



Actions of Lifelong Learning addressing
Multicultural Education and Tolerance in Russia

WP4

ALLMEET - PL2S Handbook

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Executive summary

Sustainability of PL2S is organised by setting up *Do-It-Yourself teams*. They work in the university PL2S-centre. Every partner contributed to this handbook on dedicated to offering a blueprint of the tasks, functions and professionalism that such teams should be able to master and demonstrate:

- The design of DIY-teams in HEIs with all functions filled-in (guiders, trainers, manager, assessors, counsellors, developers, researchers)
- Final design of PL2S-centres in HEIs with business plan and marketing-strategy.

This handbook provides the building blocks for these two objectives in the planning and set-up of a PL2S-centre attached to a university.

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1. Introduction

Sustainability of Personalised Lifelong Learning services (PL2S) is organised by setting up *Do-It-Yourself teams* within PL2S-centres that are attached to universities. These teams work in the PL2S-centre.

This handbook provides the building blocks for setting up DIY-teams. It offers a blueprint of the tasks, functions and professionalism that such teams should be able to master and demonstrate:

- The design of DIY-teams in HEIs with all functions filled-in (guiders, trainers, manager, assessors, counsellors, developers, researchers)
- Final design of PL2S-centres in HEIs with business plan and marketing-strategy.

1.1 Target group

This handbook is intended for everyone who is professionally involved in Validation of Prior Learning (VPL) in the volunteer sector, first of all the assessors and guiders of the VPL activities, but also staff who contribute indirectly to VPL. Examples include: those involved in developing the instruments, members of examination committees which assess the reliability and validity of the tools, administrative staff and staff who inform others about VPL.

1.2 Processes

This handbook focuses primarily on the VPL-processes and how it enhances Personalised LifeLong Learning (PL2S). This provides insight into how VPL is organised within The institute for higher education, who and in what way plays a role and about the synergy of this all. Also, in brief, a general policy is given.

1.3 ALLMEET website for all relevant documents

This manual refers to relevant documents that provide insight in detail in the processes and tools used in VPL activities within ALLMEET. The website of ALLMEET (<http://www.allmeet.org/>) is the central place where to find the general documents.

A special intranet site (password protect part of the internet site) contains all the relevant documents

1.4 The guidelines for validating non-formal and informal learning prevails

The processes described in this guide covers all VPL activities in the context of service recognized preliminary and final by the guidelines for validating non-formal and informal learning.

- See " guidelines for validating non-formal and informal learning."Cedefop, 2009.

1.5 Status of this handbook

This handbook was managed by the ALLMEET consortium and adopted by the participating ALLMEET universities and partners. This handbook needs to be updated regularly on the basis of new experiences and feedback on the services rendered by PL2S-centers. This updating needs to be organised internationally.

2 General principles

2.1 General policy framework and principles

The processes described in this guide covers all VPL activities in the context of service recognised preliminary and final by the European Council recommendation¹ of 20 December 2012 on the validation of non-formal and informal learning, and the European guidelines for validating non-formal and informal learning² and (draft) updates of these guidelines³.

A. At European / International level

The generally adopted broad approach of 1996 to lifelong learning was paramount to the need to adapt to the (again) changing social conditions in the late 1990s. In particular, the trends of globalization, the development of Building Personalized Learning | 27 the information society and the rapid scientific and technological progress led to this need (CEC, 1995; Janssens, 2002). It simultaneously led to the recognition of the added value of international education policy, in addition to and equivalent to national education policies and can be understood as a harbinger of the activating role that international organisations could play in the learning arena. The Bologna Declaration of 1999 is a good example of this role (Harris, 2011). It meant the creation of a European Higher Education Area in which national authorities would raise awareness on the need for a knowledge society, promote mobility in Europe by creating similar diplomas in the Bachelor/Master levels and organize the transfer of credits through the European Credit transfer System (ECTS), the exchange of students and lecturers and, lastly, independent quality control (Bologna Declaration, 1999). Although mainly engineered for economic purposes, the declaration would help open up the learning world to VPL as a method for validating prior learning outcomes. The economic approach was associated with the socio-integrative character of education because it focused on providing learning opportunities to every citizen as an integral part of independent and lifelong education. The introduction of the notion of learning outcomes is crucial for getting a grip on the impact VPL can have on learning processes. Learning outcomes can be defined as “the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal” (Cedefop, 2008). The coupling of lifelong learning with higher education was broadened in 2000 to the entire education sector when the EU Member States agreed on the 'Lisbon Strategy' (CEC, 2000). This strategy aimed at creating the most dynamic and competitive knowledge-based economy in the world by 2010, capable of sustainable economic growth with more and better jobs and greater social cohesion and respect for the environment. VPL was strongly embedded in this agenda with the focus on valuing learning and improving the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning. The quantitative targets, however, soon turned out to be too difficult to achieve due to economic hardship from 2001 onwards. The initial optimism gave way to pragmatic realism and the Lisbon Strategy was revised in 2005 (CEU, 2005). The emphasis again was placed on economic growth with lifelong learning focused on strengthening a flexible labour market by stimulating personal development in the spirit of employability and less on the development of the individual for social and/or cultural purposes. Within this pendulum between social and economic objectives, however, much attention was paid to creating support for recognition or validation of non-formal and 28 | Lifelong Learning Policy and Valuing Learning since the 1970s informal learning experiences (Bjørnåvold, 2000). Policy aimed at initiating a strategy for VPL at national level, with a set of general principles for VPL, formulated by an expert group (EC, 2004): 1. The overall aim of validation is to make visible and value the full range of qualifications and competences held by an individual, irrespective of where these have been acquired. The purpose of this validation may be formative (supporting an on-going

1 [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222(01)&from=EN)

2 <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4054>

3 http://www.kenniscentrumvc.nl/evc-professionals/images/nieuws/European_guidelines_on_validating_of_non-formal_and_informal_learning.pdf

learning process) as well as summative (aiming at certification). 2. Validation of non-formal and informal learning must first and foremost serve the needs of individual citizens. This means that individual entitlements have to be clearly stated, in particular in relation to issues like privacy, ownership of validation results and right to appeal. 3. Institutions and stakeholders face certain responsibilities when they initiate validation, for example in terms of providing proper guidance and support. 4. Confidence is a necessary pre-requisite for successful development and implementation of validation of non-formal and informal learning. This requires well-defined standards, clear information on the assessment-process and the purpose of validation and how the results will be used and information on conditions for validation such as time and cost involved as well as support/guidance provided. 5. Impartiality is a crucial feature of validation and relates to the roles and responsibilities of the assessors involved in the validation process. It is important to avoid undue mixing of roles as this will negatively affect overall confidence and credibility to validation results. Impartiality can be strengthened through training and systematic networking, something that needs to be promoted by validation providers. These principles were to be finalized in 2009 as basic principles for the European Guidelines for Validating Non-formal and Informal Learning (Cedefop, 2009). In the same period other measures were taken to support the general goals of the revised Lisbon strategy: a Europass system with a focus on the transparency of qualifications and competences, a European Credit System for Vocational Education and Training (ECVET) and the European Qualification Framework for Lifelong Learning (EC, 2005). The latter being a decisive cornerstone for making learning accessible for all, due to its focus on learning outcomes. It paved the way for VPL as the bridging instrument for linking people's prior learning outcomes, formally, non-formally and informally Building Personalized Learning | 29 acquired, to any standard like qualifications, function profiles and social functionality. Moreover, it was to be supportive for making learning more personalized since learning outcomes first of all needed to be recognized and valued on a personal level before they could be linked to the standards in society. Swinging all over again, 2004-2010 The OECD committed itself to Europe's renewed Lisbon 2005-strategy with a re-orientation on the personalized nature of learning. VPL was considered to be inseparable from personal and societal application of lifelong learning when looking at the new strategic features of lifelong learning (OECD, 2004): 1. Lifelong learning approaches the supply and demand of learning opportunities as part of an integrated system that incorporates the whole personal life cycle and all forms of learning. 2. The learner takes a central place here. Demand-driven learning, focused on meeting the learning needs of individuals is the key. 3. Self-motivation is absolutely crucial, in other words learning to learn. 4. The learning process in itself can serve various purposes: from personal development and knowledge acquisition to economic, social or cultural benefits. The importance of recognizing skills, including prior learning and previous experiences was also highlighted by the International Labour Organization in its Recommendation on Human Resources Development (ILO, 2005). The value of VPL not only laid in getting access to learning opportunities in education and training systems but also in the workplace where the nature of learning was more focused on personally updating and upgrading for the sake of employability. The focus on personal development was in all contexts for the bigger part tuned in to the context in which learning was or should be taking place, for purposes of qualification and certification or personal development. This focus was taken further in studies of the OECD on personalizing education (OECD, 2006) and on bridging national qualifications systems and lifelong learning (OECD, 2007). Both studies expressed that the social and economic role of lifelong learning had been elaborated thoroughly in an approach based on learning outcomes, competence-steered learning, opportunities for recognition and transfer of competences and credits. A strong focus on the personal nature of learning, both in terms of prior learning as well as future learning was to be chosen. VPL was to be embedded in policy, aiming at 30 | Lifelong Learning Policy and Valuing Learning since the 1970s providing individuals with an opportunity to validate skills and competences which hadn't been formally recognized before. OECD's swing towards VPL and the individual entitlement of learning was completed in a worldwide review of twenty-two countries (Werquin, 2010). The advantages of recognizing non-formal and informal learning outcomes, taking stock of existing policies and practices were explored. The benefits for all stakeholders in VPL were clearly pointed out: for individuals, employers, trade unions, learning providers and governments. The outcomes were reflected in recommendations for strengthening, improving and promoting VPL, therewith allowing it to realise its full potential for making visible the human capital

people already have. The challenge for lifelong learning policies was to find the right balance by developing recognition processes that can generate net benefits to both individuals and to society – and its organizations – at large. Meanwhile in Brussels, the European targets for lifelong learning were once again evaluated with the EU 2020 strategy as the outcome (EC, 2010). It is the new long-term strategy of the European Union for a strong and sustainable economy with high employment, labour mobility and competitiveness as targets. The strategy holds the view that continuous learning opportunities should be offered to all European citizens. In practice this means that everyone should have an individual learning pathway that is adapted to the personal needs and interest in all stages of life. The content of learning, the way of learning and where learning takes place may vary according to the learner and his/her learning needs. Lifelong learning should support in this view both learning for employability as well as for purely personal development and/or second-chance education. This means that learning is still considerably dominated by economic reasoning but the upper hand is slowly shifting to the individual level, which opens up opportunities for individual ownership of learning goals and offers for tailor-made learning. The EU 2020 strategy is therewith embarking on a mission in which learning systems in education and training, and other constraints (fiscal, legal, customer orientation, etc.) more effectively than ever are positioned for actual use by the learners.

B. At Russian/national level

The analysis of existing LLL system in the Russian massive. Federation has allowed to allocate several basic problems according to Bannykh⁴ :

- It is possible to note the lack of development in Russia of self-education and independent educational systems, including learning through electronic technologies and the "open universities". But for now a lot of learning takes place in a lot of different situations and much of this occurs once person has finished his formal education. Lifelong learning serves not only to make people more employable, but also to further their personal development and encourage active citizenship and social inclusion.
- The Russian Federation isn't integrated into the global educational system - there is no common system of qualifications from other countries, including the European Union. To solve this problem, students have to study under "double degree" programmes when educational activities are carried out in both Russian and foreign high schools.
- The system of a recognition of the professional qualifications, alternative to the state diplomas isn't generated. The system of continuous vocational training is training through focused mainly on people fairly young age-till 45 years.

Validation of non-formal and informal learning has barely been used in higher education (Ponomareva et al., 2014)⁵. Therefore, the presented VPL-methodology needs to be further developed and geared to the needs at the involved Russian partner universities while taking into account the circumstances on national and on institutional level.

Challenges that need to be dealt with:

- Awareness raising at policy, university/school and individual level
- Make clear that validation of non-formal and informal learning strengthens existing formal education and training
- show benefits of VPL
- from curriculum-steered education with exams towards competence-based learning and validation
- implementation of VPL
- how to ensure coherent practices, based on consistent national standards;
- how pedagogical methods can be adapted to incorporate greater roles for guidance and counselling;
- what the administrative requirements are for guidance/counselling, documentation, assessment and validation?

Benefits of VPL (VALERU, 2015):

4 Bannykh, Kostina SN Development of Lifelong Learning System in Russia Ural Federal University, Yekaterinburg, Russia, 2012

5 Ponomareva, E. et al. (2014). Validation of Non-Formal/Informal Learning in Russian Higher Education. Country Report Russian Federation. Moscow State University of Geodesy and Cartography et al., Moscow.

- address the needs of mature learners and part-time students, by recognizing alternative forms of entry requirement and shortening the period of study through earning exemptions;
- engage people who are developing knowledge, skills and competences in third or voluntary sectors, work-based learning, trade union learning and community learning;
- improve support strategies for retention, guidance and learner support by identifying the needs of learners before entry;
- contribute to curriculum development on the nature of learning, knowledge and assessment. It is integral to the development and operation of work-based learning programmes;
- improve transparency of decisions regarding entry and credit, by developing a consistent, and recorded, approach to validation for entry to or exemption within a programme;
- lead to the development of learning partnerships between colleges, universities, employers, professional bodies, and community learning and voluntary sector learning providers, using formative and summative assessment which may require collaboration between learning providers across different education and training sectors to ensure the needs of the learner are most effectively met.”

At a VALERU workshop in Berlin the Russian partners spotted the following challenges on national level

- current legislation in Russia
- Qualifications Framework
- educational standards
- weakness of professional standards system
- terminology

Within the universities the following challenges were detected:

- lack of experience in VPL
- mismatch between curriculum and educational program
- Issue of credits vs. grading system 10
- no standardised procedure in place
- lack of clarity for responsibility within the university
- little awareness and reluctance to reach such students
- vagueness of experts competences

The following chapters describe the procedure for setting up a VPL-system within a PL2S-centre.

2.2 Recognised VPL provider

The participating HE-institutes should become to have the status of *ALLMEET recognised VPL provider*. A prerequisite is that the method of the ALLMEET VPL and all relevant individual methodologies by an independent provider are positively by an ALLMEET auditor.

To obtain in the course of the proceedings this recognition would have to follow the next steps.

2.2.1 Development ALLMEET VPL Quality Code

On the basis of the established by the ALLMEET 'Checklist VPL procedures for organisations, ' and by the ALLMEET partners' own situation,-specific instruments are developed as

- an A-version (at the central level of the VPL centres) and
- a B-version (at the level of the individual methods).
-

2.2.2 Previous reporting

➤ see Reports on previous PL2S trainings and ALLMEET project meetings.

2.2.3 Audit

In the future the Russian universities should define who will audit the VPL-system, methodology, procedures and instruments. And in a later stage the auditing could become part of the auditing of the university/school and other VPL-providers.

3 University-wide policy in relation to VPL

3.1 General

In the handbook Building Personalised Learning (<http://cl3s.com/2015/handbook-personalized-learning/>) the first recommendations appeared about VPL and Personalised Lifelong Learning at institutes for higher education. These recommendations can be read as a first attempt to give VPL a place in the educational activities of institutes for higher education.

Topics such as authorization, investigations, exemptions accreditation associated with VPL. Furthermore, the institute for higher education their concept and the policy of Personalised lifelong Learning and part-time education are associated with VPL.

Topics such as authorization, evaluations, exemptions and accreditation associated with VPL are in coherence with the rules, regulations and procedures according to the policy of PERSONALISED LIFELONG LEARNING and VPL of the institute of Higher Education which provides VPL and where needed in coherence with the national VPL rules and regulations.

The institute for higher education chooses this VPL procedure, in accordance with the VPL Quality code set at institutional level established. In addition, two tracks are distinguished:

1. A generic VPL procedure whereby an individual can self-assess against generic university skills (including Dublin descriptors) or National competences of sectoral advisory. Such an exercise will not necessarily give admission to a program, but does lead to a view of the level of the individual, whether or not related to a particular sector. The generic VPL procedure is used in particular from the perspective of the personal development of the client and not directly from a specific (formal) training goal.
This track should be worked out in detail. In this handbook it is for that reason here not yet completely developed.
2. An education-oriented VPL procedure in which a client is assessed in relation to the (national fixed) skills and competence levels at Higher Education level and is offered by the institute for higher education. This track may lead to admission to the study and/or granting of exemptions and a possible alternative learning path for learning at the institute for higher education, one at the discretion of the board of examination at the HE-institute. The examination committee relies then on the VPL reporting. In both tracks, the procedure takes place before registration for a study or parts of a study. The instruments / methods used in the VPL procedure (the methods) can also be used in assessing the competency level of students who have already registered for a course and who believe they qualify for exemptions. In that case it refers to customised study programs.

3.2 Policy for PL2S centre

General Personalised Lifelong Learning policy

1. Toward a student-centred learning approach
2. Widening access and participation
3. Personalised Lifelong Learning in a regional context

A university should have a policy for Personalised Lifelong Learning and VPL to give flexible access to the institute for higher education and for recognition of non-formal and informal learning.

Such policy documents show in detail how the institute for higher education responds to the need for "lifelong learning".

This is followed by an overview and discussion of the VPL(-like) developments so far at universities in general and within the institute for higher education in particular.

Finally, three scenarios are presented on the basis of which a decision on the extent and manner in which VPL can be implemented inside the institute for higher education.

- The Role of Higher Education in Promoting Lifelong Learning (LLL Policies and Strategies: No 3) UNESCO, 2015 - <http://unesdoc.unesco.org/images/0023/002335/233592e.pdf>
- UNESCO Education Strategy 2014–2021, UNesco 2014 - <http://unesdoc.unesco.org/images/0023/002312/231288e.pdf>
- Development of Lifelong Learning System in Russia, Bannykh ao, Middle-East Journal of Scientific Research 12 (10): 1370-1374, 2012 - [http://www.idosi.org/mejsr/mejsr12\(10\)12/10.pdf](http://www.idosi.org/mejsr/mejsr12(10)12/10.pdf)
- Access to lifelong learning in higher education through Validation of Prior Learning: Policy review, theoretical concepts and practical guide for HEIs, ESRALÉ 2014 - <http://www.esralenetwork.org/wp-content/uploads/2015/04/Access-to-lifelong-learning-in-higher-education-through-Validation-of-Prior-Learning-.pdf>
- Joint Education Programmes between Higher Education Institutions of the European Union and Russian Federation, page 16-31, July 2014 - http://www.fu-berlin.de/sites/moscow/media/eu-report-catalog/REPORT_JOINT-PROGRAMMES_EN.pdf?1413288127
- Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies, EUA 2011 - [http://www.eua.be/Libraries/publication/engaging_in_lifelong_learning-\(3\).pdf?sfvrsn=0](http://www.eua.be/Libraries/publication/engaging_in_lifelong_learning-(3).pdf?sfvrsn=0)

3.3 Blueprint part-time education

A network of part-time specialists need to write a memorandum about part-time education. In this paper, the requirements are elaborated on the design of the part-time education within the institute for higher education. Specific elements are: setting requirements for the job, VPL, exemptions, education made-to-measure and collective arrangements.

3.4 Eligibility and admission examination (Access to HE)

To be admitted to university the candidate needs to fill-in formal requirements concerning pre-university learning or another (non-formal or informal learning) equivalent for a recognised national diploma. The legal basis for this is admission policy is part of national laws on higher education. The concrete rules for admission are therefore related to the country and region to which laws a university is related.

3.5 Business Plan

Possible activities of a PL2S centre that need to be addressed in a business-plan for setting-up and implementing a functional PL2S-centre are:

1. Policy and strategy development
 - a. Concepts of widening access and lifelong learning in the institutes policies
 - b. Professional development of staff
 - c. Validation of Prior Learning (VPL)
 - d. Quality assurance of lifelong learning
2. Research and development of lifelong learning
3. Knowledge, expertise and advise center in the field of lifelong learning
4. Development of learning outcomes / competence based, modular teaching programmes
5. Support/providing lifelong learning
 - a. Bachelor or Master at your own pace / part-time
 - b. Part-time degrees through work-based learning
 - c. Creating online continuing professional development (incl Alumni)
6. VPL / assessment (knowledge) center
7. Professional development
 - a. Counsellor; Coaching and mentoring; Career coaching
 - b. Assessment / evaluation / feedback
 - c. Teaching approaches / Teacher (re-)training
 - d. E-learning for teachers and trainers
 - e. Teaching and learning strategies and approaches
 - i. For students (initial students)
 - ii. For adults
8. E-Learning / E-portfolio unit

9. Development of partnerships
 - a. Internal within the university
 - b. Regional with all stakeholders in LLL
 - c. National, cooperation between PL2S-centers

During an exercise (PL2S business plan) at the end of the training, based on the discussions throughout the training and the presentations of mr. Cor de Raadt (former Director of the School of Education, Inholland University for Applied Sciences) and dr. Ruud Duvekot (Associate professor 'Personalizing learning', Inholland), the participants listed their ideas for a PL2S-centre and its activities.

During the ALLMEET training in Volendam (November 2014), Mr Cor de Raadt described the development of a new school of education at the Inholland University of Applied Sciences in the period from 2004-2012.

In 2004 there was a strong need of new teachers and education was in a process of change from curriculum-steered education (input-driven) towards competence based learning (learning outcome driven). In professional education (EQF level 2-4) in the Netherlands the national Qualification Structure was in place, based on competence profiles.

The change took place in close cooperation with schools as representatives of labour market.

Especially the Validation of Prior Learning, pushed by the Dutch Government (Project "Learning and working"), in other European Countries (a.o. Norway, Finland, Denmark, UK, France, Portugal) and at EU-level in the European Guidelines for validation of non-formal and informal learning, Cedefop, 2009)⁶⁷ Accessible

The program was accessible for students with prior experience in other sectors of society (for instance with a BSc or MSc in another subject).

A flexible program focused on the personal development of the student and hold a strong combination of learning and working.

The faculty of education became an expert center on:

- Competence based learning programs
- Validation and assessment
- Personalised learning systems
- Became as such the knowledge centre for PLS for the rest of the university.

Policy on implementing VPL in the rest of the university

- Raising awareness can the university level of the importance of competence based learning, validation of prior learning and flexible programs,
 - o Board of the university
 - o Deans of the other faculties
- Developing a systematic program and instruments to organise that
 - o Competence based programming
 - o Portfolio development
 - o Assessment methods and instruments
 - o Support on flexible study programs

The VPL centre of the Inholland University of Applied Sciences (as an example)

- Steering group consisted of deans of the faculties
- Coordinators in the faculties
- Central program
- External validation by NVAO

Mr. de Raadt gave the following conclusions/advice:

- Start with stressing the importance of lifelong learning and prior learning for the knowledge society
- Make sure that you are supported by boards of the university and the faculty

6 European Commission & Cedefop, 2009. European Guidelines for validation of non-formal and informal learning. [Online] Available at: http://www.cedefop.europa.eu/EN/Files/4054_fr.pdf

7 European Commission Directorate General for Education and Culture. Common European principles for teacher competences and qualifications. Brussels: European Commission, 2005a. Available from Internet: http://europa.eu.int/comm/education/policies/2010/doc/principles_en.pdf [cited 4.5.2007].

- Make very clear that validation of prior learning is not in conflict with the quality level of higher education you want to reach
- Make therefore the procedures and processes on PL2S extremely transparent
- Use the possibility of constantly monitoring and auditing your activities by an external auditor
- Combine top down and bottom up strategies
- put a lot of effort in educating your own staff in the same philosophy.

Ruud Duvekot described the change from traditional towards “New Learning” as:

Traditional learning	Competence-orientated learning
Content of knowledge and specialist skills are starting point	Realistic practical situations are starting point
Educational process is central	Learning process is central
Driven by the teacher, student is passive	Driven by the student, teacher as coach/ supervisor
Modules are derived from separate disciplines	Modules are largely interdisciplinary
Separate knowledge and skills modules	Integration of knowledge, skills and attitudes across the curriculum
Testing is a task for the teacher only	Self-reflection and testing by oneself and peers play a role

Traditional testing	Assessment
Single test/exam	Variety of tests and assignments
Objectivity: assessment is the result of a score on standardised items	Objectivity: assessors must be able to justify the assessment and equality (each student to be treated in the same manner)
Standardisation of tasks and scores	Not all tools of assessment have reached the same extent of standardisation
Construct is basis for development and validation of test; different dimensions of a construct are measured in isolation (knowledge, skills, attitudes)	Assessment poses complex, often multidisciplinary problems and is orientated toward competencies (as a whole)
Teacher is test-developer and testing authority	Multiple assessors

Agency and accountability

Important for PL2S-centres is the acceptance, quality, impact, sustainability and cost-effectiveness. Therefore as base for this exercise the outline of a business plan has been used to structure the ideas and suggestions.

In the cause of the project this plan must be further developed and be adapted for each of the PL2S-centres in the ALLMEET project.

Underlying Statements:

CHANGE → Flexibility + Adaptability

Cause is the increasing speed of change in society

This has to be analysed more to widen the view:

- the roles of each of the stakeholders in the learning process
- the external influences
- competence assessment
- next development
- how can a person prove his/her competence
- Sustainability
- Outdating / change of value

Reasons for personalised lifelong learning for each individual can be:

- Want to get a job
- Want to keep a job
- Career development
- Personal development
- (Re-)action to change present situation
- Wants to earn a fortune / change
- Want to be(come) active and have influence
- Want to be present
- Want to score high marks
- Do new things, innovate
- Increase networking and contacts
- Increase learnability

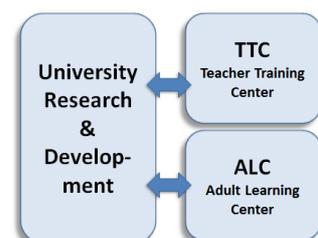
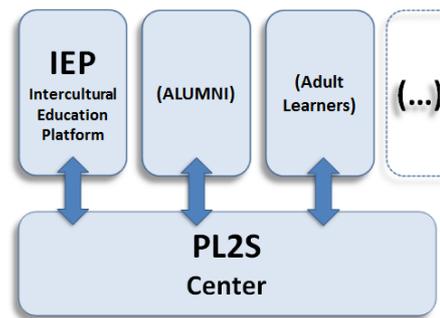
Goals:

- Connect activities (LLL methodologies, etc.) from departments and faculties (integration) in an ALLMEET centre/program
- Andragogical map: what is already there?
- Connected to tolerance
- Foster the informal learning culture
- "Valuation of Prior Learning (VPL)" as neutral base for Respecting/Cooperation
- Quality improvement and increase quantity of all kind of evaluation methods / instruments

The services that could be offered by PL2S:

Teaching / an educational program

1. Counselling / guiding
2. Coordination of VPL/LLL/assessment activities (research, development, implementation, training)
3. Access to information about VPL/LLL/assessment
4. Diagnostic testing (Person, organisation, environment, psychological, assessment/VPL))
5. Research



Environment:

Universities / Education is a very strict, regulated and controlled environment of teaching and testing / exams. It is a teaching-culture

It is a 5 year development and conditioning through (re)training and tests and formal certification / diploma.

It can lead to a certain salary level and to motivation for further development.

The POLICY stimulates to take in consideration all forms of learning (formal, non-formal, informal), in all forms, anywhere (home, work, school), anytime, any pace.

Markets:

- There where the benefits are
- Where high fees can be earned back
- Government who wants to steer/change things
- Employers (in need for...)
- Commercial banks (sponsors) who want to contribute in changing the local/regional social situation
- Where the ROEBELS are...!!!

Customers

- Students
- Migrants
- Unemployed
- Employed

At universities

- Teachers at universities
- Researchers
- Administrative and technical staff

At decision level:

- Rector, managers, investors
- Ministry / Government
- (Migrant) unions

External influences:

- Family
- (Social) contacts / networks
- Role model
- Negative influences such as colleagues, change of work / place
-
-

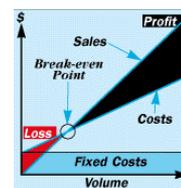
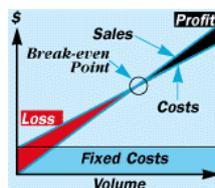
Cost-benefit / break-even

Costs:

- Development
- Initial / implementation
- Running costs

Versus

- Benefits
 - o Money
 - o Individual
 - o Social
 - o Society



Have to count with the four dangers of over-investments:

1. Too long and too much subsidies
2. Too long and too much PR
3. Too much and too long Education/Explanation
4. Enforcement by law and regulations

Next steps:

1. Improve business plan
2. Make SWOT analyse
3. Develop an action plan
4. Change from re-act to pro-act → Empowerment

4 Organisation of PL2S centres

4.1 Tasks

The tasks of the PL2S centre in an institute for higher education include:

- (Co-) facilitate the faculties in the development of VPL methods and instruments
- Offer VPL procedures, in collaboration with the faculties
- Help promoting the expertise of VPL, including training of guiders and assessors

4.2 Governance

The PL2S Centre at an institute for higher education functions for the entire University. This "upper school" status is guaranteed by the Steering Committee which is responsible for VPL implementation of the policy.

The steering group VPL is formed by:

- Directors of all faculties involved in VPL

The chairman of this committee: He is also responsible for organizing the meetings. The Steering Group PL2S meets three times a year.

4.3 Partners in Learning

The Partners in Learning of a PL2S centre are internal and external: staff of the centre, the university to which the centre is attached and external partners like employer associations, trade unions, VET-schools, authorities, etc. These partners meet at so-called VPL-meetings where they can align their demand and supply of competent people needed to be trained on HE-levels. The PL2S centre acts as the linking pin between the partners.

The VPL meetings are held with:

- PL2S coordinators and staff
- Partners of the PL2S Centre (external)
- Developers and educational staff involved in Personalised Lifelong Learning and VPL in university

The VPL groups meet two-monthly and is organised and chaired by the coordinator of the PL2S Centre.

The VPL meetings address:

- Business Alignment
- Implementation of policies decided by the Steering Committee
- Analysis of returns received evaluation forms of candidates
- Designing, testing and implementation of dedicated VPL procedures
- Making proposals to the Steering Committee for adjusting the VPL policy
- Educational matters (particularly with regard to developing the VPL instruments)
- Implementation of VPL Projects

4.4 Linkage with lifelong learning

Within the institute for higher education a substantive dialogue around Personalised Lifelong Learning and VPL is started between developers and educators involved in VPL. The focus of this consultation is on sharing of knowledge and experiences. This dialogue is managed by the PL2S centre.

4.5 Stakeholders

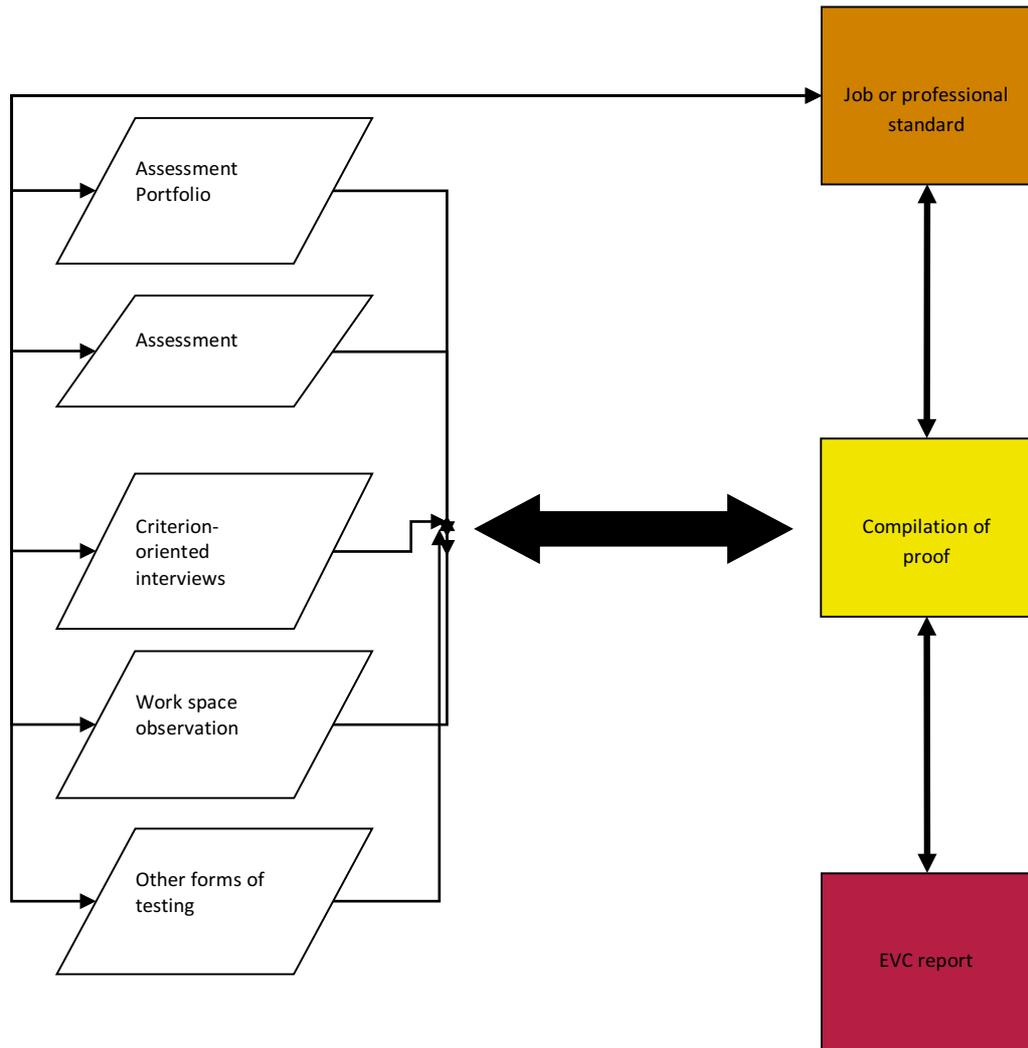
The table below shows the division of roles that needs to be addressed when setting-up a PL2S centre. It indicates who bears ultimate responsibility for the above tasks. This can be the PL2S centre, the university or other partners (authorities, employers, etc.)

Task	Responsible		
	PL2S centre	University	Other
Maintenance externally oriented VPL-website by the institute for higher education			
Information and recruitment (acquisition)			
Formalisation VPL-procedure			
VPL procedure execution (parts vary by methodology): <ul style="list-style-type: none"> • Intake • self-assessment • Portfolio • criterion based Interview • Drawing (draft) VPL reporting • evaluation with client 			
Formal issuance VPL- report			
Invoicing			
Perform general evaluation among customers (through evaluation).			
Quality of assessors and guiders			
Training and expertise assessors and guiders			
Develop and maintain network of assessors			
Manual VPL (updating)			
Documents relating to VPL methods			
Development of VPL methodologies and guaranteeing its quality through PDCA cycle			
Maintenance Intranet ALLMEET VPL			
Joining national developments			

4.6 VPL procedures

One of the services of a PL2S centre is the offer of VPL procedures. Such a procedure always contains more or less the same steps:

- Information and advice for the candidate, the employer or another organisation, etc.
- Intake of the individual and making individual arrangements linked to the individual's defined career goals. The candidate decides on the choice of qualification and whether to start the EVC procedure or not
- Recognition of competences: portfolio (supported by the coach)
- Validation of competences/assessment (by the assessors)
- VPL report: Description of results and accreditation (by the assessor), compared with the individual career goals, together with advice on further personal development in the direction of the individual defined career goals



4.6.1 Education and recruitment

Information about VPL and recruitment of candidates is a shared responsibility, both by the PL2S Centre and the faculties. The PL2S Centre maintains an externally oriented website on VPL within the institute for higher education and establish contacts with potential organizations that can provide possible (groups of) candidates.

4.6.2 Formal customer contacts

The PL2S Centre attached to the institute for higher education holds the formal customer contacts with candidates. This means that the centre customers applications and brings them in contact with one of the faculties for an interview. The PL2S centre is also responsible for the dispatch of official VPL reports and billing at the end of the procedure. The centre also provides transmission of an evaluation form, see Appendix 7.

4.6.3 Intake

The start of an VPL procedure is an interview of the customer with a guider of the PL2S centre. The purpose of this interview is to verify whether the objective of the customer in accordance with what the institute for higher education can provide in the framework of VPL.

Participation in an VPL procedure is voluntary and on a personal basis. The customer will be informed about the admission requirements for the university and the regulations within the institute for higher education, to avoid confusion.

In consultation with the client a planning for the various steps in the VPL procedure will be made. The guider indicates as to the time that is needed on average to go through the various steps and consults with the client how they can be incorporated into his or her situation. The agreements are to be recorded and monitored by the guider. If necessary, the planning can be adjusted during the VPL-procedure.

4.6.4 Exporting the VPL procedure

The university is responsible for guiding the client in the implementation of the VPL procedure. This task is assigned to a guider or the VPL coordinator. The manner in which the procedure is run is recorded in the VPL handbook. For an objective assessment the role of guider and assessor are divided. In addition, the assessment is performed by two assessors, one internal and one from outside the volunteer organisation (e.g. industry, local government, school).

The assessors are responsible for writing a clear and complete VPL report with the results, understandable for all parties.

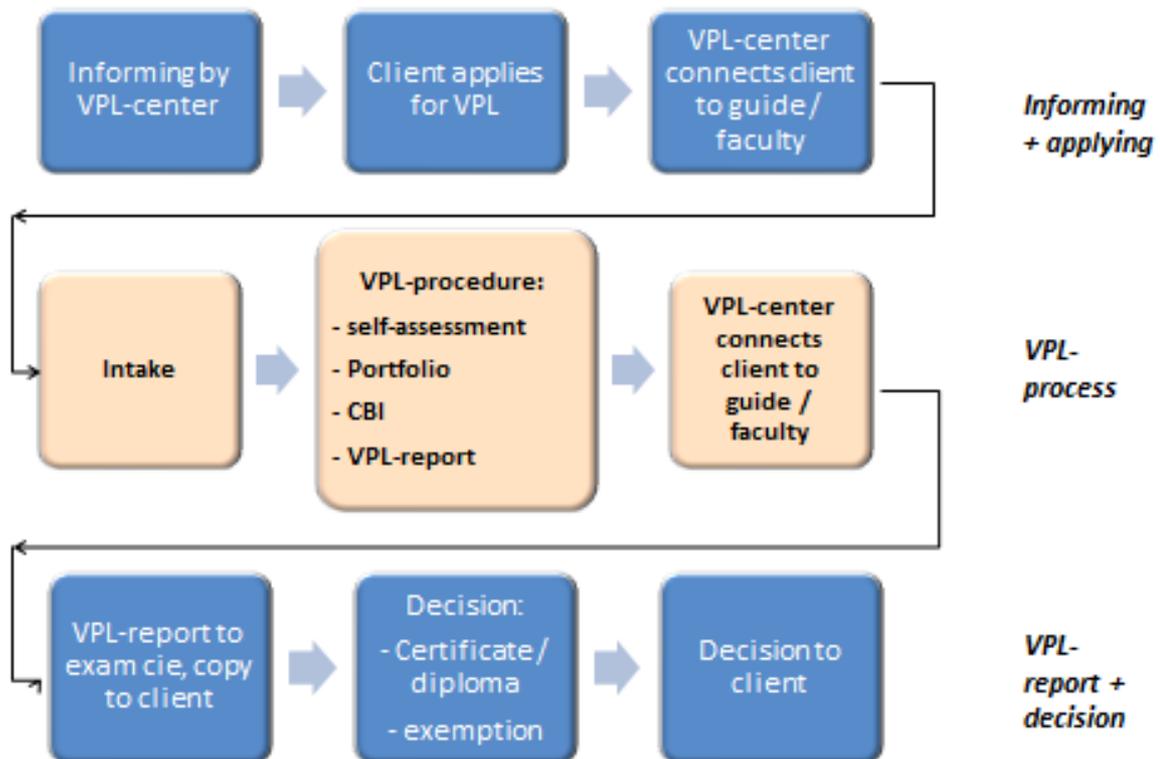
There will be a final meeting, conducted by the guider or by the assessor.

Further description of roles guider and assessor are described in the ALLMEET PL2S-handbook.

Part of the VPL procedure is the portfolio, in which the client gathers evidence of relevant experience.

The portfolio is owned by the client.

See below for a schematic representation of the VPL procedure.



4.7 Quality Assurance of VPL

The quality assurance system for VPL within the institute for higher education follows the organizational choices made the university: a combination of centralized and decentralized organized processes. Starting point is as much as possible the existing quality assurance within the university.

The external validation takes place through the appropriate procedures and in the framework of the university.

4.7.1 Quality VPL methods

Each VPL methodology within the institute for higher education consists of a set of coherent tools developed by staff from the faculties. This decentralized approach offers the opportunity to optimally use the methods in (national or regional) developments within the sector of education where the methodology is applied.

Given the fact that VPL is considered as a form of testing, the usual procedures within the faculties are in force. This means that the VPL instruments for review are submitted to the examination of key committees (depending on how it is arranged within the faculty).

4.7.2 Quality assessors and guiders

The quality of the assessors and guiders is secured primarily by the (compulsory) training. All assessors and guiders who are engaged in VPL, have received specific training in VPL procedures by the institute for higher education. This is taking care for by qualified external training institutions. In addition, within some peer reviews are applied for a further deepening of expertise.

4.7.3 Audit

To improve the quality of the coherence between all the processes around VPL and to determine whether compliance with the European guidelines for the Validation of non-formal and informal learning (Cedefop, 2009) and with VPL-rules and regulation with the country, a regular audit of the manuals, instruments and processes will take place.

4.7.4 Evaluation with the customer

. Every client will receive after the VPL-procedure, an evaluation form. The forms will be send to the PL2S centre, where the results will be discussed and actions for improvement will be taken.

4.7.5 Further training

Every year a number of training courses will be realized. These include, among others:

- Assessor Training
- Master classes for members of examination boards
- Education and career training portfolio
- Training focused on writing VPL reports

4.8 Role of examination and key committees

Examiners (and by extension the key committees that carry out delegated tasks on behalf of the Board of Examiners in the university) are involved in the VPL procedures within the institute for higher education.

First, the examination committees are responsible for defining the key policies and controls that are used within a faculty. The examination board of the university also plays a role in determining the VPL instruments.

4.9 Costs of VPL

The costs for offering VPL-services need to be concrete and accountable. Different scenarios are possible:

- The customer pays the real costs for going through a VPL procedure.
- An external partner of the PL2S centre pays the costs for a specific target group
- The costs for VPL are integrated in the university programmes to which the customer gets access. In case of no admission this is part of the policy: 'no cure no pay'.

4.10 Appeal Procedure

The results of the VPL procedure are recorded in a personal report. The procedure and the draft report will be discussed at the final meeting between customer/candidate and assessor(s). If there are errors in the reporting or procedural failures which can be adjusted, the VPL-report can be adjusted accordingly.

The assessors sign for the accuracy of the content, the conclusion and the recommendations. If agreed, the client countersigns the VPL-report.

If the customer/candidate does not agree with the report, (s)he can appeal, by sending, within four weeks after the date on the VPL-report, a written letter of appeal, with clear substantiation of the objectives. This letter of appeal, including a copy of the report and other relevant documents, has to be send to the board of appeal of the PL2S centre:

5 A quality code for VPL procedures

A Quality Code for VPL procedures is necessary to be transparent in the VPL services offered by the PL2S centre. On the basis of such a code the institute for higher education to which the PL2S centre is attached can develop one's own situation-specific instrument. The following shows possible components of a Quality Code.

Code 1	Effect
<p>The aim of VPL is to visualize, appreciate and recognize individual competencies</p> <p>The recognition of prior learning has a value in itself and contributes to employability. VPL often leads to career-related personal development.</p>	1.1 The VPL procedure is explicitly linked a goal.
	1.2 The VPL host organization and every individual have agreed on the use of the results of VPL.

Code 2	Effect
<p>Power of participants: VPL meet the needs of the individual. Rights and agreements with the VPL host organization are clearly articulated.</p>	2.1 The accessibility of the VPL procedure for participants was recorded.
	2.2 Participation in the VPL procedure usually takes place on a voluntary basis.
	2.3 The VPL host organization and the participant have agreed on the optimal completion of the VPL procedure.
	2.4 The participant decides whether he / she participates in the VPL procedure and received for this purpose all relevant information.
	2.5 Timetable for the entire procedure is realistic, achievable and known in advance.
	2.6 The privacy of the participant is guaranteed and the results of the VPL procedure are owned by the participant, unless otherwise agreed beforehand.
	2.7 The participant has the right to appeal and the opportunity is provided for this purpose.

Code 3	Effect
<p>Procedures and tools are reliable and based on good standards</p> <p>Trust is the key concept.</p> <p>Trust has to do with civil effect, well-defined standards, clear information on how assessments are conducted on the basis of what arguments conclusions are drawn.</p>	3.1 Duties and responsibilities of all stakeholders in all stages of the procedure are known and function.
	3.2 uses a standard that is tailored to the relevant field and leading to civil effect.
	3.3 The equivalence of the VPL procedure with an initial process must be demonstrated.
	3.4 The reliability and validity of the applied assessment tools and procedures is guaranteed, even if they are purchased externally.
	3.5 The assessment toolkit uses evidence anywhere is achieved.
	3.6 The participant is entitled to a final interview, will be informed of the outcome. This rash, including civil value of the result is recorded in an VPL report.

Code 4	Effect
<p>Assessors and guiders are competent, independent and impartial</p> <p>Independence and impartiality are crucial factors in the assessment and are embedded</p>	4.1 The independence of the assessors is guaranteed.
	4.2 The role of guiders and assessors are separated.
	4.3 The guiders are demonstrably competent. They are able to present, to interview individuals, master

<p>into the roles and responsibilities of the assessors involved. It is of great importance in order to prevent unnecessary mixing of roles. Impartiality can be strengthened through training and the use of networks.</p>	<p>procedures to guide and give feedback, they are skilled in the profession in which they supervise.</p>
	<p>4.4 The assessors are demonstrably competent. They are able to interview individuals, to provide feedback and to assess, they are able to communicate to assessment results, they are skilled in the occupation for which they carry out the assessment.</p>
	<p>4.5 Tutors and assessors maintain their proficiency.</p>

Code 5	Effect
<p>The quality of VPL procedures is safeguarded and continuously improved The quality of the VPL procedure and the procedure used in the instruments are secured. There are regular evaluations. The results are processed in improvements.</p>	5.1 The VPL procedure is public.
	5.2 Evaluation of objectives, procedure, evaluation framework, assessment tools, quality assessors and counsellors, VPL management takes place regularly.
	5.3 Evaluation of the participants is an integral part of quality assurance.
	5.4 The organization is accountable for the quality of VPL.
	5.5 Evaluation and embedded based upon improvement policy of the VPL procedure in existing quality systems organization.

Appendix 1

List of concepts and abbreviations

Assessor	<p>The person who acts as assessor in the VPL procedure. This can be a teacher of a course, but someone outside the university (within the field associated with the program) works.</p> <p>The assessor only has an evaluative role; this does not concern itself with the guidance of the customer.</p> <p>(See Annex 4, section assessor)</p>
Guider	<p>The person who acts as facilitator in the VPL procedure. The guider for the customer at all times contact the University.</p> <p>(See Annex 3, section guider)</p>
Reliability	<p>The extent to which a measuring instrument under similar conditions (approximate) will produce the same results.</p>
Evidence	<p>The VPL procedure collects the customer evidence (as part of a portfolio) to prove that he or she has acquired certain competencies. Material of proof can consist of diplomas, certificates, papers, reflection reports, assessments, etc. The shape is not limited to written material; audio-visual materials can also be used as evidence.</p>
Civil effect	<p>The acceptance of and support for the PAC report receiving a customer at the end of an VPL procedure. The civil effect is determined by the applied assessment standard or yardstick on the one hand and by the quality of the assessment procedures used on the other.</p>
Common European Principles	<p>The European guidelines for validating non-formal and informal learning. The national VPL code is in line with these principles.???</p>
Competence	<p>Competence is the mental tool to perform various professional tasks. Besides knowledge it's also about education and development of skills, knowledge and attitude. Together this provides the ability to act appropriately in critical professional situations and adapt to reflect</p>
Coordinator (VPL -)	<p>The central contact within a school or training for everything concerning VPL. The VPL coordinator also acts as a link between the school or training, and the PL2S Centre of the institute for higher education other.</p>
Criterion based interview	<p>A structured discussion on the principle of assessment of (professional) situation (s) which shows the customer has his competencies. There is thus often made use of the STARR method.</p>
VPL	<p>Validation of Prior Learning</p>
PL2S Centre of the institute for higher education	<p>Department in the University / HEI and who coordinates the university-wide activities relating to VPL and provides direction.</p>
VPL quality code	<p>An under the auspices of a PL2S centre developed standard for VPL procedures. To the status of "Recognized VPL provider" must be met to obtain this code.</p>

VPL Methodology	Which method deployed in the implementation of an VPL procedure. An VPL method consists of a number of (measuring) instruments, such as a self-assessment or a portfolio and leads to an VPL reporting.
VPL	Trail for an individual participant, in which an VPL procedure is handled and concluded with an VPL report.
VPL procedure	Total of steps that the customer, starting with the intake (interview) and ending with the VPL reporting.
Examination	Within a university committee (a program or group of programs) established by the Executive Board, responsible for tasks related to the examinations and the organization and coordination of examinations. All this is detailed in the prospectus. Granting exemptions to individual candidates (e.g. based on an VPL reporting) is among the tasks of the Board of Examiners.
Formative assessment	A form of assessment in which the character development (and ge ies feedback) is central.
Intake assessment	Instrument that the starting level of the student is determined. In an intake assessment can be made of an VPL methodology.
Intake Procedure	All activities of determining whether it makes sense that a customer starts with an VPL procedure and if so, is inserted this process in any way.
PL2S Knowledge Centre	The PL2S Knowledge Centre collects and disseminates information about VPL and contributes to a broad discussion about VPL.
Customisation route learning at work	Educational route within a university training, which seeks to achieve a university degree, which is connected to measure the skills of individual participants (employed and unemployed), and where work-based learning is central.
Portfolio	Collection of evidence (see there) with which a customer can demonstrate mastery of skills.
STARR method	Method to test skills that are asked for situation, task, action, result and reflection. Often part of a criterion based interview (see there).
Summative assessment	A form of judge with a selective.
Key Commission	A committee appointed by the board of examiners with the delegated task to assess the quality of the tests and determine the keys.
Validity	The extent to which an instrument measures what it is supposed to measure.
Acquired competence	Through work experience or otherwise acquired knowledge, skills and competences (see also competence)
Self-Assessment	An assessment form which the customer evaluates himself.

Appendix 2

Competences for guidance

The role of the guider and assessor are separated in VPL. The guider (also called portfolio guider) plays a particularly important role in the process of recognizing; guiding the participant while recognizing competencies before they are valued / assessed by the assessor. The guider also plays a role during the first stage of the VPL (education and information of the participant). Finally, the guider enables together with the participant a plan for follow-up.

Necessary competences of the guide:

Communication

The guider is able to provide information about the VPL process in a systematic and clear way to candidates.

Accompany

The guider is able to support targeted individuals.

Interview

The guider is able to use targeted interview techniques to the formal and informal skills / qualities / skills to bring to light in the context of the supervision of the participant (in the context of recognizing the personal competences).

Give feedback / feedback

The guider is able to participate in a constructive and motivating way to provide feedback on the VPL process and its result, matching the level of the participant. The guider can clearly explain and justify the decisions taken on the basis of the assessment and identifying areas in which the participant is able to adjust (only if it is part of the procedure, it can however also by the assessor or guider be done). The guider can follow the steps identified in the assessment and recognition, and knows what the participant must do to successfully complete the VPL procedure.

Professional competence

The guider is familiar with the standard / professional competence profile (the standard of the VPL procedure) in the given profession or that particular sector. The guider is familiar with the developments on the labour market and the changes regarding the expected qualifications. The guider has knowledge of VPL, objectives, procedures and processes of VPL. The guider has knowledge of the training courses or training opportunities.

Appendix 3

Competences for assessment

The role of the assessor and guider are separated in an VPL path. The assessor especially plays a role in the phase of the assessment; in validating competencies. When The institute for higher education work with (at least) two assessors in a VPL-procedure leading to an VPL reporting. One of the assessors is taken from the relevant field and the other assessor from the relevant faculty. The assessor (both assessors) validates the skills of the participant with the help of developed VPL - instruments as part of the VPL methodology.

Necessary competences of the assessor:

Judge

The assessor is able adequately to provide an assessment of the competencies of the participants, according to the used assessment tools in the VPL procedure (such as portfolio assessment, aptitude, criterion-oriented interview). The assessor is able to judge behaviour on the basis of the standard (competence profile) to prove judge on the basis of the criteria for the evidence and assess competency and answers of a participant on the basis of the standard (the competency profile).

Observe

The assessor is able to observe in an adequate way the participant (if an observation by one of the tools / methodologies hear the VPL procedure) and to this observation in relation to the standard of the VPL procedure, an assessment link.

Interview

The assessor is able through the use of interview techniques to get competencies / skills of the participant clear and to compare those with the standard of the relevant VPL procedure. The assessor asks questions about the value of the experience (knowledge and skills to investigate).

Give feedback / feedback

The assessor is able to participate in a constructive and motivating way to provide feedback on the VPL process and its result, matching the level of the participant. The assessor can take the decisions on the basis of the assessment and which indicate areas in which the participant is competent and can, clearly explain and justify (only if it is part of the procedure, but this can also be done by the facilitator or coach). The assessor can follow the steps identified in the assessment and recognition, and knows what the participant must do to successfully complete the VPL procedure.

Written communication

The assessor is able to in a clear, detailed and structured report set. The assessor's report describes the competencies of the participants and not the personal characteristics.

Professional competence

The assessor is technical skilled and should have sufficient experience and qualifications in the appropriate discipline (professional). The assessor can prove that he has enough technical skills and is up-to-date with further developments in the sector. The technical level of the assessor must be at least as high as that of the participant. The assessor is familiar with the VPL procedure and objectives, assessment tools and methodology. The assessor is familiar with the industry or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and vocational education programs for the benefit of the assessment.

Appendix 4

Rules of conduct for the assessor and guider

Conduct a guideline for professional behaviour of the individual assessor and guider. They are also a source of information for people dealing with an assessor and guider: the guide indicates what is expected of an assessor and guider and may be required. Conduct can also be used as a standard by which the conduct of the assessor and guider can be tested. In other sectors (career counsellors, psychologists) has long been talk of codes of conduct or rules of conduct. Below is a first attempt to establish a set of rules of conduct for assessors and guiders of VPL procedures. Overview responsibilities for assessors and guiders of VPL procedures. (Source: conduct part of both profile assessor and guider)

Behaviour Control	guider	Assessor
Directs the customer to the VPL procedure	X	
Directs the customer to his rights	X	
Assigns the customer that participation is voluntary VPL	X	
Informs customers about the data being recorded	X	X
Directs the customer to the right to appeal against the decision	X	X
Hold a final interview with the client and informs in this conversation the customer about the outcome	X	X
Take an assessment to the client about the executed VPL procedure	X	X
Beginning confidentiality of records, reports and Results	X	X
Pointing the customer that the records, reports and results belong to the customer	X	X
Provides records, reports and results only to third parties (such as an external client) who wishes for purposes other use with the consent of the customer	X	X
Informs the customer about the conduct (and signs for speaking)	X	
Guarantees the quality of its performance through continuous training or other appropriate action	X	X
Committed entrusted information about individuals and institutions to confidentially handle and actively protect	X	X

Appendix 5

Format VPL reporting

VPL data provider

- Name of organization:
- Organization Address:
- Place organization:
- No. VPL reporting:
- Assessor 1 Name:
- Assessor 2 Name:

Date of issue:

Customer data

- Name customer:
- First name / client names (in full):
- Date of Birth:
- Place of Birth:

Positions purpose of the customer

Conclusion

Recommendations

Accountability

The standard

- The skills acquired by the customer are measured relative to [name national standard that is used to fill here]. This standard gives [a level indication again of view level]. This standard can be found at [link to website or another information source, or attach as an appendix].
- The official name of this standard: [official name + number add or official name for the recognized profile
- [Only apply if there is an industry-recognized standard] This standard is recognized by [branch organization called]

The VPL procedure and instruments

The VPL procedure some steps involved:

-
- Etc.

The assessor (s) has (have) the client evaluated through a number of instruments:

- [date]
- [date]
- Etc. [date]

Recognition skills

Overview competencies, core and / or processes that are recognized:

- 1
- 2
- 3 etc.

Substantiation

Appendix 6

Evaluation VPL procedure

Example of questionnaire

"You have recently completed an VPL procedure at We hope you are satisfied with the way this procedure has managed and with its contributed to your personal goals and career development.

Using this questionnaire, you can give your opinion on the quality of the procedure. With your comment, we are able to permanently measure the quality of the VPL procedure and the accompanying instruments and improve. We thank you for your cooperation."

What VPL procedure did you follow?

At which location of the institute for higher education did you follow the VPL-procedure?

What is your name? (Not required)

Date of completion

Questionnaire

It was clear to you how you could sign up for the VPL procedure?

Yes

No Explain:

Have you participated voluntarily in the VPL procedure?

Yes

No Explain:

Did you prepare adequately for the VPL procedure?

Yes

No Explain:

Are you notified at the start of the VPL-procedure of the possibility of an appeal procedure which you can use if you wish to object?

Yes

No Explain:

Was there a description of the VPL procedure available?

Yes

No Explain:

Has an interview take place before the start of the VPL procedure?

Yes

No Explain:

Was the information you received about the VPL process sufficiently clear?

Yes

No Explain:

Was the information you received about the VPL process complete?

Yes

No Explain:

Was it clear to you what you people would encounter during the VPL procedure?

Yes

No Explain:

Is the VPL procedure finalised with a final meeting?

- Yes
- No Explain:

How was the knowledgeable of the assessor?

The assessor of the PL2S centre

- Good
- Ample
- Enough
- Moderate
- Poor Remark:

Assessor outside the institute for higher education

- Good
- Ample
- Enough
- Moderate
- Poor Explain:

How would you assess the competence of the guide?

- Good
- Ample
- Enough
- Moderate
- Poor Explain:

Which grade (1 to 10), you indicate our VPL procedure?

Rating: Explain:

Would recommend anyone to attend an VPL procedure at the institute for higher education?

- Yes
- No Explain:

Appendix 7

COMPARISON VPL versus tailor-made programs

(Source: Report of the Think Tank meeting VPL HBO, April 25, 2008)

	VPL	Tailor-made offers
Goals	<p>Assessing competencies of a client in relation to a national standard</p> <ul style="list-style-type: none"> • In the context of labour mobility / career, or • directly for diploma, or • For people who do not know if / where you want to do a training course, or • As part of HRM policy (personnel and organizational development) 	<ul style="list-style-type: none"> • Review the exemptions someone is eligible, or • Establishing initial situation customer to determine (flexible) training program, or • Judge or someone to entry requirements for admission to (abridged) training program meets.
Assessment Standard	<p>National standard: competence customer should be listed in the VPL report in terms of the national standard; VPL-assessment standard must be opaque to the content and level of the national standard and are independent pathway; Combinations of national standards and / or other competencies as possible (if relevant in the context of target customer). On the basis of the quality of the full national standard code VPL must be handled and VPL cannot therefore relate to a part of a standard. In the report, however, you can also record with the other competencies that no evidence has been provided for those competencies.</p>	<p>Specific training requirements, training its own translation of a competency;</p> <ul style="list-style-type: none"> • related to the curriculum (dependent pathway) and / or • assessment frameworks training (if flexible development program is possible); • training (trajectory) own entrance competencies.
Shape	<p>Process steps of intake, VPL and reporting; Instruments portfolio (incl. Self-assessments, 360-degrees feedback, evidence and STARRT - forms) criterion focused interviews, in some cases supplemented by practical tests etc.</p>	<p>Depends on the purpose of the intake. Can go to test diagnostic exemplified with a view to possible additional courses or psycho diagnostic and test (capacity test, motivation and learning styles test, etc.), for example the purpose of academic counselling. When it comes to competency reviews would be basically the same steps and same instruments used in VPL could / should be. Reports differ. In practice, however, there are differences:</p> <ul style="list-style-type: none"> • is not always worked - detection skills ('blue eyes' method) • IA with work experience is not always included
Result	<p>VPL reporting with civil effect (i.e. assessment skills judge national standard with substantiation, serving portability); reporting among more into serving obtain exemptions if necessary. inflow</p>	<p>Decisions on waivers; admission Yes / No; content and scale training program</p>
Time performance	<p>"For the gate": candidates are not enrolled in education</p>	<p>"Inside the gate": candidates are enrolled in the program.</p>

	VPL	Tailor-made offers
		In the case of admission research: also for the portfolio.
Quality (which / by whom)	<p>Quality Code for VPL; assessment by positive assessment a condition for recognizing and exploiting tax breaks</p> <p>In addition: facets National accreditation framework (e.g. study results additions / entrants via VPL-progress and achieved final level graduates who entered via VPL.)</p> <p>Future (after 2009): Quality code for VPL + supervision integrated / linked to the national accreditation framework.</p>	<p>Facets accreditation framework:</p> <ul style="list-style-type: none"> • inflow (exemptions transparent and trustworthy?) • results (success rate similar to that of other students) • end level (meets Dublin descriptors and comparable with other students) <p>The reality of the ratings under training accreditations show that VAs hardly look at the quality of intake assessments. Inspection report findings 'reliability certificates' still goes on. Actually should apply with respect to the same requirements with respect to VPL. In practice, apply with respect to VPL heavier quality than intake assessments. Side note here is that even "repaired" in the case of training can be.</p> <p>Future: review and assessment is the main subject within the accreditation framework, intake assessments / exemption procedures will be explicitly assessed in that context (the intention is now at least)</p>
Price / costs	<p>In practice, the price of a VPL-procedure is The PL2S centre deals with this in the following way:</p> <p>Formal tax obligation, however: different ways of handling tax obligation by tax inspectors. Institutions that do not charge VAT (still?) No problems gotten along.</p> <p>Pricing is for part of the market not a problem; for another part of the market (especially education and care sectors) are.</p> <p>Fiscal facilities.</p>	<p>Payment by the candidate; free for candidates; payment institution; payment external partner</p> <p>A good intake assessment that meets the requirements that an VPL procedure also has to meet, however, probably will not matter if it has to be paid in full using government Funded by the institution itself. Courses see A as an investment that pays for itself because you get better students in graduating in less time through a more efficient process.</p> <p>VAT is not applicable.</p> <p>No tax facilities.</p>

Appendix 8

Audit information

Below is a list of audit issues (to be completed)

Consideration	Responsible	How to prove	Due date
Joint professionalization		<ul style="list-style-type: none"> • Developed and implemented as much as possible • Training • Training materials 	
Role interpretation Examinations		<ul style="list-style-type: none"> • The Handbook • Part of the joint professionalism. 	
PDCA (Plan Do Control Act) quality circle		<ul style="list-style-type: none"> • The policy in the manual described • All candidates have to evaluate. • Keep completed evaluation forms. • Meeting with the coordinators and improvement actions. • If a newsletter similar is: communicate the results and improvement actions. • Document the improvements made. • Select candidates where auditor can talk to and prepares them for the call (this can telephone). • Reporting internal audit VPL audit. 	
Validation of instruments		Minutes assessor's meetings.	
Use strict separation of roles		By written documentation about coaching candidate.	
Quality instruments and reports		<ul style="list-style-type: none"> • Requirements described in the manual. • As demonstrated by the instruments and written reports. 	
Explicit language of the target group of VPL is recommended.		<ul style="list-style-type: none"> • Formulation in VPL Handbook retrace. • Formulation screening for website • other documentation that gets the candidate screening for formulation. • Sharpen everything. 	
Quick scan appoints and allows use as part of intake procedure.		<ul style="list-style-type: none"> • VPL Handbook • website 	
Formats for instruments and reports.		<ul style="list-style-type: none"> • Captured in VPL Handbook • Part professionalization coordinators and assessors 	
Updating courses for assessors and guiders (followed minimum number assessments and training sessions per year).		Part of the professionalization process.	