

Quality in Validation

A Nordic Model
and
A Nordic Study
Berlin, 8. May 2019

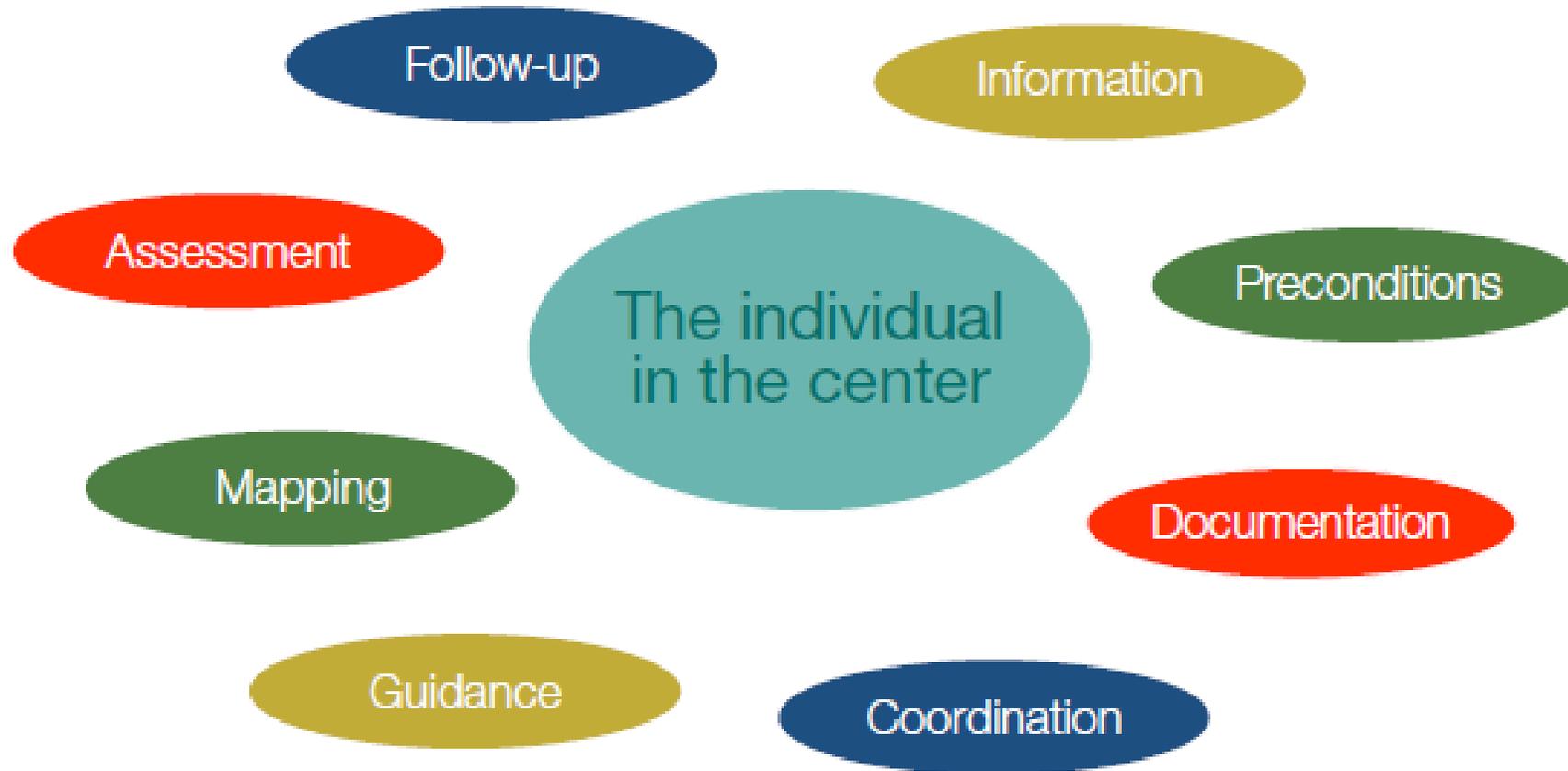


The Nordic Quality Model – 8 factors



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The Nordic Study

- A case study of quality work in validation based on the Nordic Quality Model
- The study was funded by NVL (Nordic Network for Adult Learning)
www.nvl.org
- Researchers from University of Turku, FIN; Linköping University, SE; and VIA University College, Aarhus DK



Quality in validation

- *'... the establishment of an environment and the implementation of policies, processes and assessment practices that maximize individuals' opportunities to fully and accurately demonstrate relevant knowledge, skills and competencies (Van Kleef, 2011b)'*

(Van Kleef, 2014, p. 208)



Quality in validation – two sides of the coin

- Flexibility, individualisation, and judgement
- Standardisation, reliability, and measurement



Research – aim of the study

- The aim of the study was:
 - to identify if and how the Nordic Quality Model is useful and will strengthen the work of quality in validation.
 - to identify factors in the context that influence the quality work in validation.



The three cases...

	Danish case	Finnish case	Swedish case
VET institutions	4 branches	5 branches	1 branch
AIM in VPL	Plan for further education	Personal study plan	employment
Motivation for the project	Improving and implementing new VPL legalization	Improving VPL practice in general	Improve practice for new target group
The interactive process	2 workshops identifying needs and developing. 1 follow up meeting incl. interviews after testing new VPL practice	2 interviews SWOT analyze Workshop identifying developing areas for new practice	2 workshops identifying needs and developing new practice 1 follow up meeting
The group - numbers	7	6-8	6
The group – staff members	managers, teachers/assessors counselors	Managers at different levels, teachers/ assessors, counselors	Manager, teachers/ assessors , counselors



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What did we learn about using the model

- **Information** to different groups - internal and external, is very important
- Systematic **documentation** is paramount for the individual's case
- **Coordination** of validation ensures the policies and practices are carried throughout the various branches and fields of study of the institution
- The **follow-up** factor can be seen as a broader review of the educational processes related to validation, covering performance in the organizational level
- **Precondition** factor can be seen in an organisational perspective, e.g. how does the organization implement the rules and guidelines? Is VPL or the quality work a priority in the organization?



What did we see – regarding to the model

- The Nordic Quality Model for validation seems to be useful for developing a validation system in different contexts
- The eight factors are relevant for a holistic approach to validation
- The use of the model motivated the practitioner (managers and different key staff members) for quality management of validation and to identify development areas in their strategic policies and practices
- The Nordic Quality Model is a general model - can be use in different contexts and with different aims



How was the Model accepted?

- The workers chose to work with the factors and indicators that are meaningful in their own situation. Relating a general model to a specific context and situation has to be considered, and there needs to be some adaptation
- The indicators could also need clarification – in what ways do actors/models in a local context actually fulfil an indicator, and how could the quality model be developed further?
- In the Nordic quality model the individual is in the center. It was suggested that the model should include the context or background of the individual, e.g. is it an immigrant, un-employed, employed, student, drop-outs from earlier studies.



Conclusions

- Quality in validation is about maximising opportunities for individuals
- An interactive process stimulates development of quality
- The quality model put focus on central aspects
- The national conditions are important, even if the model is general
- The context (life situation) of the individual should be more visible
 - And the transformative dimension of validation
- Validation is part of a lifelong learning process

