

Integrated Assessment at the Service of the VPL

Abstract

We, at the *Université Antonine*, are constantly striving to satisfy the ever-changing needs of a diverse public with different backgrounds. That is why, and through the adoption of an Integrated Assessment within the course of studies, we are working to validate the competencies earned from previous formal and informal learning, while respecting the present legal context in Lebanon where the VPL has yet to be recognized.

Initial Situation:

- Lifelong Learning: it is one of the values that the *Université Antonine* includes in its mission and strongly upholds.
- Professionalization of trades through innovative programs of study at the university, which are also accessible to the working professionals.
- Lack of official recognition in Lebanon of knowledge acquired through prior experience and of informal and non-formal training.
- A Program Approach: actually adopted in the design of programs of study.

The Concept of Integrated Assessment:

The conventional model where each course in a program of study is evaluated and validated separately with its own partial and final exams, is replaced by teaching units regrouping several courses, or where the validation of each course still follows the older model but the final grade for each course comes from one assessment inciting the student to mobilize the series of the learned outcomes from the different courses of the module.

This concept assumes the adoption of a program approach to the designing of the course of studies, as well as a close synchronization among the instructors to design, apply, correct and validate the integrated assessments

The Integrated Assessment at the service of the VPL:

- The candidate presents a portfolio with evidence "proving" the knowledge acquired from previous learning experiences.
- The Admission's jury validates the course (ex: Table3, course 2) that corresponds to these learning outcomes.
- The candidate is then exempted from attending the course and from paying for its corresponding credit hours. The course C2 will then be validated with the grade earned at the integrated assessment.

Advantages:

- The process respects the current legislation in Lebanon
- The process is not costly when it comes to preparing and dealing with each portfolio.
- Limited risk of error and misuse when it comes to the validation of the prior knowledge since the student is going anyway to have to mobilize the whole of his/her competencies during the integrated assessment.

Limitations:

- The monitoring of the preparation of the portfolios
- The scheduling constraints – the courses in each school or unit have to be scheduled during the same semester
- The complexity of the specially designed exams and, in case of not passing the exams, the risk of lengthening the period of studies.

Main References:

- Validation of Prior Learning as a multi-targeted approach for access to learning opportunities for all, R. Duvekot B. Halba, K. Aagaard, S. Gabrscek, J. Murray – VPL Biennale nr1 – April 2014
- Projet VAE – Universités 2008-2013 : Résultats et Perspectives, A. Salmon - CIUF - 2013

Course #	Intermediary Assessment	Final Assessment	General Average	Validation
Course 1	Intermediary Grade 1	Final Grade 1	Note totale 1	✓
Course 2	Intermediary Grade 2	Final Grade 2	Note totale 2	✓
Course 3	Intermediary Grade 3	Final Grade 3	Note totale 3	✓

Table 1: Individual Assessment based on the course

Course #	Intermediary Assessment	Final Assessment	General Average	Validation
Course 1	Intermediary Grade 1	Integrated Final Grade	General Average 1	✓
Course 2	Intermediary Grade 2		General Average 3	✓
Course 3	Intermediary Grade 3		General Average 2	✓

Table 2: Integrated Assessment

Course #	Intermediary Assessment	Final Assessment	General Average	Validation
Course 1	Intermediary Grade 1	Final Grade	General Average 1	✓
Course 2	Exempt		General Average 3	✓
Course 3	Intermediary Grade 3		General Average 2	✓

Table 3: Integrated Assessment for the purpose of the VPL