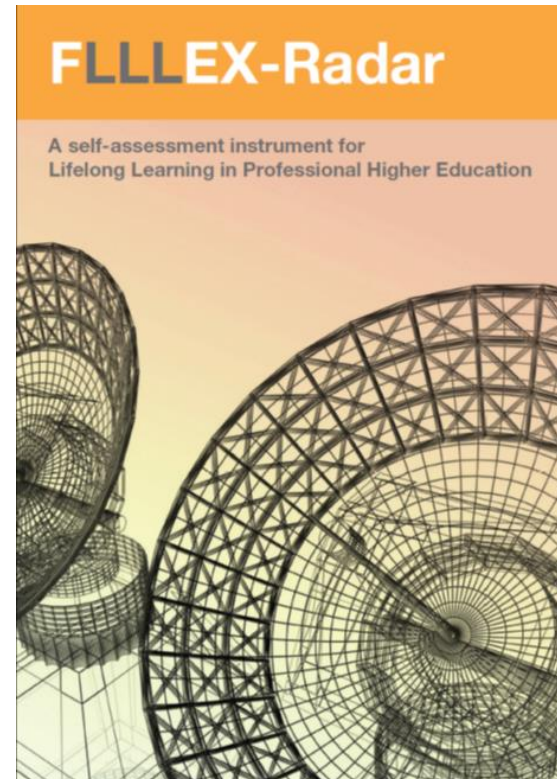




FLLLEX Radar

A self-assessment instrument for Lifelong Learning in profession oriented Higher Education



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Overzicht

1. Doel van de FLLLEX radar
2. Inhoud: vragen
3. Werkwijze
4. Praktijkvoorbeeld: KHL
5. Verdere implementatie en follow-up

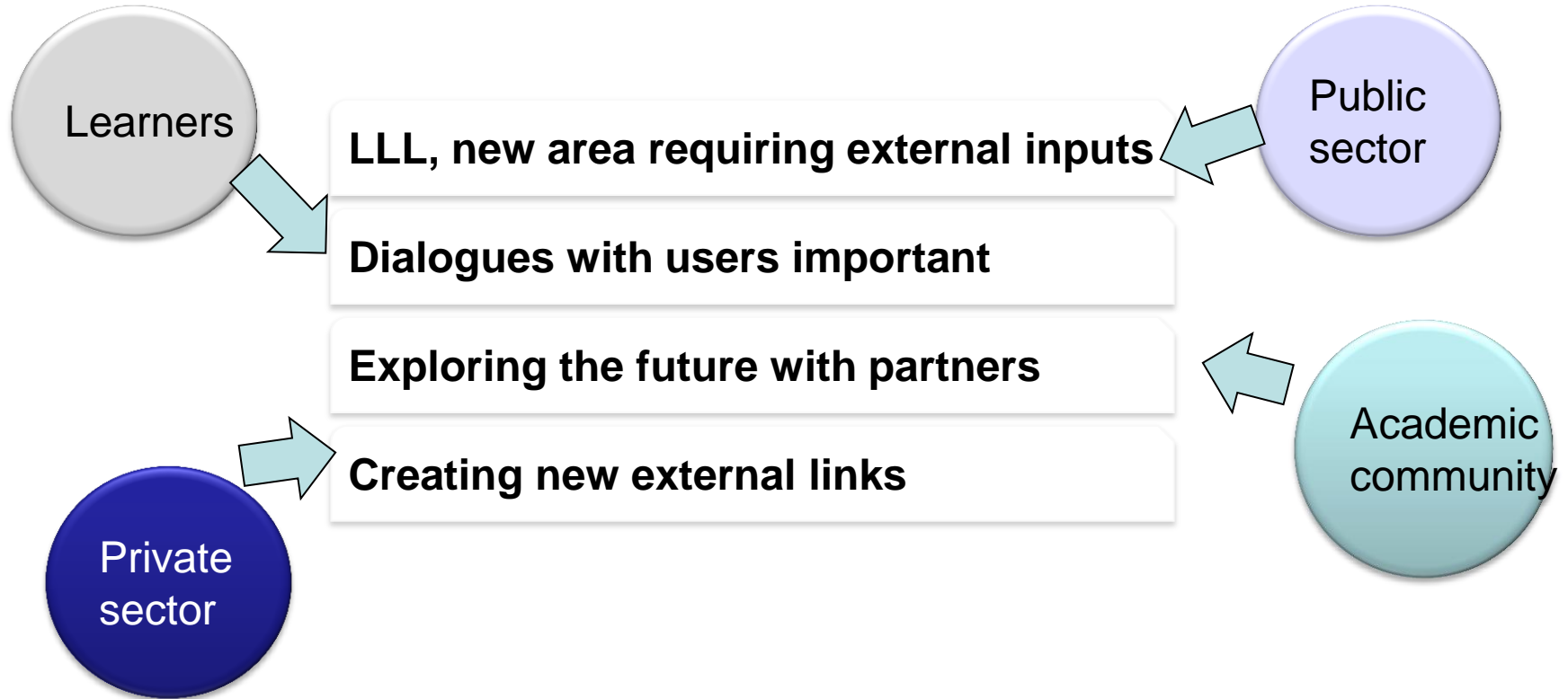


FLLLEX Radar

Doel van de zelf-evaluatie:

- 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

FLLLEX-Radar: focusgroepen





FLLLEX-Radar: Onderwerpen

Analysis of the broader context (3Q)

**Lifelong Learning provision at the HEI
(current situation) (10Q)**

**Institutional policy
(preferred situation)
(2Q)**

Quality assurance (3Q)



Topics and Questions

1. Assessing the broader context

- Q1. Sketch the policy situation on LLL in your country (+ Implications for HEI)
- Q2. Identification of stakeholders
- Q3. List other providers



Topics and Questions (2)

2. Lifelong learning provision at the HEI (current situation)

- Q4. Definition of Lifelong Learning
- Q5. Existing policy
- Q6. Leadership and lifelong learning at the institution
- Q7. The existing provision of lifelong learning at the institution
- Q8. Design of new lifelong learning offer
- Q9. Research and professional experience of the teaching staff involved in lifelong learning courses
- Q10. Involvement of non-teaching staff in the provision of lifelong learning
- Q11. Financial, human and material resources for lifelong learning courses (from the learners' perspective)
- Q12. Financial, human and material resources for lifelong learning courses (from the institutional perspective)
- Q13. Promotion of lifelong learning



Topics and Questions (3)

3. Institutional policy, preferred situation:

- Q14 Strategy formulation
- Q15 Main policy lines
 - Area 1: Access to lifelong learning
 - Area 2: Quality of lifelong learning
 - Area 3: Measures to support the provision
 - Area 4: Information on the provision of lifelong learning
 - Area 5: Participation in national/international networks, associations developing lifelong learning



Topics and Questions (4)

4. Quality Assurance in the institution

- Q16 Quality assessment
- Q17 Measuring results
- Q18 Alignment of QA and improvement strategy



Werkwijze

- **Self-assessment process:**
 1. Set up a FLLLEX-Radar Team
 2. Compile context information
 3. Appoint focus groups
 4. Prepare questions for each group
 5. Conduct focus group meetings
 6. Draw up the report
 7. Review results
 8. Communication & follow up

Stap 4 – vragen kiezen en herformuleren

	FG1	FG 2	FG 3	FG 4
Q1	X			X
Q2				
Q3				
Q4	X	X	X	X
Q5	X	X		X
Q6	X		X	
Q7	X		X	X
Q8	X	X		



Step 7 – Review results

Consider to discuss results with review panel:

- Colleague from partner institution (local or international)
 - National/regional policy maker involved in LLL
 - Expert in LLL
 - Representative of management team
-
- Present results
 - Discuss conclusions and recommendations.



FLLLEX-Radar: pilots in hogescholen

Praktijkvoorbeeld KHLeuven

- **Deel 1: Analyse van context:** *voorbereiding*
- **Deel 2 en 3: Focusgroepgesprekken** (voorjaar 2011):
 - Management (5)
 - Lectoren (7)
 - Studenten (4)
 - Stakeholders – werkgevers (0!)
 - Algemeen directeur
- **Deel 4: Kwaliteitszorg** *niet besproken*
- **Review meeting**



FLLLEX-Radar KHLeuven Aanbevelingen:

1. KHLeuven zou moeten definiëren:

- Hoe LLL wordt gezien binnen KHLeuven (definitie)
- Welke rol LLL speelt binnen KHLeuven (focus for policy)



FLLLEX-Radar KHLeuven

Aanbevelingen:

2. KHLeuven zou instellingsbreed beleid rond LLL moeten formuleren, rekening houdend met o.a.:

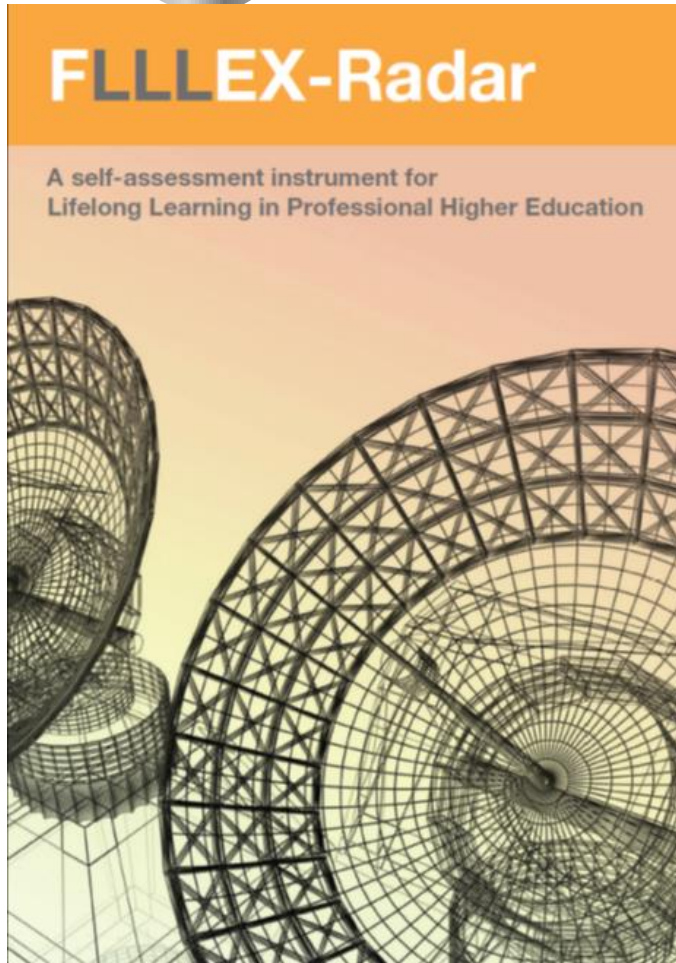
- Alle **bestaande** initiatieven, projecten, praktijk en beleid binnen de instelling en deze op 1 lijn brengen.
- Welke **types LLL-studenten** de instelling (of programma) wenst aan te trekken en hoe hierop in te spelen.
- **Werkgevers en sociale partners** als stakeholders en mogelijke partners in structurele samenwerking (co-creatie).
- **Andere aanbieders**: duidelijke profilering van eigen aanbod en samenwerking waar mogelijk/noodzakelijk/gewenst.
- **HR beleid** voor personeel in LLL activiteiten.
- Afstemmen van **campusfaciliteiten** en administratieve structuur .
- **Communicatie** op maat voor verschillende doelgroepen.



FLLLEX Radar: follow up

- EURASHE biedt ondersteuning bij vinden van eventuele partner voor peer-review.
- EURASHE plant workshop voor hogescholen die FLLLEX-Radar hebben gebruikt/willen gebruiken najaar 2013?
- Aanvraag vervolg project *samen met o.a. EADTU*

Vragen? Meer informatie?



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