

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? If none yet, what plans do they have?

The organisations that were involved in the Norwegian project were universities and colleges. With regard to accreditation and exemptions based on former formal education there is a quite elaborate system which is founded in law and accepted. With regard to acceptance of non-formal learning our study, and two other recent studies, show that there are no general regulations and hardly a common conception of how this could be handled.

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? If this is different in each organisation, please explain briefly

We were not able to do a systematic testing of tools. The tools used in some of the cases were based on existing tools from secondary school and working life, and it was noted that these were considered inadequate in light of the situation in universities and colleges. However, there has not been carried out any further development work on these.

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?

We produced a preliminary set of recommendations which were sent to all institutions, the contents of which would be indicative of a quality assurance arrangement. Key points for a more formalised system would be that it would have to be transparent, and based on common principles and thus have a common acceptance in institutions as well as in the working life.

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

As above.

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

*It is important to stress that non-formal and informal learning is always subject specific, to a much greater extent than parts of the formalised educational system is, and is therefore more difficult to fit into systems that are very much directed at procedures for universal use. A system for recognition must be based on **principles and transparent procedures** more than on standard tools and forms, as the nature of this type of learning implies it will not typically fit into predescribed formats.*