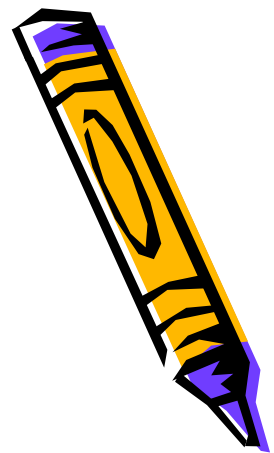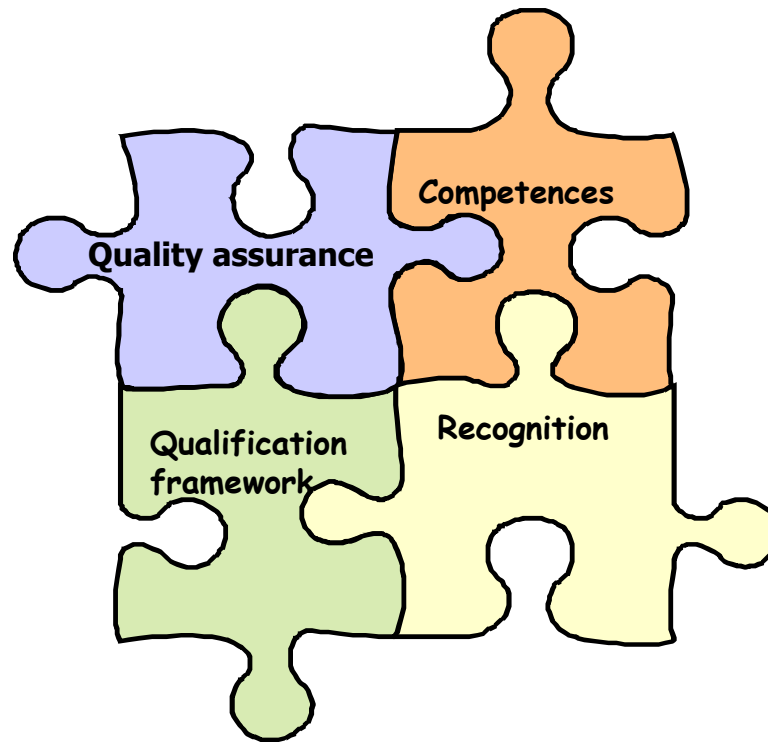# Recognition and Quality Assurance in LIS: a new approach for lifelong learning in Europe
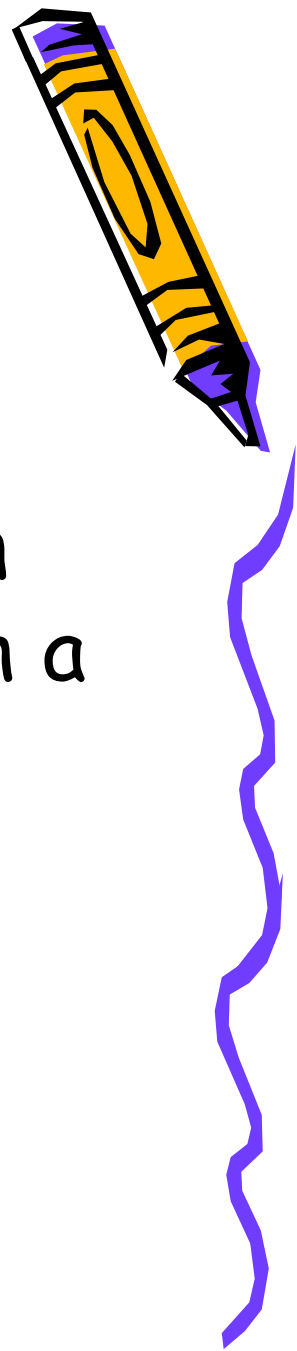
Anna Maria Tammaro
University of Parma
Italy

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005

Contents

Quality assurance

Competences

Qualification framework

Recognition

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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

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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

- <u>Learning outcomes</u>: the extent to which an accreditor specifies the particular learning outcomes or allows complete institutional discretion;

- <u>Quality assurance focus</u>: the extent to which an accreditor is concerned about either individual student competences or overall program effectiveness;

- <u>Quality assurance process</u>: the extent to which an accreditor examines direct evidence of student achievement or the adequacy of the processes used to assure particular levels of student attainment.
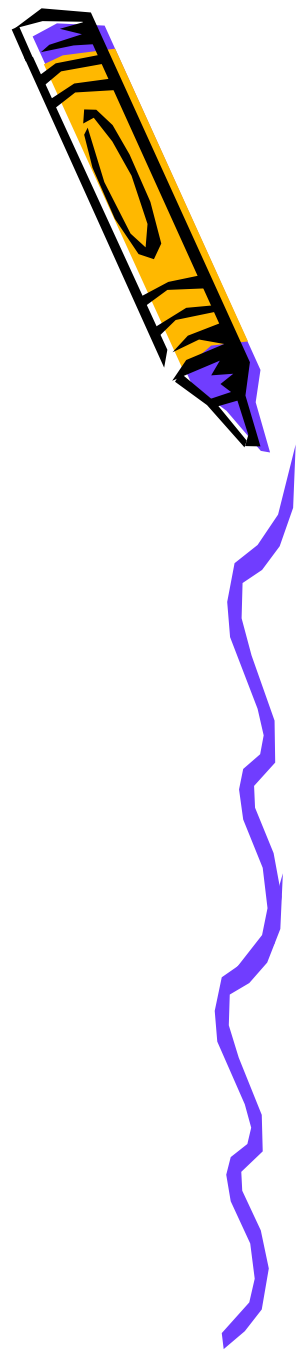
IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
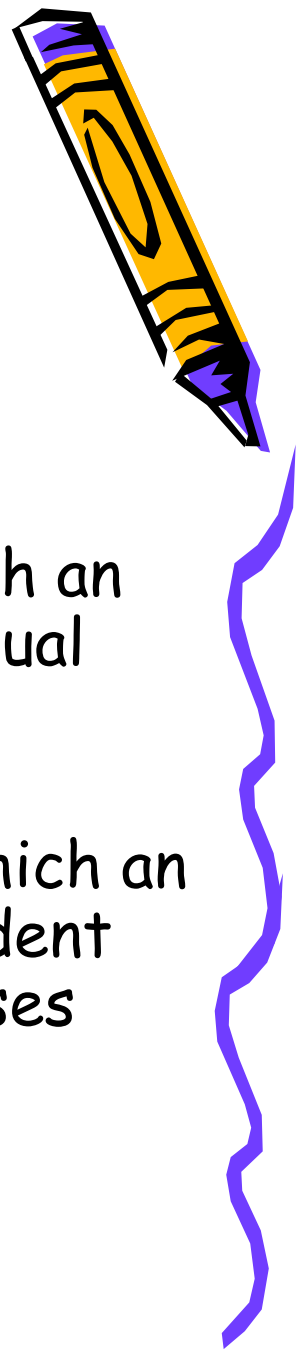
Which evidence?
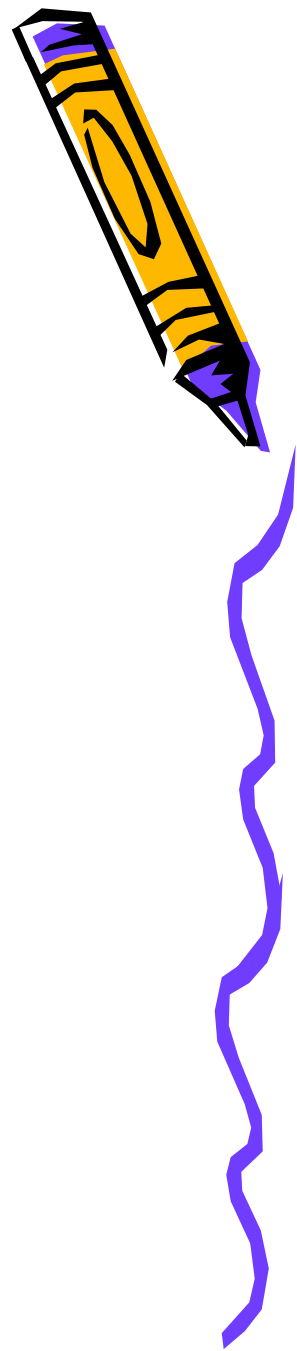
- Competences list
- Levels and level descriptors,
- Credits accumulation
- Recognition of qualifications
- Quality assurance.

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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,
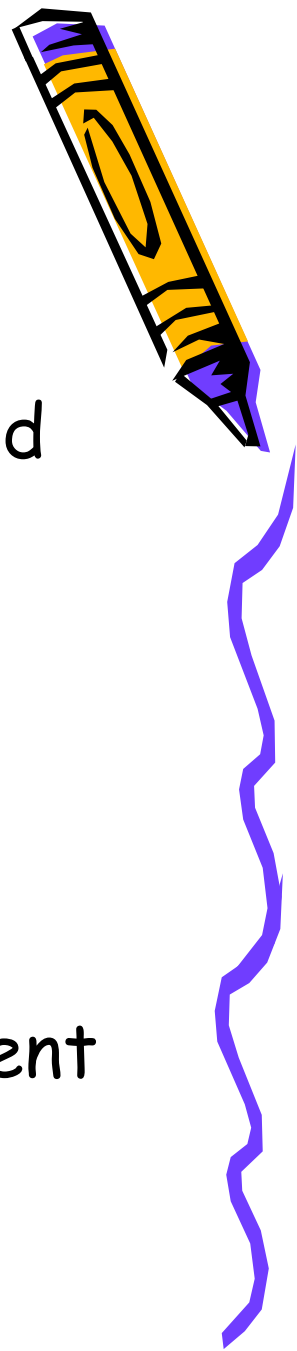- facilitating employment and career of information professionals.

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
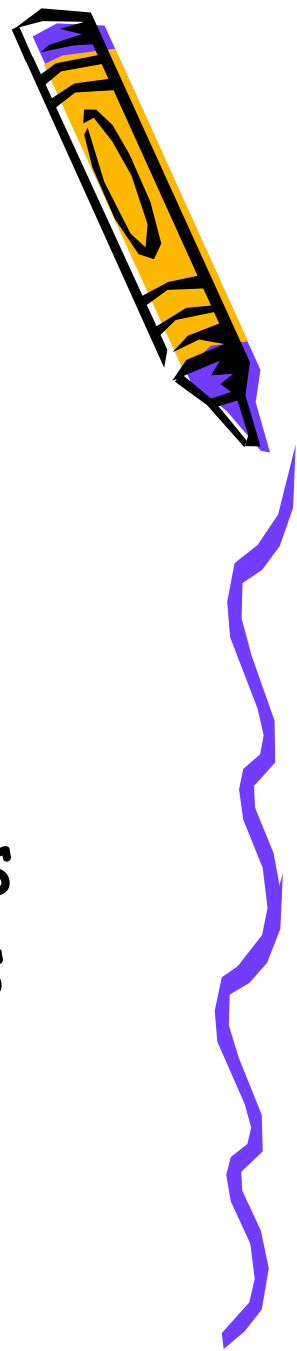
Competences recognition

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

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