

5TH VPL BIENNALE

PEOPLE, VALIDATION AND POWER: DEMOCRACY IN ACTION?

# Answering the call of 21st century learning!

The practice of holistic validation and learning



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Lifelong learning



# Discussion – Take a stand

*Building further on informal learning in private and public life is a matter of self-reflection and -analysis*





## Our students profile

- Adults 27+
- Much work experience
- Busy private lives with work & family
- Objective: learning for a next career-step or job-transfer



# The holistic validation process

## 1. Recognition

Awareness of the richness of one's personal learning history  
Reflection on personal learning milestones, strengths and developmental aspects



## 2. Valuation

Self-valuing one's personal learning history  
Setting a learning objective and/or career aspiration



## 3. Assessment

Summative assessment of one's personal learning history  
Formative advice for further learning and/or career steps



## 4. Accreditation

Formal linkage of one's personal learning history with learning and working processes  
Qualification, certification and/or career-steps

# NCOI's dialogues researched

Primary outcomes:

1. On recognition: raising one's awareness of the value of informal learning is key.
2. On valuation: a rich intake raises 'the voice of the learners'.
3. On assessment: only assessing with 'the green pencil' provides linkages with personal learning and qualification- & career-perspectives.
4. On accreditation: the exam committee learns to trust the holistic process of validation.

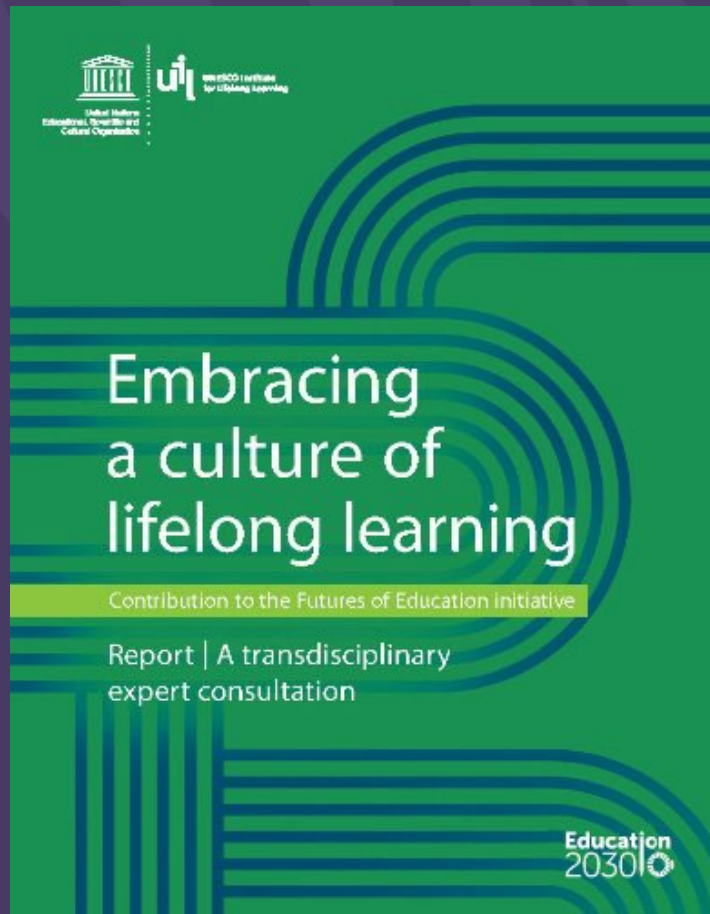


# Conclusions

- The process enhances trust in dialogues on validation and tailored learning for all partners in learning: the learner, the assessor, the student-coach, the exam committee and the employer.
- Crux is turning the process upside down: system-steered with its analytic 'red' pencil to learner-steered with a more holistic 'green' pencil.



# Critical Success Factors



## Moving from policy to practice:

- **Outreach:** information provision on learning and working perspectives
- Services for **portfolio build-up**
- **Linking** qualifications & occupational standards to personal standards
- **Equal value** of informal, non-formal and formal learning experiences.
- **Assessment** is summative and formative
- **Tailored (further) learning options**
- **Professionalising staff**

## Quotes

*Student: My coach thoughtfully considered my options, reviewed each subject, provided additional information, and gave me excellent advice. Overall, a very positive experience.*

*Coach: It's still a learning curve, but together we'll figure it out.*

*Coach: Although it was new, everything went smoothly. I find it rewarding because it benefits the students.*

*Assessor: By discussing the evidence and arguments presented by the student and handling the 'green pencil', you can make a valuable contribution to the validation of the student's experiences.*

*Student: The conversation was enjoyable and educational.*



## Discussion

- How much trust do you have in such a holistic validation process?

Full Trust	Lots of Trust	Neutral	Little Trust	No Trust
5	4	3	2	1

- Advice? Points of attention?

# Lifelong learning

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