

QUALITY ASSURANCE for the recognition of non-formal and informal learning

1. What quality assurance arrangements are in place for the recognition of non-formal and informal learning in the organisations in your group? How is the **quality of the process** of recognition assured?

There are no special quality assurance arrangements. The university partners feel the need to put in place arrangements that are more transparent and quality oriented, but no special procedures for APEL are in place at present. This is so even when partners' institutions follow the criteria of ISO/9001.

2. What quality assurance arrangements are in place in relation to the specific tool(s) that you have tested? How is the **quality of the specific procedure** assured?

Same as above. Lumsa discusses credit recognition of prior learning in a special Committee. These are the steps: 1) Prospective students fill the c.v., 2) an interview is made with a tutor, 3) APEL program coordinator proposes a certain number of credits for each prospective student; 4) His/her proposals are discussed in a Committee.

3. In the light of your work in Refine, what do you think are the **key features of a quality assurance arrangement** for the recognition of non-formal and informal learning?

Transparency, lifelong and lifewide accumulation of credits, mobility among HE institutions, equal assessment of informal and non-formal learning.

4. What do you think is the **most effective kind of quality assurance arrangement** for recognition of non-formal and informal learning?

The Italian partners felt they have too little experience to answer this question.

5. Any other comments about quality in the recognition of non-formal and informal learning?

This is a very important aspect. It would deserve more information and discussion.