Internationalisation in Europe

• In Europe, the internationalisation process – with the Bologna Declaration (1999) and the Copenhagen Declaration (2002) has identified some concrete proposals – EQF, Europass, ECVET
Competences recognition

Recognition of “acquired competences” and not only “lack of competences” is a measure aimed at:

• more employability
• increasing the individual learning motivation
• participation in life-long learning, by starting from the continuous improvement