

APPROVED BY
Order No. V-289 as of 24 April 2017
of the Minister of Education and Science
of the Republic of Lithuania

THE GENERAL PRINCIPLES FOR THE ASSESSMENT AND RECOGNITION OF NON-FORMAL AND INFORMALLY ACQUIRED COMPETENCES IN HIGHER EDUCATION

1. In order to ensure the right of individuals to lifelong learning and thus increase their opportunities in the labour market, higher education institutions may assess and recognize competencies acquired by individuals through non-formal and informal learning (hereinafter – competencies).

2. The terms used in this document are defined in the Law of Higher Education and Research of the Republic of Lithuania, the Law of Education of the Republic of Lithuania, the Law on Non-formal Adult Education and Continuing Education of the Republic of Lithuania and other legal acts implementing them.

3. Higher education institutions shall assess and recognize the competences acquired by individuals in accordance with the procedure established by them, in accordance with the following general principles:

3.1. **Principle of Availability.** Stakeholders can seek to have their acquired competencies valued and recognized. Accessibility means the geographical accessibility of the evaluation site, ensuring equal opportunities, clarification of the essence and specifics of the evaluation procedure, discussion of possible evaluation results.

3.2. **Principle of Flexibility.** The applied assessment methodology allows to assess the acquired competencies of a person regardless of where and how they were acquired, it is possible to individualize study paths for a person entering the higher education system from various backgrounds: practical activities, institutions providing non-formal education, other countries, etc.

3.3. **Principle of Transparency and Objectivity.** The competencies acquired by a person are assessed by combining and combining different assessment methods and avoiding the assessor's subjective approach to the assessment procedures, criteria or the person whose competencies are being assessed. The person is given feedback on the decision made and has the opportunity to appeal.

3.4. **Principle of Comparability.** Competences acquired by a person are assessed according to the expected study results described in the study programme.

3.5. **Principle of Voluntariness.** When voluntarily deciding to participate in the assessment process, the person interested in the assessment is responsible for the submitted documents confirming the competencies acquired for assessment and additional information, is motivated, ready for the assessment procedure and consciously plans further studies in higher education.

4. It is recommended for higher education institutions to organize the process of assessment and recognition of acquired competencies in stages:

4.1. **Information.** The person is introduced to the principles of assessment, procedure, assessment conditions, possible assessment results, studies that meet individual needs. The person decides to participate in the procedure of assessment and recognition of acquired competencies.

4.2. **Consulting.** The person prepares for the assessment procedure by consulting in a group or individually. The person is introduced to the procedure of assessment and recognition of competencies in detail and it is explained how to prepare a set of evidence (portfolio) of acquired competencies, how to prepare for the assessment interview or assessment by other methods.

4.3. **Evaluation.** Evidence of a person's acquired competencies is analysed and the correspondence of the acquired competencies and the study results set in the respective study programme and the scope of this correspondence are determined by the various assessment methods used.

4.4. **Decision making (evaluation).** It is determined whether the evidence provided by the person is sufficient to substantiate the acquired competencies and / or which modules (subjects) of the study programme can be credited. The decision on the recognized personal competencies and / or credible study modules (subjects) is made by the assessor or the assessment commission.

5. Competences acquired in a variety of settings are assessed in higher education: working, raising qualifications, participating in various organizations and groups, volunteering, community service, learning in non-formal education institutions, or independently, self-educated or otherwise, and which a person can justify and demonstrate as equivalent to the study results of the modules (subjects).

6. If a person seeks to obtain a higher education qualification, the modules (subjects) of the respective study programme are credited, for which the evidence of competencies provided by the person and / or the competencies acquired by the candidate determined by various assessment methods are sufficient to substantiate the study results.

7. After assessing and recognizing the acquired competencies of a person, the higher education institution confirms them with an appropriate document indicating the number of acquired study credits. If a person seeks to obtain a higher education qualification, the study modules (subjects) and the corresponding number of study credits are credited as part of the study programme to be studied.

8. In the absence of information, the person shall be given the opportunity to provide additional evidence of the acquired competencies within a specified period of time and / or the individual competencies shall be assessed by additional methods.

9. If the evidence is not provided or the non-compliance of the acquired competencies with the study results established in the study programme is established, the acquired competencies of the person shall not be recognized. The person must be provided with information about opportunities to improve competencies.

10. If a person does not agree with the decision on the assessment and recognition of acquired competencies, he or she has the right to file an appeal in accordance with the procedure established by the higher education institution.
