



Education and Culture DG

Lifelong Learning Programme

FLLEX

WP5:

Self-assessment tool on institutional strategies for lifelong learning

Author:

Josep Grifoll, ENQA

Contact:

ENQA

European Association for Quality Assurance in Higher Education

www.engq.eu



Contents:

- Acknowledgments
- Introduction
- Methodology
- Elements of lifelong learning
- Evaluation questionnaire

Acknowledgments

The author of this self-assessment tool would like to thank the following for their support:

- FLLLEX partners responsible of the previous Work Packages: 1 (The Institutes of Technology Ireland) and 2, 3, 4 (3s research lab, Austria and EURASHE) in providing, respectively, a document on national policies for the implementation of lifelong learning and surveys of expectations from different stakeholders.
- The Advisory Board of the FLLLEX project (EURASHE, Education International, ESU, Educonsult and Business Europe) and Klaas Vansteenhuyse, Leuven University College, for their assistance and support throughout the completion of work Package 5.
- The Board of ENQA and Paula Ranne from the ENQA secretariat for their support in the project.
- Esther Adot from AQU Catalunya for her contribution in the preparation of the tool.

Introduction to Lifelong Learning in Europe

This introduction¹ can be used to present the topic of this self-assessment tool to the focus groups.

Lifelong learning includes learning for personal, civic and social as well as for employment-related purposes. It takes place in and outside the formal education and training systems.

EU education and training policies have gained impetus since the adoption of the **Lisbon Strategy** in 2000, the EU's overarching programme focusing on growth and jobs. The strategy recognised that knowledge, and the innovation it sparks, are the EU's most valuable assets, particularly in light of increasing global competition. A first major policy document was *Making a European area of Lifelong Learning a reality* (2001). The theme was also used for an integrated action programme in the field of lifelong learning in 2007. The new programme became an umbrella for the existing four sectoral programmes on school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig). EU Member States and the European Commission strengthened co-operation in 2009 with strategic framework for European cooperation in education and training ("**ET 2020**") a follow-up to the earlier Education and Training 2010 work programme launched in 2001.

The approach recognises that high-quality pre-primary, primary, secondary, higher and vocational education and training are fundamental to Europe's success. However, in a rapidly changing world, lifelong learning needs to be a priority – it is the key to employment, economic success and allowing people to participate fully in society.

With each EU Member State responsible for its own education and training systems, Union- level policies are designed to support national actions and help address common challenges such as: ageing societies, skills deficits among the workforce, and global competition. These areas demand joint responses and countries can benefit from sharing experiences.

The long-term strategic objectives of EU education and training policies are:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

¹ This text has been adopted from the official website of the European Commission, see also: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

A series of benchmarks are set for 2020:

- at least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- the share of 15-years olds with insufficient abilities in reading, mathematics and science should be less than 15%;
- the share of early leavers from education and training should be less than 10%;
- the share of 30-34 year olds with tertiary educational attainment should be at least 40%;
- an average of at least 15 % of adults (age group 25-64) should participate in lifelong Learning.

The FLLLEX project wishes to contribute, in particular, to the last benchmark. European adult learning participation rates are lower than those of its major global competitors, whether in higher education, adult education or continuing vocational training, and participation in life-long learning activities varies considerably from one country to another. The measure generally applied is the percentage of working-age adults having participated in any kind of training measures within the last four weeks. According to the latest Commission figures, Sweden with more than a third of adults having done so, takes the EU lead, closely followed by the other Nordic countries and the UK. Most new member states, with the exception of Slovenia and Estonia, are doing poorly, and so are the Mediterranean countries.

The Commission adopted in 2005 a proposal for identifying **eight key competences** in lifelong learning: communication in the mother tongue; communication in the foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression.

In September 2006, the Commission adopted a proposal for a recommendation on the establishment of the **European Qualifications Framework for lifelong learning (EQF)**.

The proposed EQF is designed to function as a 'translation device' to make relationships between education and training qualifications of different national systems clearer. It is expected to make European general and adult education, vocational education and training systems more transparent and accessible and is, therefore, expected to enhance student and worker mobility.

Introduction to FLLLEX

This introduction² can be used to present the topic of this self-assessment tool to the focus groups.

The FLLLEX project ('The Impact of Lifelong Learning Strategies on Professional Higher Education') is an EU funded project within the framework of the Transversal Programme, Key Activity 1. The project was started on 1 January 2010 and will run until 31 August 2012. The consortium includes 24 partners from 10 European countries.³

The objective of the project is to identify challenges and implications of LifeLong Learning (LLL) incorporation into European higher education institutions (HEI's), with special attention given to the recognition of prior learning and to different aspects of the management and services within higher education institutions.

HEI's remain a preferential partner in most countries for the governing bodies responsible to implement the national goals of LLL. As explained in the previous section, most of those goals are proposed by the European Commission. HEI's have a particular role to fulfil in the landscape of lifelong learners, businesses and business training providers. The project would like to assess this role within the wider landscape of LLL, as determined by the national policies and as perceived by the institutions themselves.

Assessing the impact of LLL on HEI's starts with a good overview of the different strategies concerning LLL, Recognition of Prior Learning and Work Based Learning in the concerned countries. In a first work package, the project has assembled the policy and expectations of the involved States. Three parallel surveys have then been undertaken on the expectations of the other stakeholders in LLL: the learners, the businesses and the business training providers. Differences and matching goals in relation to the national

² More information can be found at the project website: www.flllex.eu.

³ **Higher education institutions:** Cardonald College (United Kingdom); Hanzehogeschool (Netherlands); IuT de Saint-Nazaire (France); KHLeuven - Leuven University College (Belgium); Laurea University (Finland); Letterkenny Institute of Technology (Ireland); Vilnius College (Lithuania); Yasar University (Turkey).

National Organisations for Profession-oriented higher education: L'Association des Directeurs d'IUT (ADIUT) (France); Council of Flemish Institutions of Higher Education (VLHORA) (Belgium); Council of Higher Education (YOK) (Turkey); Institutes of Technology Ireland (IoTI) (Ireland); Lithuanian Colleges Directors' Conference (LKDK) (Lithuania); The Netherlands Association of Universities of Applied Sciences (HBO raad) (Netherlands); Rectors' Conference of Finnish Universities of Applied Sciences (ARENE) (Finland); West of Scotland Colleges' Partnership (WOSCOPI) (United Kingdom).

Structural Partners: Banku Augstskola (BA) (Latvia); Educonsult (Belgium); European Association for Institutions in Higher Education (EURASHE); European Association for Quality Assurance in Higher Education (ENQA) (Finland); 3s research lab (3s) (Austria).

Advisory Board: Business Europe; Education International; European Students' Union.

policies will be identified. This information serves HEI's in better defining their role within the LLL landscape.

In order to assess if the HEI's match up with the expectations of the different stakeholders, a self-assessment tool is prepared based on the crucial indicators for LLL as defined by the other stakeholders in the survey. This is the tool which you are using. The tool will be used for a self-assessment of LLL within each HEI.

Within the FLLLEX project, the results of the self-assessment are reviewed by a panel of experts: one of whom is connected to a policy-making body within the concerned country, one is an external expert and one is a peer from another HEI participating in the project. The goals are to test the tool before further dissemination in Europe, to gather information for broader policy proposals of LLL and to suggest improvements into the LLL strategy of the individual institutions. On the basis of those results a package (including self-assessment tool, good practices and policy advice) will be developed in 2012 which will be distributed by the national organisations in the consortium among their members.

Introduction to the self-assessment tool

The self-assessment tool is, according to the objective of the FLLLEX project, designed to address the challenges and implications stemming from the incorporation of lifelong learning into European higher education institutions (HEIs). In addition, the tool provides HEIs participating in the project with a methodological framework to carry out a self-assessment exercise.

ENQA and its members are experts in the implementation of quality assurance strategies, and these are normally supported by internal and external review and evaluation processes; the essence of the methodology proposed here is slightly different however. The main priority of the use made of the tool is **to promote discussion and food for thought through analysis of different strategic areas linked to the development of lifelong learning** in the coming years. The results of the assessment process at each institution will be benchmarked against the respective national policy. If an institution should wish to do so, the project represents an opportunity to benchmark the results obtained to those of other participating institutions. However, it must be taken into account that the robustness of the answers will differ from country to country, according to the availability of data.

The purpose of the tool is not to rank the participants, but to strengthen the position of institutions within their national and international contexts. The purpose of the tool is 'enhancement' and not 'accountability'. In this respect, one of the more important tasks to be carried out by institutions in the self-assessment process is oriented towards the organisation and facilitating of debates and discussion on lifelong learning provision among the institutional members and with relevant stakeholders.

The methodology for the self-assessment procedure has been designed specifically for the FLLLEX project, and it is not an adaptation of an existing tool. The tool owes much to the experience gained by ENQA and its members in the use and implementation of external quality assurance systems, and it includes elements that are closely connected with the provision of lifelong learning, such as work with the recognition of prior learning. The tool also uses relevant statements from the Ministers and the other E4 Group members (EURASHE, EUA, ENQA and ESU).

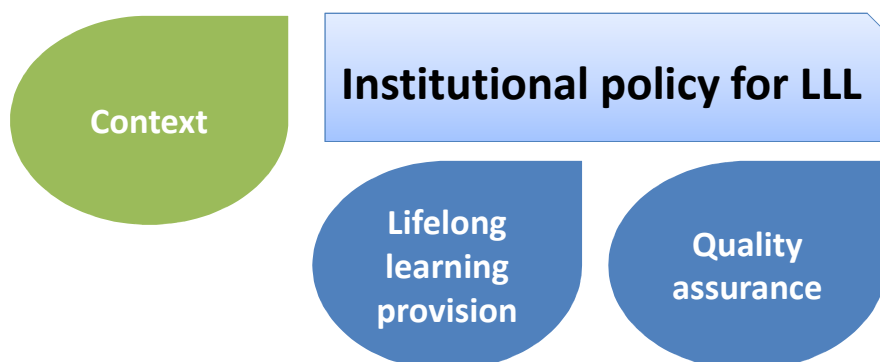
Methodology

The aims of the self-assessment are:

- To develop an analysis of the current situation for lifelong learning provision in higher education institutions.
- To provide food for thought, at different levels within higher education institutions, on the future development of lifelong learning.
- To open dialogues with stakeholders and other groups of interest on lifelong learning provision.
- To enhance quality assurance frameworks for lifelong learning provision.
- To facilitate the identification of indicators on the impact of lifelong learning.
- The purpose of the tool is not to rank the participants, but to strengthen the position of institutions within their national and international contexts.

The FLLEX self-assessment **tool** is organised according to 4 core dimensions that serve as boundaries for the assessment.

- A. Context identification
- B. Lifelong learning provision at the HEI (current situation)
- C. Institutional policy (preferred situation)
- D. Quality assurance in the institution



A list of 17 questions is proposed to encourage debate and discussion among different audiences. Within each question, several topics for debate are suggested.

To stimulate the debate within the institution, 3 main steps are proposed in the self-assessment tool:

a) **The setting up of a self-assessment team**, with the following composition being suggested:

- a chairperson who leads the exercise,
- a *rapporteur* (in charge of preparing the self-assessment report),
- representatives from the academic community (managers, teachers, researchers), lifelong learners, other students not engaged in LLL, administration).

The inclusion of the official representatives (union, student group,...) in this step is open to the individual HEI's.

In any case, it is important to explain in the report what decisions were taken concerning the composition of the self-assessment team.

b) **Development of the self-assessment process.** The self-assessment team needs to appoint various **focus groups** in which stakeholders from different key areas are represented. It is envisaged that members from the management, teachers involved in lifelong learning programmes, lifelong learners, staff in the administration, etc., will be consulted.

Possible examples of such groups may be:

FG1 A group must be made up of the institution's main decision-makers with responsibilities in lifelong learning provision: central office executives, deans, director of the unit for educational development and other relevant executives within the institution are welcome to be included in the focus group.

FG2 Another relevant group might include significant stakeholders directly linked with the need for good lifelong learning provision at the institution: employers, representatives from the Ministry of Education, the alumni association, etc. may all be invited to join the group.

FG3 A third interesting focus group might be composed of lecturers involved in lifelong learning programmes.

FG4 A fourth group could combine students or lifelong learners.

Other possible focus groups can be appointed.

The background information of the self-assessment tool must be available to all members of the focus groups. They should be informed about the process of the self-assessment as such but also about the general context of LLL. It is suggested to make a translation of the available information on LLL for the targeted members of the focus groups. The “Introduction” of this document may be used for this.

The *rapporteur* should collect the outcomes of each focus group for drafting the self-assessment report prior to its approval by the self-assessment team.

It is important that **FG 1 is the first to work** with the questionnaire. This group is requested to answer all questions. As such, these answers become a reference within the institution for the other focus groups.

The idea is for all of the topics in the questionnaire to be dealt with. If a focus group sees itself incapable of answering, then this must be noted by the *rapporteur*. It is useful to grasp what the main interests of each focus group are and how the groups react to the list of formulated topics and questions; it is therefore highly recommended that the list of questions be made available to the focus groups members prior to the meeting.

The assessment includes some quality assurance aspects of lifelong learning. Yet, the main objective is to focus the evaluation tasks on producing **food for thought** regarding the institutional position and engagement for the development of lifelong learning. This is the reason why items such as innovation, adaptation, attractiveness, cooperation and progress should be borne in mind while doing the self-assessment. This is also the reason why some questions may seem one-dimensional. They intend to stimulate discussion.

c) The drawing up and approval of the self-assessment report by the self-assessment team.

At this stage of the development of the tool, the report must focus both on the results of the focus groups and on possible improvements of the tool itself.

The report resulting from the tool is going to be **for internal use only**. Not even in the later stage of this tool (after the FLLLEX project) should it be used for external use.

The suggested structure of the report includes:

1. A preliminary chapter with the main facts of the self-assessment exercise (composition of the self-assessment team and focus groups, agenda of meetings, etc).

2. An introduction on the institution's current position, in terms of the provision of programmes and other teaching activities aimed at lifelong learners, all of which is based on evidence.
3. The purpose of the core part of the report is to obtain related ideas and answers to the 17 proposed questions. In this part of the report it is important to obtain the viewpoint of the focus groups.
4. The report needs to include a chapter for conclusions, which includes the best practices for lifelong learning provision that have been identified (a list with no more than 10 items is recommended) and the statement with enhancement opportunities for LLL within the institution (a priority list with no more than 10 items is suggested).
5. The partners within the FLLLEX project are requested to add a small report on the procedure, methodology, structure, of this self-assessment tool. Since it is the goal of the FLLLEX project to test and amend this tool, such report is necessary in order to evaluate the tool. This report will serve as the basis for the site visit performed by panels of experts/peers during WP 7.
6. The extra report should contain no more than 5 pages. It must include the following items:
 - What are the positive and negative elements in the methodology and the questions (content) of the tool (Please provide three each with arguments)?
 - Do you have recommendations related to the use of focus groups in this process?
 - Were items found to be not addressed in the tool?
 - Were items found to be not relevant (but mentioned in the tool)?
 - Other items relating to the self-assessment tool/procedure

The total number of pages for the report should not exceed 30 pages (Arial 10, single line spacing).

7. As an appendix to the self-assessment report, provide documents or sections of documents that support and regulate the policy on lifelong learning and the strategy for lifelong learning provision at the institution (strategic plan, institutional policy, etc.)
Include a set of general data on the institution (total number of students, total teaching staff, departments, budget, list of programmes delivered, etc.).

These additional documents may also be provided in a digitised version.

Three preparatory questions

Before starting the actual focus groups, we suggest that the self-assessment team and FG 1 prepare answers to three questions.

Question 1

Can a definition be formulated of LLL as seen within the institution? If needed, several definitions can be provided.

Question(s) 2

The FLLLEX project has produced a report⁴ about the key concepts in lifelong learning. It is interesting to consider those definitions in order to reflect on the concept of lifelong learning in each higher education institution. The report is also proposing a list of *policy hooks* that can be used as complementary and necessary information for better analysis. **The self-assessment team is asked to indicate which elements (see Table 1) they address in their institution and where they differ from the list.** For the items which have been selected the self-assessment team may then add more information on its position within the HEI before the start of the focus groups. The answers can be used in some of the remaining questions to fuel discussion on the position of the institution. As such, the participants in the focus groups have both the general introduction to LLL and a first overview of LLL within their own institution before entering the discussion. We provide an example below:

	FG 1	FG 2	FG 3	FG 4
Do you have a plan for LLL?				
Do you have targets for lifelong learners?				
Do you have specific arrangements in place with local VET providers to provide access to lifelong learning opportunities in your HEI?				
...				

⁴ FLLLEX Work package 1: National policies for the implementation of lifelong learning. Ann Stokes and Richard Thorn. Institutes of Technology Ireland (see in particular Chapter 2): <http://flllex.khleuven.be/Homepage/Work-Packages/Work-Package-1>

Table 1:

Flexibility and access to learning pathways

- The HEI's plan for lifelong learning.
- The HEI's targets for lifelong learners.
- Specific arrangements in place with local VET providers to provide access to lifelong learning opportunities in your HEI.
- The number of courses in your HEI that are offered in e-learning or blended learning formats.
- The proportion of academic staff that use the HEI's VLE (virtual learning environment) e.g. Moodle, Blackboard.
- Training offered to staff in new flexible learning technologies.

Link between education and work

- Courses offered in your HEI designed partially or completely by external agencies.
- HEI policy on RPL⁵ or APL⁶. Date when last reviewed.
- Number of students using RPL or APL to gain credit.
- Number of co-curricular⁷ courses.
- Courses that are jointly delivered by academic staff and external employer/business organisations.
- External stakeholders on course validation and accreditation processes.
- HEI policy in relation to work-based learning.
- HEI programmes on an outreach basis in association with employers and professional bodies or in collaboration with community or other groups.

Transparency of the qualifications system

- Structures in place for academic credit, access, transfer and progression. When were they last reviewed?
- Implementation of the country's qualifications framework (levels, credits, learning outcomes)

Public awareness and perception of lifelong learning

- Specific actions on lifelong learning in your HEI's strategic plan.
- Information and guidance to individuals and groups wanting to participate in lifelong learning.
- Part-time/lifelong learning students as members of your HEI's student union.

Links with wider EU developments

- System to award full academic credits to lifelong learning programmes as per the Bologna process.
- Research in areas of lifelong learning with national or international partners.

Involvement and support of key stakeholders

- HEI participation in and contribution to regional and local community-based initiatives for lifelong learning.
- External partners work with the HEI (e.g. educational, formal learning partnerships, other) to further the lifelong learning agenda in your region, nationally and/or internationally.
- Collaborative work with external groups, e.g. joint curricular, shared supports for lifelong learners, etc.

⁵ RPL: recognition of prior learning.

⁶ APL: Accreditation of prior learning.

⁷ Complementary courses, but not part of the regular curriculum.

- Knowledge of the typical experience of a lifelong learner in accessing and progressing within programmes at the institution.
- Concept for learning partnerships definition.

Information and guidance for learners and potential learners

- Department or unit with responsibility for lifelong learning.
- Senior staff member responsible for lifelong learning.
- Title of the person designated as being responsible for the development of lifelong learning at your HEI.
- Separate prospectus for lifelong learners.
- Market analyses specifically for lifelong learners.
- Open evenings/open days specifically for lifelong learners.

Cost of education – support initiatives

- Special support for lifelong learning students.
- Mentoring programmes for lifelong learning students.
- Formal back-to-education programmes.
- Guidance service for part-time students.
- Formal psychological service for part-time students.
- Offer of ‘learning to learn’, or equivalent modules to part-time students.
- If part-time education is not funded in your country, the HEI’s payment plan service for its part-time/lifelong learning students.
- Flexible entry policy for individuals or groups from targeted areas (who do not fulfil the minimum entry requirements stipulated by your university) wishing to become full or part-time students.

Question(s) 3

National lifelong learning policy implementation: taking into account the results outlined in Table 2 (resulting from research within the FLLLEX project) the self-assessment team should make a comment from its own institutional perspective. What is the reaction to the results presented in Table 2 and to what extent the institution has the capacity to influence each of those areas?

Table 2								
Characteristics	Countries							
	Ireland	Belgium	Lithuania	Scotland	Turkey	Finland	Netherlands	France
Legal framework/ legislation	1	1	1	1	2	1	1	1
Participation rates	2	3	3	1	3	1	1	3
Funding and investment	3	2	3	1	3	1	1	2
Flexibility and access to learning pathways	3	1	3	1	3	1	1	3
Link between education and work	2	1	3	1	2	1	1	2
Transparency of qualifications system	1	2	2	1	3	1	1	2
Public awareness and perception of lifelong learning	2	1	2	1	3	1	1	2
Link with wider EU developments	2	1	2	1	2	1	1	2
Involvement and support of key stakeholders	1	1	1	2	3	2	2	2
Information and guidance for learners and potential learners	2	1	2	1	3	1	1	2
Recognition of all forms of learning	2	1	3	1	3	2	2	1
Cost of Education – support/ initiatives	3	1	2	1	3	1	1	2
EU Benchmark for LLL (2010=12.5%; 2020=15%)	7.1%	6.8%	4.9%	19.9%	1.8%	23.1%	17.0%	5.58%

In the graph (3) stands for poor presence of the issue in the national legislation. (1) stands for excellent coverage of the theme within the national legislation.

Evaluation questionnaire

A. Context Identification

This first chapter of the questionnaire is aimed at providing a view of the context from the institutional perspective. The resulting viewpoint on the context is, of course, subjective. Nevertheless, it is recommended that complementary perceptions be obtained from different stakeholders to underpin this subjective viewpoint. The main idea is to identify what the opportunities and limitations of the current context are from different points of view.

Q1 Perception of the context: Considering lifelong learning as a whole, please state how the institution perceives the external and internal context. (Note that consultations with stakeholders provide an interesting complementary viewpoint of the context).

Take into account the following items⁸ and how they are developed at the national/regional level to benefit lifelong learners and other involved stakeholders.

Economic and social context	National/regional social and economic context and opportunities for lifelong learning provision.
National regulations	Regulations on higher education and their connection with the lifelong learning provision (National Qualifications framework (NQF) ⁹).
Other policies for developing LLL	Degree of autonomy and the existence of developing incentives for higher education institutions providing lifelong learning. Trust-building schemes on the quality of lifelong learning provision (institutional mutual recognition, prior learning recognition, etc.). Public information and the encouragement of citizens to take advantage of lifelong learning opportunities offered by

⁸ List of elements formulated by the European Universities' Charter in Lifelong Learning (European University Association, Brussels 2008), and by the Standpoint from EURASHE on the development of a European framework of qualifications for lifelong learning (Brussels 2005).

⁹ NQF is an instrument for the development and classification of qualifications (e.g. at national or sectorial level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes. Cedefop (2008) Glossary. The European Qualification Framework defines qualifications as: a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

	<p>higher education institutions.</p> <p>Encouragement of partnerships at the regional level with local authorities, employers and agencies.</p> <p>Promotion of social equity and the inclusive learning society.</p> <p>Support for the development of appropriate guidance and counselling services.</p> <p>Government activity as a role model for lifelong learning institutions.</p> <p>Inclusion of lifelong learning objectives in the missions and work of national QA agencies and systems.</p>
--	---

Other aspects can be suggested and included in the assessment exercise by the self-assessment team.

Q2 Identification of stakeholders

Is there a policy to identify possible stakeholders and is it possible to provide a list of those stakeholders?

Q3 List of other LLL providers

What is the relation of your institution to other training providers?

What is the comparative advantage of your HEI?

B. Lifelong learning provision at the Higher Education institution (Describe the current situation.)

This part deals with measuring the adequacy of the resources and management mechanisms that support current lifelong learning provision. Programme quality is normally dealt with in a separate chapter in most assessment protocols used in higher education. Given that the main aim of FLLLEX is to evaluate institutional strategies and policies, the questionnaire proposes including offering lifelong learning as a resource for the further development of lifelong learning at the institution.

Q4 Policy

Does your institution have a policy on LLL?

Q5 Leadership and lifelong learning at the institution

Where is leadership (related to decision makers in the HEI) shown in relation to lifelong learning? How is the management involved in lifelong learning? Give examples of when/where the management mentioned LLL.

Do you have an organisation or cell for LLL and what is its position within the organisation?

Q6 The existing provision of lifelong learning at the institution

Provide a list of all activities which the institution considers to form part of lifelong learning. If possible, cluster those activities according to the types of lifelong learning which you identify in the institution.

- Current lifelong learning being offered in terms of the number of programmes, distribution of the programmes according to academic fields, the number of students enrolled in lifelong learning programmes, the profile of enrolled students.

Q7 Design of new lifelong learning offer

To what extent does the institution have adequate mechanisms for designing and implementing new lifelong learning activities? Consider the following:

- Mechanisms to involve employers and other social actors in the process of designing and accepting new activities (contents, learning outcomes, etc.)
- The use of strategies to develop effective and efficient lifelong learning offer (work-based learning, e-learning, collaborative modules with other programmes, etc.)

Q8 Research and professional experience of the teaching staff involved in lifelong learning courses

Taking into account the lifelong learning provision currently being offered and the institutional objectives for this type of education, what is your experience on:

- Teaching staff involved in lifelong learning (take into account, where applicable, the case of teaching/learning services provided by staff working outside the institution). Consider: a) the number of academic staff and their contribution to the quality development of lifelong learning provision (academic and professional experience); and b) the regulations concerning working hours and teaching load.
- The role of teaching staff in introducing and expanding lifelong learning within the institution.
- Does the current distribution of teaching staff within the institution, together with their different roles, encourage the development of lifelong learning? Is there a platform for meeting on LLL?
- To what extent are the skills of all teaching staff effectively developed? Consider their functions in managing current provision and developing the quality of future provision in lifelong learning.

Q9 Involvement of non-teaching staff in the provision of lifelong learning

Aside from general tasks, what additional roles are undertaken by non-academic staff in the field of lifelong learning provision? How does the institution defines additional roles to be performed by non-teaching staff for the promotion and enhancement of lifelong learning courses and programmes? Is there a training policy to cover these additional requirements? In short, what is different from the general tasks?

Q10 Financial, human and material resources for lifelong learning courses (from the perspective of the learner)

Taking into account the current national/regional context of public funding, to what extent does lifelong learning provision requires additional funding by learners and public and/or private enterprise?

Q11 Financial, human and material resources for lifelong learning courses (from the perspective of the HEI)

What resources are allocated to supporting lifelong learning provision? Amongst other things, take into account:

- Partnerships with employers and other social organisations that support lifelong learning.
- Use of mechanisms for prior learning recognition.

- Use of mechanisms for post-learning recognition (awards, personal development plan, etc.)
- Tutoring systems.
- IT resources

Q12 Promotion of lifelong learning

How does the institution promote its lifelong learning activities?

Describe the current target groups (see also context in Part A) and the communication strategies for each target group.

C. Institutional policy (Describe the preferred situation.)

This part is organised around 2 main issues: the main outlines of institutional policy for lifelong learning, and how the institution organises its policy formulation. The aspects suggested under each of these two issues are consistent with the main political goals formulated by the European Ministers, EURASHE and the European University Association.

The analysis done in part B should facilitate the reflection on the institutional lifelong learning policy for the future.

Q13 Strategy formulation

What process is used to formulate the institution's strategy for lifelong learning provision?

- Does the institution have a formal policy on lifelong learning?
- Does the institution have formal procedures for defining the policy for lifelong learning?
- How are the preferences of lifelong learners and others stakeholders taken into account in your policy? Are they invited to put forward suggestions?
- How does the institution stay in touch with current developments, partners, and relevant bodies for lifelong learning implementation?
- Within the institution, who/what staff is/are directly responsible for defining the policy for lifelong learning?
- How the institution stays in touch with the social and economic trends within the region and how are those trends incorporated in the policy?

Q14 Main policy lines

If your institution has a policy for lifelong learning: what are your institution's main objectives and priorities for the provision of lifelong learning?

The following elements¹⁰ might be considered in the analysis in terms of their **presence or absence** in institutional documents and the **precise description of and anticipated outcomes** for each one.

¹⁰ Elements taken from the Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven/Louvain-la-Neuve, 28-29 April 2009, A Standpoint from EURASHE on the development of a European framework of qualifications for lifelong learning (EQF), Brussels 2005 and the European Universities' Charter on Lifelong Learning. European University Association. Brussels 2008.

Area 1: Access to lifelong learning	present/absent
Accessibility to lifelong learning (take into account if special attention is given to groups of students that are under-represented).	
Recognition of prior learning.	
Guidance and counselling services for prospective lifelong learners.	
The institution's activity as a role model for lifelong learning in other institutions and organisations.	
Coordination between lifelong learning provision and other forms of higher education.	

Area 2: Quality of lifelong learning	present/absent
The concept of quality in lifelong learning provision (Does the institution have internal quality standards for lifelong learning provision in terms of inputs, delivery and outcomes?).	
The provision of creative learning environments for lifelong learners (lifelong learning interaction with research undertaken at the institution, the promotion of entrepreneurship and innovation, lifelong learners as co-producers, etc.).	
The process for designing new programmes (for lifelong learners) and their intended learning outcomes, with special reference to employability.	
Partnership between public authorities, higher education institutions, students, employers and employees.	

Area 3: Measures to support the provision	present/absent
Teaching staff policy for lifelong learning provision (Is there any particular policy on the recruitment or selection of staff, evaluation, promotion, recognition, remuneration, etc. in lifelong learning courses and programmes?).	
Teaching staff policy for lifelong learning provision (Is there any particular policy on the recruitment or selection of staff, evaluation, promotion, recognition, remuneration, etc. in lifelong learning courses and programmes?).	

Promotion of flexible learning paths (including part-time studies, work-based routes).	
Guidance and counselling services for lifelong learners and potential learners.	
Funding principles and strategies at the institution level for lifelong learning.	
Internal and external quality assurance mechanisms.	
Organisational structures within the institution (Is there any particular action for lifelong learning?).	

Area 4: Information on the provision of lifelong learning	present/absent
Public information about lifelong learning provision and transparency (related quality).	
Accountability ¹¹ .	

Area 5: Participation in national/international networks, associations developing lifelong learning.	present/absent
Contributions to national policies.	
Contributions at the international level to achieve the policy aim of increasing lifelong learning.	

¹¹ QAA defines accountability as the aim to demonstrate that institution uses their resources to good effect and conduct our work with integrity and impartiality, and to ensure that stakeholders can depend on the information and advice the institution provide.

D. Quality Assurance in the institution

This final chapter is addressed to analyse if the institution has adequate and efficient mechanisms for quality assurance and for implementing recommendations and enhancement plans to do with lifelong learning.

Q15 Quality assessment

To what extent are lifelong learning courses and programmes internally and/or externally assessed? If so,

- Do quality assurance processes produce statements with indicators and results?
- Does your institution have indicators on LLL?
- Does the institution publish indicators for accountability purposes and/or to disseminate lifelong learning practices and their impact to interested audiences?

Q16 Measuring results

Is it possible to benchmark the institution's position at the national/regional level in terms of the lifelong learning that it offers?

- What indicators on lifelong learning are used by your institution to follow up and evaluate institutional policy for lifelong learning?
- What kind of indicators are needed but have still not been included in the institutional dashboard?

Q17 Alignment of QA and improvement strategy

- Does internal quality assurance provide sufficient component elements on the situation of lifelong learning provision (quality, development, recommendations, etc.) to stimulate food for thought as well as proposals for enhancement?
- Does the institution work with adequate information channels to disseminate good practices in lifelong learning to the entire community?