

2ND VPL BIENNALE

Effectiveness of VPL and individual's benefit

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Bring ideas to life
VIA University College



Content

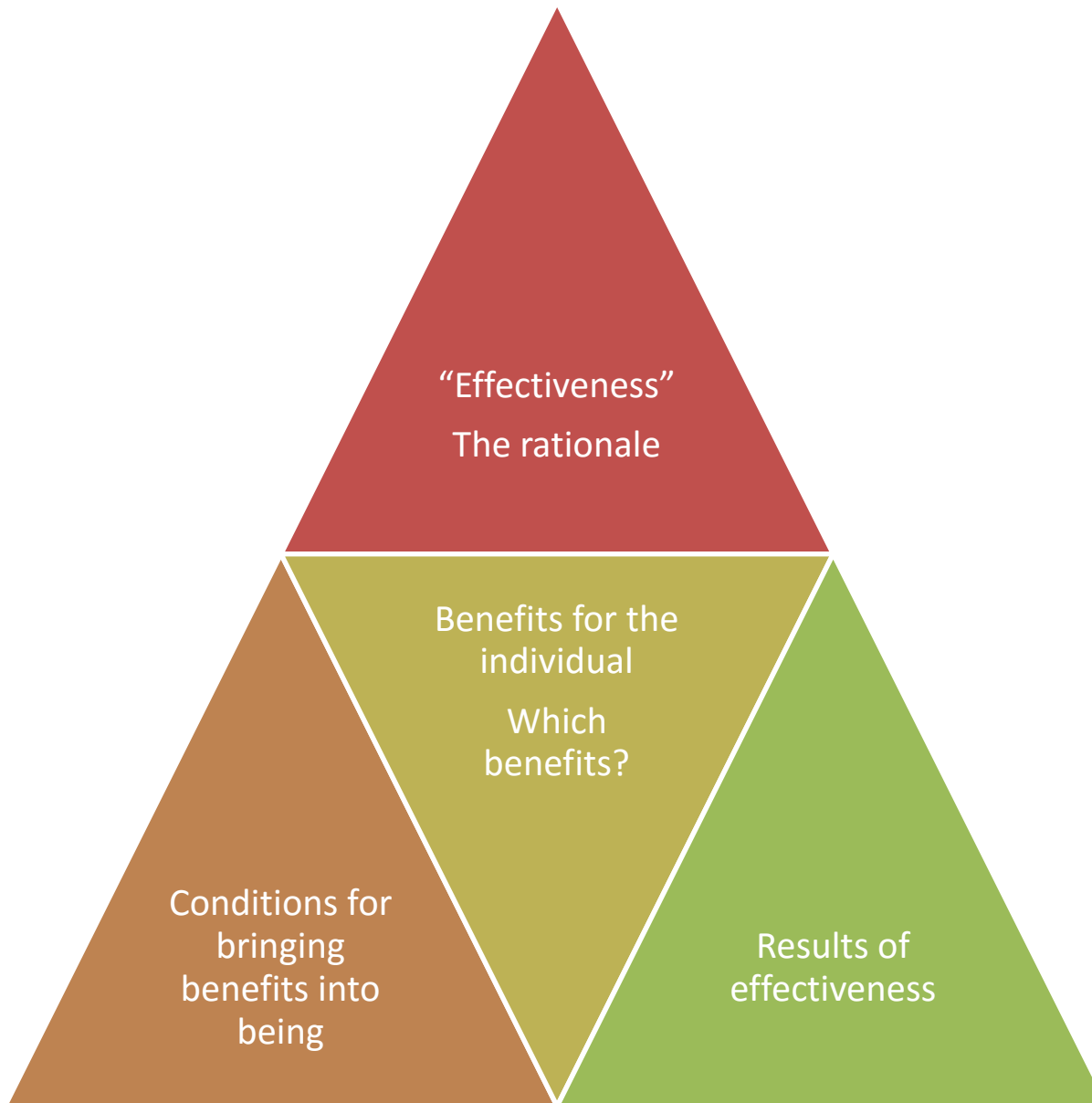
- Why this focus on effectiveness?
- Different rationales - in harmony? – or in conflict?
- VPL as validation – and valuation
- VET for adults – the new Danish VET reform
- Learning and competence development in VET
- From VPL to didactic for learning
- Differentiation and learning community – how does effectiveness foster individual's benefits for learning?
- Questions for dialogue

Why this focus on effectiveness? 1

- Connection to Erasmus + project: EffectVPL
 - Effectiveness of VPL policies and practices for labour market inclusion and access to education pathways
 - Identification of shortfalls and good practices with a special focus on individual benefits and the role of employers for VPL.
 - Assess the benefits of VPL for the individual –whether and how validation procedures support individuals' labour market inclusion, employability and further learning opportunities.

Why this focus on effectiveness? 2

- Connection to the Danish VET reform – adults pathway to skilled worker competence
 - Based on an initial VPL to shorten the VET and
 - to build further on the individual's prior learning



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Rationales – in harmony or in conflict

- **Validation** as exchange rate – to shorten the VET duration:
 - a socio economic rationale.
 - The Danish law, 556, 2007, *All what you can...*
- **Valuation** as the recognition of learning as individual's platform for further learning
 - A learning approach
 - The recognition of the adult *competent* learner

The two rationales in the reform

- (1) Fast track VET for adults – to cope with a mismatch labour market problem
 - Reduction of costs in VET and HE education sector
 - 25+ compulsory VPL (RKV) / min 10% reduction of VET duration + individual reduction
- (2) Enhance attractiveness of VET
- Motivate for VET
- Qualify learning pathways for further education

VET for adults, Danish VET reform, 2015

- Development work:
- **Motivation**
 - Meaningfulness – relevance - learning environments – influence – coping
 - Establishment of motivating learning environments for adults based on flexibility and differentiation, individuality together with learning community

Evaluation of reform, 25+ three important points

- 1. RKV (VPL) as part of the VET might cause less transparency in the actual process
 - the VET institution perspective
 - the trainee's perspective
 - the company perspective (internship)
- 2. VET institutions spend short time on the individual RKV's
 - The VET institutions work with RKV
 - Documentation requirements
 - Content in the RKV
 - Time resources and economy for RKV
 - Tools used for the RKV

Evaluation, 2

- 3. Reduction of the VET challenge the practical and pedagogic organisation of teaching
 - Reduction in institution's perspective
 - Reduction in trainee's perspective
 - Reduction in company's perspective

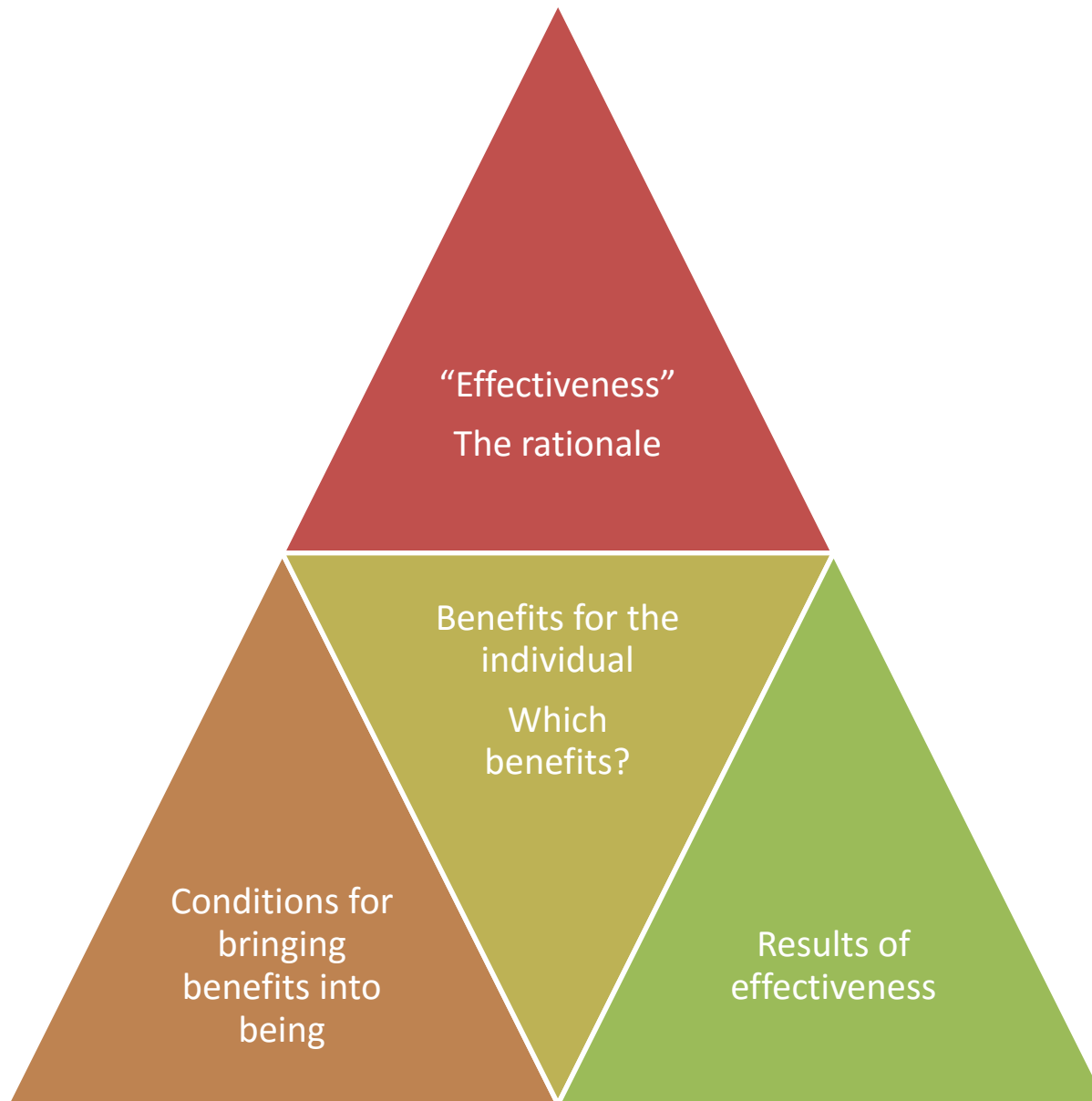
The didactic matter of learning based on VPL – to build further on the individual's recognised competences

- AN EXAMPLE
- **Social- and Health care assistant VET**
- Karen is 35 years old. Part of her RKV:
 - cleaning assistant in elders' private homes (private cleaning company)
 - volunteer work as 'visitor friend' for elderly people
 - Taking care of her old parents

At the VET school Karen and her group work in a project on *professional empathy* as a core competence

How can Karen further develop her empathy developed in terms of her prior learning?

- Which conflicts could appear in terms of Karen's awareness of her empathy as a competence?
- Which didactic aspects should be considered in terms of the groups' work with the empathy competence?
- How to cope with both individualisation and diversity in the learning community?



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To ensure the causality of effectiveness of VPL procedures & resources and the benefits for the individual.

- **Acknowledgement of the complexity** of VPL when considering effectiveness and individual's benefit
- Further development of adult learning environments (in VET)
- Benefits in terms of moving one step up – closely linked with the increase of learning awareness, i.e.

The didactic challenge

Karen and the group / *empathy*

- How to bridge between individuality and diversity in the learning community?
- Individual learning:
 - What I am able to do due to my prior learning?
 - Which knowledge do I have – due to my prior learning
 - From which context ('s) have I acquired this knowledge?
 - How can I bring this knowledge into the actual – VET context?
And how can I further develop this?
- Together in the group
 - Common reflection on prior learning and context relations –
 - *I realize what I can do / know more – in a different way*
 - *I realize how I can use my knowledge, skills and competences in new situations, with an increased understanding, etc.*