

# QUALITY MODEL FOR VALIDATION IN THE NORDIC COUNTRIES

– a development project 2012-13



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This brochure is the final report for the project “Quality Model for Validation in the Nordic Countries – a development project 2012-13”. This is a cooperation project between representatives from 5 Nordic countries – Iceland, Norway, Sweden, Finland, and Denmark.

The project has been funded by Nordplus (Project-ID: AD-2012\_1a-29038).

The project must be seen in connection with and as a follow-up on the previous Nordplus-project: “Quality in Validation in the Nordic Countries – a mapping project” (Nordplus ID: AD-2011\_1a-25129).

Both projects are documented on the web, National Knowledge Centre for Validation of Prior Learning

([www.nvr.nu](http://www.nvr.nu)): [www.viauc.dk/projekter/NVR/aktiviteter/Sider/NordplusprojektII.aspx](http://www.viauc.dk/projekter/NVR/aktiviteter/Sider/NordplusprojektII.aspx)

And at: Nordiskt Nätverk för Vuxnas Lärande – NVL, [www.nordvux.net](http://www.nordvux.net): [www.nordvux.net/object/31989/valideringkanstyrkesbetydeligt.htm](http://www.nordvux.net/object/31989/valideringkanstyrkesbetydeligt.htm)

The project steering group: Nordiskt Expertnätverk för Validering, NVL – Nordiskt Nätverk för Vuxnas Lärande. [www.nordvux.net/page/573/validering.htm](http://www.nordvux.net/page/573/validering.htm)

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# PREFACE

Over the past 10-15 years, the Nordic Countries have launched initiatives and passed bills intending to ensure that each individual gets a chance to have his or hers non-formal and informal competencies validated and approved. The Nordic countries are vastly different with regard to their way of organizing and embedding the validation work, and also in their way of handling each individual prior learning assessment. The Nordic countries, however, show a mutual interest in assuring the quality of the validation work. Quality assurance of validation is on the agenda everywhere – both nationally, on a Nordic level, and in the EU. It is e.g. a key issue for those challenges involved in the work with validation of prior learning in the Nordic countries, that the NVL Expert Network on Validation outline in the note. "Challenges in the work of recognition/validation of prior learning in the Nordic countries"<sup>1</sup>

It is a basic assumption for the project that the precondition for being able to really recognise prior learning with impact and importance for supporting the validation possibilities of individuals must be ensured through greater transparency and quality assurance in the validation work.

That is why the partners from Iceland, Norway, Sweden, Finland, and Denmark in this two-year project worked with various aspects of quality and quality assurance in validation. Project year 1 (2011-12) focused on uncovering and documentation of, how and to what extent systematic work with quality in validation takes place in the Nordic countries.

To ensure a certain consistency in descriptions and documentation of quality, we developed a framework for collection, categorisation, and documentation of the work with quality in validation. This framework is described in the final report for the documentation project: "*Kvalitet i*

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<sup>1</sup> [www.nordvux.net/page/1142/validering.htm](http://www.nordvux.net/page/1142/validering.htm)

*Norden – et kortlægningsprojekt*<sup>2</sup> (Quality in the Nordic countries – a mapping project), and the five partner’s work with documentation of the quality work in the individual countries can be found here, collected in five “country reports”.

The work process itself is described in illustration below: “How we worked – 2011-12” (page 9).

In the second project year (2012-13) the goal was to develop a concept or a model for the work with quality in validation. We knew from the onset that although the Nordic countries are in many ways similar – welfare state, the role of organisations on the labour market, social and educational objectives and traditions, etc. – there are also vast differences from country to country. This, of course, also applies with regard to validation of prior

learning, validation, and the interaction between work life and educational institutions. Does it make sense at all to talk about one concept of and model for quality assurance of validation with differences between countries, between educational systems and levels, and between the validation praxis in the five countries?

We believe that the answer is yes: It is possible – and it has been fruitful to develop an overall, common model for the work with quality in validation.

During the first project year, it became clear, that there were many differences in validation systems, in approaches to validation, and in the institutional roots. However, it also became clear, that there are also similarities – not in the details, but at a general level. A number of general factors related to quality assurance in correlation with validation can be recognized in the validation systems of the

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<sup>2</sup> [www.viauc.dk/projekter/NVR/aktiviteter/Sider/Nordplusprojekt-landerapporter.aspx](http://www.viauc.dk/projekter/NVR/aktiviteter/Sider/Nordplusprojekt-landerapporter.aspx)



individual countries. The clarification and documentation work in the first year of the project suggested such factors and underpinned the hypothesis that drawing up a joint model for the work with quality in validation actually does make sense.

Regarding the use of terms, we have decided to use validation - validation of prior learning and validation of non-formal and informal learning. The Nordic countries use different terms.

We have several reasons for choosing the term 'validation' in this context: Firstly, describing each country's definition of recognition of prior learning/validation is a highly extensive task, and it becomes particularly extensive, when a description of legislation, practice, procedures and institutions are added for each country. We have tried to avoid this.

Secondly, we assume that the target group for this brochure is conscious about these differences and immediately understand the term validation, without having to go all the way through extensive descriptions and clarifications.

In the project we have chosen a starting point in the concept of quality in validation presented by the Canadian researcher Joy Van Klee<sup>3</sup>. She has a broad understanding of how to comprehend, describe and handle quality in validation. Taking this point of departure we spotlight 'quality' as our approach to validation. In doing so, we focus on 'quality' and 'quality assurance' rather than discuss different definitions and understandings of the concept of

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<sup>3</sup> See e.g. article by Joy Van Klee for NVR-seminar, 22 April 2010: *Quality in Prior Learning Assessment and Recognition – a Background Paper* ([www.viauc.dk/projekter/NVR/Documents/Kvalitetskodeks/joy%20van%20kleef%20quality%20paper.pdf](http://www.viauc.dk/projekter/NVR/Documents/Kvalitetskodeks/joy%20van%20kleef%20quality%20paper.pdf)).

validation. We will briefly discuss the concept of quality and quality assurance in connection with presentation of and directions for use of the quality assurance model (see page 13ff).

### **The project process**

As mentioned, the process of the two-year project is illustrated below. Here is a brief account of the work performed in 2012-13.

The first year's collection, categorisation, and documentation of the actual work with quality assurance in validation in the Nordic countries pointed logically towards a follow-up on the project by a continued development project. Hence, it was decided to investigate, if it was possible to develop concepts or models for quality work in validation that could be tried in practice, and thus show ways to working with quality assurance in validation.

This development work was divided into two phases. The first phase dealt with further development of quality in validation. This was done on the basis of the experience from the first project-year, relevant theory, knowledge and experience from similar work, projects from the individual countries. At the same we used EU-Guidelines for validating non-formal and informal learning (2009)<sup>4</sup> as a source of inspiration (see later).

On the basis hereof, a proposal for a common Nordic concept or a common Nordic model for quality in validation – a generic model – was developed. Development of national models was by no means intended, the aim was for the individual countries to contribute with national experiences and backgrounds for at common concept to inspire and develop the quality in validation for practitioners in this field.

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<sup>4</sup> [www.cedefop.europa.eu/en/Files/4054\\_EN.PDF](http://www.cedefop.europa.eu/en/Files/4054_EN.PDF)



The second phase dealt with testing of this quality assurance model. The country representatives in the project performed testing with practitioners in their own country. This was done at workshops and meetings providing information on the quality model that was subsequently discussed and commented upon with the aim of making adjustments and clarifications.

Experiences and results from these tests were collected and processed, and contributed to improving the quality model in a number of cases.

### **Reading guide**

This introductory chapter is followed by a graphical presentation of the two-year project process. It includes reference to documentation material from the first project year for further detail.

Next is the main chapter, which is the presentation of the quality assurance model and directions for use.

Finally, there are brief presentations of the project participants and a bibliography.

We hope this brochure may prove fruitful in correlation with the fact that it will provide inspiration and be used in practice.

### **Enjoy your reading**

*Anne Marie Dahler and Håkon Grunnet  
Project managers, NVR – Denmark*



# HOW WE WORKED IN YEAR 1 – 2011/12



Autumn/winter 2010-11. **Contact** to relevant partners in Iceland, Norway, Sweden, and Finland, via Expert Network on Validation (Nordiskt Nätverk för Vuxnas Lärande)

March 2011: **Project initiative** from NVR, Nationalt Videnscenter for Realkompetence in Denmark. Application to Nordplus regarding funding for a documentation project: *“Quality in validation in the Nordic countries – a mapping project”*

**Development of a tool** for categorisation

An analysis tool for categorisation of quality work in the five Nordic countries

Summer/autumn 2011: Project grant

First: **determination of quality** and quality in validation.

**Collection of practice:** examples of quality work for validation in the individual countries

**Country reports** from the five Nordic countries presented and discussed at closing seminar in Copenhagen, April 2012.

**Final reporting** to Nordplus, August 2012. **Documentation** at [www.nvr.nu](http://www.nvr.nu) and [www.nordvux.net](http://www.nordvux.net)

**New development project:** *“A model for quality in Validation in the Nordic Countries – a development project”*, initiated in August 2012

- Participants in project group from Iceland, Norway, Finland, Sweden and Denmark
- Steering group: Expertnätverk for Validering, NVL
- Partner meetings: Helsinki – Reykjavik – København



# HOW WE WORKED IN YEAR 2 – 2012/13

August – September 2012: **Recapitulation** from project year 1.

Second **investigation of the concept of quality** in validation and of models/concepts for validation. International, EU and national tools/ models, practice and policy

Project meetings on **selection and establishment of themes** for quality in validation and of **indicators for good quality** in validation work

Project meetings on **development of model** for work with themes and indications of quality in validation

**Testing of quality assurance model** for validation work.

Testing in the five Nordic countries.

Various sectors and levels in the individual countries

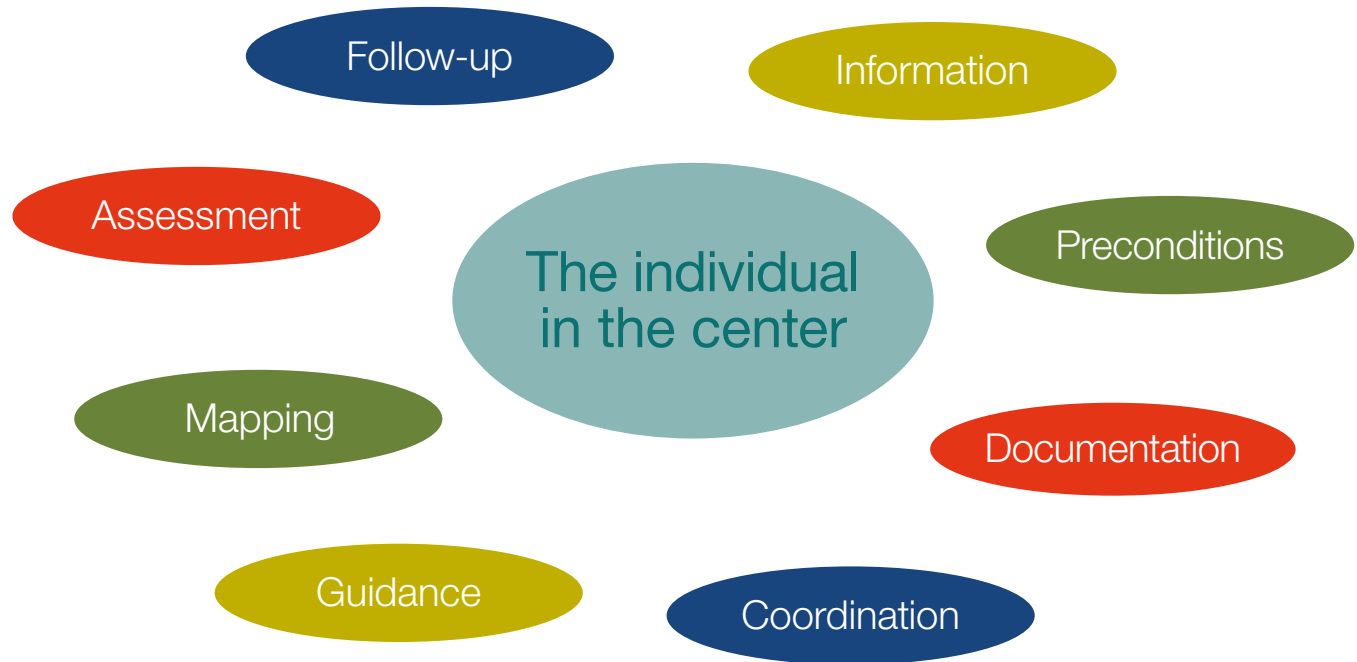
**Quality assurance model to be presented** and discussed at seminar in Stockholm, end of May 2013.

Nordplus **project reporting. Documentation** at [www.nvr.nu](http://www.nvr.nu) and [www.nordvux.net](http://www.nordvux.net)

- Participants in project group from Iceland, Norway, Finland, Sweden and Denmark
- Steering group: Ekspertnätverk for Validering, NVL
- Partner meetings in Reykjavik – Oslo – Stockholm

# A NORDIC MODEL

for work with quality in validation – a quality assurance model



# 12 WORKING WITH QUALITY IN VALIDATION

## Scope, use, focus, and target groups of the quality model

### **How can the quality assurance model be used?**

The quality model is primarily developed for use in educational institutions. The 8 quality factors constituting the quality model relate to conditions that can be handled at an educational institution. Legislation, financing, national executive order requirements are of course key factors for the quality of the validation. The quality model may possibly contribute to pointing out undesirable conditions of this nature, but nevertheless has to accept them as framework preconditions.

The design of the quality model for validation is the evidence of a number of choices that the project group had to make.

The quality model is designed for use in relation with quality assurance, primarily in educational institutions. The model is a tool for those employees and professionals, who work with validation in practice, together with those leaders,

who bear the overall and staff related responsibility for validation at the educational institution.

### **The quality model is the result of Nordic cooperation, tested in various connections**

The project group developed the model jointly. Consequently, it is not a “Danish”, “Finnish”, “Icelandic”, “Swedish”, or “Norwegian” quality, but precisely a joint Nordic model. It can function in all the five countries, which has been tested as follows:

Each partner in the five countries performed testing with relevant people in their own country. At workshops and meetings, practitioners and other relevant people were introduced to the quality model and have discussed it with regard to applicability, improvements, and additions. Testing was performed at various educational levels and with diverse focus in the five partnering countries:

- In Norway focus has been on the long-cycle higher educations (HE). Specifically with regard to exemptions.
- In Iceland, focus has been on upper secondary education and adult education, i.e. NQF, level 3 and EQF, level 4.
- In Sweden focus has been on vocational education and training programmes linked with the industrial sector/industrial organisations.
- In Finland focus has been on vocational education and training (VET), level 4 for both NQF and EQF for adults.
- In Denmark focus has been on 3rd sector and trade unions (3F).

### **Quality – how?**

As the mapping projects showed, quality assurance of validation is about a large number of factors among which legislation, policy, financing, co-operation between institutions, co-operation between stakeholders, etc.

It is also important that employees, who work professionally with validation, possess the competencies and qualifications necessary for being able to perform their work professionally using reliable and valid methodologies. And it is imperative that work is performed in an ethically justifiable manner with consequence, with methodology, and according to clear and transparent procedures.

We believe that at least the following three factors for quality assurance should come into play:

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## **Ensuring organisational quality**

- Through a holistic approach for institution's work with validation of prior learning
- Through evaluation cadences, feedback, and improvement initiatives at all levels

## **Ensuring assessment quality**

- Through distinct criteria
- Through substantiated choices of methodology
- Through establishing of evaluation and documentation practice

## **Ensuring procedural quality**

- Through distinct responsibility and role distribution (who does what, when, and for whom?)
- Through presentations and information (websites, brochures, mails/letters etc.)
- Through professional filing and document handling

Comparing this with the instructions from EU-Guidelines (2009)<sup>5</sup> will give a range of factors for quality assurance in validation. We have carefully chosen 8 factors or fields of attention with a view to creating a manageable approach to the quality work.

These 8 quality factors are separately associated with a number of quality indicators to be taken into account. In this way, we believe that the highest possible degree of quality assurance of the validation will be achieved.

## **What target groups – who can use the quality assurance model?**

The quality model is a tool for leaders and employees at educational/advisory and other institutions working with

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<sup>5</sup> CEDEFOP. (2009). *European Guidelines for validating non-formal and informal learning*. [www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-guidelines.aspx](http://www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-guidelines.aspx) (especially page 23ff)

validation. E.g. companies using validation. This means that the model is targeted towards quality assurance both at organisational level, at procedural level, and at guidance and assessment levels.

### **Adaptation to local conditions**

The quality model is a general and overall model for quality work and quality assurance of validation. It can be adapted to local conditions. The assessment itself and the formal recognition is, for instance, not part of the validation work at all educational institutions and in all contexts. This is for instance not the case for the 3rd sector, where focus is on information, guidance, and mapping.

Working with adaptation of the quality model is also working with quality.

Exactly because the quality model is intended as a dynamic tool that may be changed by those using it, the model, flow

diagrams, quality factors, and quality indicators can be downloaded from the NVR website – Nationalt Videnscenter for realkompetence i Danmark (National Knowledge Centre for Validation of Prior Learning) – [www.nvr.nu](http://www.nvr.nu).

### **Working with the quality model – how?**

The quality model indicates 8 quality factors, each linked with a number of quality indicators. The work process involved in quality assurance is a thorough and systematic work through of each quality factor in set cadences. The quality factors and the linked quality indicators should be scrutinized on a continuous basis, with a view to making improvements. It is possible – and advisable – to link more or fewer indicators, depending on how the validation work at the individual institution develops and is rooted in the institution's other life.

This means that it is the employees, who actually work with validation, that carry through the quality assurance.

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This way, the quality assurance becomes part of the professionally based, recurring, and systemic review of all circumstances involved in the validation.

Two things are important for understanding quality assurance: Firstly, it cannot be a checklist to be gone through, ticked off, and subsequently put aside. The quality assurance must be a dialogic, circular, and recurring process whereby conditions, routines, methodology in the validation is continuously evaluated and re-evaluated: Are we doing the right things? Are we doing the right things well enough?

Secondly, the quality factors chosen can not only rely on the validation practitioners at educational institutions. We are dealing with issues that should be seen in a larger context, namely as a part of the total organisation's way of functioning. They also rely on how the organisation

works together with players and stakeholders in the surroundings. This means that organisational matters are brought into play, and hence management must be involved in the quality assurance process. The individual validation practitioner cannot perform the full task alone.

Specifically, you take one of the quality factors (see below). Subsequently, the "Flow diagram" (see below) is used to control the process and guide the participants through the various indicators. The flow diagram may also serve as documentation for the quality assurance work. You can then add decisions regarding initiatives for improvements and questions regarding how and by whom they are initiated from year to year.

Below follows:

- An example of a flow diagram for use in the quality assurance process (page 18)



- The 8 quality factors as they appear from the graphical layout of the quality assurance model (page 20)
- Going through of the 8 quality factors (page 20ff)
  - First a brief description of each quality factor
  - Then the quality indicators linked with this factor
  - Finally, brief descriptions of some of the experiences made during the testing of the quality assurance model in the individual countries. These experiences may also serve as examples of how to work with the quality assurance model.

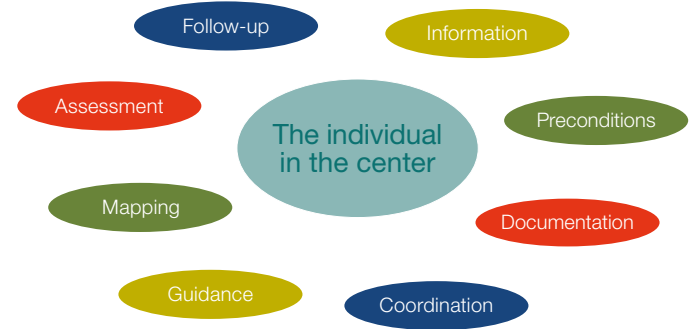
# 18

Quality indicator	How can we work with developing quality in validation in relation to this indicator?

# 8 QUALITY FACTORS

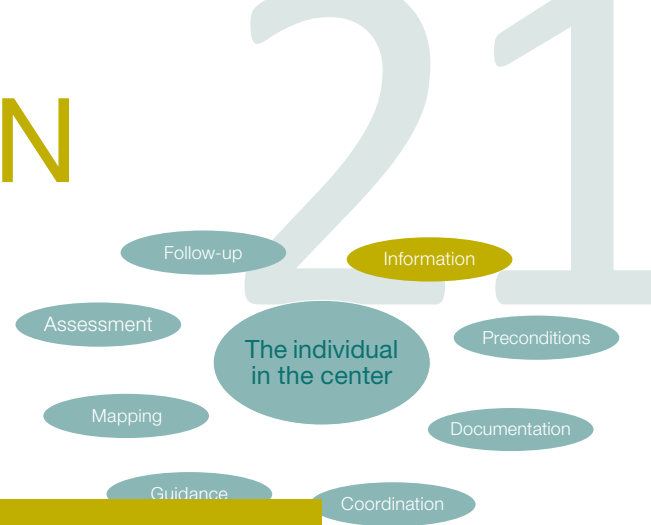
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1. INFORMATION
2. PRECONDITIONS
3. DOCUMENTATION
4. CO-ORDINATION
5. GUIDANCE
6. MAPPING
7. ASSESSMENT
8. FOLLOW-UP





# 1. INFORMATION



Information about validation is a key factor for development of quality in validation. This applies to information for individuals potentially in the target group for validation and to information from other stakeholders and collaborators. The information must include information on who, what, why, how, where, and when. And – very importantly – it must be presented in a comprehensible and plain language, and be accessible where needed.

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## INFORMATION – quality indicators

- Information is comprehensible and adapted to the target group
- Information on validation is accessible from the Internet, and also in other forms – adapted to the target group
- The target group is contacted with information on validation
- The information is dialogical, which means that it is possible to ask questions
- It is obvious for whom validation is relevant, and what validation can lead to for each individual
- It is explained, what validation is
- The information always includes information on expectations towards the candidate regarding time spending, work effort, and procedure
- The validation costs are made obvious to the candidate
- It is evident who the candidate or the collaborator can contact for further information
- Those responsible for preparation of information site, material etc., have a good insight into validation and are competent at preparing information material.
- You can find information about validation adapted to stakeholders, co-operation partners etc.

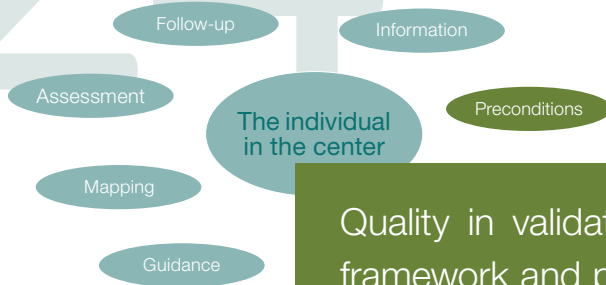
# INFORMATION

## – experiences

- It may be a good idea to have an overall “marketing plan”
- It is often difficult to explain to people, what validation is. Use simple explanations and models
- It is motivating for the candidate, if it is written clearly, what benefit he or she may have from validation. For instance, seen in relation to career and salary
- Maintain focus on skills and competencies from working life, and not only on educational targets and educational curricula
- Frequently, people don't require information, because they don't know, what to ask for. This is not tantamount to saying that they don't need any information
- It is a good idea to check for language(s) and comprehensibility with candidates and collaborators

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# 2. PRECONDITIONS



Quality in validation is also to do with quality in relation to the framework and preconditions given for carrying through validation in the individual institution. The term preconditions for instance means the regulatory framework for the validation work, national and local policies in the area, if validation activities are funded, and how they are funded, how co-operation with other stakeholders is organized, and if validation is based on standards or competency criteria that are known. You cannot necessarily change the preconditions setting the framework for validation practice in the individual institutions, but you can reflect on, how preconditions influence the quality of the validations.



# PRECONDITIONS

## – quality indicators

- There is a legal (or similar) basis for carrying through validation
- Concepts and terms will be used, which are generally accepted and in accordance with guidelines and standards
- Validation activities are funded

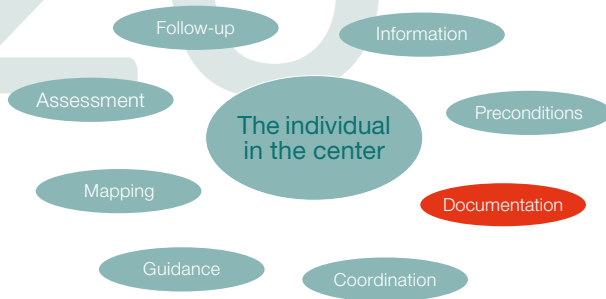
## – experiences

- It is desirable that criteria and standards are made comprehensible as seen from a workplace perspective
- With regard to funding, distinction must be made between clarification and assessment

- Assessments are based on standards/criteria
- Standards/criteria are linked with the National Qualification Framework
- It is apparent who the external stakeholders in the process are, and what their roles are

# 3. DOCUMENTATION

– administrative procedures



Quality in validation is also about how a validation process is documented internally in the institution performing the validation in part or in full. Documentation of e.g. conversation, agreements, time frames, etc. helps strengthening internal working procedures and coordination of the process, and it also helps supporting the due process protection of the candidate.

# DOCUMENTATION

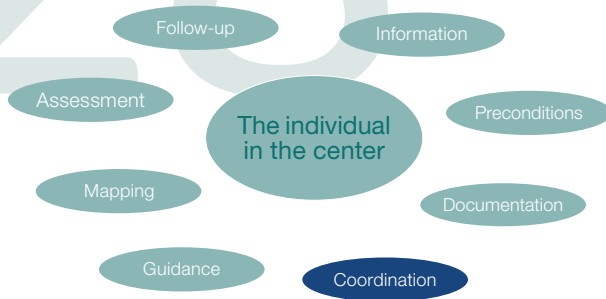
## – administrative procedures – quality indicators

- There are administrative systems and procedures
- Each step in the validation process is documented
- Documentation is unambiguous and clear
- VPL certificates must have the same status as formal certificates or diplomas
- Administrative procedures /documentation is evaluated

## – experiences

- Co-operation between validation practitioners and administrative staff is important: Who does what?  
Clear procedures, guidelines and work processes
- Internal evaluations with participation of relevant parties (including manager) at the educational institution are important for ensuring improvements
- External evaluations – the critical eye of users/citizens  
– ensure flexibility and improvements

# 4. CO-ORDINATION



Coordination and collaboration ensures that the validation practitioner develops and uses methodology, makes evaluations and decisions in a professional environment. It ensures a high competency level, and thus supports that the rights of the individual are met and respected. Coordination also ensures that individuals are treated equally, fair, and in accordance with rules and regulations.

# CO-ORDINATION

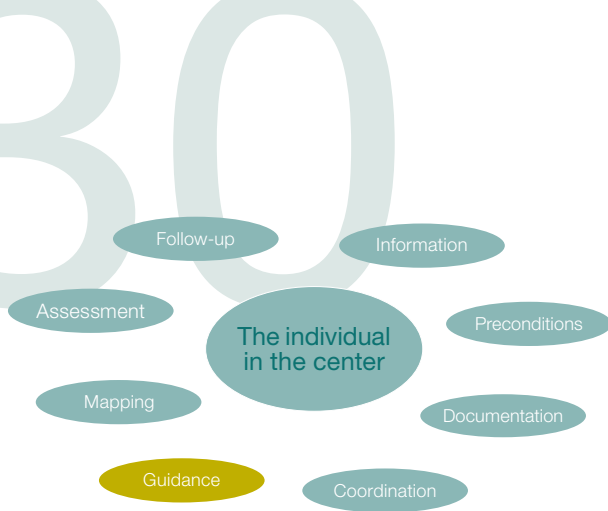
## – quality indicators

- There is a coordinator for validation
- Individuals have one entry point for validation
- Coordination is supported and with clear management references
- Coordination is transparent
- There is time and resources for teamwork for the validation staff
- There is time and resources for teamwork for validation professionals
- Coordination is consistent, and there is a clear distribution of roles

## – experiences

- Coordination is strengthened by team collaboration
- Coordination is strengthened by networks
- Coordination is strengthened by collaboration with other institutions/organisations
- Coordination is strengthened by management backing and management involvement

# 5. GUIDANCE



Guidance is imperative for the benefit of the individual. A positive and listening approach to guidance of the individual seeking recognition and validation is important. *The glass is always half full.*

The guidance must support the individual through all processes of the validation, and guidance should be an integral part of all validation.

# GUIDANCE

## – quality indicators

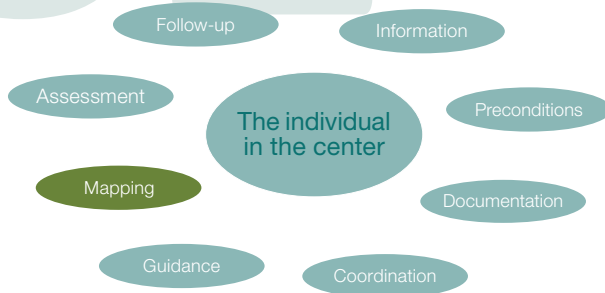
- The guidance helps having the competencies of the individual visualised
- Advisors are trained at performing validation.
- Guidance is an integral part of all parts of the validation process
- Guidance professionals have competencies/skills developed
- The guidance is listening, competent, and impartial
- The guidance supports the rights of the individual, e.g. by informing about the complaints system
- The guidance is based on recognised guidance methods
- The guidance is realistic, e.g. in relation to the issue, if validation serves the need of the individual
- The guidance informs of possible results of the validation

## – experiences

- It is important to discuss, how the guidance becomes part of all phases of the validation process
- It is relevant to discuss, how guidance and validation is integrated
- It is important to discuss guidance methods in guidance and validation teams

# 6. MAPPING

– making visible the competencies of the individual



The mapping – documentation – of the competencies of the individual is sort of a “developing” process. The methodologies used and the guidance attached to them seek to draw an exact and exhaustive picture of the competencies of the individual. The individual itself is responsible for the process, and results must be valid.



# MAPPING

## – quality indicators

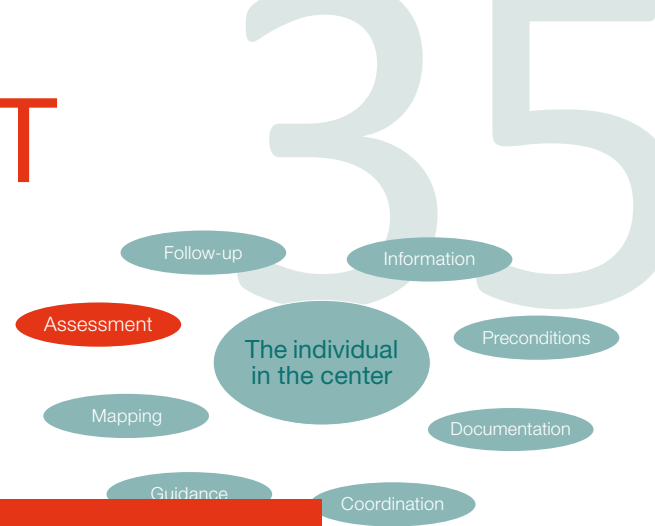
- The individual is responsible for the process
- There is full clarity with regard to what counts as documentation
- Documentation standards are visible
- The documentation process is targeted
- A variety of methods are employed
- The documentation process is dialogical
- The documentation methods reflect the competencies of the applicant
- Documentation may be performed in groups
- There is an open (unbiased) approach to what is relevant as documentation
- Guidance and support is offered for the documentation process

## – experiences

- The documentation requires support and exact guidance
- Various methods of documentation produce different aspects of knowledge and capabilities
- A plurality of documentation methods (different) can be resource demanding
- It can be difficult for the individual to be responsible for a process unknown



# 7. ASSESSMENT



Assesment of an individual's learning outcomes acquired through non-formal and informal learning. The decision has legal status and impact on the further training and working life of the individual. The assessment is the outcome of the work with the other quality factors in the validation process. The quality of the assessment depends on quality, reliability, impartiality, and high competency level among the validation staff.

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## ASSESSMENT – quality indicators

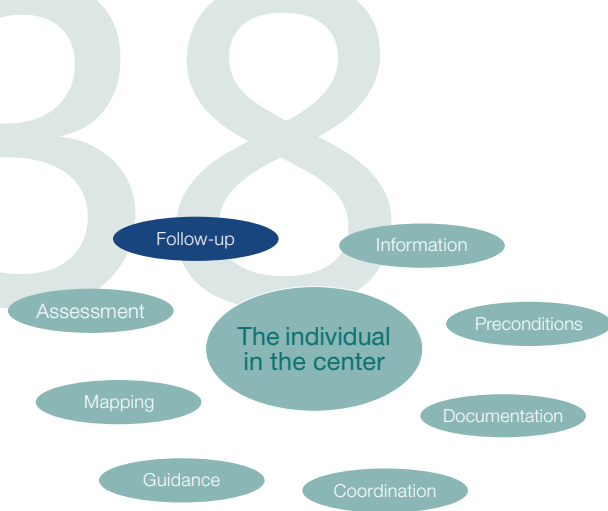
- A plurality of methods available
- Triangulation – a combination of methods is used
- Variation in choice of method, depending on the individual and its qualifications
- Clear and comprehensible criteria in the assessment
- Validity in assessments
- Fairness in assessments
- Possibility for two assessors
- Transparency and openness in the assessment
- The assessment process as a course of learning for the individual
- Continuous training and competency development for assessors/validation professionals
- Physical frames for the validation and assessment process

# ASSESSMENT

## – experiences

- Assessments are most frequently based on a plurality of methods
- Assessment criteria must be explained, and terminology must be adapted to the applicant/individual
- In step with a high educational level of the applicant, assessment is to a higher degree based on written documentation
- Assessment is often a “solitary” process – due to lack of resources for team working and networking
- Validation staff does not always possess enough knowledge of validation
- Validation professionals demand education and competency development

# 8. FOLLOW-UP



Follow-up is aimed at the individual applicant (the individual) and at development and improvements of the full validation process. If he or she wants, the individual has the right of complaint and a guiding follow-up on the result of the validation. As part of the quality assurance, the institution and the validation professionals are under an obligation to make continuous evaluations and improvements.

# FOLLOW-UP

## – quality indicators

- Results (admission, shortening or exemption) handed over to applicant
- A complaints system exists
- The complaints system works
- Recognition of prior learning/validation will lead to applicants receiving training, getting jobs, or meeting other externally formulated objectives
- A follow-up plan exists
- Evaluations of the validation activity is carried through according to recognised guidelines such as European Guidelines
  - External evaluation
  - Internal evaluation
- Cooperation is existing (e.g. networks) around validation activities

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## FOLLOW-UP – experiences

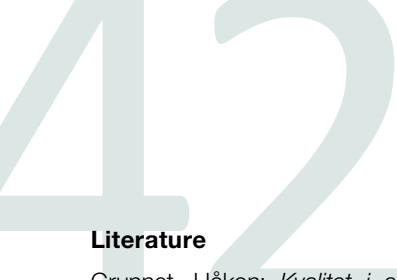
- It is important to follow up with guidance and recommendations for training, etc.
- Follow-up plan, including possibilities for support (financial)
- Multiple communication platforms should be used, adaptation to applicants (e-mail, SMS, web, Facebook)
- Evaluations are part of the general evaluations of the institutions, and not specifically designed for the validation activity
- Systematic evaluation and quality assurance of validation activities are not prioritised with regard to resources
- External collaborations (networks) and internal teams are highly rewarding and improve quality. Not always present due to lack of resources



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# LITERATURE AND LINKS

## Literature

Grunnet, Håkon: *Kvalitet i anerkendelse af realkompetencer*, in: "Anerkendelse af realkompetencer – en grundbog". red. K. Aagaard og A. M. Dahler (ViaSysteme, Aarhus, København 2010).

Van Kleef, J.: *Kvalitet i vurdering og anerkendelse af realkompetencer*, in: "Anerkendelse af realkompetencer – en antologi" red. K.Aagaard og A. M. Dahler (ViaSysteme, Aarhus, København 2011). Heri findes en omfattende litteraturliste.

Van Kleef, J.: PLAR: *Finding Quality in the Dynamics of Social Practice*. PLAIO, Prior Learning Assessment Inside Out, Volume 1, Number 2, 2012.

It is beyond the scope of this project to present an even remotely adequate list of additional literature regarding quality and validation. Instead we encourage the reader as an active user of the quality model to work out a list of literature used in the work on validation.

## Links

CEDEFOP. (2009). *European Guidelines for validating non-formal and informal learning*. [www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-guidelines.aspx](http://www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-guidelines.aspx)

COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF>

Kleef, Joy Van (2010). *Quality in Prior Learning, Assessment and Recognition. A Background Paper*. [www.viauc.dk/projekter/NVR/Documents/Kvalitetskodeks/joy%20van%20kleef%20quality%20paper.pdf](http://www.viauc.dk/projekter/NVR/Documents/Kvalitetskodeks/joy%20van%20kleef%20quality%20paper.pdf)

MYH – Myndigheten för Yrkeshögskolen (2012). *Kriterier och riktlinjer för validering av reell kompetens* (YH 2012/428) (Seek at: [www.valideringsinfo.se](http://www.valideringsinfo.se))





Nationalt Vidscenter for Realkompetence



**NORDPLUS**  
Adult



Nordiskt nätverk för vuxnas lärande