Project: System development for increased transition between polytechnic and higher education

Project owner:	University West
Project leader:	Kristina Johansson. Email address: kristina.johansson@hv.se
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Research funder:	Vinnova – Sweden's innovation agency

Project partners:

Four universities; University West, Malmö university, Luleå university of technology, Kristianstad university, and three vocational education providers; Swedish National Agency for Higher Vocational Education, FEI, and Kristianstad municipality.

Project summary:

Today, education is increasingly crucial for a highly competitive labour market. The interest of validation of lifelong learning or learning in other sectors than HE has increased, both from a political as well as institutional perspective. In addition to this is also the individual perspective, i.e., the recognition of learning from different sectors/parts in life can shorten the educational trajectory.

An educational system that supports lifelong learning could also promote different learning tracks throughout the life and recognize that learning is something that occurs everyday, everywhere.

In Sweden today, the system for crediting and validation is on an individual level, which is not only resource intensive, but it can also create uncertainty and can contribute to inequality; the assessment for crediting and the opportunities to access education or training.

A result of recent years´ studies show that there are opportunities for an increased mobility between different educational sectors, in this project we are focusing on the polytechnics and higher education. If we can create a systematic and equal mobility between the systems, it would result in an added value for both the individuals as well as for the work life and society at large.

The aim of the project is to develop a digital system that allows a mobility between different educational systems (actors) that is transparent, consistent, and flexible. In the new digital system both crediting, and validation can be executed. The project responds to the need for a systemic and generic validation model for crediting including flexibility so both formative and summative assessment of real competence can be made, this should guarantee an equal validation and contribute to a sustainable development for individuals, business, society, as well as the educational eco systems.