

# NOVA nordic



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Qualifications and validation arrangements in the Nordic countries

## Qualifications + Validation = Efficient and Targeted Skills Supply

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[novanordic.eu](http://novanordic.eu)



CORPORATE DILEMMA

WHAT IF WE TRAIN THEM AND THEY LEAVE?

WHAT IF WE DON'T... AND THEY STAY?

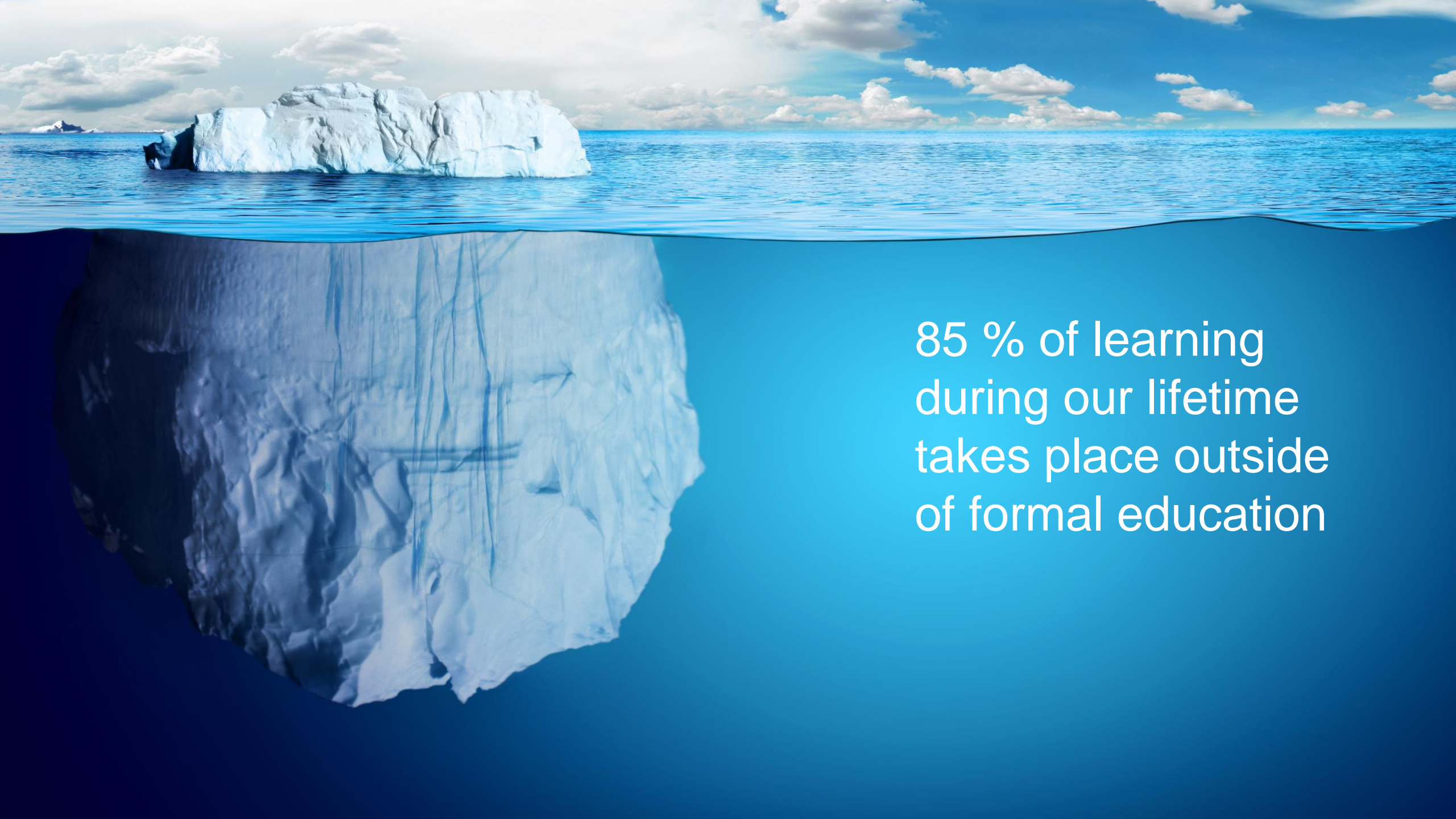


INVESTING IN EMPLOYEES

# Från kompetensbehov till kvalificerad personal







85 % of learning  
during our lifetime  
takes place outside  
of formal education

# The NOVA-Nordic project



- **Non-formal qualifications – how and by who are they developed? Are they included in the NQFs and if so, how?**
- **How are learning outcomes designed and used for qualification development as well as in VPL arrangements?**
- **Are NQFs and VPL arrangements linked and if so, how?**



Links between national qualification frameworks and validation arrangements



Including non-formal learning and non-formal qualifications in NQFs



Transparency



Legal and institutional arrangements and stakeholder involvement

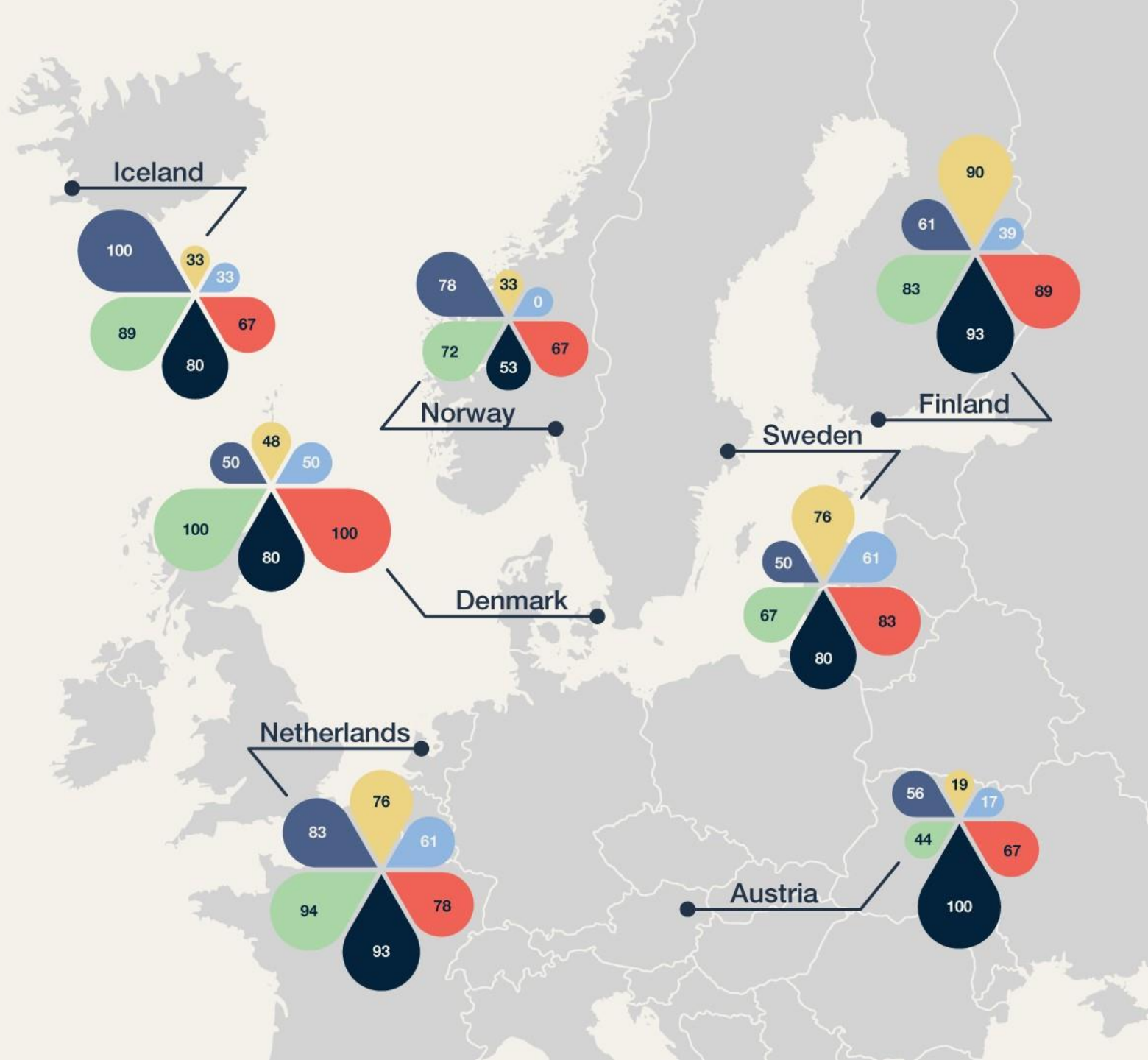


Quality assurance



Qualification design and development

Each number represents the percentage of points the country got in the related area compared to the number of points they could have gotten in said area





Case	No.		Formal levelling procedures	Support for developing learning outcomes	Support for designing validation process	An overarching system
Qualifications and validation in the waste management sector in Sweden	2	Visibility of skills from the non-formal sector, formally included in the NQF, with a clear and sustainable procedure and open for validation of validation		●	●	
Market qualifications and validation in Poland	5		●	●	●	●
Levelling procedures for non-formal qualifications in Sweden	12		●	●		●
Levelling procedures for non-formal qualifications in Denmark	13		●	●		●
Listed awarding body scheme in Ireland	15		○			●
HVE-flex	16		●		●	●
Sector specific validation in Sweden	1	Visibility of skills from the non-formal sector that can be linked to the NQF and open for validation of prior learning		●	●	
Levelling procedure for non-formal qualifications in Iceland	6					○
Certification in working life in Iceland	7			●	●	
Competency profiling in Iceland	8			●		
Continuous learning reform in Finland	10					○
Validation in the retail sector in Ireland	14				●	
VQTS model for describing work-related competences (Erasmus+/Austria)	3	Visibility of skills from the non-formal sector		◐		
A Balancing Act - Describing skills acquired in the workplace in Norway	4			◐		
Piloting micro credentials in Sweden	9			◐		
Occupational map in the retail sector in Sweden	11			●		
Validation in liberal adult education in Finland	17			●	●	





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# YH-flex: a flexible validation pathway to HVE-qualifications

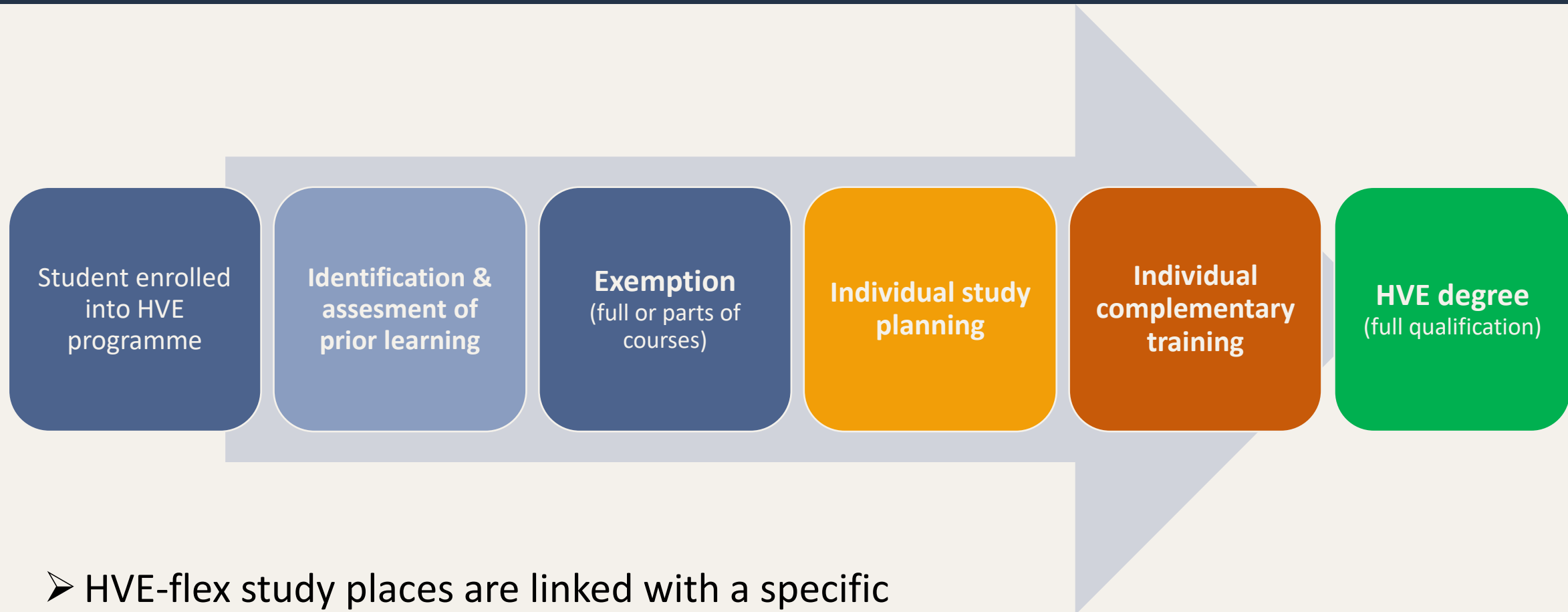
# YH-flex – a faster, more flexible learning pathway



*YH-flex is seen by a variety of stakeholders, both labour market actors and social partners as well as education providers, as an important addition to vocational education in Sweden, and is foreseen to increase over the coming years*

*→ Important for recent labour market reforms, for transitions, re- and upskilling*

# The YH-flex pathway



- HVE-flex study places are linked with a specific programme – same **what** (learning outcomes)
- HVE-flex has a flexible **how, when** and **where** (agreed in individual study plan)
- Funding model



# Summarised results from the pilot

- On average **44 %** of programme credits have been exempted
- **47 %** of the students have had half or more than half of the programme exempted.
- Out of the 217 students who graduated so far, **80 %** of them graduated faster than they would following the standard programme pathway.
- Work-life experience/skills is the most common basis for exemptions – **78 %** (of the graduated students)
- Total cost for HVE-flex students is **57 %** of "normal" cost → "saving" is **43 %**

The pilot has shown that VPL used for exemptions contributes to faster and more flexible training pathways within HVE, and that students enrolled in YH-flex graduates faster and because of that better can utilise their skills in the labour market.

The cost of HVE study places can be reduced with up to 50 %. The project also clearly shows the importance of funding models that supports the use of VPL for the uptake of VPL to increase.

As most VPL processes identifies a skills gap for the individual, the fact that YH-flex as a model encompasses both the validation and the complementary training, makes it an important model for validation also in other contexts.

Operational support and capacity building is important.

The model developed in the project can be implemented in the HVE-system and can serve as a model also in other parts of the education and training system in Sweden.

# Conclusions and core messages

- 1 Comprehensive inclusion
- 2 Non-formal learning is part of the solution:
- 3 Qualifications + validation = flexible skills provision
- 4 Skills first
- 5 Relevance and trust are key
- 6 Empowering quality
- 7 Financing for impact
- 8 Enhancing comparability
- 9 Boosting awareness
- 10 Collaboration and mutual learning are paramount

## **+1 Reinforcing the added value:**

Time to revisit the benefits of the EQF and NQFs for skills policies?

2

**Non-formal learning is part of the solution:**

Unlocking the potential of all skills regardless of where, when, and how they have been developed

3

**Qualifications + validation = flexible skills provision:**

Creating efficient learning pathways that benefit both individuals and employers





# Thank you!

Besök oss gärna på [myh.se](https://myh.se)

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