

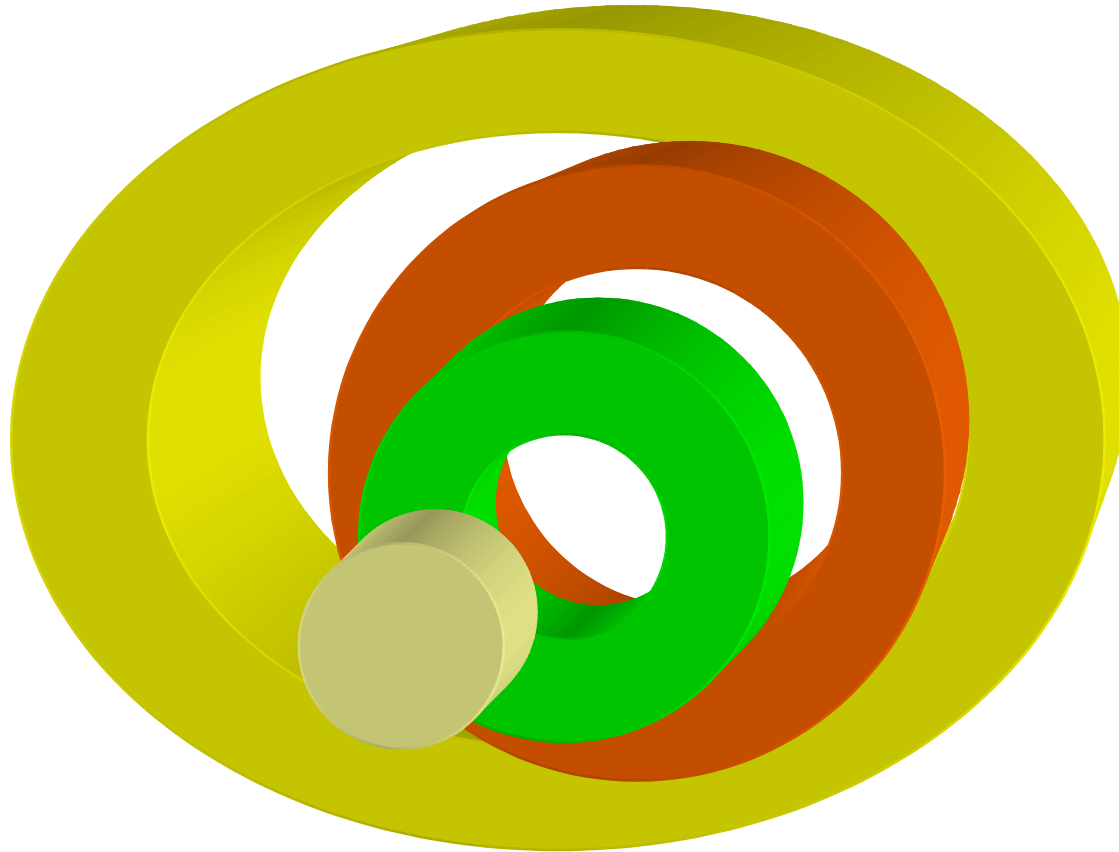


Quality Assurance (QA) for RPL: **Dimensions, Actors, and Processes – Reflections** **based on an APL-Initiative in Germany**

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QA – a pathway to dimensions of „good“ APL practice



Context in Germany



- Federal state with 16 federal state laws
- Access to HE and APL are two different rights and ruled separately
- APL is a topic in Higher Education in Germany since **2002**
 - 2002: Resolution by the Standing Conference of the Ministers of Education & Cultural Affairs (KMK) (50% restriction)
 - 2003: Recommendation by the German Federal Ministry of Education & Research (BMBF), the Rectors' Conference (HRK) and the KMK with a strong focus on FE/HE-linkages
 - 2005 – 2007/08: four projects have been funded by the Bund-Länder Commission for Educational Planning & Research Promotion (BLK) and 12 “developing projects” by the BMBF

Background (1)



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- In addition to the developing projects, a project for scientific monitoring and support is funded. I am member of this project.
 - The project is assigned to:
 - HIS - The Higher Education Information Service supports German institutions of Higher Education. The project is based in the project centre "Studies on Graduates and Lifelong Learning"
 - VDI/VDE Innovation + Technik GmbH (VDI/VDE-IT) is a joint venture of VDI GmbH and VDE (Association for Electrical, Electronic & Information Technologies) and is a partner of industry, research and policy makers.
 - Cooperation with Federal Institute for VET

Background (2)



- The projects consisted of a **cooperation** between VET/further education institutions and Higher Education Institutions (HEI) (partly with shared financial resources),
 - and a board with members
 - Of the Chamber of Industry and Commerce/ medical associations
 - Trade unions
 - The Federal Institute for Vocational Education and Training (BIBB)
 - The German Rectors' Conference (HRK)
 - the Board of Trustees of the German Economy for Vocational Education and Training (Kuratorium der Deutschen Wirtschaft für Berufsbildung).

QA-Process steared by the scientific monitoring board



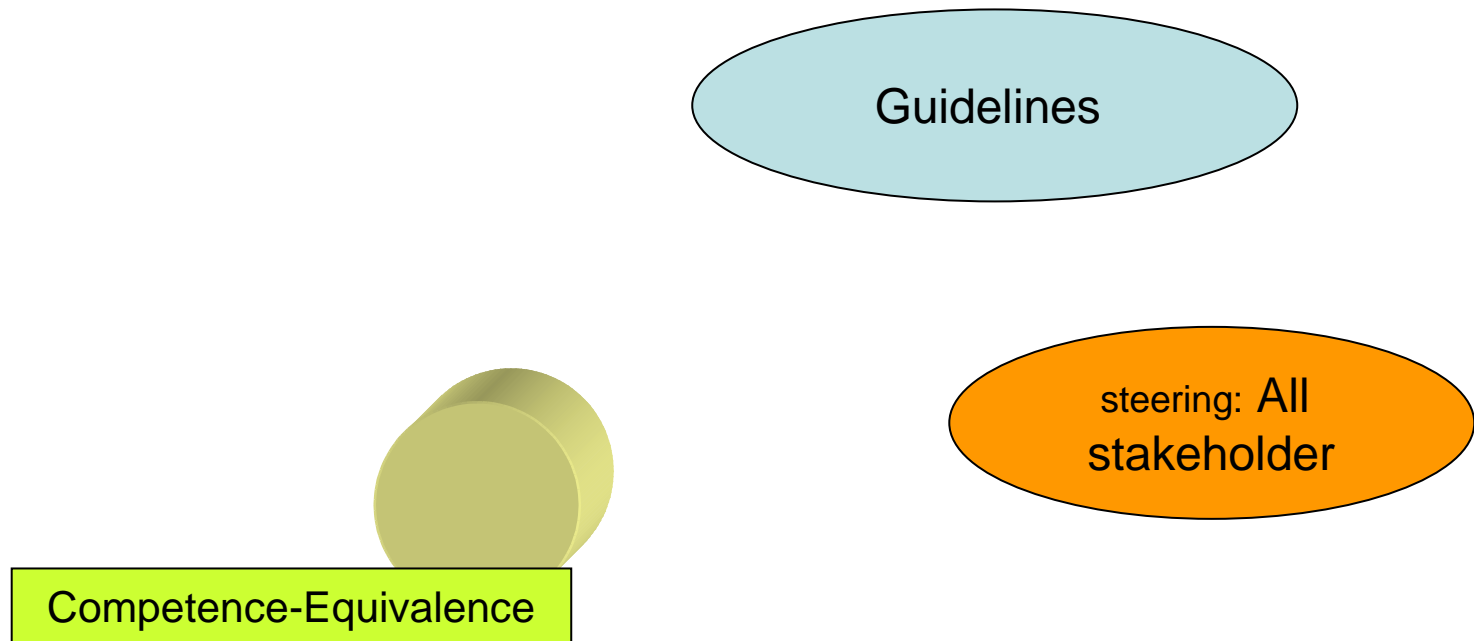
- 12/2005 - Development of a set of „quality criteria“
 - Covers: development of APL approaches and the implementation in HEIs
- 2007 – communication process with accreditation council/ agencies
- 2007/2008 – Development of „guiding principles“/mission statement – presented at a conference, discussed with all stakeholder
 - Covers 5 topics: learning outcome description, equivalence-test, implementation, information & counselling, evaluation

Present situation



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- 2007 - 2008 - the development-projects gained experiences with QA
 - 2008 – development of a more comprehensive understanding of QA for APL & the specific context (several publications, forthcoming) by the scientific monitoring project and the 12 development projects
 - REFLECTION: Dimensions of “good QA-practice”

QA – Dimensions of „good“ APL practice (1)



QA – Dimensions of „good“ APL practice (2)



Matching, Benefit, deepening/widening understanding,
Integration into study cohort, time management, adult learning

APL & LLL & biographical aspects

steering: HEI &
students

QA – Dimensions of „good“ APL practice (3)



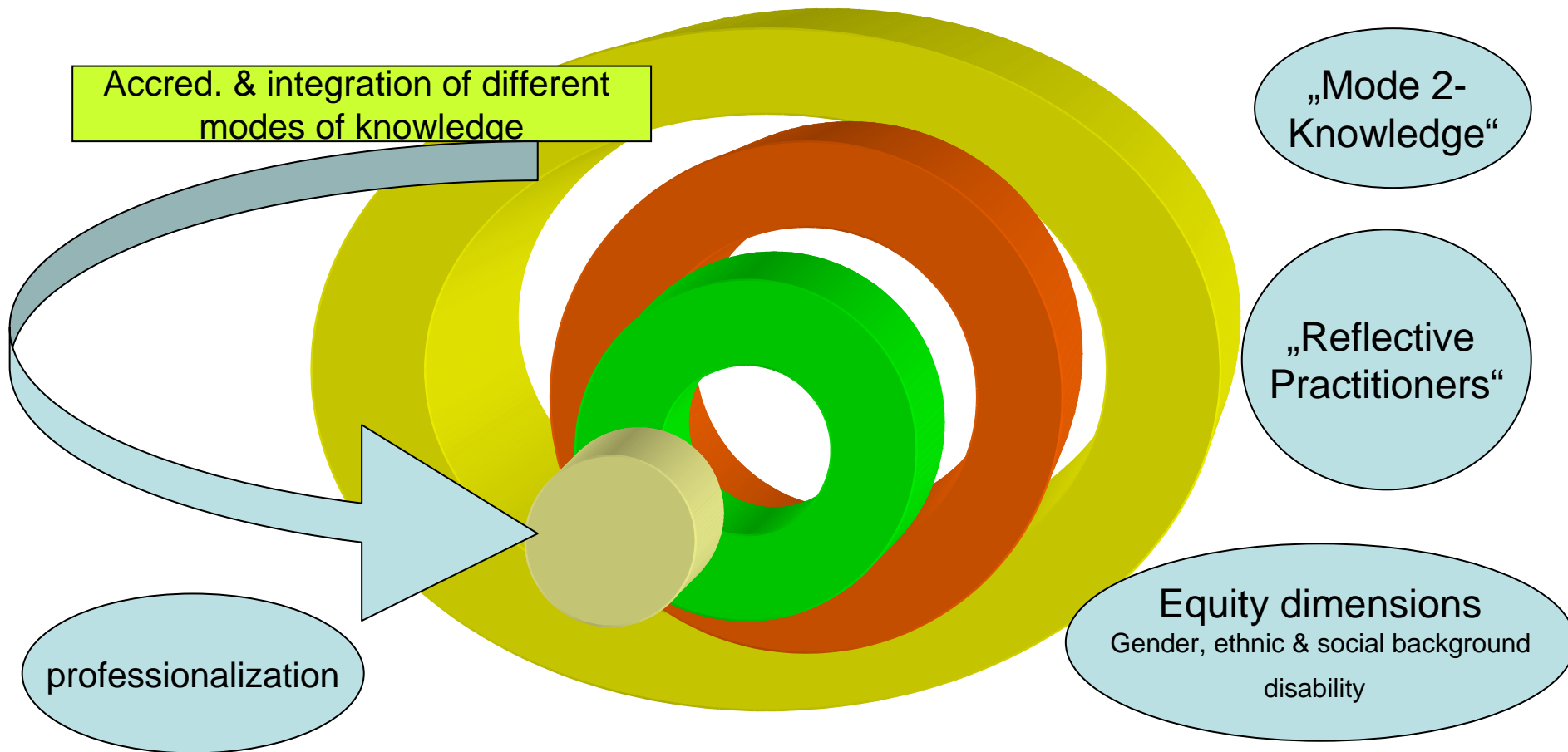
Worth of learning process
&
qualification?

Labour market
applicability

„value in use“

steering: HEI & student &
Accreditation agencies

QA – Dimensions of „good“ APL practice (4)



Statements for the discussion



- QA for APL in HEI has to include indicators for the learning process in HEI, equity dimensions and the labour market opportunities
- Some important QA-Dimensions have to be evaluated by the QA system of the HEI (program accreditation or system accreditation).

Thank you for your attention!



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More information: <http://ankom.his.de>

Page in English: http://ankom.his.de/initiative/index_en.php

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