



QUALITY MANAGEMENT SYSTEMS FOR VOCATIONAL EDUCATION AND TRAINING

Integration of Learning Outcomes
into Quality Management and
Harmonisation of Quality Standards
in Vocational Education and
Training in Europe

ANNEXES



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

MINUTES 1st PROJECT WEEK MEETING

21 – 25 January 2019, Aventus, Apeldoorn (NL)

LOCATION

Aventus
Laan van de Mensenrechten 500
7331 VZ APELDOORN
The Netherlands

AGENDA MONDAY 21 JANUARY 2019

Time	Item	Location
	Arrival	
18:00	Welcome dinner	Restaurant of the Fletcher Hotel Victoria-Hoenderloo

AGENDA TUESDAY 22 JANUARY 2019

Time	Item	Preparation/Presentation
09:00	Departure from hotel lobby	Durk van Wieren
09:30	Welcome and introduction to Aventus	Teun Gerritsen in room A2.68
10:00	Presentation of the Dutch/Aventus exam system/skill test and its QMS	Teun Gerritsen
11:00	Presentation ICT media management exams	Henny Buitenhuis in room B2.28
12:30	Lunch in Aventus Brasserie	Continuation in room F4.35
14:00	Presentation of Civic competences in Dutch VET education	Dorina Steenbergen
15:00	Presentation of German/BSS-Syke QMS system	Silke Hillermann & Ulrike Gertken-Bartelt
16:00	SWOT analysis	All
17:00	End of meeting	



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AGENDA WEDNESDAY 23 JANUARY 2019

Time	Item	Preparation/Presentation
08:00	Departure from hotel lobby	Durk van Wieren
08:30	Evidence in practice: Visit ICT media management exams	Room E2.10
09:30	Evaluation of previous day	Room F4.35
10:00	Continuation of SWOT analysis	All
12:00	Lunch in Aventus Brasserie	
13:30	Step by step implementation	All
16:00	Evaluation	All
17:00	End of meeting	

AGENDA THURSDAY 24 JANUARY 2019

Time	Item	Preparation/Presentation
09:00	Departure from hotel lobby	Durk van Wieren
09:30	Evaluation of previous day	All
10:00	Digitalisation of results	All
11:00	Meeting with Aventus management to discuss meeting outcomes	
12:00	End of the meeting & departure to Deventer	
12:30	Lunch in Deventer	Volkshuis Deventer, Kleine Overstraat 97 A, Deventer (www.volkshuisdeventer.nl)
14:00 – 17:00	Guided City tour	
19:00	Farewell dinner	Cava Andalusië, Polstraat 78, Deventer



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AGENDA FRIDAY 25 JANUARY 2019

Time	Item	Preparation/Presentation
	Departure	

PARTICIPANT'S LIST:

Organisation	Name	21 Jan. 2019	22 Jan. 2019	23 Jan. 2019	24 Jan. 2019	25 Jan. 2019
Aventus (NL)	Durk van Wieren	√	√	√	√	√
Aventus (NL)	Teun Gerritsen	√	√	√	√	√
Aventus (NL)	Rosan Veenstra	√	√	√	√	√
Aventus (NL)	Marjan van der Schouw	√	√	√	√	√
ATEC (PT)	Joao Alves	√	√	√	√	√
ATEC (PT)	Paulo Peixoto	√	√	√	√	√
BBS Syke EUROPASCHULE (DE)	Silke Hillermann	√	√	√	√	√
BBS Syke EUROPASCHULE (DE)	Ulrike Gertken- Bartelt	√	√	√	√	√
bit Schulungscenter (AT)	David Kargl	√	√	√	√	√
bit Schulungscenter (AT)	Anna-Marie Schmidthaler	√	√	√	√	√
bit Schulungscenter (AT)	Julius Riegler	√	√	√	√	√
West Lothian College (UK)	Shelagh Fraser	√	√	√	√	√
West Lothian College (UK)	Julia Simpson	√	√	√	√	√
Kainuun ammattopisto (FI)	Virpi Kaasinen	√	√	√	√	√





Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Organisation	Name	21 Jan. 2019	22 Jan. 2019	23 Jan. 2019	24 Jan. 2019	25 Jan. 2019
Kainuun ammattiopisto (FI)	Anu Kuosmanen	√	√	√	√	√
Kainuun ammattiopisto (FI)	Risto Virkunen	√	√	√	√	√

MINUTES OF THE MEETING:

TUESDAY 22 JANUARY 2019

1. Welcome, agenda and introduction to Aventus:

Durk van Wieren welcomed all participants to the 1st QMS4VET project week meeting. The agenda is discussed (no changes).

Teun Gerritsen presented the Aventus organisation and questions were answered (see the Aventus presentations in the Project week report (Aventus exam system)).

2. Presentation of the Dutch/Aventus exam system/skill test and its QMS:

Teun Gerritsen presented the Dutch/Aventus examination system (see the Aventus presentations in the Project week report (Aventus exam system)), followed by a discussion. Main conclusions: Dutch system gives (within defined borders) lots of responsibility to the educational organisation (how to organise). Main focus is on 'demonstrating knowledge, skills and competences (ECVET standards)' and how to guarantee high quality examination by ensuring:

- that the examination takes place in the context of realistic working conditions;
- independent and competent judgement during the examination;
- equal conditions for each candidate during their examinations;
- that examination is separated from the educational programme.

3. Presentation ICT media management exams:

Henny Buitenhuis told the participants about the organisation of the 'Evidence in practise' (ICT media management exam) to be witnessed on 23 January.

4. Presentation of civic competences in Dutch VET education:

Dorina Steenbergen presented the 'Dutch civic competences/Life skills education and their 'examination'. See the Aventus presentations in the Project week report (Aventus exam system)). Main conclusions: 4 dimensions (Society/social, Political/judicial, Economical and Life style) are discussed during classes. Evidences about 'paying attention' to the dimensions are gathered in portfolio assignments, digital instructions, discussions, quizzes and presentations.

5. Presentation of German/BBS-Syke QMS system:

Silke Hillermann presented the BBS-Syke Europaschule organisation (see the presentations in the BBS-Syke Project week report).

Ulrike Gertken-Bartelt presented the guidance system around their 'Production classes'.

These classes provide a 1 year practical education in the fields of catering, bakery, woodcraft, painting and cosmetics. Goal of this type of education is to prevent school drop-outs and prepare the students (with extra guidance) for the German Dual education system. In order to check and improve the quality of this type of education, two types of online surveys are held:

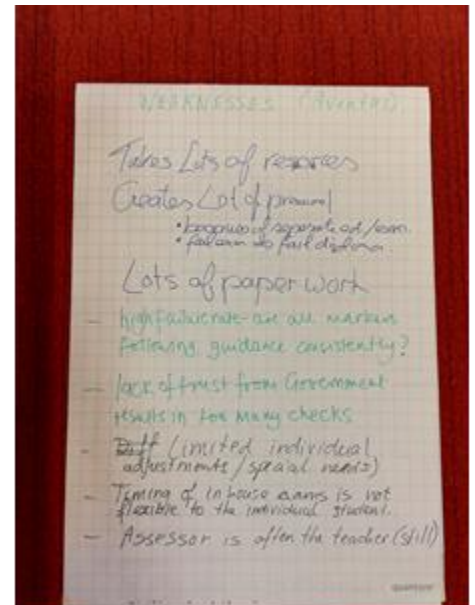
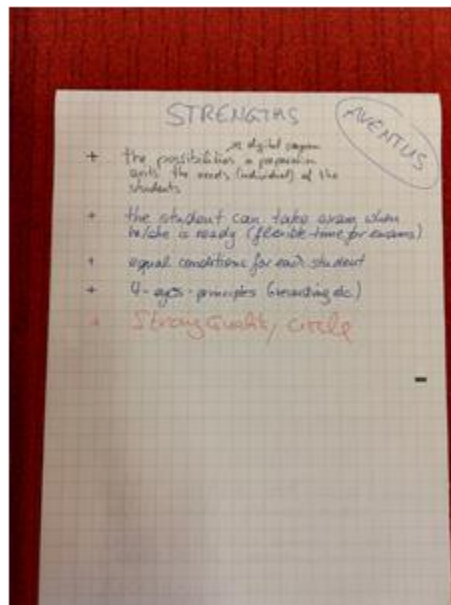
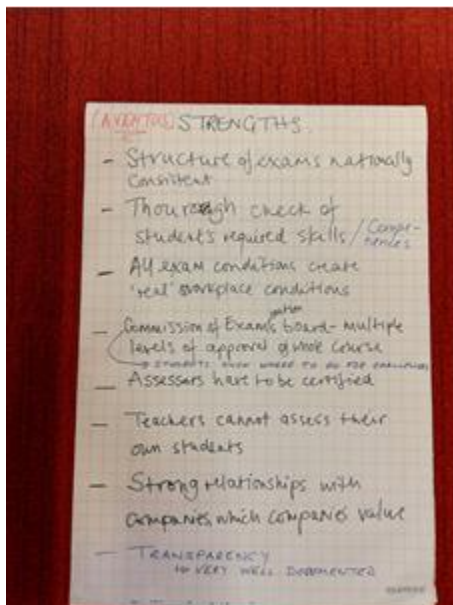
- Students (annual);
- Teachers (every 2nd year)

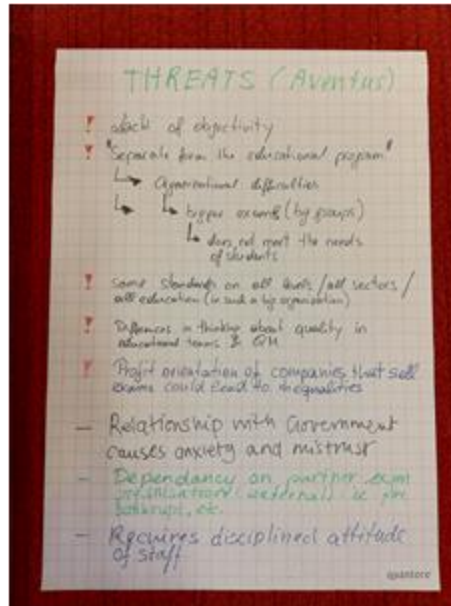
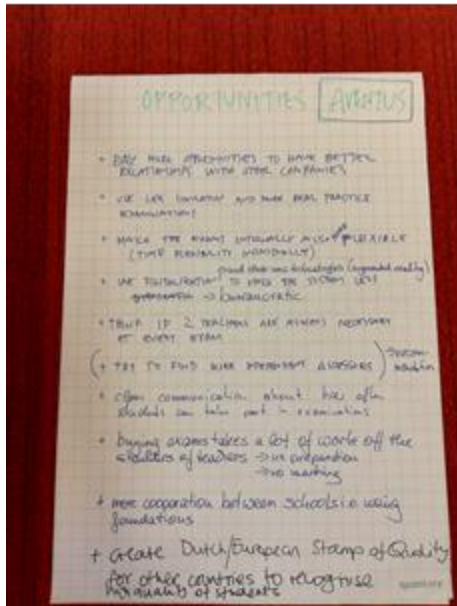
From the 5 lowest ranked items at least 2 are selected, followed by a plan for improvement. The BBS-Syke methodology was discussed during and after the presentations. Main conclusions:

- Lots of practical lessons with real assignments where money for the group can be earned (works very motivational);
- Individual coaching;
- Although English is an obligation, it is very difficult to organise because of the lack of teachers;
- Including internships (building up in time);
- Students have to sign 'behaviour contract';
- Successful methodology to prevent school drop-outs.
- Action plans based on survey outcomes result in continuously improved quality.

6. SWOT analysis:

It was decided that the participants were divided in 4 mixed groups to discuss the Strengths, Weaknesses, Opportunities and Threats of the Aventus examination system and write down on Flip-overs (see photo's below). Groups changed after 20 min as a carousel to next item.





WEDNESDAY 23 JANUARY 2019

7. Evidence in practise:

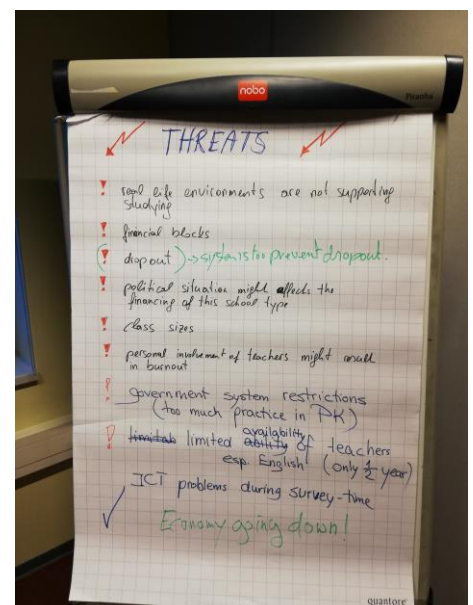
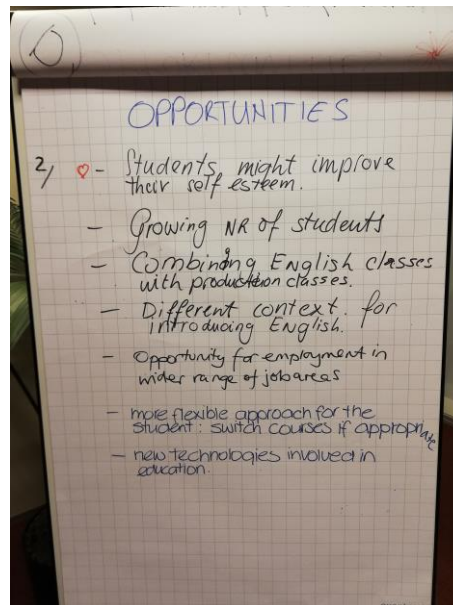
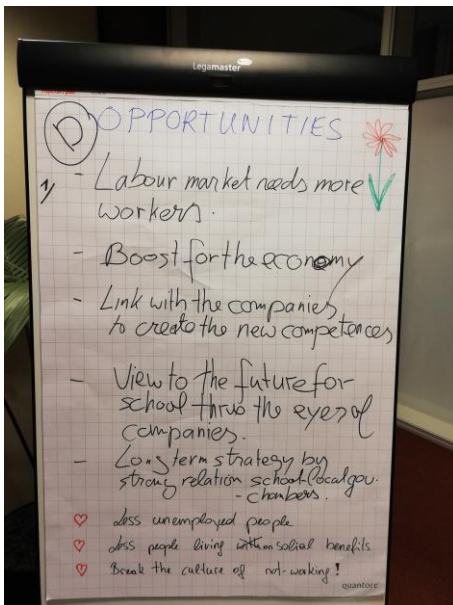
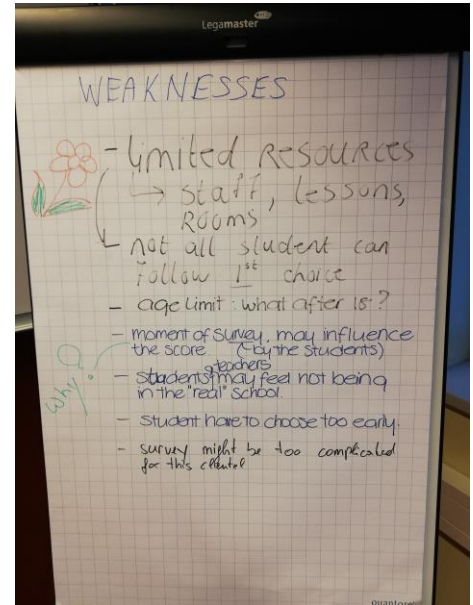
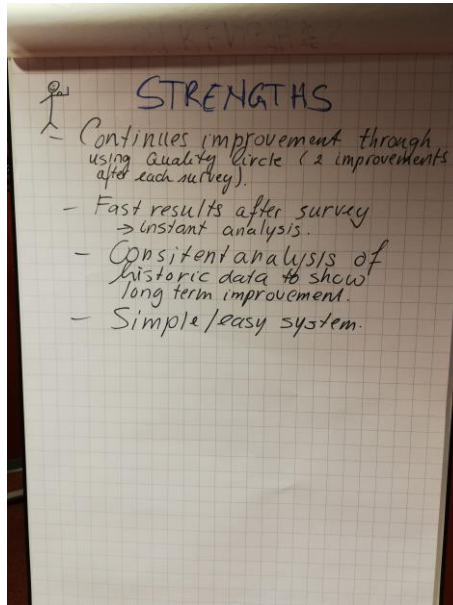
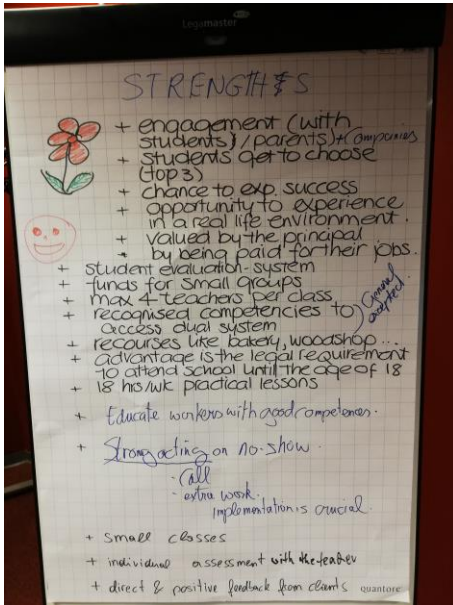
After the presentation of Tuesday (item 3), the examination of ICT media management were visited. First the mutual explanation was observed and secondly participants were able to visit the 'customer interview' part of the preparation.

8. Evaluation of previous day:

Day 1 of the meeting was briefly evaluated. General conclusion was that participants were happy with the meeting so far.

9. Continuation of SWOT analysis:

The BBS-Syke guidance system around their 'Production classes' was analysed in a similar way as the SWOT analysis of Tuesday. This has resulted in the following flip-overs (see following photos):



10. Step by step implementation:

Participants were divided in two groups. One group discussed the implementation (tips, tricks and recommendations) of (parts) of the Aventus examination system, while the other group discussed this for the BBS-Syke guidance system around their 'Production classes'.

11. Evaluation:

After 30 minutes both groups presented their advises for the step by step implementation to each other and outcomes were discussed and improved, resulting in recommendations for step by step implementation (see Annex 3 and 4).



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THURSDAY 24 JANUARY 2019

12. Evaluation of previous day:

Participants were welcomed by Mr. Jos van Deursen (new Chairman of the Aventus board). Working methodology of Wednesday 23 January was discussed briefly. Participants were still happy with the meeting/methodology and its outcomes so far.

13. Digitalisation of results:

Group of participants was split in 4 sub-groups in order to digitalise the results for the 'project week report'. Resulting in input for:

- Introduction & objectives
- Methodology
- SWOT analysis
- Recommendations for step by step implementation

Outcomes can be found in the Aventus and BBS-Syke project week reports).

14. Meeting with Aventus management to discuss meeting outcomes:

Ms. Martha Heevink (manager of the Aventus Education & development department and therefore responsible for QMS) and Mr. Petjo Molenaar (Principal of the Creative Industries department and responsible for the Aventus international activities) visited the meeting and discussed the outcomes with the group. They were mainly interested in the groups' opinion on how to improve the Aventus system.



15. End of the meeting:

At around 12:00 hour the QMS part of the 1st QMS4VET project meeting was finalised and the participants started the cultural program. An impression can be found at

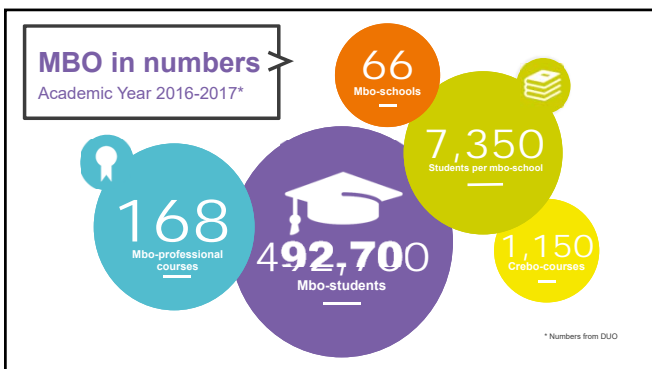
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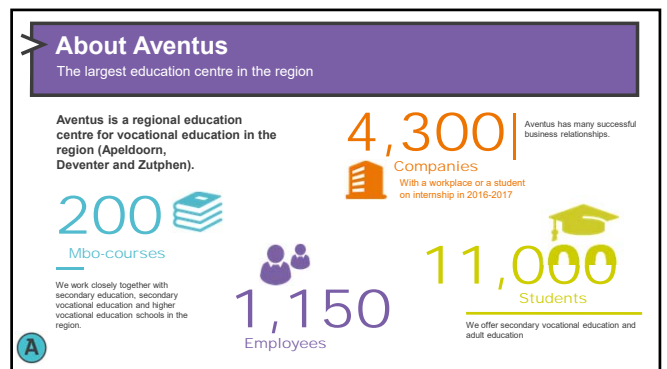
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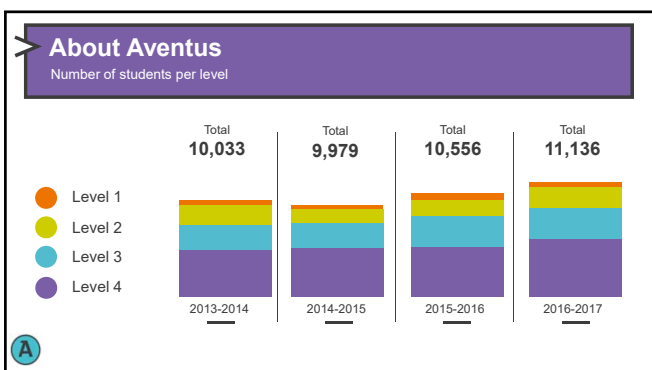
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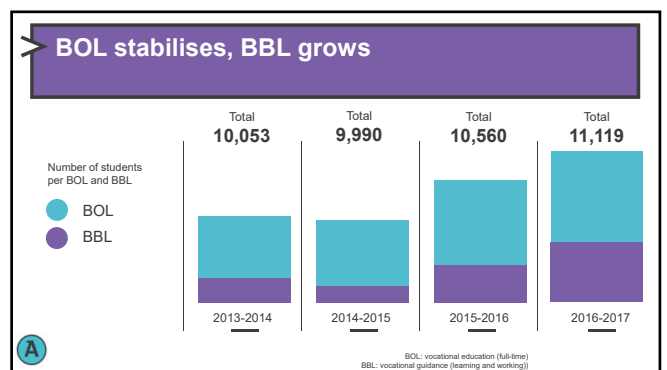
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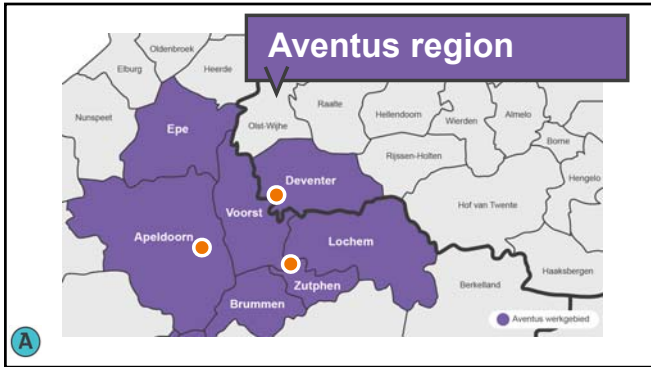
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5



6



7



8



9

QMS4VET projectmeeting Aventus Apeldoorn Netherlands



Welcome to Aventus for the first projectweek of our Erasmus+ QMS4VET project.

1

Integration of learning outcomes into quality management

Learning – Guidance - Examination



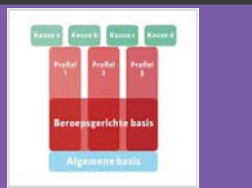
Examples, advantages, struggles and strategies

Skill test (Proeve van Bekwaamheid)
Interview
Theoretical test



2

Examination Quality circle



Plan of examination with full coverage of the qualification paper;
• Occupational needs, Languages, Math. & Citizenship
Examination products;
• Purchase or own construction, approved bij the commission of examination.

3

Examination Quality circle



Execution of the examination;
• Context of a realistic working condition
• Independent and competent judgement
• Equal conditions for each student
• Separate from the educational program

4

Examination Quality circle



- Check of results of the examination and approve for certifying;
- Complete according the plan of examination
 - Results are sufficient according to the plan of examination

5

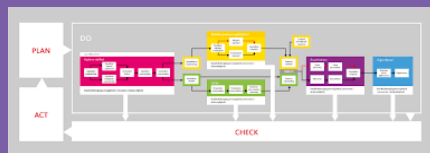
Examination Quality circle



- Initiate improvement activities based on;
- Survey to students and assessors.
 - Inspection visits to observe the examination.
 - Analysis of the results.

6

Examination Quality circle



- Initiate improvement activities;
- Set-up a quality improvement plan.
 - Plan to be approved by the Commission of examination.
 - Yearly review report by the Commission of examination.

7

Examination Organization



Commission of examination

- Approve the plan of examination and examination products
- Approve the certificates
- Approve the quality improvement plan
- Issue a yearly review report

Educational teams

- Set-up plan of examination en obtain examination products
- Communication with students and assessors
- Execution of the examination
- Initiate improvement activities, analysis and set-up of quality improvement plan

8

Aventus
De school waar jij 't maakt

Mix of examination products
Skills test (Proeve van Bekwaamheid)
Interview
Theoretical test

A

Full coverage of the qualification paper;
Occupation, Languages, Math. & Citizenship

9

Aventus
De school waar jij 't maakt

Examination
knowledge, skills & behaviour

Four demands of examination

A

Context of a realistic working condition
Independent and competent judgement
Equal conditions for each student
Separate from the educational program

10

Aventus
De school waar jij 't maakt

Proeve van Bekwaamheid
Skills test

A

Two ways of doing it;

- Real working conditions; during the apprenticeship
- Simulation; at school or qualification institute

11

Aventus
De school waar jij 't maakt

Proeve van Bekwaamheid
Skills test

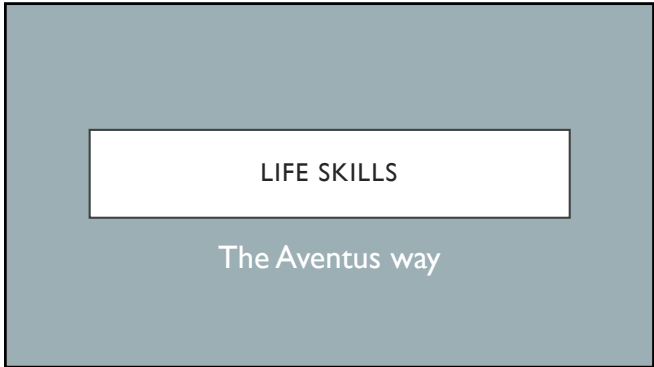


A

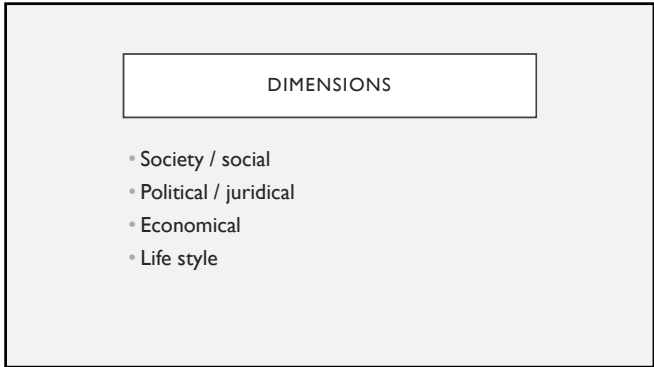
How can we meet the four demands?;

- Context of a realistic working situation
- Independent and competent judgement
- Equal conditions for each student
- Separate from the educational program

12



1



2



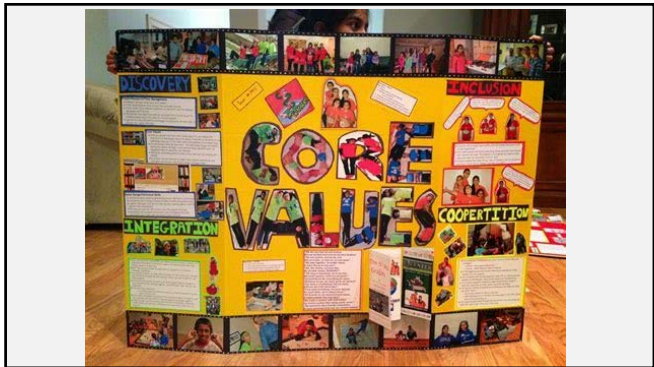
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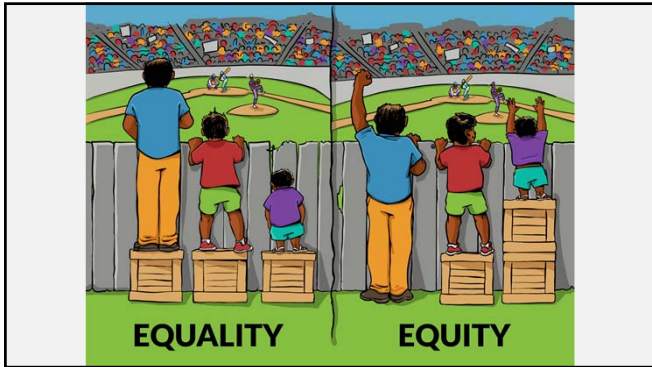
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9



10



11



12



13



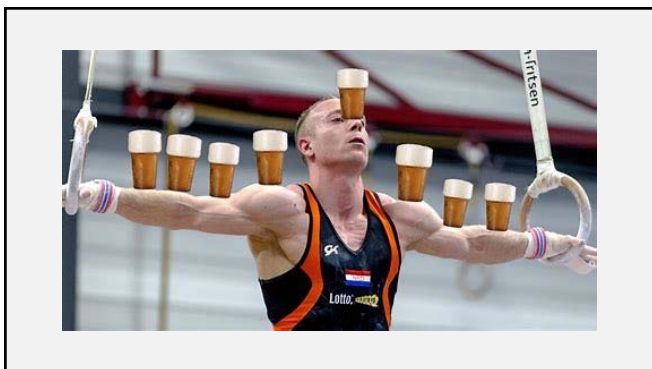
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15



16



17



18



19

TESTING

- Portfolio assignments
- Digital instructions
- Discussions
- Quiz
- Presentation

20

Language exams

Dutch, English, German

1

5 Exams

- ▶ 1. Reading
- ▶ 2. Listening
- ▶ 3. Conversations
- ▶ 4. Writing
- ▶ 5. Speaking



2

Reading and listening English and Dutch

- ▶ In 2015 - 2016 we started having national exams reading and listening.
- ▶ Therefore every school and education has their own exam.
- ▶ The company Cito makes these exams, which are being used in the whole Netherlands.
- ▶ There is a possibility to take the exam four times a year.
- ▶ All students are allowed to do this exam twice.
- ▶ When both grades are inadequate, a student has to contact the exam commission to ask for a third test moment.
- ▶ This national exam can only be done after taking the education for 1,5 year.

3

Conversations exams

- ▶ The conversation exam is a discussion between two people. This can either two students or a student and teacher.
- ▶ These exams can either be bought by a supplier or a teacher can make it him/herself.
- ▶ The materials we use are called Taalblokken, which we buy from the supplier. We use these because we know these exams are approved by the government.
- ▶ In order to guarantee objectivity, the exams are judged by two teachers or they are recorded and put in file.
- ▶ There is also a form that has to be filled in by all the involved people.

4

Speaking

- ▶ During a speaking exam only the student speaks. This is mostly done through a presentation about their internship.
- ▶ The exam is either judged by two teachers or the teacher has to record it.
- ▶ All the people involved have to sign the form for the mark.

5

Writing

- ▶ The fifth exam is writing. That can be a letter, an e-mail, an argument or an invitation.
- ▶ These exams are bought from another supplier called TOA.
- ▶ During the test moments there are two teachers supervising.
- ▶ There has to be a form filled in by all the involved people again for the mark.
- ▶ 10 Percent of the exams are checked by an other language teacher to see whether the mark is correct and fair.

6

German

- ▶ Only reading and listening are done differently.
- ▶ Student do not take a national German exams for reading en listening.
- ▶ The other exams (speaking, conversations and writing) are done the same as with the other languages.

7

Forms


- ▶ Once all the forms are filled in, they are put away in the file folders. These are kept for four year.
- ▶ A student is graduated when the file folder is complete, including all the forms of the practical subjects.

8



Hinweis: Alle Infos dieser Präsentation sind im Flyer nachzulesen.


1



Content

- *PRODUCTION CLASSES* – what is it?
- Duration
- Survey of the profession fields offered
- Survey of the subjects
- Our aims
- Practice
- The beginning of 2018/2019
- More information (lunch/excursions etc.)

2



„Produktionsklassen“ – what is it?

School for pupils, who


- visited a school of general education for 9 years minimum;
- have a weak low- level -CSE-certificate or not any certificate at all.
- like to learn through practice and like to do practical things.

3




How long do I have to attend my production class?

- The production class lasts 1 year.



4



Which fields are offered in the production classes of BBS Syke?

At the moment we offer:

- PK-Catering,
- PK-Bakery,
- PK-Woodcraft,
- PK-Painting,
- PK-Cosmetics.

5




What do I do in PK?

- You produce something or offer services.





PK-Catering
preparing lunch
for their
classmates

6




What do I do in PK?

PK-Bakery
selling their products







7



What do I do in PK?

PK-Woodcraft
building a wooden hut

8




What do I do in PK?



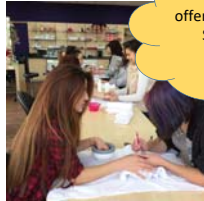

PK-Farbe
painting classrooms




9




What do I do in PK?



PK-Cosmetics
offering arm-massage and
Selling handmade cosmetics.



10



Which subjects are offered?

• Production (practical und theoretical subject)	18 hrs.
• German	4 hrs.
• Mathematics	4 hrs.
• Politics/Job Orientation	2 hrs.
• Religion, Sports	2 hrs.
• supplementally: English	2 hrs.

11



What are the aims to reach in „Produktionsklassen“?

- Gain insights in world of professions
- Gain professional skills and crafts
- Finish compulsory school attendance
- Reach or improve „Hauptschulabschluss“
- Better chances for apprenticeship



12



How do I reach the „Hauptschulabschluss“?

- Regular attendance at lessons;
- Doing well in the lessons;
- Recommendation for the subject English by class teacher
- Successful maths, German and English examinations



13



When do I have to do my intern at a company?

- First Intern** (1 week)
29.10. - 03.11.2018
- Main intern** (2 weeks)
11.03. - 23.03.2019



14



How do we start after summer holidays?

- WELCOME-DAY 9. August 2018
- WEEK of ORIENTATION 10. bis 16. August 2018
 - getting acquainted with each field of production offered;
 - coming to know other pupils.
- Interview for one field of production 17. August 2018
 - Building the classes by considering What the pupil wants und Suitability



15



What else do I have to know?

- Lunch together with teacher and pupils
- BIB
- Excursions
- Three coachings for each pupil



16



17



BBS Syke EUROPASCHULE

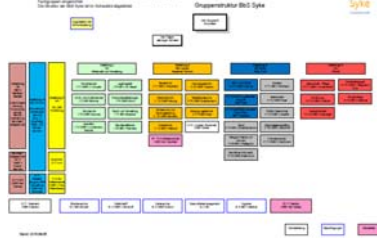

22 January 2019



Syke, den 22.01.2019

1

Quality assurance at BBS Syke

2

Quality assurance at BBS Syke Mission statement

Leitbild


Unsere Schule ist ein von allen Beteiligten gestalteter und geschützter Lebensraum.

Wir betonen eine beschäftigungsorientierte Qualifizierung der Schülerinnen und Schüler und unterstützen sie in ihrer Entwicklung der Persönlichkeit und Handlungskompetenz, dabei arbeiten wir mit Ausbildungsbetrieben, Eltern, Schülern und außerschulischen Partnern auch im Ausland zusammen.

Wir pflegen eine demokratische Schulkultur, Absprachen und Regeln sind transparent und werden von allen als verbindlich gesehen und eingehalten.

Wir praktizieren eine wertschätzende Kommunikation an unserer Schule, begegnen uns mit Respekt und achten die Leistungen des anderen.

Wir identifizieren uns mit unserer Schule und betonen einen verantwortungsvollen Beitrag zum schulgemeinschaftlichen, lehrerlichen und lehrerhandelnden Handeln als Vorbild.



3

Quality assurance at BBS Syke 5 year targets with regional government

Beilage 1: Ziele der BBS Syke EUROPASCHULE gem. Vereinbarung mit der NCSiSB




4

Quality assurance at BBS Syke Internal Cascade to achieve 5 year targets

Zeitschiene Kaskade Zielvereinbarungsgespräche 2016-2020

BBS Syke EUROPASCHULE

- Abteilung I-VII
- bis Ostern jährlich
- jährlich: Nach den Sommerferien
- jährlich: Vor den Sommerferien
- Jeweils vor den Zwischenstandgesprächen mit den Abteilungen
- Ostern 2020

*Eintrag in QM-Kalender inkl. Befragten




5

Quality assurance at BBS Syke Quality assurance calendar

Controlling-Kalender (Schuljahresablauf)

Erkennungsphase	Aug	Sept	Oktober	Nov	Dez	Jan	Feb	März	April	Mai	Juni	Juli
Landesvereinbarung												
Schulische Kaskaden												
1. Zielvereinbarungsgespräch												
2. Zielvereinbarungsgespräch												
3. Zielvereinbarungsgespräch												
4. Zielvereinbarungsgespräch												
5. Zielvereinbarungsgespräch												
6. Zielvereinbarungsgespräch												
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10. Zielvereinbarungsgespräch												
11. Zielvereinbarungsgespräch												
12. Zielvereinbarungsgespräch												



6



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Annex 5

MINUTES 2nd PROJECT WEEK MEETING

13 – 17 May 2019, Livingston (UK)

LOCATION

West Lothian College
Almondvale Crescent
Livingston
West Lothian
Scotland EH54 7EP

AGENDA MONDAY 13 MAY 2019

Time	Item	Location
	Arrival	
19:00	Welcome dinner	Mercure, Livingston

AGENDA TUESDAY 14 MAY 2019

Time	Item	Preparation/Presentation
08:45	Departure from hotel/s	
09:15	Welcome to the European Partners	Shelagh Fraser and Julia Simpson
09:20	Minutes of the Last Meeting and Project Week Report	Durk van Wieren
09:40	Evaluation of Survey and Impact	Durk van Wieren
09:50	Dissemination & Impact	Durk van Wieren
10:00	Introduction to West Lothian College	Jenny Stalker and Graham Clark
11:00	Introducing the Induction Process	Rhonda Brown/Helen Wilson/Matt Farnham
11:30	Short tour to the Student Association	All
12:00	Lunch & Welcome from our Board	Sue Cook + all
13:15	Re-Charge Model and Our Community in Practice	Michelle Lowe, Gemma Reynolds and Micole Cochrane



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14:00	The European organisation for Quality seminar	Joao Alves
15:00	Support in the Classroom	Lorna Jenkins/Hellen Wilson/Rhonda Brown
16:30	End of Meeting	

AGENDA WEDNESDAY 15 MAY 2019

Time	Item	Preparation/Presentation
08:15	Departure from hotel lobby	
08:45	Evaluation of previous day	All
09:00	Employer Engagement, Support in practice and Student Experience	Graham Clark/Heather Sievewright/Elaine Campbell – with employer input
10:30	SWOT Analysis	All
12:00	Lunch	All
13:30	Recommendations, Step by step implementation and Start of Digitalisation	All
16:00	Evaluation	All
16:30	End of meeting	

AGENDA THURSDAY 16 MAY 2019

Time	Item	Preparation/Presentation
08:45	Departure from hotel lobby	
09:15	Evaluation of previous day	All
09:30	Digitalisation of results	All
11:00	Meeting with West Lothian College management to discuss meeting outcomes	Principal
12:15	End of the meeting	



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12:30	Lunch	
13:30	Depart for Edinburgh for Cultural Experience	

AGENDA FRIDAY 17 MAY 2019

Time	Item	Preparation/Presentation
	Departure	All

PARTICIPANT'S LIST:

Organisation	Name	13 May 2019	14 May 2019	15 May 2019	16 May 2019	17 May 2019
Stichting Regionaal Opleidingen Centrum Aventus	Durk van Wieren	√	√	√	√	√
Stichting Regionaal Opleidingen Centrum Aventus	Teun Gerritsen	√	√	√	√	√
Stichting Regionaal Opleidingen Centrum Aventus	Carin Muller	√	√	√	√	√
Stichting Regionaal Opleidingen Centrum Aventus	Ron van Duin	√	√	√	√	√
ATEC - Associação de Formação para a Indústria	Joao Alves	√	√	√	√	√
ATEC - Associação de Formação para a Indústria	Duarte Silva	√	√	√	√	√
ATEC - Associação de Formação para a Indústria	Alexandre Barata	√	√	√	√	√
BBS Syke EUROPASCHULE	Silke Hillermann	√	√	√	√	√
BBS Syke EUROPASCHULE	Jan Lukas Hillermann	√	√	√	√	√
bit Schulungcenter GmbH	Laura Reutler	√	√	√	√	√
bit Schulungcenter GmbH	Anna-Marie Schmidthaler	√	√	√	√	√
Kainuun ammattiopisto	Virpi Kaasinen	√	√	√	√	√



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Organisation	Name	13 May 2019	14 May 2019	15 May 2019	16 May 2019	17 May 2019
Kainuun ammattiopisto	Maija Vuorinen	√	√	√	√	√
Kainuun ammattiopisto	Mikko Moilanen	√	√	√	√	√
West Lothian College	Shelagh Fraser	√	√	√	√	√
West Lothian College	Julia Simpson	√	√	√	√	√
West Lothian College	Jenny Stalker	√	√	√		
West Lothian College	Graham Clark	√	√	√		
West Lothian College	Heather Sievwright			√		
West Lothian College	Elaine Campbell			√		
West Lothian College	Lorna Jenkins	√	√	√	√	√
West Lothian College	Micole Cochrane	√	√	√	√	√
West Lothian College	Michelle Low	√				
West Lothian College	Gemma Reynolds	√				
West Lothian College	Rhonda Brown	√	√	√	√	√
West Lothian College	Helen Wilson	√	√	√	√	√
West Lothian College	Matt Farnham	√	√	√	√	√



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MINUTES OF THE MEETING:

Photo's of the meeting can be found in the QMS4VET Dropbox folder.

TUESDAY 14 MAY 2019

1. Welcome to the European Partners:

Shelagh, Julia and Durk welcomed all participants to the 2nd QMS4VET project week meeting. Durk thanked Shelagh and Julia for hosting this week and their excellent preparation.

The agenda was discussed and it was decided that Impact will be discussed together with dissemination on May 14 at 9:50 hour and that Joao Alves will discuss participation in a Quality conference and its abstract in stead of 'Support in Practice' on May 14 at 14:00 hour

2. Minutes of the Last Meeting and Project Week Report:

The minutes of the 1st Project week (21 – 25 January 2019) were discussed. No changes required.

3. Evaluation of Survey and Impact:

Durk discussed the outcomes of the Survey after the 1st Project week (will be integrated in Quality and evaluation report). Conclusions:

- 12 out of 16 participants responded. Please make sure that next time every participant responds.
- General satisfaction is OK. Point of attention is to make sure that there is enough time and discussion for the analyses, recommendations and step by step implementation.
- Last question regarding 'impact plans' was briefly discussed. Too early to measure impact yet. How to will be discussed during the Steering group meeting in June 2019.

Next survey link will be sent together with meeting minutes.

4. Dissemination & Impact:

Participants were encouraged to think about dissemination possibilities and save the evidence. The QMS4VET FB and Instagram group pages are (very) active. Please invite as much as possible friend to join these pages and try to 'connect' other social media pages to ours.

Participants were encouraged to think about ways of getting as much as possible impact (both inside and outside our own organisations).

Dissemination and impact will be a top priority item during the Steering board meeting in June.

5. Introduction to West Lothian College:

Jenny Stalker and Graham Clark introduced the West Lothian College by telling about the history, numbers, region, funding, strategy & planning and models for support & learning (see presentation in QMS4VET Dropbox 'Presentations' folder).

6. Introducing the Induction Process:

Rhonda Brown, Helen Wilson and Matt Farnham introduced the WLC Student induction process. Lots of activities in order to familiarise the students with WLC, its organisation and



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support take place during 7 days in the 1st four weeks after start of the education (see hand-out in in QMS4VET Dropbox 'Presentations' folder).

7. **Short tour to the Student Association:**

The QMS4VET delegation visited the WLC support office and was introduced to the Student Association.

8. **Lunch & Welcome from our Board:**

Ms Moira Niven (member of the WLC joined us during our lunch while having an open conversation with all participants).

9. **Re-Charge Model and Our Community in Practice:**

Michelle Lowe, Gemma Reynold and Micole Cochrane told us about student representation and student support. Gemma and Michelle are the 'Student Association' and 'voice of the students'. Both are elected WLC students having a paid sabbatical year in order to fulfil this task. All available support (Recharge model and all other aid) including the 'Sparkle communication (including a satisfaction survey) was discussed. Many questions were asked and answered.

(see hand-out in in QMS4VET Dropbox 'Presentations' folder).

10. **The European organisation for Quality seminar:**

Joao Alves explained. On 23 & 24 October 2019 the 'European organisation for quality' will hold its annual conference in Lisbon and this year's theme will be 'education'. Possibilities are a presentation or a poster. He therefor needs to send in an abstract. This was studied and discussed by the participants. Discussion on how to get as much impact as possible from this dissemination opportunity will be held during the Steering board meeting in June.

11. **Support in the Classroom:**

Lorna Jenkins, Helen Wilson and Rhonda Brown presented the 'WLC Student support in the classroom' methodology (a Student journey to be compared with a hill walk). All available aid was discussed (see hand-out in in QMS4VET Dropbox 'Presentations' folder).

12. **End of Meeting:**

At around 16:30 hour the meeting was closed for the day.

WEDNESDAY 15 MAY 2019

13. **Evaluation of previous day:**

A short evaluation of the previous day was held. All participants were happy with the process. No changes necessary.

14. **Employer Engagement, Support in practice and Student Experience:**

The participants were divided in two groups and shown around in the automotive & construction and childcare department. Support in practise was explained and the opportunity to discuss with students and a childcare employer was given.



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15. SWOT Analysis:

The participants were divided in 4 groups, forming a carousel to discuss the SWOT of the presented guidance methods. It was decided to focus on:

- Induction process;
- Student association;
- Recharge model;
- Support in the classroom.

Outcomes can be found in the Project week report (WLC guidance and support system).

16. Lunch:

17. Recommendations, Step by step implementation and Start of Digitalisation:

After the outcomes of the SWOT analysis were evaluated, the recommendations to overcome or minimise the Weaknesses and Threats and advises for Step by step implementation were discusses and agreed. Outcomes can be found in the Project week report (WLC guidance and support system).

18. Evaluation:

The 2nd meeting day was briefly evaluated. All participants were still happy, so no reason for change.

19. End of meeting:

At around 17:00 hour the 2nd meeting day was closed.

THURSDAY 16 MAY 2019

20. Evaluation of previous day:

During the short evaluation of the previous meeting day, it was concluded that we did not pay enough attention on the 'Support in the classroom' method. It was therefore decided to look again at the recommendations and Step by step implementation and include the 'Support in the classroom method'.

21. Digitalisation of results:

Participants were divided into four groups. Each with the responsibility to write a draft version of a specific chapter of the Project week report.

22. Meeting with West Lothian College management to discuss meeting outcomes:

The meeting and it's outcomes were discussed with Ms Galbraith (Principal at WLC). Main focus was on the Weaknesses and Threats of the WLC guidance and support system.

After thanking Ms Galbraith for hosting the 2nd QMS4VET project week, the outcomes of the digitalisation were discussed and agreed. The final results can be found in the Project week report (WLC guidance and support system).



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23. End of the meeting:

After thanking Julia and Shelagh for their perfect organisation of the 2nd QMS4VET project week, the meeting was closed at 12:30 hour.



QMS4VET

West Lothian College

13-16 May 2019



Welcome

A very warm welcome to Scotland to our QMS₄VET
Partners

West Lothian College History

- West Lothian College was formed in 1965 in Bathgate, West Lothian
- Originally a Technical College with a focus on providing vocational training for local industry
- Moved to purpose built campus in Livingston 2001
- Still has a focus on providing vocational training for industry but now also focused on education for students from age 16 upwards and engaged in the learner journey from school to college to university.

West Lothian College Make Up

- Is one of West Lothian's largest employers, employing 360 staff: full and part time staff, academic and support staff
- Provides education and training to approximately 8000 students on full and part time courses each year
- College offers a range of apprenticeship programmes including Modern Apprenticeships and the new Foundation Apprenticeships for school learners

Single Region College

- Historically, there were 44 colleges located across Scotland
- Recently, college merger programme has moved us into 13 college regions with super-colleges in Edinburgh and Glasgow.
- West Lothian College is one of three remaining single region colleges with very close links to the local authority (West Lothian Council)

College Environment

- Funding comes to the college via Scottish Government funding
- Funding is controlled and disseminated through the Scottish Funding Council
- The College works closely with the Scottish Funding Council to plan, deliver and report on the use of funding through the Outcome Agreement

College Strategy and Planning

- Scottish Government strategy
- Feeds into Scottish Funding Council guidance
- Feeds into College Outcome Agreement

Performance Indicators

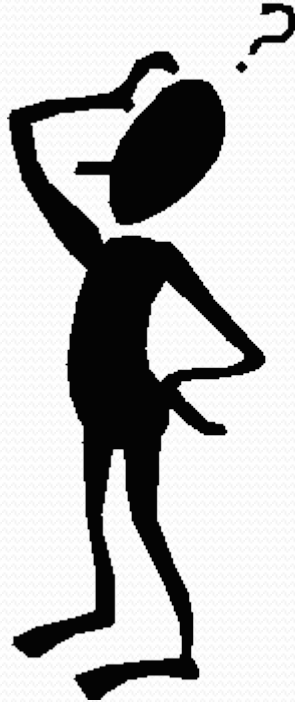
There are 4 key Performance Indicators that the college is measured on:

- Early withdrawal
- Further withdrawal
- Partial Success
- Complete Success

Delivery Models and Support for Learning

- Planned delivery models are based around keeping students on course and supporting them to achieve their qualification
- Support for learning models add value to the planned delivery model and further support student success
- Student success is at the heart of everything we do in college in academic and support area.

Questions



Student Induction Information for QMS4VET

Purpose of Student Induction?

- Welcome students and familiarise them with college
- Provide cross-college information needed at start of course
- Enable students to get to know their lecturers and fellow students
- Provide an enjoyable, informative initial experience setting students up for year ahead

What do we do...?

Core Cross-College Activities

- Welcome from lecturer
- Enrolment
- Student Funds

Choice of Cross-College Activities

- Senior Team welcome
- Student Association
- Support for Learning
- Learning Resource Centre and SDS
- Endurance Gym
- Bridge2Business (only relevant for some groups)

Centre-specific Activities

- Ice-breakers and introductions
- College Tour
- Course outline and assessment arrangements
- Work Experience
- Uniforms / PPE
- Learning Agreement and expectations
- Treasure Hunt
- Whole Centre Activities – sports tournament, BBQ
- Induction Checklist
- Health & Safety
- Moodle / VLE
- Guest speakers / former students

When?

- Seven days specifically for induction and 1st four weeks of Block 1



**WEST LOTHIAN COLLEGE
STUDENT ASSOCIATION
(PLEASE FEEL FREE TO ASK
QUESTIONS THROUGHOUT)**



STUDENT ASSOCIATION TEAM



WHAT WE DO

- STUDENT VOICE
- STUDENT POVERTY
- WELFARE HUB
- FREE SOUP & A ROLL
- RECHARGE

INDUCTION

- WHO WE ARE
- WHAT WE DO
- CLASS AND CENTRE
AMBASSADORS
- WHATS AVAILABLE



STUDENT VOICE

- SPARKLE
- QUESTIONNAIRES
- COMMITTEE MEETINGS
- BOARD MEETINGS

YOU SAID...WE DELIVERED

SPARKLE RESPONSES

“ **STUDENTS WANT:**
Timetables should be made available earlier to allow students to plan personal arrangements ”

COLLEGE RESPONSE:

TIMETABLES TO BE UPLOADED TO WEBSITE FRONT PAGE FOR EASY ACCESS BY STUDENTS
CENTRALISED TIMETABLING SYSTEM TO BE EXPLORED AS PART OF SYSTEMS DEVELOPMENTS

SPARKLE RESPONSES

“ **STUDENTS WANT:**
There is insufficient private meeting space and due to this some Student information is not always treated confidentially. ”

COLLEGE RESPONSE:

BURSARIES STAFF WILL BE MOVED TO ENABLE A MORE CONFIDENTIAL SERVICE TO BE PROVIDED.
ADDITIONAL PRIVATE MEETING SPACE IS BEING PLANNED INTO THE ACCOMMODATION REVIEW

SPARKLE RESPONSES

“ **STUDENTS WANT:**
The support for learning service could be improved through improved digital resources ”

COLLEGE RESPONSE:

RESOURCE FUNDING HAS BEEN ALLOCATED TO SUPPORT FOR LEARNING AND NEW DIGITAL RESOURCES ARE BEING PURCHASED BY MARCH 2019

SPARKLE RESPONSES

“ **STUDENTS WANT:**
Software needs updating in some subject areas, particularly computing and engineering. ”

COLLEGE RESPONSE:

FUNDING HAS BEEN PUT IN PLACE TO ALLOW IT UPGRADES TO COMPUTERS AND SOFTWARE IN THESE AREAS.

SPARKLE RESPONSES

“ **STUDENT FEEDBACK:**
WORK BOOTS ARE UNCOMFORTABLE AND SME TOOLS NEED REPLACED ”

COLLEGE RESPONSE:

SUPPLIER CHANGED FOR WORK BOOTS AND TOOLS HAVE BEEN REPLACED AND SOME ARE ON ORDER

SPARKLE RESPONSES

“ **STUDENTS WANT:**
POD areas are not good teaching areas ”

COLLEGE RESPONSE:

PODS WILL BE REMOVED AND THE AREA REDEVELOPED.
ALTERNATIVE CLASSROOM SPACE TO BE CREATED IN PAVILION A FROM AUGUST 2019

FRESHERS FAIR

- FUN ACTIVITIES
- ORGANISATIONS/VOLUNTEER OPPORTUNITIES
- COLLEGE INFORMATION
- SPORTS CLUB OPPORTUNITIES
- FREEBIES

WELFARE HUB

We aim to tackle hygiene poverty within West Lothian College

WELFARE PACKS

Please support us with donations if you can!

The items we are looking for include toothpaste, toothbrushes, shampoo, shower gel, deodorant & soap.

All donations will be massively appreciated.

Please hand all donations into the Student Association office in the Street Building.

PosterMyWall.com



BREAKFAST CLUB AND FREE SOUP & A ROLL


Have an **ENERGISING** start to your day

Breakfast Happy Hour
8.15AM-9.15AM



30P TOAST AND BUTTER
30P PORRIDGE

Available from the EMeal Cafe
Monday-Friday 8.15am-9.15am

 west lothian
college
student association

 healthy body
community
wellbeing

 west lothian
college

 west lothian
college

ATTENTION  healthy body
ALL STUDENTS

Free Soup & Roll
Available **MONDAY-FRIDAY 11am-1pm**



OFFER FOR STUDENTS ONLY
**PLEASE PRODUCE YOUR
STUDENT CARD**

Your education and wellbeing is our priority

PosterMyWall.com

RECHARGE



RECHARGE

- SELF HELP INFORMATION PACK
- WELFARE PACK
- GYM MEMBERSHIP
- HAIR & BEAUTY TREATMENTS
- FREE SOUP & A ROLL



STUDENT FEEDBACK

MAGGIE LAW

EVALUATION

- 8 out of 8 Students declared they had poor mental health
- 7 out of 8 Students had never attended a gym
- 8 out of 8 students had never had a beauty treatment with the exception of a hair cut
- 7 out of 8 Students said Recharge improved their mental health and wellbeing
- 1 out of 8 Students did not provide any feedback on their mental health
- 8 out of 8 Students now attend the gym or take part in physical activity on a weekly basis since starting the project, some more than once per week.
- 8 out of 8 Students accessed two or more of the self-help resources
- 8 out of 8 students have taken positive steps to improve their own health and wellbeing and feel the benefit
- 7 out of 8 students are progressing onto further education courses next academic year
- 8 out of 8 students had never experienced a beauty treatment due to cost involved and not being aware of the health and wellbeing advantages. Students provided feedback of increased energy, Good emotional health and felt relaxed and energised.

“

RECHARGE FEEDBACK:

”

'I DIDN'T HAVE ANY CONFIDENCE TO GO TO THE GYM BEFORE. RECHARGE HAS HELPED ME SO MUCH. IT HAS HELPED MY MENTAL HEALTH A LOT AND LETS ME FOCUS ON GOOD THINGS. THE GYM HAS HELPED ME TO FEEL BETTER AND I GO WITH PEOPLE, SO I FEEL A PART OF SOMETHING.'

“

RECHARGE FEEDBACK:

”

RECHARGE HAS BEEN A POSITIVE OUTCOME FOR ME SINCE I GOT REFERRED 8 WEEKS AGO. RECHARGE HAS NOT ONLY HELPED ME PHYSICALLY BUT ALSO MENTALLY. I'M SO GLAD I GOT REFERRED AND THANK THE STAFF FOR GIVING ME HELP WITH MY HEALTH AND WEIGHT. I WOULD DEFINITELY RECOMMEND RECHARGE TO ANYONE WHO FEELS DOWN OR JUST NEEDING A WEE BOOST.'

“

RECHARGE FEEDBACK:

”

IT HAS GIVEN ME A PURPOSE IN LIFE BY MAKING MY LIFE BRIGHTER AND HAVING A POSITIVE ATTITUDE TO CHOICES I MAKE. IT HAS DEFINITELY HELPED MY MENTAL HEALTH

“

RECHARGE FEEDBACK:

”

RECHARGE HAS HELPED ME. I USED ONE OF THE PHONE NUMBERS, BREATHING SPACE WHICH HELPED. I FEEL HEALTHIER WITHIN MYSELF. GOING TO THE GYM WITH PEOPLE HAS MADE IT EASIER TO GO. I AM LOSING WEIGHT AND FEEL MORE CONFIDENT. IT HAS IMPROVED MY MENTAL HEALTH AND THAT MEANS THAT I CAN BE IN CLASS MORE.



THANK YOU

Student Support

Our team (14 of us) works with Centres and Lecturers to provide additional support

- All students can access support
- Pre-application, on-course, pre-exit and progression
- Planned or reactive
- Drop-in or appointment
- 1-1, small group or in class environment
- Individualised support to meet needs of student
- Range of support in college
- External services and organisations

Think about the student journey like a hill-walk....



The Ochil Hills







Not always a smooth road...



Unexpected Surprises!

Unexpected surprises for students

- College is a great place to be
- Learning is fun and enjoyable
- Confidence increases
- Friendships are formed
- Goals are achieved
- Passions are discovered
- Lots of experience is gained
- College leads to other things



Unexpected Challenges...

Challenges for students ...

Known...

- Dyslexia
- Autism
- Mobility
- Sensory impairment
- Disability
- Physical and/or mental health
- Low confidence
- Difficulties with learning
- Young Carer
- Care experienced
- LGBT

Unexpected...

- Academic challenges
- Crisis in confidence
- Relationship breakdown
- Family difficulties
- Difficulties with other students
- Difficulties with lecturer
- Financial
- Housing
- Physical and/or mental health
- Attendance
- Bereavement

smidge
THAT MIDGE



Help and support





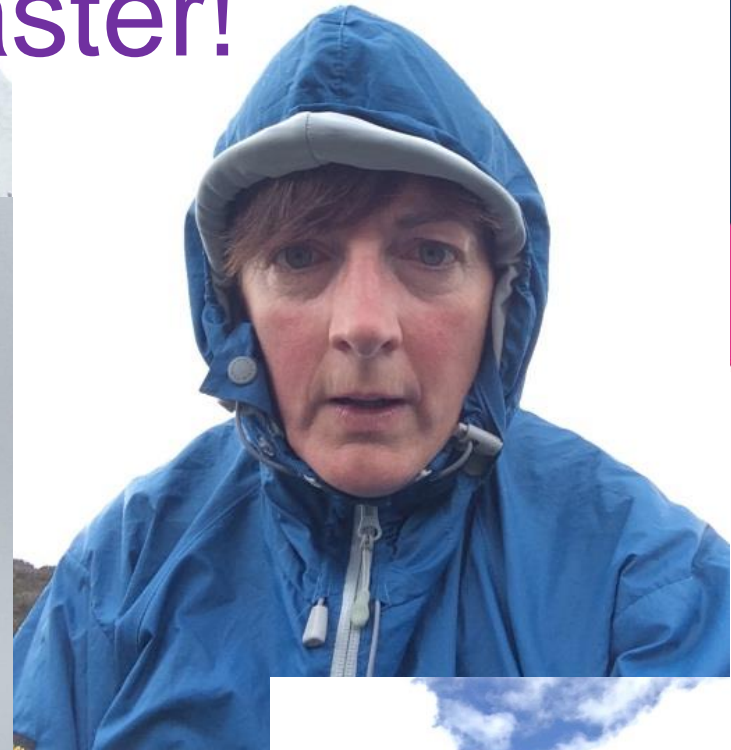
Help and support



Academic support

- Understanding course work
- Study skills
- Equipment / Assistive Technology
- Alternative assessment arrangements
- Confidence building
- Help with ICT
- Basic skills
- Proof reading
- Flexibility re. attendance
- Flexibility re. submission dates
- UCAS

Emotional Rollercoaster!



Personal support

- Lecturers
- Peers
- Support for Learning Team
- Student Support Officer
- Student Association
- Counselling
- Chaplaincy team
- Mediation
- Advocacy

Personal support cont.

- Safeguarding
- GP / NHS
- Mental health first aid and Crisis intervention
- Contacting friends and family
- Support through external agencies
 - West Lothian Council
 - West Lothian Drug and Alcohol Service
- Phone lines and web-sites

This academic year we have supported 748 students so far...

- 33% mental health
- 6% family problems
- 3% illness
- 3% homeless
- <1% other things like abuse, difficulties with other students, relationship difficulties, family illness, bereavement.

In the last 5 years the Student Support Team has grown from 8 members of staff to 14.

We are supporting more students with more personal and emotional support as well as academic.



Achievement!



Success!



Celebrate!




Celebrate success!

What next.....?

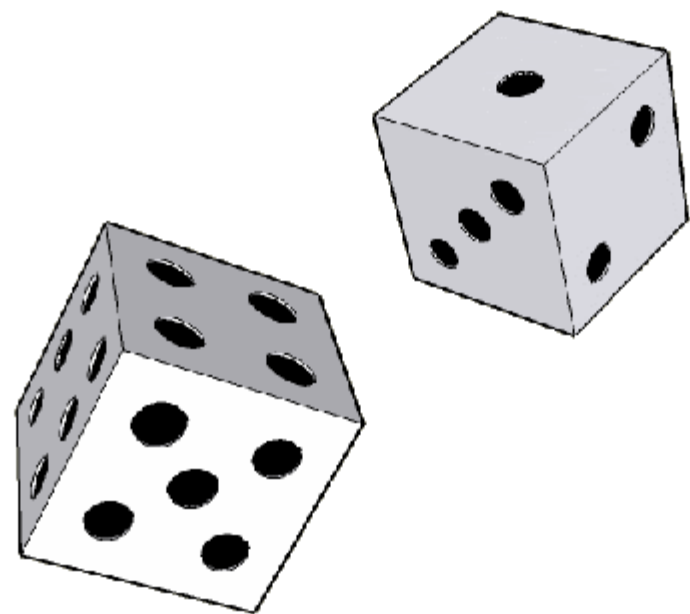


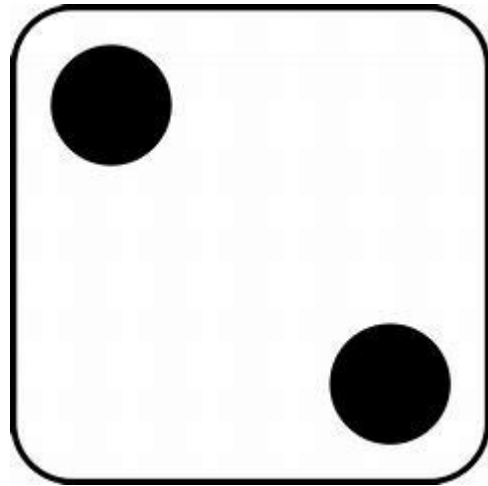
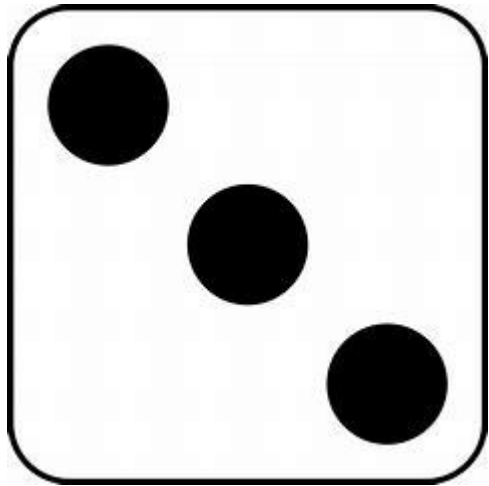
Learner
Journey

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88 Apprenticeship Success	89	90
80 Exam	79 Exam time Stress	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57 Student support	56	55	54	53	52	51
41	42	43 Financial	44	45	46	47	48 National Certificate Success	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26 18 Credits	27	28	29	30
20 Bursaries	19	18	17	16	15	14	13	12	11
1 Induction 	2 Team Day	3 Course Info	4 Financial Info	5	6	7	8	9	10

SUCCESS

SUCCESS





DIRECTION

FINANCIAL

CHANCES

SUPPORT

CONFIDENCE

PERSONAL

OPPORTUNITIES

HELP

DEVELOPMENT

TEAM



west lothian
college
student association

YOUR VOICE ONLY LOUDER

MAKE OUR COLLEGE

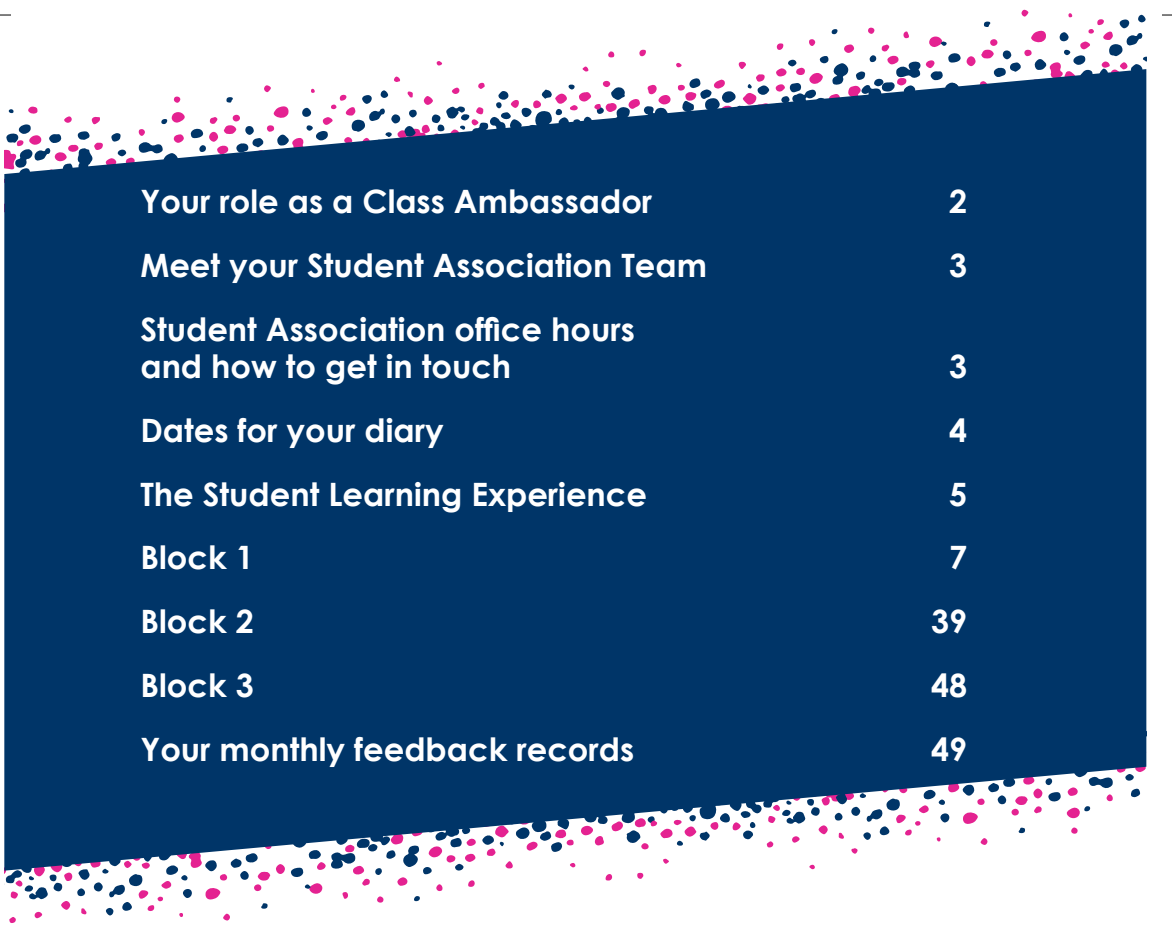
SPARKLE

**Support, Partnership, Alliance, Representation,
Knowledge, Learning and Evaluation**

CLASS AMBASSADOR HANDBOOK

Students as Partners in Evaluation and Improvement

Name:	
Course:	
Centre:	
Email:	
Phone:	



Your role as a Class Ambassador	2
Meet your Student Association Team	3
Student Association office hours and how to get in touch	3
Dates for your diary	4
The Student Learning Experience	5
Block 1	7
Block 2	39
Block 3	48
Your monthly feedback records	49

Introduction to your Students' Association

The aims of the Student Association are to support and improve the way in which students can evaluate and improve their learning and teaching experiences; ensure there is appropriate and sufficient representation for all West Lothian College students; ensure all student views are listened to in an appropriate manner; to drive change and implement plans and processes where appropriate for improvement; organise educational talks, workshops and events and provide an exceptional service which adds value to the Students and the College, ensuring that all students are treated without discrimination in accordance to the Equality Act 2010 and have equitable opportunities.

Most positions within the Student Association are elected through a democratic Student vote, meaning you chose who represent you on all aspects of College life.

Your Student Association is made up of one full time Sabbatical President, one full time Sabbatical Vice President and three elected volunteer members. These five members are all part of the Student Association executive, which means they make decisions on your behalf and act in your best interests in order to represent your needs. These five positions are all elected through a democratic Student vote, meaning you choose who represent you on all aspects of College life.

In addition to these roles there are also Class and Centre Ambassadors.

Class Ambassadors are one person within your class who has been nominated to represent the views of your own class. They will facilitate discussions in order to gain insight into how each class member is feeling about their course. They will ask questions and record their views in this document, SPARKLE (Support, Partnership, Alliance, Representation, Knowledge, Learning and Evaluation).

Centre Ambassadors are volunteer roles developed in order to analyse the data and feedback from your SPARKLE feedback. This role is a fantastic opportunity for a student from your centre to develop skills based on your course experiences and add volunteer work to their CVs.

In addition we also seek volunteers to assist with events, campaigns and other important tasks.

All of these roles are supported by a Student Association Development Officer.

The Student Association is bound by its Constitution. This is the legislation by which it is run and how the Student Association can be held accountable for its actions by the Students. The constitution encompasses Scottish educational legislation and is agreed by the Student Association Executive and the College Board of Governors.

As mentioned previously some roles are filled by a democratic vote. There are a few types of elections that take place annually within the Student Association. The Student Association Executive elections take place in April/ May of each academic year. This is where the President and Vice President are elected for the following academic year along with the additional three volunteer executive members. All current Students are eligible to run and vote for their new team and have a say in who represents them going forward. Voting takes place on Moodle to ensure that this is a fair and democratic process. Three additional volunteer executive members will also be elected in September. These five elected members make up the Student Association Executive. They act on your behalf and make decisions based on your needs.

The Class Ambassador Elections are the second type of elections that take place. They are less formal but equally as important. Your Class will be asked to carry out this election with the support from your President and Vice President and in some instances your lecturers.

This process of electing your own Class Ambassador provides your class with ownership on who represents your class. There may be a number of Students who are interested in the position and it is essential that your class take a fair approach on whom and how they elect their Ambassador. This may be through a secret ballot, or may be hands up approach. All we ask is that the elections are fair, don't discriminate and give everyone in your class an opportunity to have their say.

Finally Centre Ambassadors are selected in September of the new academic year. There are 8 positions available and Students with the correct skills can apply for these volunteer roles directly to the Student Association.

Your role as a Class Ambassador

STUDENTS AS PARTNERS

SPARKLE

The purpose of the Class Ambassador is to represent your individual Class on matters specifically relating to learning and teaching (aspects of your course and study).

The Class Ambassador system is an integral part of the Student Association and a vital way of listening to and communicating with all students as well as being able to feedback ideas and comments from students, in order to improve the Student College experience.

The Class Ambassador System is there to improve the College experience. You and your class are the experts within your course. You know what is working well and what areas can be improved, in order to make your College experience the best possible. As a Class Ambassador, it will be your job to help us gather the feedback. You will relay information to us on class successes, concerns, questions & celebrations that your classmates have.

The Student Association and College have been working in partnership in order to produce an easy and supportive way in which you and your class can evaluate your overall College experience. We created the SPARKLE initiative. Sparkle is a process which promotes support, partnership working, alliance, resolution, knowledge, learning and evaluation.

There will be different themes to evaluate and your feedback must be submitted online. You can use this booklet for your notes before you submit your Classes overall feedback online.

Your role as Class Ambassador will mean that you will take responsibility of speaking to your class, completing the feedback questions and ensuring the feedback is submitted online.

Your Student Association Team can assist you with this process. We may sometimes also need clarification on some of your comments to ensure we communicate your view in the right way.

This feedback will then be analysed and fed back to academic centres in order to enhance your learning & teaching experience and the services that support you whilst at college. We want Students to work as Partners with the College in order to help improve courses, facilities and support services.

We appreciate complete honesty when completing these feedback forms and will support you throughout this process.



Meet your Student Association Team

President

Michelle Low

Vice President

Gemma Reynolds

Executive Members

- 1
- 2
- 3

Centre Ambassadors

1. Beauty Therapy and Hairdressing
- 2 Business and Creative
- 3 Computing and Engineering
- 4 Construction and Motor Vehicle
- 5 Health and Social Care, Science and Social Science
- 6 Hospitality and Communities
- 7 Childcare Practice
- 8 Sport and Fitness

Student Association office hours and how to get in touch

The Student Association office is located in the main building called the Street Building. The Student Association office is directly in front of you, at the top of the stairs. Your Full-time President and Vice President are based in there and work Monday-Thursday 8.15am – 4.30pm and 8.15am – 3.15pm on a Friday.

You can also contact us by email on StudentAssociation@west-lothian.ac.uk or by phone on **01506 427701**.

If by chance we are unavailable and have to pop out of the office, please feel free to complete an enquiry form located on the shelf at the entrance of the Student Association Room. Once completed pop it in our post box and a member of the team will contact you directly.

For regular updates please like the Student Association Facebook page. We advise you on all matters relating to West Lothian College Student life on there. These include events, courses, jobs, campaigns and college closures.

www.facebook.com/WestLothianCollegeStudentAssociation

In addition to our Facebook page, please visit the Student Association website www.westlothiansa.co.uk. We want to make your life as easy as possible whilst you are at College and this website has been designed to help do this and provide you with lots of help, support and guidance whilst you are here at College.

Dates for your diary

Student Ambassador Meetings

Please use this table to record the dates of your Class Ambassador meetings

Activity Due	Date	Location	Time
Class Ambassador Training			
Meeting Block 1			
Meeting Block 2			
Meeting Block 3			

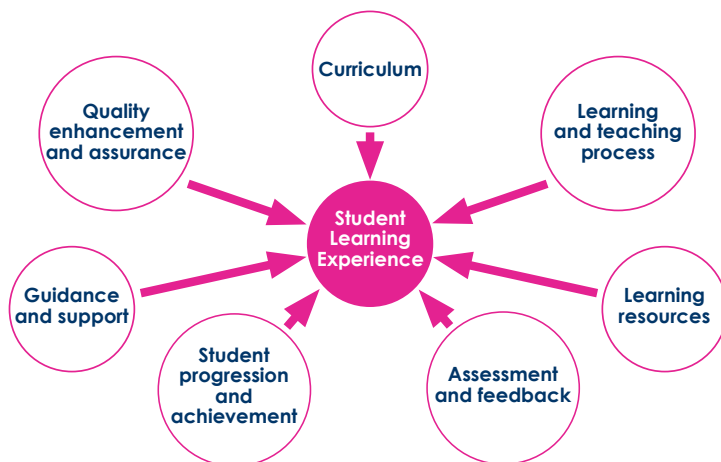
If you are unable to make any of these dates, please email or contact your Vice President directly.

Events 2018-2019

The SA will also be involved in other activities and events across the college.

September	SA Elections Centre Ambassadors/Executive/Class Ambassadors Elections/Fresher Fair 13 September
October	Class Ambassador Training/Black History Month/Club and Society launch and Healthy Body Healthy Mind
November	Scottish Mental Health First Aid Training/Mental Health Awareness and Smoking workshops
December	Student Safety/Alcohol Drugs and Suicide/CCard/River kids Christmas Collection
January	Personal Fitness Month and Money Awareness- Wellbeing Fair 25 January/Class Ambassador New Year Lunch and Block 2 SPARKLE Launch
February	Cancer Awareness, Sexual Health and LGBT History month
March	No Smoking Day/International Women's Day/Fairtrade and Student Satisfaction and Engagement Survey
April	Student Association Elections Volunteer, Job and Wellbeing Fair

The Student Learning Experience (SLE)



The Student Learning Experience is everything that happens to help you learn and enable you to achieve a qualification. It is vital that we evaluate each part of this process to find out how you feel about it, celebrate good practice and make improvements where necessary.

In Block one and two, your role as Class Ambassador will be to evaluate and record student feedback on a number of themes relating to your College learning experience we refer to this as the Student Learning Experience or SLE. We have also included additional processes like student inductions and support services as all of these experiences support you whilst at College.

In Block 3 we will ensure you have been provided with all necessary feedback and completed your class ambassador form.

What makes up the SLE?

- Curriculum
- Quality enhancement and assurance
- Learning and teaching process
- Guidance and support
- Learning resources
- Student progression and achievement
- Assessment and feedback

Please answer each question as instructed, using one of the following methods:

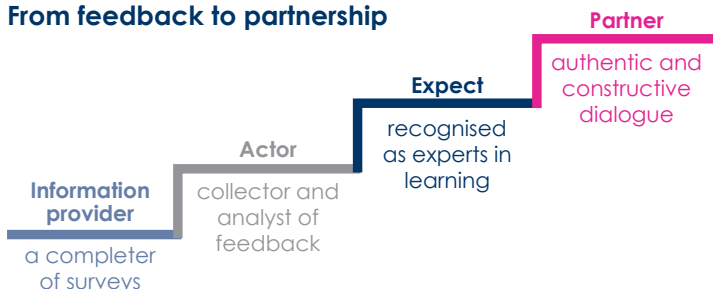
- Number boxes
- Free text
- Tables
- Comments

You will be asked at the beginning of every activity sheet how many people are in your class and how many are taking part in these questions for quantitative evaluation purposes. We will work out your percentages

Students as Partners

We want our Students to be partners, providing experience and having dialogue with College staff and senior managers on many topics, ideas and solutions in order to enhance the College learning experience. We will speak to you, ask for your feedback, collect and analyse your comments, invite you to focus groups, discuss and listen to your thoughts and opinions and recognise you as experts in learning.

From feedback to partnership



Your monthly feedback records: Block 1-3

Block 1

Feedback includes: Inductions, Support Services, Equipment and Learning Environment; Assessment and Feedback Learning and Teaching Evaluation

Reminders:

- UCAS Applications
- Collect £10 voucher once SPARKLE submitted

Block 2

Feedback includes: Progression and Achievement; Course Design and Timetabling; Employer Engagement and Learning and Teaching Evaluation

Reminders

- Class Ambassador new year lunch
- Student Satisfaction and Engagement Survey SSES
- Applications for College
- Collect £10 voucher once SPARKLE submitted

Block 3

Feedback includes: SPARKLE and Class Ambassador feedback

Reminders

- Collect your certificate
- The Student Association will update you on all changes and improvements which have come from your feedback.

Block 1 Overview:

Inductions, Support Services, Equipment and Learning Environment; Assessment and Feedback Learning and Teaching Evaluation

We ask you about these topics in Block one so we can establish if you are aware of the support/facilities available to you at College and if you have the necessary equipment for your course. We also want to ensure that you feel that you receive feedback in a way which supports

1. **Class Ambassador Name:** _____
2. **Course Title:** _____
3. **Centre:** _____
4. **Email:** _____
5. **Contact Phone Number:** _____
6. **We will use your personal data to contact you regarding your Class Ambassador role and to pass on information regarding events, workshops and jobs whilst you are at College. Please ensure that this information is passed to your class as you are their ambassador. We will not pass on your details to any external organisations.**
 Yes I agree to this No I do not agree to this
7. **How many students are in your class?**
8. **How many students are taking part in this evaluation?**

Induction

Our students asked for an induction process which is simple, informative and which makes them feel welcome and ready to start College. We now have an induction checklist for you to complete below to ensure that we have provided you with all the information that will help you during your time at College.

9. How many classmates were aware of the date and time of your induction?

10. How many of your classmates attended and induction?

11. We want to provide you with an induction process which is simple, informative and makes you feel welcome and ready to start College. Do you feel we achieved this?

- Yes everyone in my class agrees 75-100%
- Most people in my class agree 50-75%
- Not everyone feels like this 25-50%
- Most disagree 0-25%

If you did not feel that we achieved this please explain why and what we can do to make improvements.



12. Please confirm if your College induction included the following facilities and information (tick all that apply):

- Fire escapes
- Toilets
- Designated smoking and vaping area
- Tour of the College Campus
- Student Advice Centre
- Support for Learning
- Student Funds
- Student Association
- Library
- Careers Advice
- Emeal Café and Coffee Pod
- Platinum Salon
- Endurance Gym

13. Please confirm if your College induction included the following information (tick all that apply):

- College Rules – where to find them including Positive Behaviour Policy and Learner Agreement
- Complaints and Compliments
- How to contact your tutor/lecturer
- Health & Safety and First Aid
- How to book a room for Prayer/Breastfeeding or any alternative need
- C Card (Free Condoms)
- Matriculation Card (Student Cards)
- I don't remember any of these being included

14. Please provide your feedback on what your class liked about the Induction process and how you feel we could improve it?

My Class liked induction because:

My Class feel that induction could be improved by:

15. If you or any other member of your class did not receive all of this information, this can be found on Moodle. Please confirm that you have advised your class and they are now aware of these College facilities and where they are located.

Yes we all agree

Support

Life as a student can be tough, but there is lots of support available. You may need support or guidance on issues relating to your education, social, emotional behavioural or financial. These services are available to support you whilst you are at College. This section specifically focuses on Personal Support, Financial Support and Support for Learning.

Personal advice and support means staff who are able to support you with personal areas of your life, like emotional or behavioural; Support for Learning, focuses on how to support you best with your own learning needs whilst at College and financial support means staff who are able to provide advice and support with all of your financial needs whilst at College.

16. Please tick all of the support services that you are aware of and if you know where they are located:

- Learning Support
- Guidance and Attendance
- Bursary and Financial Support
- Student Association
- Moodle
- Library
- Career Advice and Support
- I am not aware of any of these

17. How many students in your class did not know about these services and where to find them?

18. If you selected No, what services did your class not know about?

19. Do your classmates feel that the college promotes the services available to them?

Support for Learning (Providing help and support with your learning)

Yes No

Personal Advice and Support (Social, emotional or behavioural)

Yes No

Financial Advice and Support (Providing money and Financial Advice)

Yes No

If no, please state how many students disagree and why.

20. Do your classmates feel confident enough to ask for help and support on the following services?

Support for Learning (Providing help and support with your learning)

Yes No

Personal Advice and Support (Social, emotional or behavioural)

Yes No

Financial Advice and Support (Providing money and Financial Advice)

Yes No

If no, please state how many students disagree and why.



Location of Support Services

Learning Support: Street Building (Main building), top of the stairs on your left

Guidance and Attendance: Street Building (Main building), top of the stairs turn right

Bursary and Financial Support: Street Building (Main building), top of the stairs turn right

Student Association: Street Building (Main building), top of the stairs

Moodle assistance: Street Building (Main building), top of the stairs turn right

Library: Street Building (Main building), ground floor, turn right

Careers Advice and Support: Street Building (Main building), ground floor, turn right

21. Please confirm that you have advised your class and they are now aware where the College Support Services are located.

Yes we all agree

22. Do your classmates feel that the college supports equality and diversity meaning that all Students are treated without discrimination in relation to the 9 Protected characteristics? (These include age; religion or belief; sex; sexual orientation; disability; race or ethnicity, pregnancy which include maternity and paternity and marriage and civil partnership)

Yes

No

If no, please state how many students disagree and why.

Equipment and Learning Environment

The learning environment plays an important part in your achievement whilst at College. The learning environment can include your classroom, lecture theatre, workspace, library or anywhere you are asked to participate in coursework whilst at College.

23. Think about how you have used ICT, Technology & Resources, Books, printing and any course specific equipment (PC's, laptops, tablets, Moodle, software, cameras...)

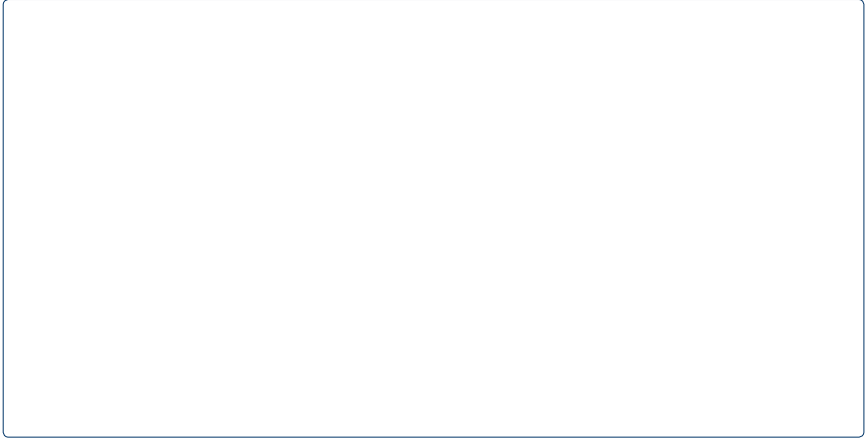
What does your class think was good?

What does your class think could be improved and how?

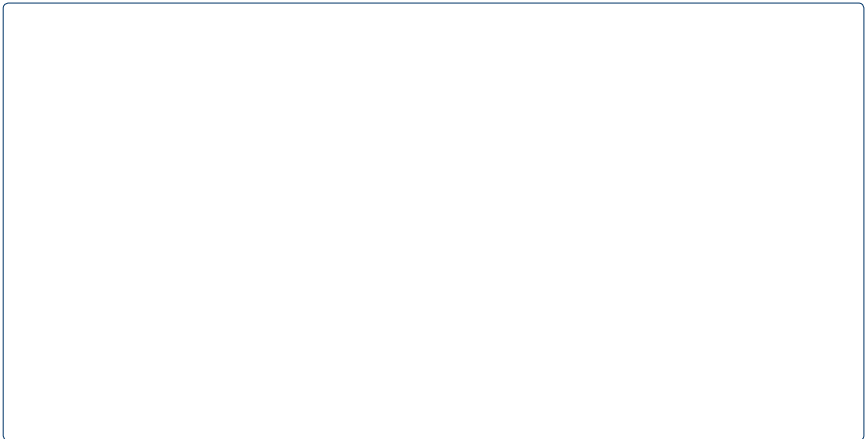


- 24. Think about the PRACTICAL learning spaces you have used.
(Library, Learning Hub, Workshops, Salons, Gym, Kitchens, Art Rooms,
Computer labs...)**

What does your class think was good?



What does your class think could be improved and how?



25. Think about the TRADITIONAL classroom spaces that you have used.

What does your class think was good?

What does your class think could be improved and how?



Learning and Teaching

Learning and Teaching is an essential aspect and the main reason why you are at College. Learning and Teaching questions are related to how you and your class feel about your learning experience and if the way that your course is being taught meets your learning needs.

26. I feel lecturers are supportive and approachable in their teaching approach?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

27. Lessons run smoothly and have all the equipment/kit ready to use for the class being run?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

28. Relationships between lecturers and students are respectful and supportive?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

29. There are enough resources available that support my learning?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



30. Lecturers challenge inappropriate behaviours/attitudes/language from students and this is done in an appropriate way

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

31. Lecturers provide clear lesson aims and objectives so I understand why and what I am learning?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

32. Lecturers use a variety of teaching methods e.g power points, group work, discussion, presentation, demonstrations and these various teaching methods used help me to learn?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

33. Lecturers provide all students the opportunity to contribute to group or class activities?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



34. I feel that Lecturers understand my needs?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

35. Lecturers check that students have understood the current topic before they move on to the next one?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

36. I feel that if there is lack of understanding on a topic I can speak to my lecturer and they will help?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

37. Our course is going at a pace which is understandable by the class

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



38. Lecturers provide clear feedback so students understand what they need to do next in order to pass?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

39. Feedback is provided in adequate time before assessment/project/paper/assignment deadline? and the feedback provided gives me sufficient information on areas I am doing well in or need to improve on?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

40. How many students in your class are enjoying your course?

If any students are not enjoying their course please write how many and why there are not?

41. Please provide any other relevant comments:



Your monthly feedback records: **Block 2**

Block 2 Overview:

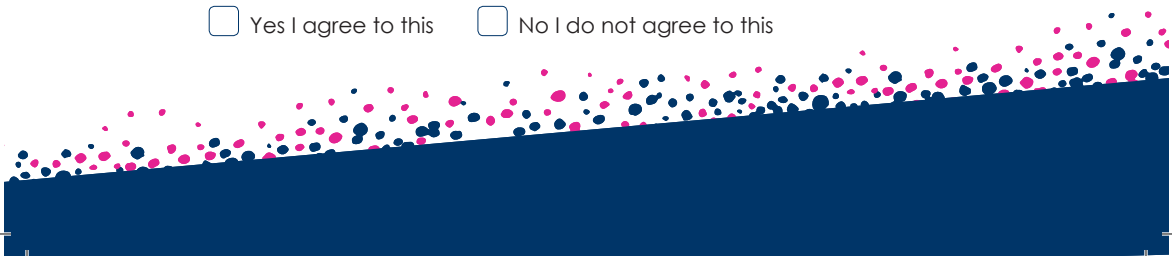
Assessment and Feedback, Course design and Timetabling, Progression and Achievement and Employer Engagement and once again Learning and Teaching.

We want you to leave College with your Qualification!

1. **Class Ambassador Name:** _____
2. **Course Title:** _____
3. **Centre:** _____
4. **Email:** _____
5. **Contact Phone Number:** _____
6. **How many students are in your class?**
7. **How many students are taking part in this evaluation?**

We will use your personal data to contact you regarding your Class Ambassador role and to pass on information regarding events, workshops and jobs whilst you are at College. Please ensure that this information is passed to your class as you are their ambassador. We will not pass on your details to any external organisations.

- Yes I agree to this No I do not agree to this



Assessment and Feedback

Tutors and Lecturers work hard to ensure your class has the time to prepare for assessments. This includes trying to spread assessments evenly between units. They also understand the importance of providing you with integral feedback so you know your strengths and areas which you need to improve on or gain extra support in. If any question is not applicable, please write N/A (not-applicable) and continue to the next question.

- 8. Does your class take part in any form of assessment? For example NABS, Graded Unit, Continuous Assessment, Closed book or open book assessment.**

Please specify:

- 9. Do your lecturers involve you in planning your assessment schedules/ course?**

- Yes, all of the time
 Some of the time
 Never

- 10. How do they involve you?**



11. Do you feel that your assessments have been spread evenly to date?

- Yes, all of them
- Some of them
- A few of them
- None of them

If you selected a few of them or some of them, please provide more information.

12. Are you given enough notice of Assessment dates so there is sufficient preparation time?

- Yes, all of the time
- Some of the time
- No

If you selected some of the time or no, please provide more information.

13. Tutors should try to avoid assessing the same thing more than once, across different units and classes as we try to make your learning joined up. Does your class feel this is happening?

- Yes, all of the time
- Some of the time
- No

If you selected some of the time or no, please provide more information.

14. Does the feedback help you to understand where your strengths are and areas which you need to improve?

- Yes, all of the time
- Some of the time
- Depends which class I am in
- Never

If you selected a some of the time, never or depends what class I am in, please provide more information.



Your monthly feedback records: Block 2

15. How do you normally receive this feedback and how do you prefer this is delivered?

	I receive feedback in this way	Like	Sometimes	Don't Like
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. In order for you to progress and achieve on your course, it's essential that you receive feedback from your lecturers. Do you receive regular feedback?

- Yes, in all classes
- In most classes
- In a few classes
- It doesn't happen

If you selected in a few classes or it doesn't happen please provide more information.

Course Design and Timetabling

You have almost finished your course, well done!! This is a great time to look back and tell us how you felt the design of the course and your timetable worked for you?

17. Do your classmates feel that the content of the course is what they expected it to be?

Yes

No

If you answered no please tell us why:

18. What did you like the most about the content of your course and why?



19. Does the structure of your day and timetable meet your needs?

Yes No

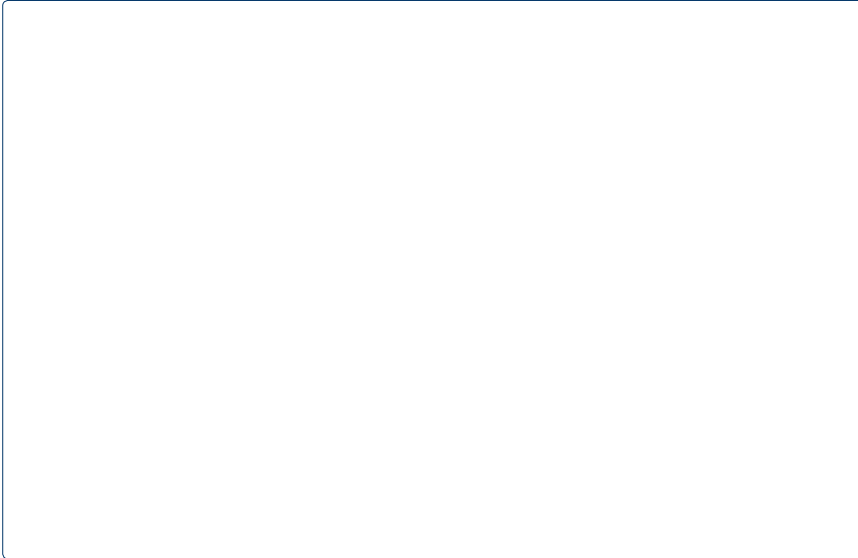
If you or anyone in your class answered no please specify how many students felt this way and why:

20. Please tell us how you felt class your timetable was. What did you like and dislike?

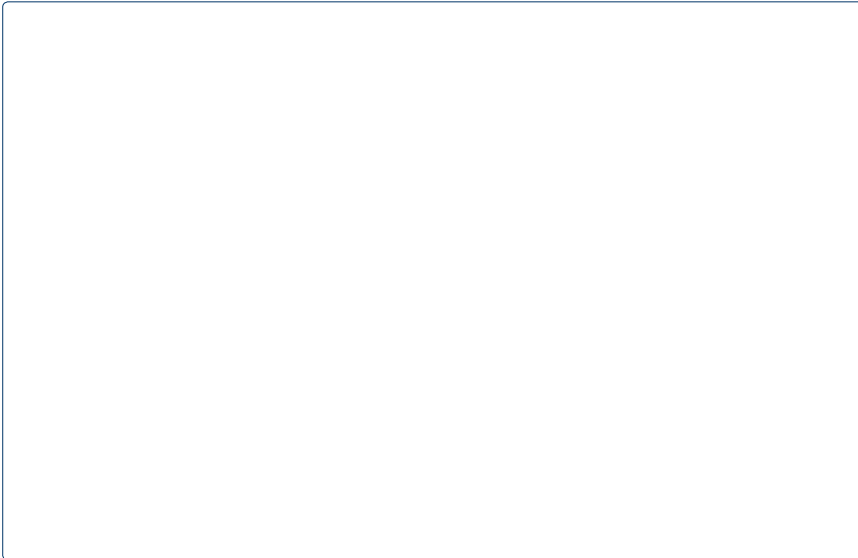
Block 1

Your monthly feedback records: **Block 2**

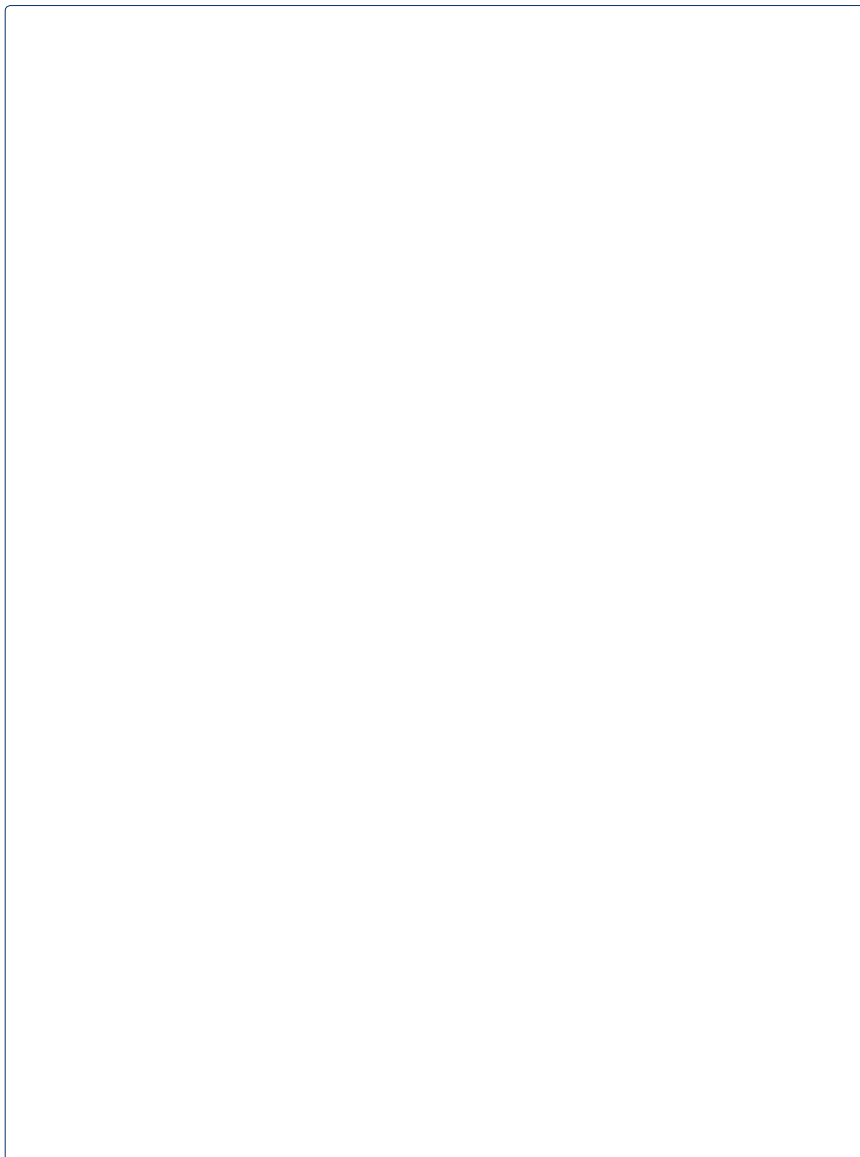
Block 2



Block 3 (if you know)



21. Please advise how we can improve this for the future?



Progression and Achievement and Employer Engagement

Coming to college for most is about moving on to the next step – whether that is college, university or getting a job.

The College is committed to ensuring that every full time student has a meaningful work place experience as part of their study in order to improve future employment prospects.

You can gain this experience in a number of ways, which may include; practical hands-on experiences in college, going out to site visits, visits from employers, high-quality work placements and volunteering.

22. Every course has entry requirements (what you need to get into a course, for example, qualifications, experience, and references). Were you made aware of the entry requirements for the next level of your course?

Yes No

If necessary, please provide more information:

23. Were you given enough notice and information, on how to progress to the next level of college/university/employment?

Yes No

If necessary, please provide more information:



Your monthly feedback records: **Block 2**

24. Do you feel your course has helped you to develop the skills and knowledge, to prepare you for your next stage?

Yes No

If necessary, please provide more information:

25. Have you had any employer engagement? This means meeting employers within the area you are studying?

Yes No

If necessary, please provide more information:

26. If you have had experience of meeting or working with employers, please advise how this has supported you in transition to higher study and/or employment: (If you have not experienced this please move to the next question)

27. How many students in your class Volunteer?

28. If any Students answered yes, please advise how this has supported you in transition to higher study and/or employment: (If no one in your class volunteers please move to the next question)

29. Have you engaged in a programme of site visits to employers, and do you think you have benefitted from this?

Yes, because (please state how many agree):

No, because (please state how many disagree):



30. Do you think that your practical hands-on experience, in relation to work placements/volunteering/site visits has been sufficient to develop your skills?

Yes, because (please state how many agree):

No, because (please state how many disagree):

31. Have you engaged in a programme of visits to college from employers, and do you think you have benefitted from this?

Yes, because (please state how many agree):

No, because (please state how many disagree):

32. Have you undertaken a work placement with an employer, and do you think you have benefited from this?

Yes, because (please state how many agree):

No, because (please state how many disagree):

33. Do you feel confident that your employment prospects have increased by being at college?

Yes, because (please state how many agree):

No, because (please state how many disagree):



Learning and Teaching

Learning and Teaching is an essential aspect and the main reason why you are at College. Learning and Teaching questions are related to how you and your class feel about your learning experience and if the way that your course is being taught meets your learning style.

Your class have evaluated your learning and teaching in block one, so now please do the same for block two. Remember if students views differ please write this down in the comments box and tell us how many and why.

34. I feel lecturers are supportive and approachable in their teaching approach?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

35. Lessons run smoothly and have all the equipment/kit ready to use for the class being run?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

36. There are enough resources available that support my learning?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



37. Relationships between lecturers and students are respectful and supportive?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

38. Lecturers challenge inappropriate behaviours/attitudes/language from students and this is done in an appropriate way

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In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

39. Lecturers provide clear lesson aims and objectives so I understand why and what I am learning?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

40. Lecturers use a variety of teaching methods e.g power points, group work, discussion, presentation, demonstrations and these various teaching methods used help me to learn?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



41. Lecturers provide all students the opportunity to contribute to group or class activities?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

42. I feel that Lecturers understand my needs?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

43 Lecturers check that students have understood the current topic before they move on to the next one?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

44. I feel that if there is lack of understanding on a topic I can speak to my lecturer and they will help?

In none of my classes

In a few of my classes

In most of my classes

In all of my classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:



45. Our course is going at a pace which is understandable by the class

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

46. Lecturers provide clear feedback so students understand what they need to do next in order to pass?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

Your monthly feedback records: **Block 2**

47. Feedback is provided in adequate time before assessment/project/paper/assignment deadline and the feedback provided gives me sufficient information on areas I am doing well in or need to improve on?

In none of
my classes

In a few of
my classes

In most of
my classes

In all of my
classes

If you have selected in none of my classes or a few of my classes, please specify how many Students in your class thought this and why:

48. How many students in your class are enjoying your course?

49. Please provide any other relevant comments:



Block 3 Overview

Class Ambassador Evaluation

You have done such a fantastic job as Class ambassador and we value your feedback, so we can continue to support Class Reps in the best possible way. As your last task this year, we would really appreciate your views on your role.

1. **Class Ambassador Name:** _____

2. **Course Title:** _____

3. **Centre:** _____

4. **Email:** _____

5. **Contact Phone Number:** _____

6. **We will use your personal data to contact you regarding your Class Ambassador role and to pass on information regarding events, workshops and jobs whilst you are at College. Please ensure that this information is passed to your class as you are their ambassador. We will not pass on your details to any external organisations.**

Yes I agree to this No I do not agree to this

7. **I feel that I have been supported in my role as Class Ambassador?**

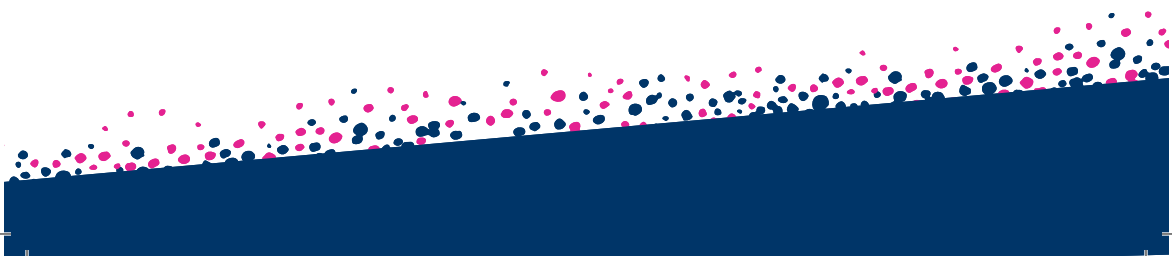
Yes No

8. **I feel that my role of Class Ambassador was clear and I understood all of my responsibilities?**

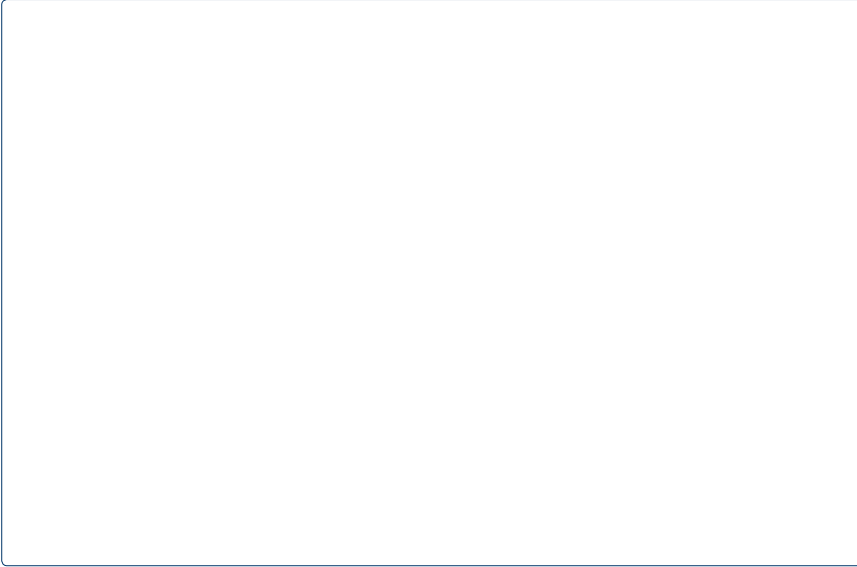
Yes No

9. **I found this Class Ambassador SPARKLE Handbook useful?**

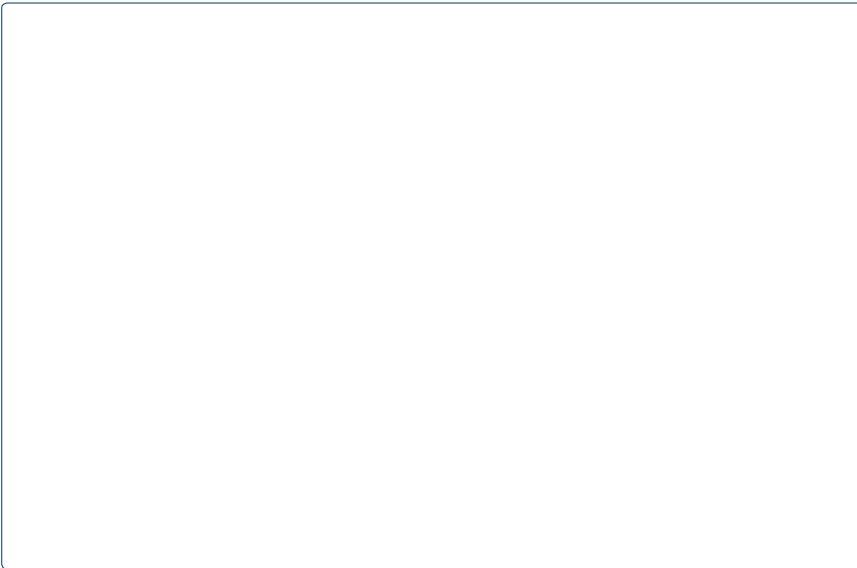
Yes No



10. What did you like most about your role as Class Ambassador?



11. What areas do you feel we could improve for future Class Ambassador?



Training opportunities and activity log

There are many benefits to being an active Class Ambassador; one being you will be eligible for free additional training to enhance your skills. You have shown commitment in helping to improve your learning environment and it is only right that we help you to develop personally too. Unfortunately, there are number restrictions on some of our courses so we do have to take numbers on a first come first serve basis.

All courses will be emailed out to you first, so please tell us if your email address changes. A great way to keep track of all your additional learning and volunteering is by using the Activity Log below.

Once you have completed the activity log all you need to do is show the signed sheet to your Student President and you will gain your reward to say thank you!

Name: _____

Course: _____ Centre: _____


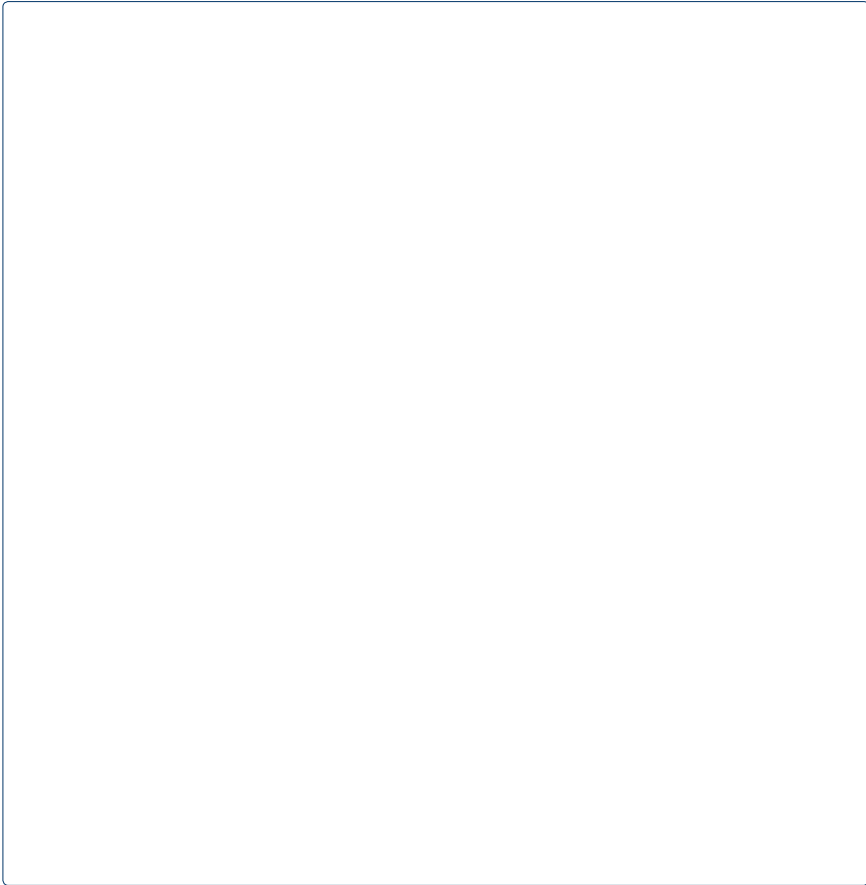
Email: _____ Phone: _____

Please continue to complete this activity log with any additional training or volunteering activities that you undertake. This is a great place to record all of the fantastic work you are doing and will assist you in saving all of your activities in one place for any future College/University/Job applications or production of a CV.

Activity	Date achieved, signed where appropriate
Class Rep Training	
Scottish Mental Health First Aid	



Please provide any further comments on your role as Class ambassador.
We value your opinion as your voice matters



Thank you for your feedback and making a real difference
at West Lothian College this year. We wish you all the best
of luck for the future.

Your Student Association Team

Recharge Resource and Help/Support List

West Lothian Student Association have been working hard towards a 5-star recognition within Student Health and Wellbeing for a Healthy Body Healthy Mind Award. The award focuses on 3 main strands, student mental health, physical activity and sport and smoking prevention. The Student Association will continue to work on your behalf to improve these elements for you and all of our fellow students. We have compiled a list of some useful organisations, websites, phone numbers and resources for you. The aim is to encourage you to 'look after you!'. There is information and support about health, wellbeing, finance, domestic circumstances and nutritional advice. We hope that you find these helpful. Should you come across any other organisations which you feel should be added, or any details below have changed, for example an organisation has changed their phone number please let us know by emailing: StudentAssociation@west-lothian.ac.uk.



Internal College Support

Our Student Support Team are available to help you with any additional support you may need for your studies whilst at college.

We work with students across the college in all centres, providing help with all learning issues. Students can access one-to-one support or help in small groups. There is also support available for you if you have specific learning difficulties such as dyslexia, a medical difficulty, a mental health difficulty or any other support need. In order to ensure you receive the best assistance possible our Student Support Team will meet with you to discuss what support you need and how we can help you.

Personal Matters and Advice

We are here to help you with all aspects of college life and give you both practical and emotional support. We are fully committed to providing support or making referral to agencies who can help you if you have any difficulties during your studies. We believe that inclusiveness is a fundamental principle and we are committed to widening access and participation for all students.

We also provide support if you are at risk of withdrawing from your course. This could be due to problems in class, with other students, with lecturers or because of difficulties at home. This support can begin before you start your course to help you settle in, and can continue if you require it on a one to one basis or within class throughout the year. It is recognised that some students may experience personal difficulties during their time at college, such as homelessness, bereavement, changes to your mental or physical health, and issues with your confidence and self-esteem. A confidential service is available, where trained and experienced staff can offer you advice and support. Where appropriate and with your consent, you could be referred to an external agency for specialist support. We work with a range of support services who can provide specialist help and information. We are also happy to work alongside your lecturers or any other professional you are involved with, to ensure the best support possible is in place for you.

If you are struggling with any issues whilst you are at college or would just like to talk things through, please don't hesitate to get in touch by visiting us in the Street Building.

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk



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Our Student Support Officer will work with you to resolve any issues which are affecting your attendance. Please contact the team if you need to take time off for any reason.

Chaplaincy Team- A Team is available to offer spiritual guidance and practical support, or to simply listen. West Lothian College also offers non-denominational prayer spaces for personal worship that students and staff can make use of as required. If you would like to make use of prayer spaces for daily observances, or for more specific religious events, the college will be happy to try and accommodate your needs.

Information about prayer spaces and The Chaplaincy Team is available from the Student Support Team in the Street Building.

Carers- If you care for a family member, partner, friend or neighbour of any age please share this with us and we will be able to arrange the appropriate support that you will require while studying at West Lothian College. This will help us to arrange any extra support we can give you which will help you have a positive learning experience and resolve any issues which might arise whilst you are a student.

Students from a care-experienced background. If you come from a care-experienced background (you are or have been in care, looked after or are a care-leaver), we have staff who are trained to understand your needs and we can offer tailored support.

For more information on any student support services mentioned or if you would like to discuss these, please contact the student support team on the first floor of the Street Building.

Access and Support Service Leader: Lorna Jenkins: LJenkins@west-lothian.ac.uk
Student Support Officer Helen Wilson Email: HWilson@west-lothian.ac.uk
Support for Learning Team Email: supportlearning@westlothian.ac.uk

The Student Funding Team are located in Spectrum, in the Street Building. For more information, please call 01506 418181 or email bursaries@west-lothian.ac.uk

For downloadable finance forms: Website: <https://www.west-lothian.ac.uk/help-advice/funding-advice/>

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk



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External Organisations

Advice Shop the Advice Shop is a free, impartial and confidential service to help the people of West Lothian with a focus to alleviate poverty and to promote inclusion and equality through advice, assistance and advocacy. Bathgate Partnership Centre South Bridge Street Bathgate West Lothian EH48 1TS Tel: 01506 283000

ALISS (A Local Information System for Scotland) is a search and collaboration tool for Health and Wellbeing resources in Scotland. It helps signpost people to useful community support, and with an ALISS account you can contribute the many and varied resources that our local communities have to offer.

Aliss has been added to all College computers and can be accessed by clicking on the 'eye' icon on the desktop as per the image above.

To use Aliss, please type in the resource you are looking for and your location. The system will then access all local resources and provide you with their details.

Website: <https://www.aliss.org/>

Breathing Space is a free, confidential phone and web based service for people in Scotland experiencing low mood, depression or anxiety.

Call free 0800838587 Opening hours: Monday-Thursday 6pm-2am, Friday- Monday 6pm-6am. Website: <https://breathingspace.scot/>

British Nutrition Foundation: Find your Balance- Nutrition help and advice on Portion sizes and Healthy Eating. Website: www.nutrition.org.uk/findyourbalance

Citizens Advice Citizens Advice Bureau West Lothian provides advice on a wide range of subjects, including: **Benefits** – questions about entitlement, benefit checks, help with completing application forms and advice on how to challenge unfair decisions; **Debt** – how to manage your debts, improve your financial situation and maximize your income;

Employment – questions about terms & conditions, dismissal, wages owed, redundancy & discrimination; **Consumer** – everything from broken televisions to difficulties with gas & electricity suppliers; **Relationships** – issues such as separation, children & bereavement and **Housing** – questions about homelessness, housing allocation, repairs & deposits

Tel: 01506 436132 or Email: enquiries@cabwestlothian.casonline.org.uk

Website: <http://www.cabwestlothian.org.uk/>

Domestic Abuse West Lothian Council welcomes the promotion of services available for victims of domestic abuse. It is vital that people affected by violence seek help and support as soon as possible. West Lothian has the appropriate services that are delivered in partnership and can assist families when they need help at the most vital of times.

To report Domestic Violence please call - West Lothian Domestic and Sexual Assault Team (DASAT) on 01506 281055 or email dasat@westlothian.gov.uk for confidential and friendly support. They provide tailored support for adults and children survivors of domestic abuse and sexual assault. Living in safe accommodation (LISA) -Call: 01506 281055

LGBT Youth Scotland - <https://www.lgbtyouth.org.uk/groups-and-support/>

Need to Chat Text them Mon-Fri 07786 202 370

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk

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Neil's Hugs Services We Currently Offer include; listening via telephone/face to face; Support group facilitation; Signposting family or friends to support networks for loved ones who are considering suicide as an option; -We can signpost family or friends to support networks for themselves when they have lost a loved one to suicide.

Website: <https://www.neilshugsfoundation.com/contact>

NHS 24 - NHS inform NHS inform provides a co-ordinated, single source of quality assured health and care information for the people of Scotland.

111 Our 111 service is here to provide urgent health advice out of hours, when your GP Practice or Dentist is closed. Website: <https://www.nhs24.scot/>

Police Scotland. In an emergency you should always dial **999** if:

- There is a risk of personal injury or loss of life
- A crime is in progress
- Someone suspected of a crime is nearby

Deaf, deafened, hard of hearing or speech-impaired callers using a Text phone (minicom) should dial 18000 in an emergency.

For non-emergencies and general enquiries, **101** is the number you call if you need to contact the police. Using 101 for situations that do not require an immediate police response helps keep 999 available for when there is an emergency.

Calls to 101 from landlines and mobiles cost 15 pence per call, no matter what time of day you call or how long your call lasts.

Samaritans- offer a safe place for you to talk any time you like, in your own way – about whatever's getting to you.

Call us free any time, from any phone on 116 123.

They're here round the clock, 24 hours a day, 365 days a year. If you need a response immediately, it's best to call us on the phone. This number is FREE to call. You don't have to be suicidal to call us.

SAMH is the **Scottish Association for Mental Health**. Operating in communities to provide a range of mental health support and services.

Website: <https://www.samh.org.uk/about-mental-health/mental-health-problems>

We all have mental health, just as we have physical health, and it's important that we take the time to look after it.

Self Harm- Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress. For advice and support:

Website: <https://www.nhs.uk/conditions/self-harm/>

Shelter Scotland At Shelter Scotland we don't provide houses, but we do provide answers. From homelessness to home owner, we've housing advice for everyone.

Website: <https://scotland.shelter.org.uk/>

The Brock We are a social enterprise assisting people in West Lothian with severe & enduring mental illnesses and issues. Our service users benefit from participating in therapeutic horticulture, woodwork and other craft activities

Address: Strathbrock Partnership Centre, 189A West Main Street, Broxburn, EH52 5LH

Tel: 01506 858 080 Email: Emily@thebrock.org or Kevin@thebrock.org

Website: <http://www.thebrock.org/>

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk

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West Lothian Drug and Alcohol West Lothian Drug & Alcohol Service (WLDAS) is a 3rd sector organisation that was set up in 1985 to provide high quality, evidenced based, accessible services aimed at reducing the harm caused by drugs, alcohol and tobacco to West Lothian residents and communities. Website: <https://www.wldas.com/>

West Lothian Foodbank Providing emergency food to people in crisis. Every day people in the UK go hungry for reasons ranging from redundancy to receiving an unexpected bill on a low income. A simple box of food makes a big difference, with foodbanks helping prevent crime, housing loss, family breakdown and mental health problems.

How to get help- If you need help from our foodbank there are a few simple steps to follow. The most important step is to get a foodbank voucher.

In order to provide the most appropriate help for the circumstances of your situation we work with local agencies. If they feel you are struggling to put food on the table, they will issue you with a foodbank voucher. The local agency can also provide long term support if needed to help address some of the issues behind the reasons for your crisis. Agencies we work with include: Citizens Advice, housing support officers, children's centres, health visitors, social services and some local charities. West Lothian College can also issue our students with vouchers. Phone 07866 155 110 or 01501 229 307

Website: <https://westlothian.foodbank.org.uk/>

West Lothian Council Homeless If you think you will become homeless in the near future contact us straight away for advice. Please do not wait until you do not have anywhere to stay - we may be able to prevent you becoming homeless. A free phone number is provided at **0800 032 3450**.

The Council provides a 24 hour service for people who are homeless or potentially homeless. During out of office hours customers can make contact using **01506 280000** where a Customer Service Adviser will deal with the enquiry. Alternatively contact the police.

West Lothian Homeless Health Team Provide a flexible outreach service to people with concerns about their health, who are homeless in West Lothian.

The service is available to people in West Lothian with health need

- Who are homeless
- Who are at risk of becoming homeless and not engaged with services
- Who support homeless people

West Lothian Civic Centre, Howden South Road, Livingston, EH54 6FF Tel: 01506 282010

Website: <http://www.westlothianhchp.org.uk/article/3013/Homeless-Health>

West Lothian Mental Health Advocacy The Mental Health Advocacy Project (MHAP) provides an independent advocacy service for people with mental health problems resident or in hospital in West Lothian. MHAP offers individual and collective advocacy to adults and young people to help with a range of issues such as: detention, care and treatment, housing issues, family issues, benefits/financial issues, accessing legal assistance, etc. We can also help people to access information about local groups and services and national groups.

Address: Mental Health Resource Centre, Strathbrock Partnership Centre, 189a West Main Street, Broxburn, West Lothian, EH52 5L Phone: 01506 857230

Website: <http://www.westlothian.gov.uk/>

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk

Who Cares Scotland Who Cares? Scotland believes that Care Experienced people have the potential to change the world. Who Cares? Scotland's membership is a care experienced community creating belonging and achieving change in Scotland and the world, as part of a movement of Care Experienced People Email: hello@whocaresscotland.org Phone: 0141 226 4441

Quit Your Way Scotland is an advice and support service for anyone trying to **stop smoking** in Scotland. You can contact Quit Your Way Scotland for free by: phoning a Quit Your Way Scotland advisor on **0800 84 84 84**, chatting online with a Quit Your Way Scotland advisor at: <https://www.nhsinform.scot/care-support-and-rights/nhs-services/helplines/quit-your-way-scotland>

Helpline and webchat services are open: Monday to Friday, 8.00am to 10.00pm Saturday and Sunday, 9.00am to 5.00pm

A Range of Self-help, Empowerment and Self- Advocacy Websites and Apps created by Think Positive:

Doc Ready – <http://www.docready.org>

Useful resource developed by young people in Bristol, a website with app like layout for people to use to create a plan for a visit to their GP to discuss their mental health.

MOMO – <http://mindofmyown.org.uk/>

A self advocacy app for looked after or care leaving young people to use in advance of or at any meetings with social services, health professions, care workers, teachers and so on.

Moodjuice <https://www.moodjuice.scot.nhs.uk/>

The site is designed to offer information, advice to those experiencing troublesome thoughts, feelings and actions.

Living Life to the Full - <http://www.lltff.com/> - free online Cognitive Behavioural Therapy course

Recovery Record: <http://recoveryrecord.com/> This is an eating disorder recovery app, free for people experiencing eating disorders to download. It has lots of features including; food diary, food reminder and mood rating option. Includes quotes and activities.

Mindfull - <http://www.mindfull.org/> Self-help, mentoring and counselling online for 11-17 year olds (funding dependent potentially extending to older young people)

Madly in Love - <http://www.madlyinlove.co.uk/> a website where young people can share experiences about sex, love and mental health and get advice and information.

Youth Health Talk – <http://youthhealthtalk.org> a website of young people's experiences to get advice and support from other young people in the same situation.

Innovation Labs - <http://www.innovationlabs.org.uk> a list of all the apps and websites currently being designed by Innovation Labs to improve mental health.

Get in touch

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Smiling Mind - <http://smilingmind.com.au/>

Meditation for every age, in four categories - age 7–11, 12–15, 16–22 and 'adult'.

Headspace - <http://www.getsomeheadspace.com/>

A popular app, free download for a ten-day mindfulness programme (which you keep so can use the ten days any time) and paid if you want more.

Re-capture - <http://re-captureproject.com/> An online and offline gallery of personal stories of recovery from eating disorders. Entries combine words and a photograph to create powerful images of hope

Buddhify - <http://buddhify.com/>

A popular mindfulness app, you select your activity from a list, what you are aiming for (e.g. clarity, joy, concentration) and listen as you do your activity. It is free) and you can pick a male or female voice.

SAM – Self help for Anxiety Management - <http://sam-app.org.uk/> helps you to understand what causes your anxiety, monitor your anxious thoughts and behaviour over time and manage your anxiety through self-help exercises and private reflection. Also enables you to share your experiences with the SAM community while protecting your identity.

Something Fishy - <http://www.something-fishy.org/> Raising awareness and providing support to people with eating disorders, and their loved-ones, since 1995. User generated content, games and support forums – pro recovery.

Beat - <http://www.b-eat.co.uk/> helplines, online support and a network of UK-wide self-help groups

1 Million Reasons to Live - <http://1000000reasons.tumblr.com/> suicide prevention Tumblr

Five Ways to Wellbeing –

<https://play.google.com/store/apps/details?id=com.nhs.somerset.fiveways> (available for iOS as well) aims to help people feel happier and healthier by encouraging them to do simple things under the headings of Connect, Be Active, Take Notice, Keep Learning and Give. It allows people to reflect on their wellbeing, set activities to help improve their wellbeing and track their progress - all from the comfort of a phone.

Life Signs - <http://www.lifesigns.org.uk/> User led voluntary organisation creating understanding about self-injury guiding people who hurt themselves towards new ways of coping, when they're ready for the journey.

Phobia Free- <http://virtually-free.com/phobia-free/> Phobia Free aims to help with fear of animals. The current app deals with spiders using systematic desensitisation.

DBT 112 - https://play.google.com/store/apps/details?id=se.annadroid.Dbt112&hl=en_GB

This free app isn't all that aesthetically pleasing, but it contains a huge amount of distractions, mindfulness exercises, quotes, and clear descriptions of DBT skills, and I think it is probably more accessible than the one above. This also has a crisis list and you can build in relevant information yourself.

My psych app - <https://itunes.apple.com/us/app/mypsych/id529223913?mt=8> allows you to record lifestyle and mood information. It also lets you set goals and add in safety plans and contacts.

Get in touch

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SAFE- <https://play.google.com/store/apps/details?id=air.com.selfinjury.SAFE> This is an app providing information about and alternatives to self harm. All crisis info is American however.

Moodscope - <https://www.moodscope.com/> measure your mood each day by flipping 20 cards with emotions such as “nervous” and “alert” to a score from 0-3 depending on how strongly you feel it. Moodscope turns your scores into a percentage and tracks on a graph you can add notes to and see what triggers both good and bad days. You can have your scores emailed to a friend or family member as well.

Mindlogr- <https://www.mindlogr.com>

Private video recording platform for people to record their thoughts, also logs other information (with user permission), such as weather, fitness and health (via API to platforms like Fitbit and Nike+ Fuelband), and other extra information such that when looking back at past videos, they become even more useful as a complete life logging tool

Selfharm.co.uk - <http://www.selfharm.co.uk/> Support and information for people who self harm

CBT Diary - <https://play.google.com/store/apps/details?id=com.excelatlife.cbtdiary&hl=en>

This CBT app is free and has all the Cognitive Behavioural Therapy essentials on it.

Moodkit- <https://itunes.apple.com/app/moodkit-mood-improvement-tools/id427064987?mt=8>

This is an expensive app at £13 but claims to help improve your mood.

Get Self Help - <http://www.getselfhelp.co.uk/> Downloadable self-help resources and links to other websites and resources for specific situations.

Body Gossip - <http://www.bodygossip.org/> Empowering people through education and arts projects around body image.

The Butterfly Project - <http://butterfly-project.tumblr.com> Online campaign to encourage alternatives to self-harm.

Reach Out – <http://reachout.com> Reach out is a comprehensive portal for young people that enables them to find information, use apps, and find help with mental health and wellbeing. Originally in Australia the model has been exported to Ireland and the USA, content is available here.

Mindfulness Resources:

Mindfulness for Students: Website: <http://mindfulnessforstudents.co.uk/students/>

Headspace Website: <http://www.getsomeheadspace.com/how-to-meditate.aspx>

Free mindfulness guided practices Website: <http://www.freemindfulness.org/download>

- guided mindfulness exercises
- mindfulness of breath
- body scan
- sitting meditations
- guided imagery

Dharma Seed Website: <http://dharmaseed.org>

Free mindfulness guided practices and talks, this website's content is based on the Buddhist tradition but it is equally accessible and valuable for anyone who is interested in exploring mindfulness.

Ted Talks Website: <http://www.ted.com/topics/mindfulness>

There is lots of amazing stuff on this website! Look in the most popular talks and you'll also find that mind/mindfulness stuff is there too.

What is Mindfulness? Website: <http://www.mindfulnet.org/page2.htm>

Website with lots of information about mindfulness.

Mindfulness playlist: <http://www.youtube.com/playlist?list=PLerh9hpJs-SXRFBtdnKggy2CU2C-oD6iR>

A collection of video talks about the brain and digitally mindful strategies.

How a mindful approach to computer and smartphone use might just make you happier. Website: <http://t.co/XvDFoWanm8>

Article about our relationships with these devices and how we use them.

Being mindful in a digital age Website: http://www.huffingtonpost.com/hannah-ross-crane/being-mindful-in-a-digital-age_b_6063536.html

Article about the benefits of mindfulness and advice for getting started.

The Third Metric Website: <http://www.huffingtonpost.co.uk/news/third-metric>

Online Huffington Post magazine section on digital mindfulness.

Books

Mindfulness: A practical guide to finding peace in a frantic world by Mark Williams and [Danny Penman](#), Piatkus, 2011.

This book is available in the college library and is the one that many mindfulness courses use.

Sporting Activities in College to help you look after your Physical Health and Wellbeing
2018/19:



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student association

Weekly



west lothian
college

ACTIVITIES



Monday

GYM SESSIONS 12.00 - 13.00 **ENDURANCE SUITE**

WEIGHT CHECKS 12.00 - 13.00 **ENDURANCE SUITE**

Tuesday

HATTON BOXING SESSIONS 12.00 - 12.45 **DANCE STUDIO**

LADIES FUTSAL 12.00 - 13.00 **SPORTS HALL**

GYM SESSIONS 12.00 - 13.00 **ENDURANCE SUITE**

MINDFULNESS SESSIONS 12.20 - 12.50 **TERRACE 4 IT6**

EVENING GYM SESSIONS 16.00 - 17.30 **ENDURANCE SUITE**

Wednesday

GYM SESSIONS 12.00 - 13.00 **ENDURANCE SUITE**

MINDFULNESS SESSIONS 12.20 - 12.50 **TERRACE 4 IT6**

SMOKING SUPPORT 12.00 - 13.00 **STREET BUILDING**

Thursday

WEEKLY WEIGH IN 8.40AM **ENDURANCE SUITE**

HATTON BOXING SESSIONS 12.00 - 13.00 **SPORTS HALL**

SEATED YOGA 12.00 - 13.00 **DANCE STUDIO**

BADMINTON CLUB 12.00 - 13.00 **SPORTS HALL**

GYM SESSIONS 12.00 - 13.00 **ENDURANCE SUITE**

EVENING GYM SESSIONS 16.00 - 17.30 **ENDURANCE SUITE**

Friday

GYM SESSIONS 12.00 - 13.00 **ENDURANCE SUITE**

Please note all activities are smoke free



PosterMyWell.com



Endurance



healthy body
healthy mind
award



HATTON BOXING
FOR FITNESS

Get in touch

☎ 01506 427701 🏠 www.westlothiansa.co.uk

✉ StudentAssociation@west-lothian.ac.uk



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YOUR VOICE ONLY LOUDER



CLEAN AIR
GENERATION
2018



healthy body
healthy mind
award



Find us on




Please remember that West Lothian College is a Clean Air Campus. We want to look after all of our Students and your Health and Wellbeing.

If you need support out with the session above. Please contact Smoke line OR NHS inform directly:

0800 84 84 84	QUIT YOUR WAY
Phone or chat online with a trained advisor Monday to Friday, 8am to 10pm Saturday and Sunday, 9am to 5pm	with our support

Website: <https://www.nhsinform.scot/healthy-living/stopping-smoking>



WANT TO STOP SMOKING BUT NEED A LITTLE SUPPORT? ...

WEST LOTHIAN DRUG AND ALCOHOL IS HERE

EVERY WEDNESDAY 12-1

STREET BUILDING FOYER

NO APPOINTMENT NECESSARY

 **#HEALTHYBODYHEALTHYMIND**





Get in touch

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✉ StudentAssociation@west-lothian.ac.uk



YOUR VOICE ONLY LOUDER







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Mindfulness

Are you feeling stressed or anxious?

Exam/Assessment worries?

Are you having trouble sleeping?

Is your head too busy?

Are things getting you down?

Drop in sessions

Tuesday, Wednesday and Friday

12.20-12.50

Terrace 4 Room IT6

Mindfulness means paying attention to what's happening in the present moment in the body, mind and external environment. This can bring greater awareness of thinking, feelings and behaviours.

For more information please contact:

Barbara-Ann: bgreig@west-lothian.ac.uk (Terrace 4, F14)

Chrissie: cmuirhead@west-lothian.ac.uk (Support for learning)

Student Association: StudentAssociation@west-lothian.ac.uk

Everyone Welcome- no appointment necessary



PosterMyWall.com

Get in touch

01506 427701 www.westlothiansa.co.uk

StudentAssociation@west-lothian.ac.uk



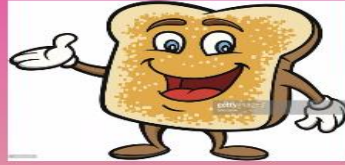
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student association



Have an **ENERGISING** start to your day

Breakfast Happy Hour

8.15AM-9.15AM



30P TOAST AND BUTTER
30P PORRIDGE

Available from the EMeal Cafe
Monday-Friday 8.15am-9.15am



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college
student association

PosterMyWall.com




ATTENTION ALL STUDENTS

Free Soup & Roll

Available **MONDAY-FRIDAY 11am-1pm**

OFFER FOR STUDENTS ONLY

PLEASE PRODUCE YOUR STUDENT CARD

Your education and wellbeing is our priority

PosterMyWall.com

Get in touch

☎ 01506 427701 🏠 www.westlothiansa.co.uk

✉ StudentAssociation@west-lothian.ac.uk



Find us on



C Card facilities available from the Student Association Office or Student Advice
Monday-Friday 8.15-4.30 (3.15 Fridays)



C:card RANGE CARD
A choice of free condoms and lube

<p>Naturelle</p>  <ul style="list-style-type: none"> a shaped condom wider fit at the top non-spermiocidally lubricated 	<p>Feel</p>  <ul style="list-style-type: none"> a thinner condom 10% thinner for increased sensation non-spermiocidally lubricated 	<p>Trim</p>  <ul style="list-style-type: none"> a narrower condom lighter fit non-spermiocidally lubricated
<p>Smiley</p>  <ul style="list-style-type: none"> a shaped condom wider fit at the top non-spermiocidally lubricated 	<p>King Size</p>  <ul style="list-style-type: none"> an XL condom wider and longer non-spermiocidally lubricated 	<p>Intensity</p>  <ul style="list-style-type: none"> a ribbed and dotted condom textured for increased stimulation non-spermiocidally lubricated
<p>Taste</p>  <ul style="list-style-type: none"> a range of flavoured condoms non-spermiocidally lubricated coloured for fun 	<p>Variety</p>  <ul style="list-style-type: none"> a variety of shapes and sizes discover what fits and feels best non-spermiocidally lubricated 	<p>Latex Free</p>  <ul style="list-style-type: none"> non latex condom for people with latex allergies
<p>Female</p>  <ul style="list-style-type: none"> non latex condom for women to take control 	<p>Light Lube</p>  <ul style="list-style-type: none"> water based condom friendly lubricant thinner consistency 	<p>Flavoured Lube</p>  <ul style="list-style-type: none"> water based condom friendly lubricant for fun and safer oral sex

Available at all c:card points
Simply ask or use a **REQUEST CARD**
www.ccard.org.uk

No student should be without. Free Sanitary Products available throughout the College. A list of pick up points are available and promoted in all toilets.



**GOT YOUR PERIOD?
WE'VE GOT YOU!**

PICK UP FREE SANITARY PRODUCTS HERE

Want to know more about what's happening to you and your body during your 'time of the month'?
Visit young.scot/Periods

YOUNG SCOT Scottish Government
Riaghaltas na h-Alba gov.scot

Get in touch

01506 427701 www.westlothiansa.co.uk

StudentAssociation@west-lothian.ac.uk

A simple and easy guide to finding your balance and getting portion wise!

FIND YOUR balance

GET PORTION WISE!

An easy guide for finding the right balance for you

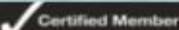
Having a healthy, balanced diet is about getting the right types of foods and drinks in the right amounts for you. This guide aims to give you an idea of portion sizes for different foods for adults and how many portions of each food group to aim for each day.

It's so quick and easy to follow!

www.nutrition.org.uk/findyourbalance

These resources were developed by the British Nutrition Foundation (BNF), with guidance from a panel of expert scientists. The BNF is grateful to the following companies that provided financial support: Alpro, Asda, Associated British Foods, Mars, Marks & Spencer, Sainsbury's, Tesco, Tetrapak and Waitrose & Partners.

© British Nutrition Foundation www.nutrition.org.uk, January 2019.
Next review due January 2022. For more information about the sources used in this text please contact postbox@nutrition.org.uk

The Information Standard  Certified Member

FINDING YOUR balance across the day

The image below shows how many portions to aim for from each food group each day for a healthy, balanced diet.



	FRUIT AND VEGETABLES A variety of different types each day	5+
	STARCHY CARBOHYDRATES Potatoes, bread, rice, pasta and others	3-4
	PROTEIN FOODS Beans, pulses, fish, eggs, meat and others	2-3
	DAIRY AND ALTERNATIVES Milk, cheese, yogurt and alternatives	2-3
	UNSATURATED OILS AND SPREADS	SMALL AMOUNTS



HANDY PORTION SIZES!

Your hands are perfect for measuring the right portion size for you – this guide gives examples of portion sizes for different food and drinks for adults. You can find portion sizes for more foods on the BNF website.

Group	Food	1 Portion	Weight
	Fresh fruit	About one handful or more	80g
	Vegetables	About 3 serving spoons or more	80g
	Fruit juice	1 small glass	150ml
	Dried rice or pasta	About 2 handfuls	65-75g
	Cooked pasta or rice	About the amount that would fit in two hands cupped together	180g
	Flaked breakfast cereals	About 3 handfuls	40g
	Dried porridge oats	About 1 and a half handfuls	40g
	Baked potato	About the size of your fist	220g
	Plain popcorn	About 3 handfuls	20g
	Grilled chicken breast	About half the size of your hand	120g
	Cooked fish fillet (e.g. salmon or cod)	About half the size of your hand	100-140g
	Cooked steak	About half the size of your hand	130g
	Cooked beans, chickpeas or lentils	About 6 tablespoons	120g
	Canned tuna in water	One can (about 160g net weight)	120g
	Houmous	About 2 tablespoons or about ¼ standard pot	55g
	Nuts and seeds	The amount you can fit in your palm	20g
	Low fat yogurt	About 4 tablespoons or one individual pot	120g
	Cheddar cheese	About the size of two thumbs together	30g
	Milk or plant-based alternative	One medium glass	200ml
	Unsaturated oils or spread	One teaspoon	3-5g

These portion sizes have been based on averages and may be different to what you see in stores and on pack. They have been developed based on a 2000kcal per day diet. Individual needs vary and you may need larger or smaller portions. As hand size varies you can use your hands as a measure of a suitable portion size for you. Note that where we have used 'tablespoon' this refers to a 10ml spoon that would be used to eat soup or porridge, rather than a larger serving spoon.



Tip 7: Volunteer

Make the most of your spare time and do something fun. Volunteering isn't just something good to write on your CV, it's a great way to make new friends, learn new skills and do something for others.

Your students' association will be able to help you find a project suited to you. There's lots you can do, from being a course rep to campaigning for a good cause.

Talk to your students' association about how you can become involved. If you want to volunteer in your local community you should contact your local volunteer centre. More information can be found at www.volunteerscotland.org.uk

You can also contact:

The Samaritans: 116 123
www.samaritans.org

Breathing Space: 0800 83 85 87
www.breathingspace.scot

NHS 24: 111
www.nhs24.com
If you need an emergency ambulance, call 999

Twitter: @thinkposus and @ScotStuSport

Tip 8: Support network

It's important to know where to go for support. Whether you just want to talk to someone, or need help with a specific issue, there is always someone to offer support and advice. Friends and family are often your first contact. Try to be honest with them about what is going on, and share your problems with each other. If you feel

you need some extra support, there are plenty of organisations out there that can help you.

Take time to familiarise yourself with the support services at your college/university and the support the students' association can provide.

Tip 9: Go Smoke Free

Giving up smoking has well known benefits to your physical health, and stopping smoking is also associated with improvement in mood and the symptoms of depression, anxiety and stress. As well as feeling healthier, you will save a lot of money! Visit www.canstopsmoking.com for information and support to quit.

Tip 10: Get some sleep

Sleeping and student life don't always seem to go together, but you should aim for about eight hours every night. Regular poor sleep is associated with a number of health conditions including diabetes and heart disease, and may lead to mood disorders like depression and anxiety. Try to go to bed and get up at around the same time each day, and avoid caffeine in the evening.

Keep the numbers in this leaflet handy, you never know when you or a friend may need them.

nus scotland
national union of students

National Union of Students Scotland

1 Papermill Wynd
McDonald Road
Edinburgh
EH7 4QL

Tel: 0131 556 6598

Email: mail@nus-scotland.org.uk
Web: www.nus.org.uk/scotland



TOP TEN TIPS
for a well-balanced you

Healthy Body Healthy Mind is a partnership project between National Union of Students (NUS) Scotland and Scottish Student Sport.

To gain a Healthy Body Healthy Mind award, students' associations, sports unions, colleges and universities must work together on projects that aim to bring about practical changes across the whole institution.

The Healthy Body Healthy Mind awards seek to encourage students to consider how their mental health and physical health are linked, and help them develop ways to improve their own wellbeing.

Vital aspects of the project are encouraging healthy lifestyles and encouraging people to take care of their own wellbeing through physical activity, sport and exercise.

Follow @thinkposus and @ScotStuSport for updates and share your Healthy Body Healthy Mind tips!

Tip 1: Have some Good Mood Food

Eating five pieces of fruit or veg a day to stay healthy is not just good for our bodies. Eating healthily prevents you feeling sluggish and tired, increases your concentration and can give you the much needed energy to stay awake for the last ten minutes of that Friday afternoon lecture.

Tip 2: Exercise

Ok, so sweating it out at the gym every day may not be everyone's idea of fun, but walking more, dancing, yoga and even gentle exercise, can actually make you feel happier. Joining a sports team or a walking group will also give you the chance to meet people and try new things. Why not get in touch with the sports clubs at your university or college to find out about their next tryouts or events? Exercise, even done moderately, releases endorphins in the brain, stimulating a better mood.

Tip 3: Socialise without alcohol

Socialising can also be beneficial to you, meeting new people and exploring new places can be great fun. This doesn't always have to involve alcohol either. Although you may think a drink will help you forget your worries, it can actually do the opposite; alcohol can actually negatively impact on your mood. Alcohol should be consumed in moderation and in line with health guidelines and not used as an escape from worries or mental health concerns.

Visit www.drinkaware.co.uk for further information on alcohol and your recommended alcohol intake.

Tip 4: Spend time laughing

Having a laugh is always a good way to improve your mood. Spending time with friends and family can make you feel good about yourself and life in general. One way to do this is by joining a society at your students' association - whether you want to join a society related to your course or a random interest, you're bound to find something you like!

Tip 5: Live well



How you feel is influenced by your surroundings, so try to make your living space somewhere you want to be. Put photos on your wall, make your room comforting and try to make sure your accommodation is good enough for you to be living in. Managing your money is really important too - debt and financial difficulties are very stressful and your students' association will be able to provide advice if you need it. Living well doesn't mean spending lots. Being with friends and taking care of yourself can be done within a budget. For advice on finance or housing visit: www.adviceguide.org.uk

Tip 6: Take a break

Make sure you don't overdo it. Being a student does mean revision, coursework and exams but try to take breaks in between to keep a good balance between work and social time. Take a walk and get some fresh air - being in green spaces can help lift your mood.



Taking part in physical activity can reduce stress, improve sleep and give you a natural energy boost. On top of that, it is a great way to meet new friends and socialise.

If we have poor physical health, our risk of developing some mental health problems is increased, and if we have poor mental health our risk of developing some physical health problems is increased. Being as active as you can be can help you reach and maintain your peak level of wellbeing!

Healthy Body Healthy Mind is a partnership project between National Union of Students (NUS) Scotland and Scottish Student Sport, working to create college and university environments where student health and wellbeing is a priority for all.

If you need advice or support with your mental health you can speak to your students' association or the support services in your university or college. Your GP can also provide information and support, and where appropriate referrals to local mental health services.





50 Ways to Love your mind

REST

- 1. Take a Bath
- 2. Listen to Music
- 3. Take a Nap
- 4. Go to a body of water
- 5. Watch the clouds
- 6. Light a candle
- 7. REST your legs up on a wall
- 8. Let out a sigh
- 9. Fly a Kite
- 10. Watch the stars
- 11. Write a Letter
- 12. Learn something NEW
- 13. Listen to a guided relaxation
- 14. Read a Book
- 15. sit in NATURE
- 16. Move twice as slowly
- 17. Take Deep Belly Breaths
- 18. MEDITATE
- 19. Call a Friend
- 20. Meander around Town
- 21. WRITE in a journal
- 22. Notice your Body
- 23. Buy some Flowers
- 24. Find a relaxing Scent
- 25. Walk outside
- 26. Go for a run
- 27. Create your own coffee break
- 28. View some ART
- 29. Eat a meal in SILENCE
- 30. Turn off all electronics
- 31. Take a bike ride
- 32. pet a furry creature
- 33. Examine an everyday object with Fresh Eyes
- 34. Drive somewhere NEW
- 35. Go to a Park
- 36. Forgive Someone
- 37. read or watch something FUNNY
- 38. Make some MUSIC
- 39. Climb a Tree
- 40. Go to a Farmers Market
- 41. Engage in small acts of KINDNESS
- 42. COLOR with Crayons
- 43. Let go of something
- 44. Forgive Someone
- 45. Do some gentle stretches
- 46. Paint on a surface other than paper
- 47. Write a quick poem
- 48. Read poetry
- 49. Put on some music and DANCE
- 50. Give Thanks

Get in touch

☎ 01506 427701 🏠 www.westlothiansa.co.uk
 ✉ StudentAssociation@west-lothian.ac.uk



Mental Health Student Referral - **Recharge**

- This referral can be used to refer any Student who presents signs, symptoms or behaviours relating to mental health. This could present in a way of stress, anxiety, depression, poor hygiene and students with a mental health medical diagnosis. The aim of this referral is to promote activity which supports Student Health and Wellbeing: Any Student can self-refer via the Student Association.

Referred Students receive:

- Free College gym membership (normally £10)
- Information on Mindfulness, seated yoga and other activities
- Provide advice and support in the form of local and national support helplines and numbers
- Provide a welfare pack if necessary including toiletries and sanitary products
- Provide information on breakfast happy hour and lunchtime free soup
- Provide Stop Smoking information
- Free Hair and Beauty appointment

Name					
Course					
Student Phone number					
Student Email address					
Referral made by					
Referral Date					
Referral Received by SA Date					
This referral will support the Students health and wellbeing	Yes		No		
Is the Student available between 12-1 (please tick)	Monday	Tuesday	Wednesday	Thursday	Friday
Does the Student require any additional support?					
Does the Student have any medical requirements? This will be discussed with the Student prior to any physical activity.	Yes		No		

Please send this completed referral form to the Student Association. This information will be treated confidentially and will only be used for the purpose of establishing the referral and provision of support. These details will only be kept for a period of one academic year and then destroyed. A new referral will be required to be made each academic year should the Student return.

For Student Association use only:

Date Sports Coordinator contacted:	
Date Student contacted:	
Information issued to Student:	

Get in touch

☎ 01506 427701 🏠 www.westlothiansa.co.uk

✉ StudentAssociation@west-lothian.ac.uk

Recharge Evaluation Form – Month 1

We continuously want to improve the service we provide for Students, so it is essential that we evaluate the impact of your experience. You will be asked to complete an evaluation form on a monthly basis, over a period of 4 months, in order for us to measure the success of this referral system and to see if you feel any improvement to your own mental health and wellbeing. You will not have to provide any data in this evaluation which will identify you personally. This data will be used for reporting purposes and to evaluate the impact.

Did you find your information and resource pack helpful?

Yes _____ No _____ Other(please specify)_____

Have you tried to use any of the resources within the pack?

Yes _____ No _____ Other(please specify)_____

Did you receive a welfare pack (toothbrush, toothpaste, shampoo etc.)?

Yes _____ No _____ Other(please specify)_____

Did the welfare pack include everyday essentials that you need?

Yes _____ No _____ Other(please specify)_____

Have you had your gym induction?

Yes _____ No _____ Other(please specify)_____

Did you feel this was beneficial to your health and wellbeing?

Yes _____ No _____ Other(please specify)_____

Have you used the free beauty or hair voucher?

Yes _____ No _____ Other(please specify)_____

Did this improve your health and wellbeing?

Yes _____ No _____ Other(please specify)_____

Have you had free soup and a roll whilst at College?

Yes _____ No _____ Other(please specify)_____

Have you required support in order to stop smoking?

Yes _____ No _____ Other(please specify)_____

Have all of these services improved your Health and Wellbeing?

Yes _____ No _____ Other(please specify)_____

On a scale of 1-5 I feel this service has improved my overall health and wellbeing

(1-No improvement, 2-Slight improvement, 3- Feeling better 4- Much better, 5- What a difference).

1

2

3

4

5

Recharge Evaluation Form – Month 2

We continuously want to improve the service we provide for Students, so it is essential that we evaluate the impact of your experience. You will be asked to complete an evaluation form on a monthly basis, over a period of 4 months, in order for us to measure the success of this referral system and to see if you feel any improvement to your own mental health and wellbeing. You will not have to provide any data in this evaluation which will identify you personally. This data will be used for reporting purposes and to evaluate the impact.

What resources have you used within the pack?

Do you feel this helped to improve your health and wellbeing?

Yes No Not applicable

What activities have you taken part in?

Do you feel this helped to improve your health and wellbeing?

Yes No Not applicable

Have you used the stop smoking support?

Yes No Not applicable

Have you used the free Soup and Roll provision?

Yes No Other(please specify) _____

Did you feel this was beneficial to your health and wellbeing?

Yes No Other(please specify) _____

Have you used the free beauty or hair voucher?

Yes No Other(please specify) _____

Did this improve your health and wellbeing?

Yes No Other(please specify) _____

On a scale of 1-5 I feel this service has improved my overall health and wellbeing

(1-No improvement, 2-Slight improvement, 3- Feeling better 4- Much better, 5- What a difference).

1

2

3

4

5

Recharge Evaluation Form – Month 3

We continuously want to improve the service we provide for Students, so it is essential that we evaluate the impact of your experience. You will be asked to complete an evaluation form on a monthly basis, over a period of 4 months, in order for us to measure the success of this referral system and to see if you feel any improvement to your own mental health and wellbeing. You will not have to provide any data in this evaluation which will identify you personally. This data will be used for reporting purposes and to evaluate the impact.

You were asked last month what resources you have used. If this has changed, please specify?

Do you feel this helped to improve your health and wellbeing?
Yes No Not applicable

You were asked last month what activities you have taken part in. If this has changed, please specify?

Do you feel this helped to improve your health and wellbeing?
Yes No Not applicable

Have you used the stop smoking support?
Yes No Not applicable

Have you used the free Soup and Roll provision?
Yes No Other (please specify) _____

Did you feel this was beneficial to your health and wellbeing?
Yes No Other (please specify) _____

Have you used the free beauty or hair voucher?
Yes No Other (please specify) _____

Did this improve your health and wellbeing?
Yes No Other (please specify) _____

On a scale of 1-5 I feel this service has improved my overall health and wellbeing
(1-No improvement, 2-Slight improvement, 3- Feeling better 4- Much better, 5- What a difference).

1 2 3 4 5

Recharge Evaluation Form – Month 4

We continuously want to improve the service we provide for Students, so it is essential that we evaluate the impact of your experience. You will be asked to complete an evaluation form on a monthly basis, over a period of 4 months, in order for us to measure the success of this referral system and to see if you feel any improvement to your own mental health and wellbeing. You will not have to provide any data in this evaluation which will identify you personally. This data will be used for reporting purposes and to evaluate the impact.

You were asked last month what resources you have used. If this has changed, please specify?

Do you feel this helped to improve your health and wellbeing?
Yes No Not applicable

You were asked last month what activities you have taken part in. If this has changed, please specify?

Do you feel this helped to improve your health and wellbeing?
Yes No Not applicable

Have you used the stop smoking support?
Yes No Not applicable

Have you used the free Soup and Roll provision?
Yes No Other (please specify) _____

Did you feel this was beneficial to your health and wellbeing?
Yes No Other (please specify) _____

Have you used the free beauty or hair voucher?
Yes No Other (please specify) _____

Did this improve your health and wellbeing?
Yes No Other (please specify) _____

On a scale of 1-5 I feel this service has improved my overall health and wellbeing
(1-No improvement, 2-Slight improvement, 3- Feeling better 4- Much better, 5- What a difference).

1 2 3 4 5

Recharge Evaluation Form Final Evaluation

We continuously want to improve the service we provide for Students, so it is essential that we evaluate the impact of your experience. You will be asked to complete an evaluation form on a monthly basis, over a period of 4 months, in order for us to measure the success of this referral system and to see if you feel any improvement to your own mental health and wellbeing. You will not have to provide any data in this evaluation which will identify you personally. This data will be used for reporting purposes and to evaluate the impact.

We would love to hear about your experience and if this service has benefited you and supported you in improving your Health and Wellbeing: Please provide any comments you wish. This may include what you have enjoyed, any improvements to your lifestyle or any suggestions in order for us to improve this service. We appreciate all of your comments:

Comments Box:

On a scale of 1-5 I feel this service has improved my overall health and wellbeing
(1-No improvement, 2-Slight improvement, 3- Feeling better 4- Much better, 5- What a difference).

1 2 3 4 5

West Lothian College Student Association would like to take this opportunity to say thank you for your feedback and taking time to look after you! We wish you all the best!

Get in touch

 01506 427701  www.westlothiansa.co.uk

 StudentAssociation@west-lothian.ac.uk



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Annex 7

MINUTES 3rd PROJECT WEEK MEETING

28 Oct. – 1 Nov. 2019, Porto (PT)

LOCATION

ATEC
Edifício Siemens
Avenida Mário Brito (EN 107),
nº 3570 - Freixieiro
4455-491 Perafita

AGENDA MONDAY 28 OCTOBER 2019

Time	Item	Location
	Arrival	Sea Porto Hotel, Matosinhos
20:00	Welcome dinner	O Valentim, Matosinhos

AGENDA TUESDAY 29 OCTOBER 2019

Time	Item	Preparation/Presentation
08:45	Departure from hotel	
09:15	Welcome to ATEC	Durk van Wieren & Paulo Peixoto
09:30	Project Week(s) overview	Durk van Wieren & Duarte Silva
09:45	Presentation of ATEC	Paulo Peixoto
10:15	Presentation of the quality management system	Joao Alves
11:00	Visit to ATEC	Duarte Silva
12:00	Lunch	All
13:15	German Examination AHK in practice (EQF level 5 Course in Management of Computer Networks and Systems)	Pedro Vasconcelos
15:15	SWOT Analysis	All
17:00	End of Meeting	



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

AGENDA WEDNESDAY 30 OCTOBER 2019

Time	Item	Preparation/Presentation
08:15	Departure from hotel lobby	
08:45	Evaluation of previous day	All
09:00	Innovation methodologies - STEM School	Manuel Teixeira
09:30	STEM School in practice - Microbit	Manuel Teixeira
11:00	SWOT Analysis	All
12:30	Lunch	All
13:45	Step by step implementation and Start of Digitalisation	All
17:00	End of meeting	

AGENDA THURSDAY 31 OCTOBER 2019

Time	Item	Preparation/Presentation
08:45	Departure from hotel lobby	
09:15	Evaluation of previous day	All
09:20	Digitalisation of results	All
11:00	Meeting with ATEC management to discuss meeting outcomes	Joao C. Costa
11:30	Presentation of 'Fake-off' education program	Laura Reutler
12:00	End of the meeting & departure for lunch and Porto Cultural Program	

AGENDA FRIDAY 1 NOVEMBER 2019

Time	Item	Preparation/Presentation
	Departure	



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

PARTICIPANT'S LIST:

Organisation	Name	28 Oct. 2019	29 Oct. 2019	30 Oct. 2019	31 Oct. 2019	1 Nov. 2019
Stichting Regionaal Opleidingen Centrum Aventus	Durk van Wieren	√	√	√	√	√
Stichting Regionaal Opleidingen Centrum Aventus	Teun Gerritsen	√	√	√	√	√
ATEC - Associação de Formação para a Indústria (Parque Industrial da Autoeuropa - Quinta da Marqueza 2950-557 QUINTA DO ANJO, PT)	Joao Alves	√	√	√	√	√
ATEC - Associação de Formação para a Indústria (Parque Industrial da Autoeuropa - Quinta da Marqueza 2950-557 QUINTA DO ANJO, PT)	Paulo Peixoto	√	√	√	√	√
ATEC - Associação de Formação para a Indústria (Parque Industrial da Autoeuropa - Quinta da Marqueza 2950-557 QUINTA DO ANJO, PT)	Duarte Silva	√	√	√	√	√
BBS Syke EUROPASCHULE (An der Weide 8, 28857 Syke, GE)	Silke Hillermann	√	√	√	√	√
BBS Syke EUROPASCHULE (An der Weide 8, 28857 Syke, GE)	Bernhard Zahn	√	√	√	√	√
bit Schulungscenter GmbH (Kärntner Str. 311, 8054 Graz, AT)	Laura Reutler	√	√	√	√	√
bit Schulungscenter GmbH (Kärntner Str. 311, 8054 Graz, AT)	Julius Riegler	√	√	√	√	√
bit Schulungscenter GmbH (Kärntner Str. 311, 8054 Graz, AT)	Michael Kvas	√	√	√	√	√





Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Organisation	Name	28 Oct. 2019	29 Oct. 2019	30 Oct. 2019	31 Oct. 2019	1 Nov. 2019
Kainuun ammattiopisto (Opintie 3, 87100, Kajaani, FI)	Tarja Huovinen	√	√	√	√	√
Kainuun ammattiopisto (Opintie 3, 87100, Kajaani, FI)	Jukka Savilampi	√	√	√	√	√
Kainuun ammattiopisto (Opintie 3, 87100, Kajaani, FI)	Jyrki Kilponen	√	√	√	√	√
West Lothian College (Almondvale Cres, Livingston EH54 7EP, UK)	Shelagh Fraser	√	√	√	√	√
West Lothian College (Almondvale Cres, Livingston EH54 7EP, UK)	Eileen Greenshields	√	√	√	√	√
West Lothian College (Almondvale Cres, Livingston EH54 7EP, UK)	Allan McGregor	√	√	√	√	√
West Lothian College (Almondvale Cres, Livingston EH54 7EP, UK)	Scott Fleming	√	√	√	√	√

MINUTES OF THE MEETING:

Photo's of the meeting and handouts of the used presentations can be found in the QMS4VET Dropbox folder.

TUESDAY 29 OCTOBER 2019

1. Welcome to ATEC:

Durk van Wieren opened the meeting, welcomes all participants and thanked ATEC for hosting this 3rd QMS4VET project week. After this, Paulo Peixoto took over and welcomed the participants on behalf of ATEC.

2. Project Week(s) overview:

Durk gave the new participants an overview of the 1st and 2nd project week incl. the methodology and outcomes. After this he informed all participants about the activities since the last project meeting (Steering board meeting in Syke, Learning Outcomes Certificate, the interim report, Joao Alves presentation at the EOQ conference, the Innotecs and EfVET roundtables and the meeting evaluation survey).

Duarte Silva went through the agenda (no changes necessary).



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

3. Presentation of ATEC:

Paulo gave a presentation about ATEC, its history, mission and methodology. Lots of relevant questions were asked and answered in order to create a clear understanding amongst all participants.

4. Presentation of the quality management system:

Joao Alves presented ATEC's overall quality management system and questions were answered to clarify all unclarities.

5. Visit to ATEC

Duarte took the participants on a tour through the ATEC education centre. There were opportunities to talk with students and teachers during the tour.

6. German Examination AHK in practice:

Following lunch Pedro Vasconcelos explained how ATEC has integrated the German AHK curriculum including examination in the EQF level 5 Course 'level 5 Network and Systems Administration Specialist'. A detailed discussion with the participants was part of the explanation.

7. SWOT Analysis:

The participants were divided into 3 groups, forming a carousel to discuss the SWOT of the presented AHK certification. Outcomes were evaluated with the whole group and can be found in the 3rd Project week report (Integration of German AHK Examination process in EQF 'level 5 Network and Systems Administration Specialist' curriculum).

8. End of meeting:

At around 17:00 hour the 1st meeting day was closed.

WEDNESDAY 30 OCTOBER 2019

9. Evaluation of previous day:

A short evaluation of the previous day was held. All participants were happy with the process and outcomes so far. No changes necessary.

10. Innovation methodologies - STEM School:

Participants moved to ATEC's 'Creative lab'. A classroom with extra ICT facilities. Manuel Teixeira explained the necessity and basics of STEM (Science, Technology, Engineering and Mathematics) education (see presentation in Project Week Report) and that ATEC promotes STEM education via Minecraft (Education edition, see: <https://education.minecraft.net/>) and via the use of Micro:bit (see: <https://microbit.org/code/>).



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

11. STEM School in practice – Micro:bit:

In order to really understand the benefits and use of the Micro:bit education methodology, the participants had to program the Micro:bit 'minicomputer' – after a short background instruction, with a few practical assignments. See the Dropbox shared folder for photos and short videos.

12. SWOT Analysis:

The participants were divided into 3 groups, forming a carousel to discuss the SWOT of the presented Micro:bit methodology. Outcomes were evaluated with the whole group and can be found in the 3rd Project week report (Micro:bit education program as part of STEM education).

13. Step by step implementation and Start of Digitalisation:

Participants were divided into two groups to discuss the 'Step by step implementation recommendations' for both studied subjects. Outcomes were evaluated with the whole group and can be found in both Project week reports. Both groups started the digitalisation process.

14. End of meeting:

At around 17:00 hour the 2nd meeting day was closed.

THURSDAY 31 OCTOBER 2019

15. Evaluation of previous day:

A short evaluation of the previous day was held. All participants were happy with the process and outcomes so far. No changes necessary.

16. Digitalisation of results:

The digitalisation process of the previous day was continued and finalized.

17. Meeting with ATEC management to discuss meeting outcomes:

Mr. Joao Costa (ATEC's General Director) visited the participants in the meeting room and had a discussion with the participants about the outcomes of the project week.

18. Presentation by Laura Reutler about their developed 'Fake-off' education program:

Partner 'bit Schulungscener' has developed an educational program about how to recognise fake news. She held a presentation about the outcomes, which can be found at:

PROJECTWEBSITE: <http://fake-off.eu/>

FACEBOOK: <https://www.facebook.com/FAKE-OFF-421377148289668/>

Participants agreed to take this information home and distribute it in their education centres.

19. End of the meeting & departure for lunch and Porto Cultural Program:

After thanking all participants for their collaboration and ATEC for their wonderful organisation and hospitality, the 3rd QMS4VET project week meeting was closed at around 12:00 hour and the cultural experience was started. Photo's can be found in our QMS4VET Dropbox folder.



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886





QMS4VET Project Week in Portugal

28th October – 01st November 2019



Project Week Overview

Duarte Silva



Agenda

	Monday, 28 th	Tuesday, 29 th	Wednesday, 30 th	Thursday, 31 th	Friday, 01 st
Morning		<p>09:30 Welcome and Presentation of ATEC (P.Peixoto)</p> <p>10:00 Presentation of the quality management system (J.Alves)</p> <p>10:30 Project Week overview (D.Silva)</p> <p>11:00 Visit ATEC</p>	<p>09:00 Innovation methodologies - STEM School (M.Teixeira e T.Carvalho)</p> <p>11:00 SWOT analysis</p>	<p>09:00 Digitalisation of results</p> <p>10:30 Present the outcomes of the project week to the host management</p>	Departure
Afternoon	Arrival until 17:00	<p>12:00 Lunch</p> <p>13:15 German Examination of the Chamber of Commerce and Industry in the Course of Technological Specification in Management of Computer Networks and Systems (P. Vasconcelos)</p> <p>15:15 SWOT analysis</p>	<p>12:00 Lunch</p> <p>13:15 Step-by-step implementation</p> <p>15:15 Evaluation</p>	<p>12:00 Lunch</p> <p>14:30 Cultural program</p>	
Evening	Preparatory meeting & informal dinner (Valentim Restaurant)			<p>19:30 Dinner</p>	



ATEC – Training Academy

Institutional Presentation

Paulo Peixoto

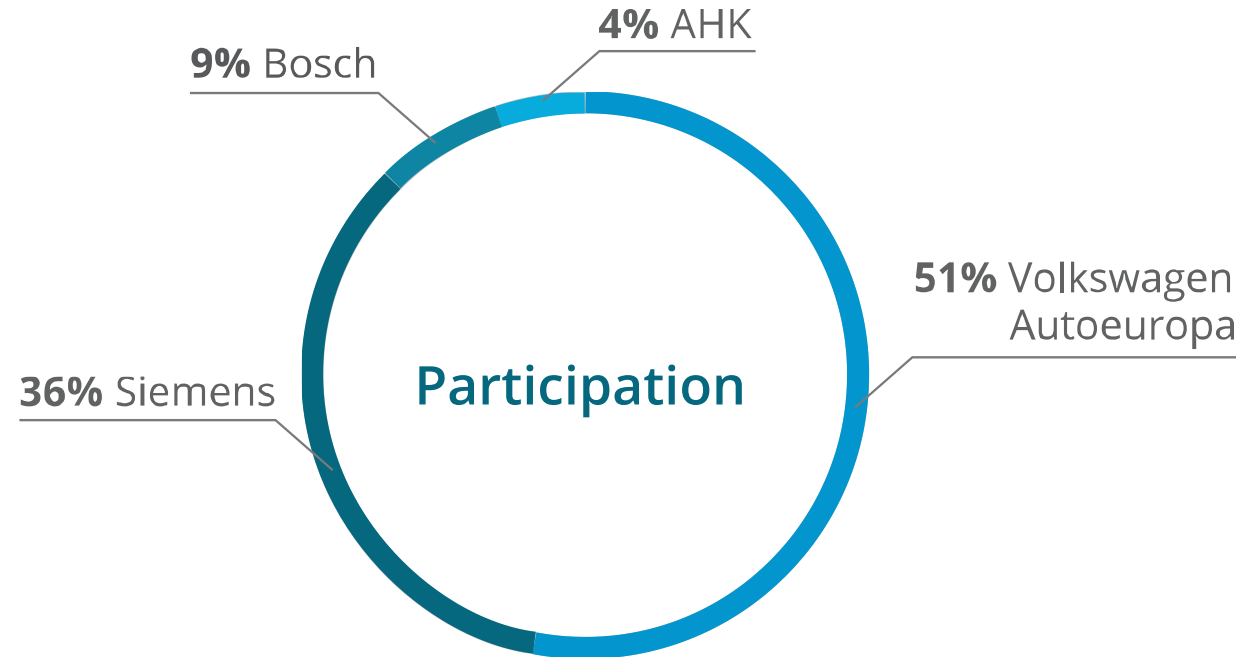


ATEC – Training Academy

Private non-profit association, result of a *joint-venture* between Volkswagen, Siemens, Bosch and the Portuguese -German Chamber of Commerce and Industry (AHK).

Goals

- **Strengthen Industry** through training and knowledge transfer;
- Expand **practice-oriented training**;
- Training according to **German standards**;
- **Qualification** for the market.



ATEC - Training Academy



Mission

Enhance the **growth of people and organizations** by bringing together a competent and ambitious team with **innovative methodologies, advanced technologies** and different solutions.



Vision

Be the **reference in the development of people and organizations.**



Values

- Commitment
- Integrity
- Rigor
- Innovation



Facilities & Equipment

Present in 5 Portuguese cities

15 workshops
34 labs
28 classrooms

58 employees
+ 200 external trainers



+1200
trainees
daily



Business Areas



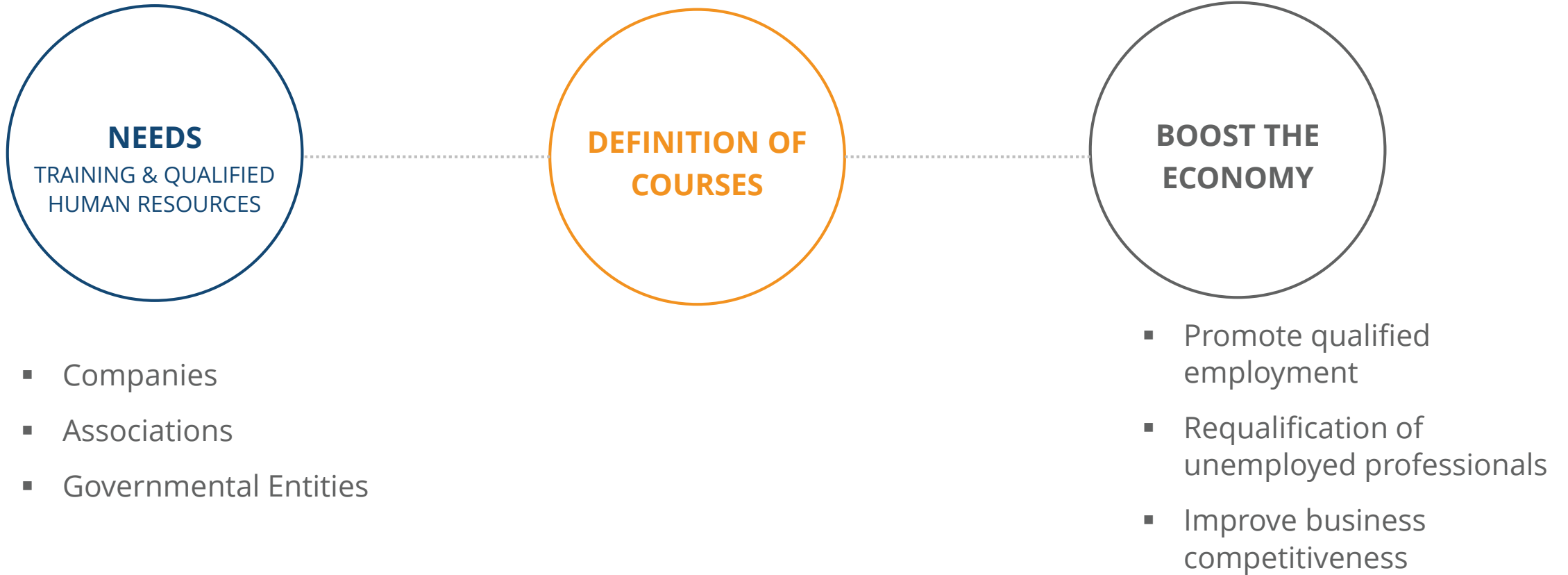


VOCATIONAL TRAINING 01



01. Vocational Training

Strategic vision



01. Vocational Training

Under a Cooperation Agreement with the Portuguese State, ATEC develops technical vocational training, in the following modalities and corresponding target group:

Apprenticeship Courses are initial professional courses, there being a **balance of theoretical and practical training taking place in both the training institution and the company**



Youngster with the 9th grade



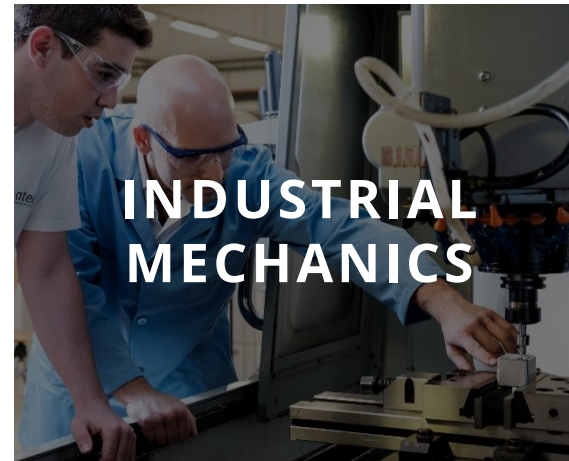
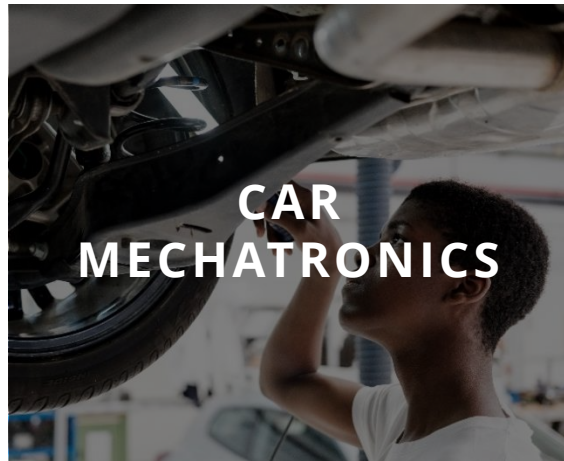
Youngsters with the 12th grade or level 4 qualification

Technological specialisation courses are specialised training pathways that focus on various technological areas and are designed to **prepare students for entry into the labour market, to requalify professionally or to continue studies in higher education**

¹ EQF - European Qualifications Framework



01. Vocational Training Areas



01. Vocational Training Offer

EQF LEVEL 4

APPRENTICESHIP	
Car Mechatronics	IT- Network Installation & Management
Industrial Maintenance	Electronics, Automation & Control
CNC Machining & Programming	Electronics & Telecommunications
Tool & Die	Electronics, Automation & Instrumentation
Welding	Mechatronics

EQF LEVEL 5

TECHNOLOGICAL SPECIALIZATION	
Network & Computer Systems' Management	Automation, Robotics & Industrial Control
Cybersecurity	Mechatronics Technology
Car Mechatronics	Computer Systems' Technologies & Programming
Energy Management & Control	



01. Vocational Training – pedagogical goals

- The priority is to **focus on the trainees' learning**, both in terms of **technical know-how**, as well as behavioral skills that help them grow as citizens.
- Evaluation models are **oriented towards the skills to be acquired**.
- **Interactive and trainee-centered** methods are favored.
- **STEM**¹ concept are a part of the learning processing.
- **Motivations and interests** of trainees are explored in order to adapt training strategies to their features, preferences and vocation.



¹ Science, Technology, Engineering And Mathematics

01. Vocational Training – pedagogical goals



In addition to the development of specific technical skills related to the chosen training course, the pedagogical team also focuses on the development of social and behavioral skills:

- Rigor and professional ethics
- Troubleshooting
- Critical Thinking
- Creativity
- Flexibility
- Task management
- Emotional intelligence



01. Vocational Training – management indicators

The accomplishment of pedagogical goals results in high rates of employability of the trainees at the end of the course, smaller absence rates and in increasingly positive image of ATEC trainees to the companies.



¹ 2004-2018



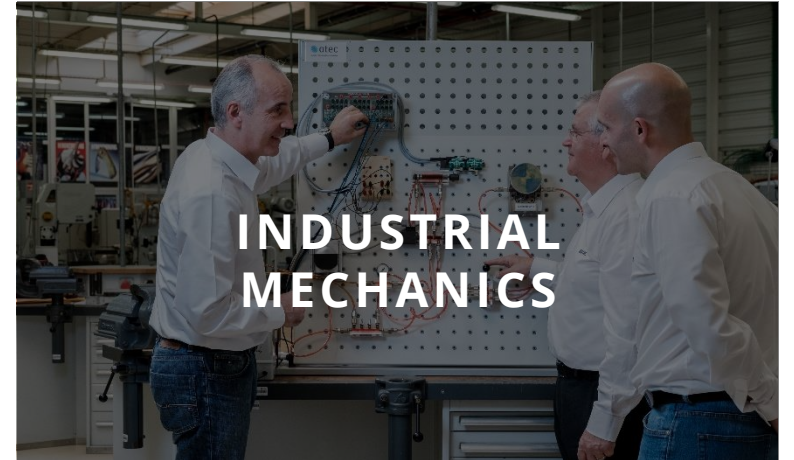
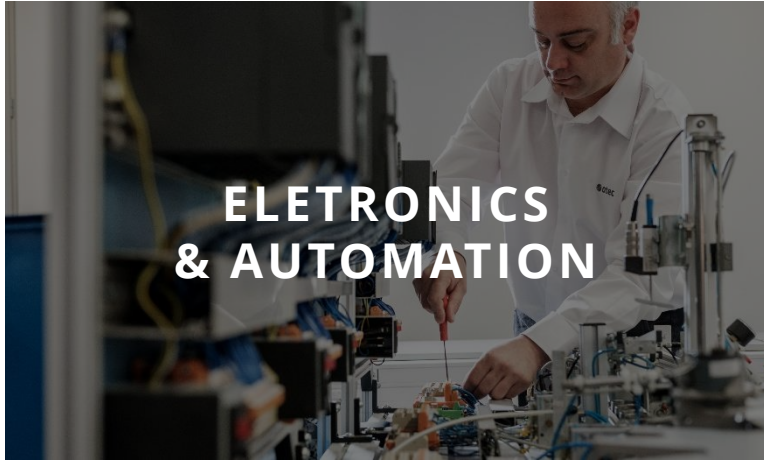


TRAINING FOR COMPANIES

02



Training areas



02. Training for companies

Key concept

Work according to the client's needs with maximum flexibility and respect for the client's DNA.



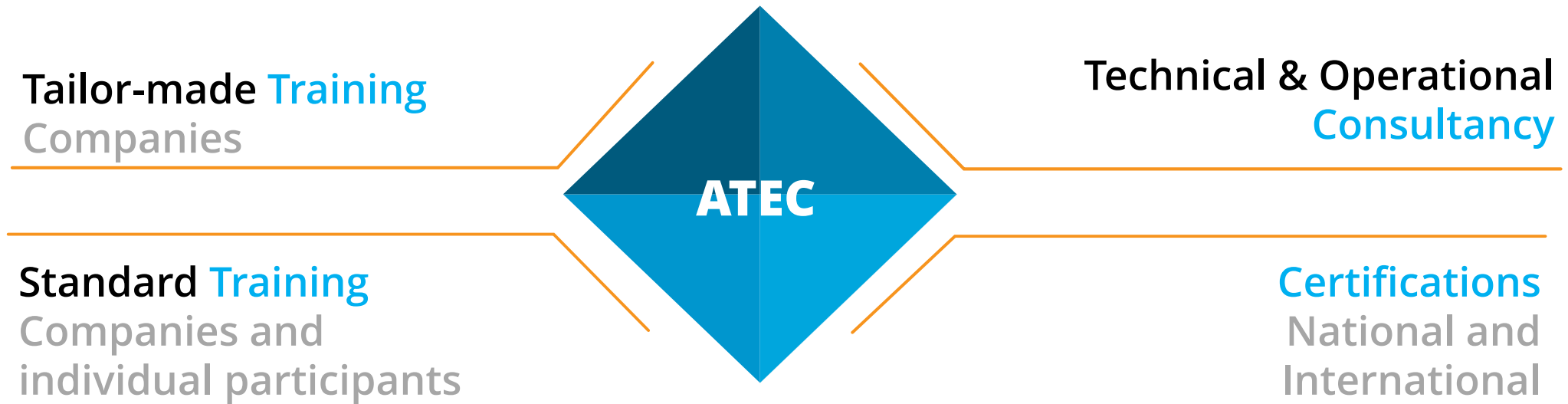
We work to provide the clients a suitable answer to their needs.

- I. We verify and question what the client does today;
- II. We identify what the client intends to do tomorrow;
- III. We provide the tools the client needs to successfully reach the set goals.



02. Training and consultancy for companies

Areas of expertise



02. Training and consultancy for companies

Certified Training – Training courses with national and international certifications

Microsoft *Imagine Academy*
Program Member



02. Training and consultancy for companies

Innovation

Development of new training services to help companies face the challenges set by the new DIGITAL ERA.

- Cybersecurity
- Smart Grids
- The Leader in the ERA 4.0
- Leading multigenerational teams
- Automotive Connectivity Systems
- Advanced Industrial Networks



02. Training for companies

Internationalization



Have a nice Project Week in Portugal!



Cultural Program

Thursday

Duarte Silva



Thursday Lunch

FRANCESINHA – THE MOST FAMOUS SANDWICH IN THE WORLD

Francesinha is a Portuguese sandwich originally from Porto, made with bread, ham, fresh sausage, steak or roast meat, and covered with melted cheese and a hot sauce. It is typically served with chips.



Restaurante: Francesinha Café



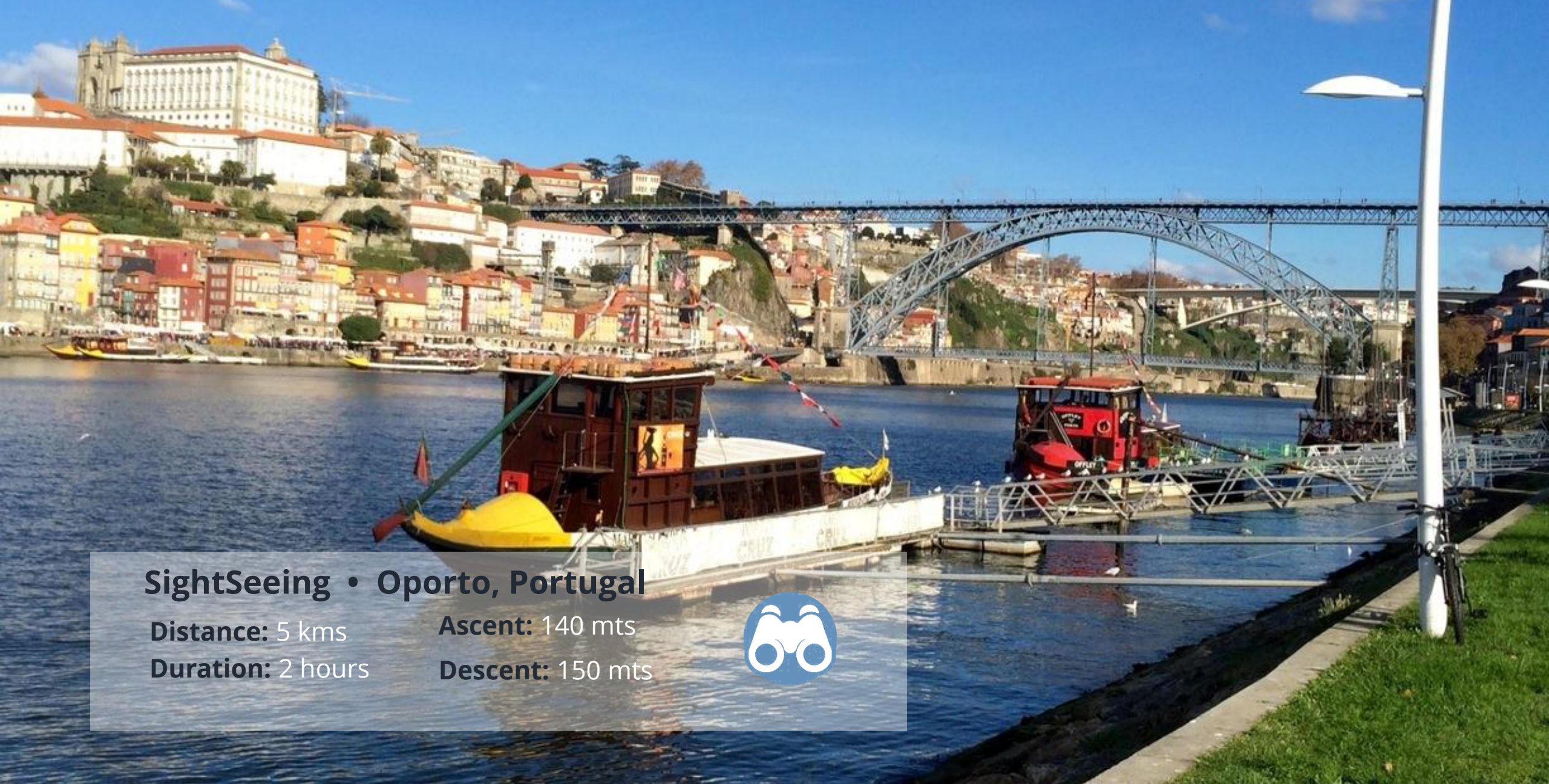
<https://goo.gl/maps/EPWP9fEuJEb9tUwU7>





SightSeeing • Oporto, Portugal





SightSeeing • Oporto, Portugal

Distance: 5 kms

Ascent: 140 mts

Duration: 2 hours

Descent: 150 mts



SightSeeing • Oporto, Portugal



1

Clérigos' Church



2

Lello's Bookshop



3

Victoria's Viewpoint



4

Ribeira



5

Dom Luís I Bridge
bridge bottom deck



6

Gaia Pier



7

Porto Wine Cellars



8

Morro's Garden



9

Dom Luís I Bridge
bridge top deck

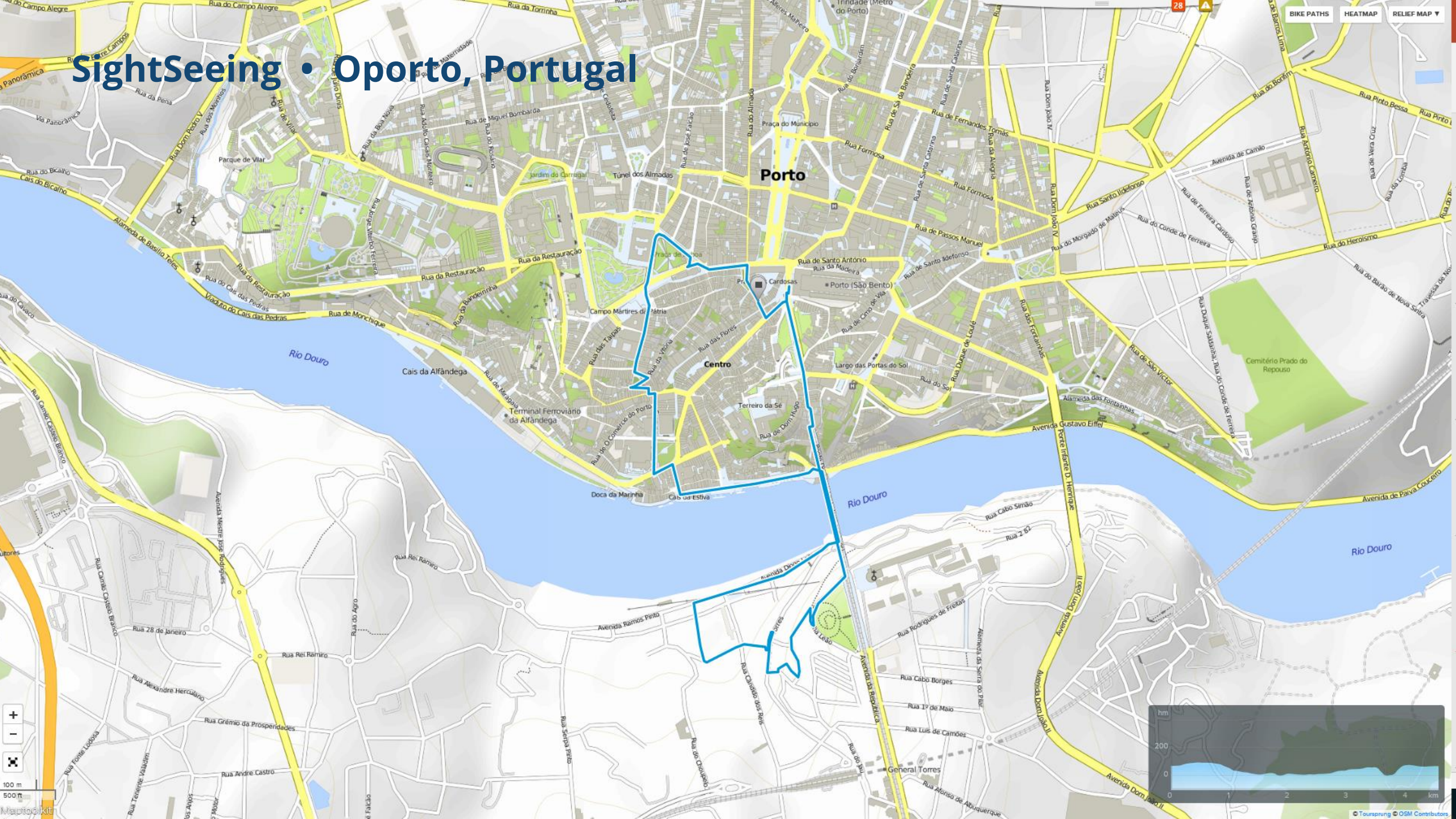


10

São Bento Railway Station



SightSeeing • Oporto, Portugal



Porto

Centro

Rio Douro

Rio Douro

Rio Douro



100 m
500 ft

MapioKit





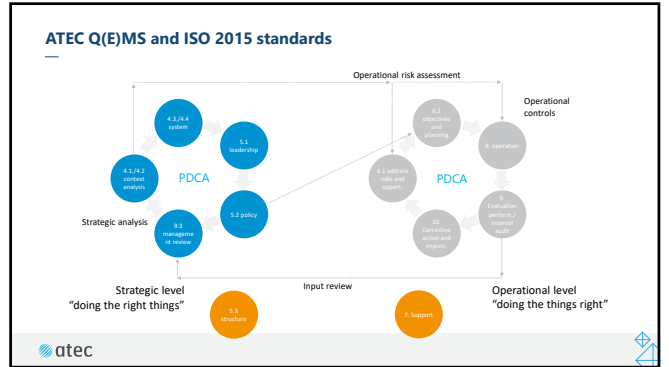
QMS4VET Project Week in Portugal

28th October – 01st November 2019

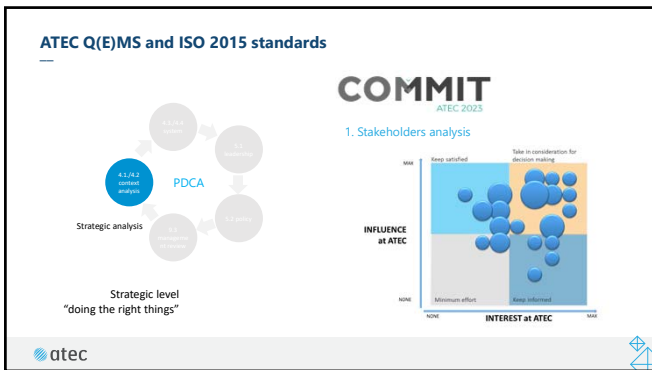




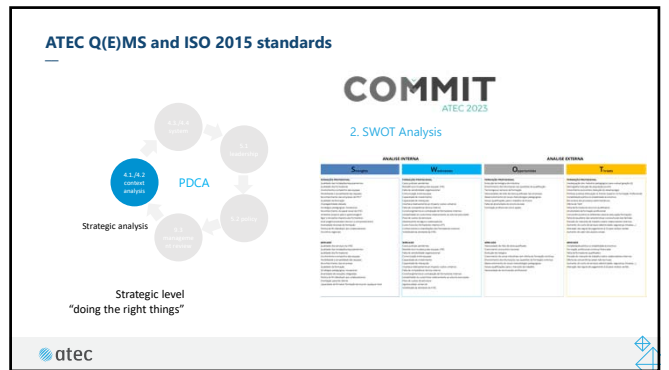
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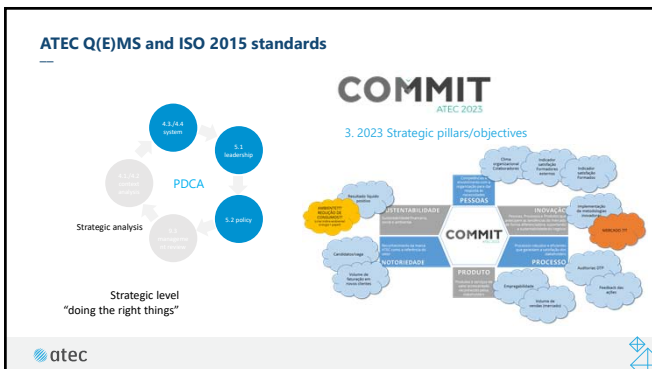
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3



4



5



6

ATEC Q(E)MS and ISO 2015 standards

COMMIT

ATEC 2023

5. Deployment into the Operational Level

atec

7

ATEC Q(E)MS and ISO 2015 standards

atec

8

ATEC Q(E)MS and ISO 2015 standards

atec

9

ATEC Q(E)MS and ISO 2015 standards

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10

ATEC Q(E)MS and ISO 2015 standards

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11

ATEC Q(E)MS and ISO 2015 standards

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Erasmus+ KA2 project QMS4VET

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Annex 9

MINUTES 4th PROJECT WEEK MEETING

20 – 24 January 2020, Kajaani (FI)

LOCATION

Kainuun ammattiopisto
Opintie 3
87100, Kajaani (Finland)

AGENDA MONDAY 20 JANUARY 2020

Time	Item	Location
17.15	Arrival	Scandic Kajanus Hotel
19.00	Welcome dinner	Sulo Restaurant

AGENDA TUESDAY 21 JANUARY 2020

Time	Item	Preparation/Presentation
9.00	Departure from hotel	Car transportation organised by Kainuun ammattiopisto
9.30	Welcome to Kainuun ammattiopisto	Durk van Wieren & Risto Virkkunen
9.50	Project Week overview	Durk van Wieren
10.10	Vocational Education and Training in Finland	Raimo Sivonen, Principal
11.00	Continuous admissions and flexible study time	Virpi Kaasinen, Teacher
11.30	Personal competence development plan and personalization	Maija Vuorinen, Teacher Anita Heinä, Student
12.00	Lunch	Training restaurant Kisälli
13.00	Examples of versatile learning environments. Guided school tour. Media, Preparatory VET Group, Vehicle.	Marko Karvonen, Matti Nissinen Leena Tuure, Mika Toivanen
14.30	Coffee break	
14.45	Examples of versatile learning environments.	Heli Ylitalo, Teacher Heli Mylly, Teacher
15.15	How to make individual timetables for the students.	Tarja Huovinen



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16.00	End of the day	
18:00	Dinner	Restaurant Ranch

AGENDA WEDNESDAY 22 JANUARY 2020

Time	Item	Preparation/Presentation
8.20	Departure from hotel lobby	Car transportation organised by Kainuun ammattiopisto
8.30	Digital guidance of students.	Pirjo Hotti
9.30	Leading the process for individual study paths	Urpo Kovalainen
10.00	Individual study paths in music education	Tapani Komulainen
10.45	Evaluation of previous day	All
11.15	SWOT-analysis	All
12.00	Lunch	
13.00	SWOT-analysis continues	All
14.00	Step by step implementation	All
14.30	Coffee break	All
14.45	Step by step implementation continues	All
16.00	End of the day	
18.00	Evening together in Elias Sauna	All

AGENDA THURSDAY 23 JANUARY 2020

Time	Item	Preparation/Presentation
8.30	Departure from hotel lobby	Car transportation organised by Kainuun ammattiopisto
9.00	Evaluation of previous day	All



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9.30	Digitalisation of results	All
11.00	Meeting with the Kainuun ammattiopisto management to discuss meeting outcomes	All
11.45	End of meeting incl. evaluation and certificates	All
12.00	Lunch	All
13.00	Cultural programme	
	Dinner together	

AGENDA FRIDAY 24 JANUARY 2020

Time	Item	Preparation/Presentation
	Departure	

PARTICIPANT'S LIST:

Organisation	Name	20 Jan. 2020	21 Jan. 2020	22 Jan. 2020	23 Jan. 2020	24 Jan. 2020
Aventus	Durk van Wieren	√	√	√	√	√
Aventus	Hannie van der Heijden	√	√	√	√	√
Aventus	Gerda Vissers	√	√	√	√	√
Aventus	Arnold Klunder	√	√	√	√	√
Aventus	Mariska Brinkman	√	√	√	√	√
A TEC	João Costa	√	√	√	√	√
A TEC	Duarte Silva	√	√	√	√	√
A TEC	Carlos Isidro	√	√	√	√	√
A TEC	António Mouta	√	√	√	√	√
BBS Syke EUROPASCHULE	Silke Hillermann	√	√	√	√	√



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2018-1-NL01-KA202-038886

Organisation	Name	20 Jan. 2020	21 Jan. 2020	22 Jan. 2020	23 Jan. 2020	24 Jan. 2020
BBS Syke EUROPASCHULE	Bernhard Zahn	√	√	√	√	√
bit Schulungcenter GmbH	Laura Reutler	√	√	√	√	√
bit Schulungcenter GmbH	Michael Kvas	√	√	√	√	√
bit Schulungcenter GmbH	Christian Knobauer	√	√	√	√	√
bit Schulungcenter GmbH	Julia Teschinegg	√	√	√	√	√
Kainuun ammattiopisto	Risto Virkkunen	√	√	√	√	√
Kainuun ammattiopisto	Virpi Kaasinen	√	√	√	√	√
Kainuun ammattiopisto	Maija Vuorinen	√	√	√	√	√
Kainuun ammattiopisto	Tarja Huovinen			√	√	
Kainuun ammattiopisto	Anu Kuosmanen		√			
West Lothian College	Julia Simpson	√	√	√	√	√
West Lothian College	Laura Murray	√	√	√	√	√
West Lothian College	Rebecca Nicol	√	√	√	√	√

MINUTES OF THE MEETING:

Photo's of the meeting and handouts of the used presentations can be found in the QMS4VET Dropbox folder.

TUESDAY 21 JANUARY 2020

1. Welcome to Kainuun ammattiopisto.

Risto Virkkunen welcomes all participants.

Durk van Wieren thanks Risto and Kainuun ammattiopisto for their hospitality and effort so far.



Erasmus+ KA2 project QMS4VET

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2. Project Week overview.

Durk gives outlines of the QMS4VET project for the new participants and goes through the agenda (no changes).

3. Vocational Education and Training in Finland.

Raimo Sivonen welcomes all participants, introduces Kainuun ammattiopisto (the Kainuu Vocational College (KAO)) and gives an overview of the Finnish (VET) education system. He explains that – next to the wish to create an up-to-date learning methodology and future proof education system, the change to the ‘personalized learning’ was also driven by budget cuts from the government, which require more efficiency. After that he explains which steps should be taken in order to create a successful (new) VET-system. Raimo used the ‘2020 KAO and Finnish VET’ presentation, which can be found in the QMS4VET project Dropbox.

4. Continuous admissions and flexible study time.

Virpi Kaasinen starts her explanation with a video about the new Finnish VET system. See: www.youtube.com/watch?v=mzRklnHP5iU. After watching the video, she explained how their continuous admission system works. Each potential student can make an online application and will be contacted within 7 days. Goal is to start a.s.a.p. Which might be the next week (if possible). Backbone of the flexibility and overview is the ‘WILMA educational database’. Application starts in this system, all agreements, development plans, study results, etc. are saved in here with access for the several shareholders (student, teachers, parents, government, etc.). Virpi also discussed some ‘lessons learned’ and used the ‘QMS4VET continuous admission’ presentation, which can be found in the QMS4VET project Dropbox.

5. Personal competence development plan and personalization.

Maija Vuorinen, together with Anitta Heinä (one of her students), shows how each student develops his/her personal competence plan in close cooperation with the teacher/coach/mentor. All agreements are saved in the WILMA-system which includes all the obligatory and optional study modules for each education. In order to study as efficient as possible, each teacher/coach is allowed to acknowledge prior learning results. Each achieved study module is registered in the WILMA-system and results in a certain number of study points. There is no correlation between study points and study time.

Anitta explained that she wanted to work in customer service because of the personal contacts. She therefore started the ‘Tourism-education’ and changed her personal goals a few times because of changed opinion. Prior learning results were also used in her educational program. Anitta used the flexibility of the system to create a personal learning route for herself.

Maija used the ‘Personal competence development and personalization’ presentation/notes, which can be found in the QMS4VET project Dropbox.

6. Examples of versatile learning environments. Guided school tour. Media, Preparatory VET Group, Vehicle.

Marko Karvonen showed how students and professionals now work together in audiovisual productions. Students learn and gain experience in all facets of the national and international production projects (incl. catering, logistics, etc.).



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Matti Nissinen explained how their VALMA methodology helps students who need extra support. Students with special attention/support are forwarded to Matti and his colleagues in order to assist the students 'to get back on track'.

The automotive repair workshop in the College was visited where Mika Toivanen explained how the students learned to improve their technical skills by maintaining and repairing real customer vehicles and we had the opportunity to ask the students about their opinion.

7. Examples of versatile learning environments.

Heli Mylly explained that entrepreneurship competences were learned by students starting a 'mini-company'. She therefore uses the 'Junior Achievements program' (see www.jaeurope.org/) and explained us that the gained competences also include language, teamwork, social and commercial competences. Key success factors are knowing their students and trust them.

Mylly used the 'Presentation Minicompany H.Mylly' presentation, which can be found in the QMS4VET project Dropbox.

Heli Ylitalo explained how they started a pilot 'distance learning & virtual classroom' project with 9 new practical nurses in Kuhmo (more than 100 km's from Kajaani) and struggling with a lack of practical nurses. Each practical nurse will follow her own individual pathway and is guided from a distance. Although this methodology is rather expensive and it has to be paid from the normal KAO budget, it is seen as a responsibility towards the community. Heli used the 'Students at work (at a distance)' presentation, which can be found in the QMS4VET project Dropbox.

8. How to make individual timetables for the students.

Tarja Huovinen explained how she makes the (short time) timetables for the students. Each group of teachers (normally 3) has to create their own timetable (no planning department/person). The WILMA-system is used as a source. A week program exists of several day programs with 'big – project based – blocks'. Students can also see the timetables from their teacher/coaches so they know when and where to find them for support. One of the back draws of this system is that it is very time consuming (more than estimated).

9. End of the day.

At around 17:00 hour the 1st meeting day was closed.

WEDNESDAY 22 JANUARY 2020

10. Evaluation of previous day.

No questions or comments.

11. Digital guidance of students.

Pirjo Hotti explained that she mainly used the Adobe Connect Pro system to contact, follow and guide her students at a distance. Books are not often used any more and have been replaced by e-learning modules (i.e. recorded lectures) which can be studied at home at the most appropriate moment. Study progress of each student can be followed by a 'dashboard'. Guidance of the (mainly) adult students is often done with help of video conferencing and video recordings of student products are often used and saved as evidence. Competence on how to use the different available (digital) tools is gained by training, but also by 'just doing'.





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Pirjo used the 'Digital guidance for students' presentation, which can be found in the QMS4VET project Dropbox.

12. Leading the process for individual study paths.

Urpo Kovalainen showed how their educational approach was rewarded by several organisations. The whole converting process took about 7 years which resulted in a school where 'the students are the workers and the teachers the leaders. Urpo used the 'Leading the process for individual study paths 22.1.2020' presentation, which can be found in the QMS4VET project Dropbox.

13. Individual study paths in music education.

Tapani Komulainen explained that work on their personal musical skills via projects, which result in demonstrations and sometimes in gigs. Each student has a progress meeting with his/her teacher/coach and once a week there is a meeting with all students. Requests for gigs are also divided during this meeting. Tapani also emphasized that the students have also access to the music department when the rest of the school is closed. This means that they can also practice in the evening and weekends and is possible since there is trust (backed-up by camera's). One student explained how he – at the moment – combines high-school and the KAO music education. Tapani used the 'Individual study paths in music education' presentation, which can be found in the QMS4VET project Dropbox.

14. SWOT-analysis.

Participants were divided into 4 groups, forming a carousel to discuss the SWOT of the presented educational systems. Outcomes were evaluated with the whole group and can be found in the 4th Project week report (Creation and organisation of individual study programs).

15. End of the day.

At around 17:00 hour the 2nd meeting day was closed.

THURSDAY 23 JANUARY 2020

16. Step by step implementation and digitalisation of the results

Participants were divided into 3 groups. One group discussed and made a proposal for the 'Reflection and awareness on possible weaknesses and threats', one group did the same for the 'Recommendations for Step by step implementation' and the 3rd group made a proposal for the evaluation (advantages and disadvantages). Proposals were immediately digitalized. The three proposals were evaluated with the whole group and can be found in both Project week reports.



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

17. Meeting with the Kainuun ammattiopisto management to discuss meeting outcomes.

Raimo Sivonen and Urpo Kovalainen joined the group and the experiences and learning outcomes were discussed. Durk thanked the KAO management for hosting the group and sharing their admirable education methodology with all of us.

18. End of meeting.

Durk distributed the Learning Outcomes input documents and asked the participants to fill in the online evaluation survey. The formal part of the meeting was closed after thanking Risto and his colleagues again for the wonderful days and their hospitality. After the handing over of the presents, Durk formally closed the meeting.

19. Cultural programme.

Photo's of the cultural program can be found in the QMS4VET project Dropbox.



Finnish Vocational Education and Training

Kajaani 21st January 2020

Principal Raimo Sivonen,
Kainuu Vocational College,
Kajaani, Finland

Kainuu Vocational College

1

Finland and Kainuu

Kainuu Vocational College

2

Kainuu Vocational College (KAO)

- Municipal Enterprise owned by City of Kajaani
- Providing vocational qualifications, further vocational qualifications and specialist vocational qualifications
- Turnover 28 M€/year
- about 2900 FTE students, 16-71 years
- staff about 300
- Three time winner in National quality management competitions

Kainuu Vocational College

3

Education system in Finland

5/2016

Kainuu Vocational College

4

Background to new VET legislation implemented at 2018 in Finland

- Occupations are changing rapidly
 - Content of curriculums must follow the real life, tight connection to working-life
 - An occupation cannot be described by a single qualification
 - Need for individual paths to qualifications
 - Competence based approach to qualification
- Public economy in crisis after 2008:
 - National debt was growing, need to cut public expenditure
- Simplifying the administration and funding of VET
 - Complexity of funding processes; youth-education, adult education, training of unemployed people, ...

Kainuu Vocational College

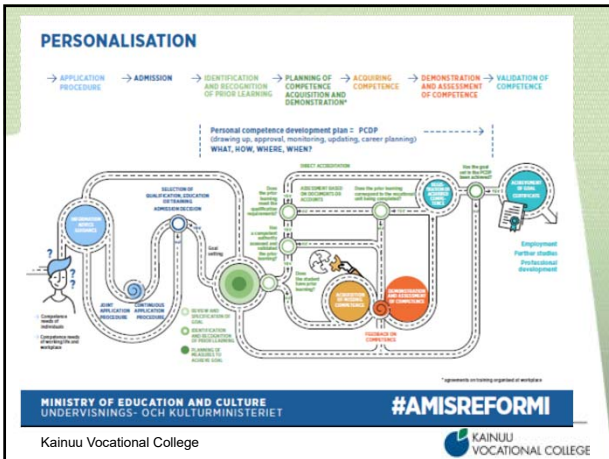
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NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.

Kainuu Vocational College

6



7

How to create a successful VET

Step 1. Politics and strategy

- To make successful VET needs common understanding:
 - How the educational system is serving the nation.
 - VET as a part of development and economic policy
 - Open discussion with working life
- A national level strategy in the field of education
 - Common vision for future
 - Funding system predictable and open
- Open system for all (equal and free) for all over 16 years

8

How to create a successful VET

Step 2. Flexibility 1/2

- Flexible ways to arrange education, no extra bureaucracy by that
 - Less qualifications (from 351 to 164)
- National level curriculums, same to all students
 - Personal and regional ways to run education
- Study arrangers has the responsibility of all
- Freedom to arrange education on most suitable way:
 - Personal competence development plan for every student,
 - Contact lessons,
 - e-learning,
 - studies arranged in work-places,
 - apprenticeship training etc.
- Cooperation with working life increases

9

How to create a successful VET

Step 2. Flexibility 2/2

- Flexible admissions, you can apply 365 days a year, studies targeted to qualification or just update skills
- Open to all with skills from comprehensive school
- Personal competence development plan
 - To make personal paths needs new skills from teachers and personnel
 - Personal study time, time in school is shorter (or not...), studies in work-life,...
 - Movement between different qualifications
 - Continuous learning
- Studies all year round

10

How to create a successful VET

Step 3. Quality and funding

- We must every day earn our existence!
- Quality management is a method to keep promised tasks, all are part of quality
- Public funding paid to education arranger with a licence from Ministry of education
- Funding based:
 - 50% to basic funding, amount of study years etc
 - 35 % performance based funding (qualifications)
 - 15 % effectiveness based funding (employment, feedback)
 - 2-4 % of funding can be paid by strategic development purposes
- Funding is paid to education arranger and there is the independence to use it

11



12



2020 KAO and Finnish VET

Finnish Vocational Education and Training

Kajaani 21st January 2020

Principal Raimo Sivonen,
Kainuu Vocational College,
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Kainuu Vocational College

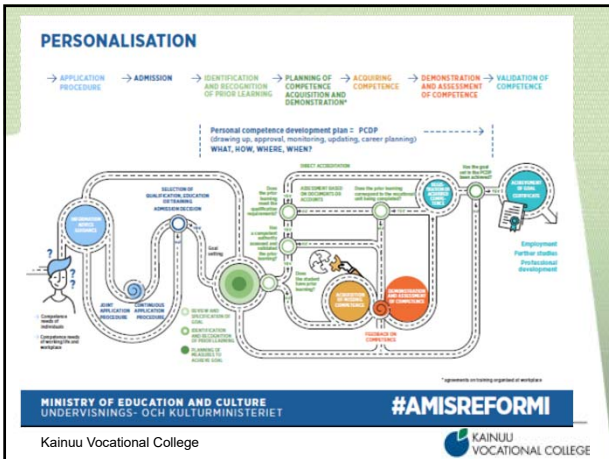
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11



12



Continuous admission

Virpi Kaasinen, Teacher
Kainuu Vocational College

1

Some background information

- Vocational reform started and new law came in 2018
- How it works

https://www.youtube.com/watch?time_continue=36&v=mzRklnHP5iU&feature=emb_logo

2

How we manage continuous admission?

- On-line applications
- <https://www.kao.fi/>

For adults everyday

For comprehensive school (last year students) in February-March

Wilma helps us to manage the applicants

3

What we have learned?

- Someone has to answer/contact the applicants – who is that someone? How do you answer? How do we choose the students? Do you meet? Is there an entrance exam or test? How many students do we take?
- You have to be organized and processes have to be well thought
- The processes doesn't have to be the same in every field/degree

- Groups are often important for the students.
- There are lot's of important issues in the beginning (passwords, studentcards, healthcare etc).

4

QMS4VET in Kajaani 21.1.2020 11.30

Teacher Maija Vuorinen and student Anitta Heinä: Personal competence development and personalization

- when we have select the student he or she has personalization conversation with tutor teacher and/or advisor
 - in Wilma we have a special form for the personal competence development plan
- every teacher and advisor has to know very well nationwide qualification requirements
- First: identification of prior learning -> recognition of prior learning -> doesn't have to take part all the lessons/units and so on

- student choose the competence area (it depends it is many competence area, in some study fields there is more than one)
- student choose units
 - vocational qualification unit
 - compulsory unit(s) (depends on qualification how many)
 - optional units (depends on qualification how many)
 - common units
- vocational qualifications are all 180 competence point
 - it could be different time how long students study to get one point -> time is not the most important thing -> the most important thing is skills and knowledge

- We have local plan in our school and there we have planned which time of the year the units are
- During the studies it is possible to change optional units
- During the studies it is possible to change the competence area but it depends on qualification, for example in vocational qualification in tourism you have to choose the competence area during about first year. Before that, you can study only one compulsory unit and optional units.
- we make the personalization plan usually for 2-3 years
 - if students already have a lot skills and knowledge then the time is shorter

Students at work (at a distance)

Students in work places
- a pilot group in Kuhmo

Heli Ylitalo
Teacher
Social and Health Care

1



2

- Labour shortage
- A long distance between Kajaani and Kuhmo
- Just a few young people living in Kuhmo
- Adult inhabitants who has no vocational upper secondary qualification

3

- 9 new practical nurse started education
- Every student has a personal competence and development plan
- Adult students - continuous admission

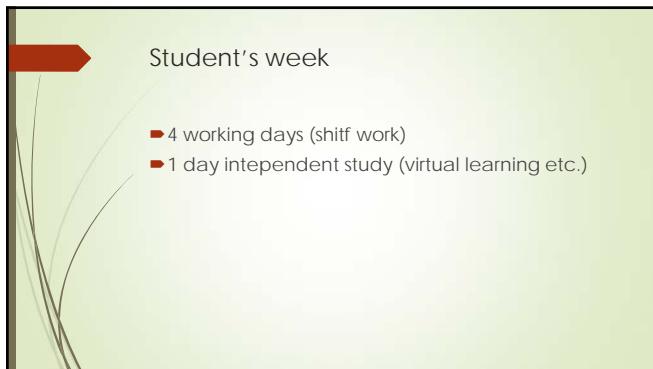
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- Work places:
 - Elderly nursing homes
 - Disability services
 - Homes for persons with intellectual disabilities

5

- Practical nurse student starts training in working place after one week
- Each student has a own working place and an own trainer at a workplace
- Students work at the working place 5 – 6 months (one vocational qualification unit)
- Few contact learning days
- Vocational teachers visit often working places
 - Discussing with students and trainers and staff
 - Guiding students
 - Assessing students

6



Student's week

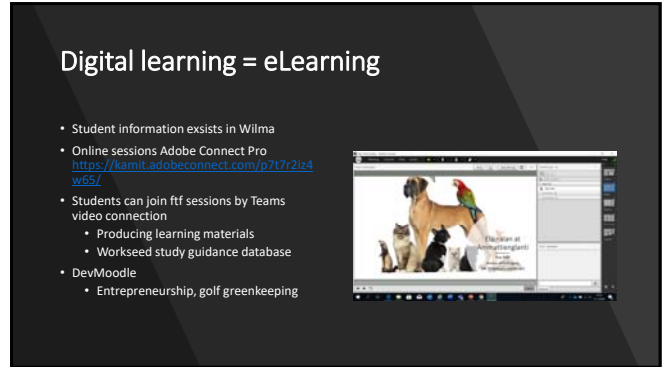
- 4 working days (shift work)
- 1 day independent study (virtual learning etc.)

7

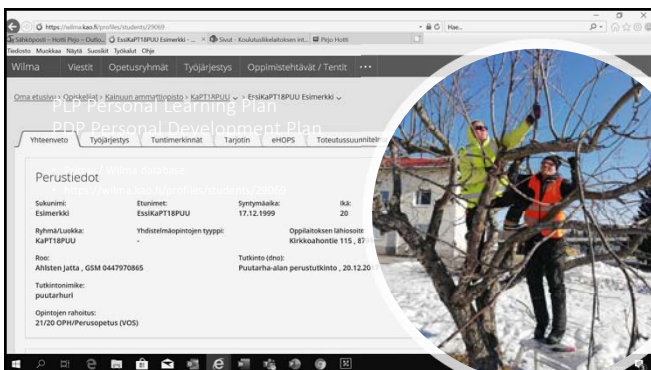
Digital guidance for students



1



2



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4

Leading the process for individual study paths 22.1.2020



1

KAINUU VOCATIONAL COLLEGE

Leading the process for individual study paths

Urpo Kovalainen
Head of Department Vuorikatu campus

2

KAINUU VOCATIONAL COLLEGE

Vuorikatu Campus

Hairdressing | Conservatory | business and administrator
300 students
General upper secondary school
600 students
Staff
63

3

KAINUU VOCATIONAL COLLEGE

Points

1. Awards
2. The Main Principles in our pedagogy
3. The Hardest part in our pedagogy
4. Individual study paths
5. Examples (if there is time left)

4

KAINUU VOCATIONAL COLLEGE

Awards

5

KAINUU VOCATIONAL COLLEGE

... Kainuu Vocational College has been developed YritysAmis (a pedagogical method to learn entrepreneurship while studying profession. The YritysAmis operating model has won the Productive Idea 2017 competition grand prize in society organised by the Junior Chamber of Commerce. Finland's best Productive Idea prizes were awarded in the Arena in Pori Finland on Thursday.

Kainuu Vocational College (Finland)

YritysAmis, who won the prize as a productive idea of the lights of Times Square on a wall in New York.

The competition sought nationwide productive use of innovative business ideas already.

Launched in 2015

YritysAmis has renewed its professional entrepreneurial learning and working life form. Studying has moved from classrooms practical work and projects carried out together with companies. Everything is the conclusion of social significance and learning environments has been updated, right down to the physical learning environments. YritysAmisen a new approach to learning on a broad interest to both home and abroad.

YritysAmisen Education Director Maarit Tarta-Kallio got the prize for confirmation that the hands of a productive idea, which must continue to develop and spread.

- The jury also emphasized that the distribution channels are in place and we have been able to spread the idea widely YritysAmisen, Tarta-Kallio explains.

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7



8

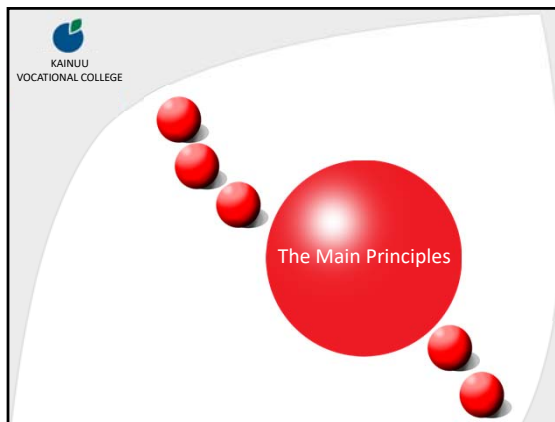
KAINUU VOCATIONAL COLLEGE

We create the school of feelings – good feelings!

Everyone – student or teacher – can find within themselves the burning feeling to do their best.

No matter who are you or what is your background.

9



10

KAINUU VOCATIONAL COLLEGE

YritysAmis Model - The Main Principles -

- We don't have
 - Normal classrooms
 - School timetables, courses, periods, study units
- We have
 - Entrepreneur-like learning environments
 - Three weeks duty rosters
- Students are workers and teachers are leaders

11



12



13



14

KAINUU
VOCATIONAL COLLEGE

YritysAmis Model - The Main Principles -

- Students learn in projects according to the business world.
- The work is done for real customers.
- Students are working in small teams and they can find inspiration from others' successes and learn co-operation skills.
- Teachers form a team and plan together activities.
- Questions rising during the working activites will be solved, students are not alone.

15



16

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Student is now
a STAR.

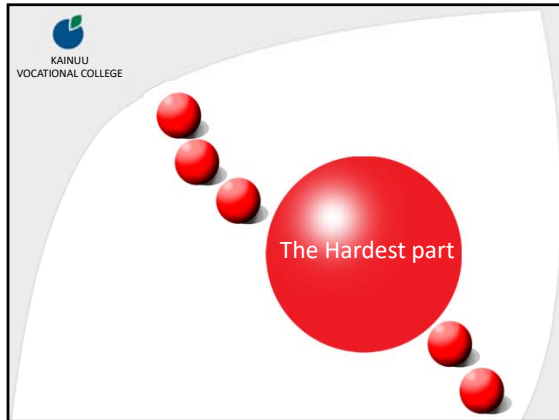
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VOCATIONAL COLLEGE

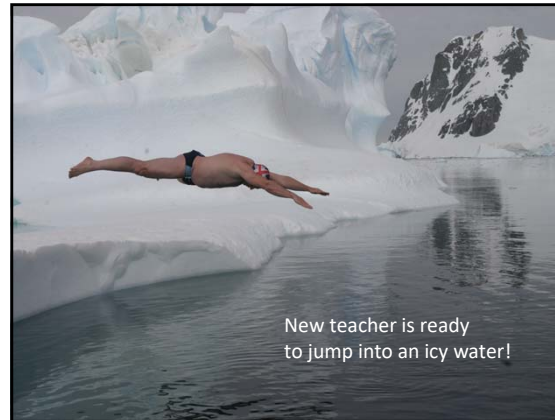
Basis for our pedagogy

Everyone is valuable – because
he/she is a Human!

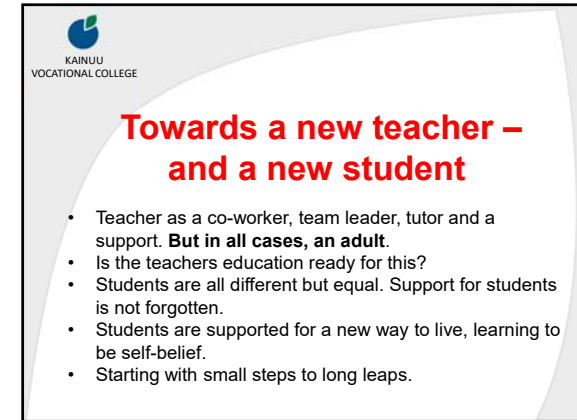
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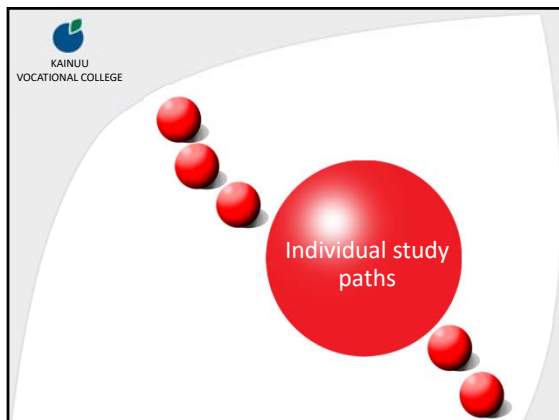
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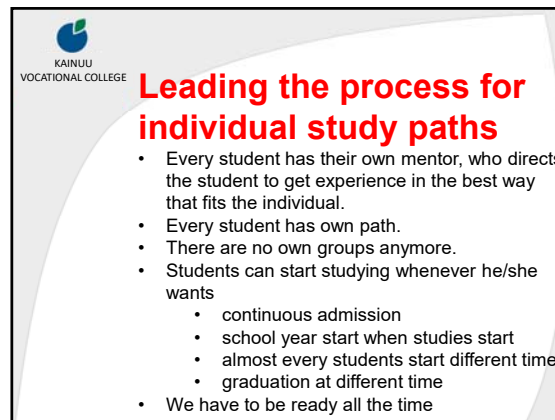
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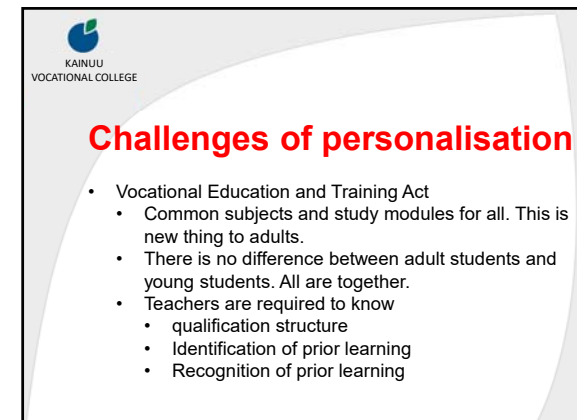
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Challenges of personalisation

- Personalisation take lot of time
- Own mentor must write plans and decisions in personal competence development plan (PCDP)
 - 3-4 times per year
- The most challenging part
 - Teacher should take care of many students and their studies in the same time

25

KAINUU VOCATIONAL COLLEGE

Benefit of personalisation

- Every student has their own mentor.
- Continuous admission - You can start studying anytime.
- There are many ways to get a degree
 - apprenticeship training
 - training agreement
 - multiform learning
 - self-motivated education, day time
- Competence-based – what you have learnt, you don't have to study again

26

KAINUU VOCATIONAL COLLEGE

”Better can be born when the action changes. Action changes only when thinking changes. The thinking changes only by questioning the old thinking.”

- Petri Rajaniemi-

27

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Examples

28

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GLOW

29

Henkutus-passi
YritysAmmis | Kainuun ammattiopisto | 2016-17

Nimi _____

Ryhmätunnus _____

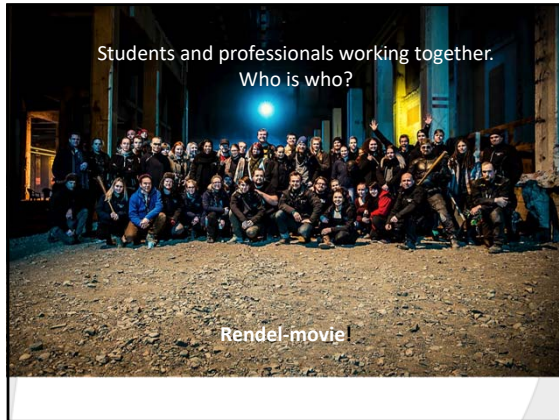
Pidä tämä Henkutus-passi mukanasi jokaisessa Henkutus-tilaisuudessa, niin saat leiman koirin kääntöpuolelle. Kerää koko sarja.

SuperHenkutus on loppukeväästä 2017. Tässä lukuvuoden päätöshekikutuksessa passina palautustien keulan arvotaan ylätöspalkintoja.

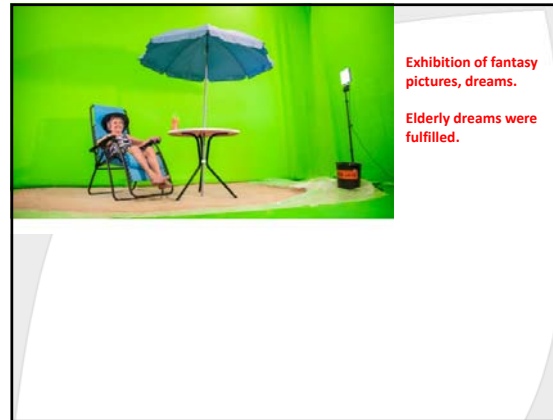
Henkutusissa opit vuorovaikutusta ja saat osaamisipisteitä.

YritysAmmis

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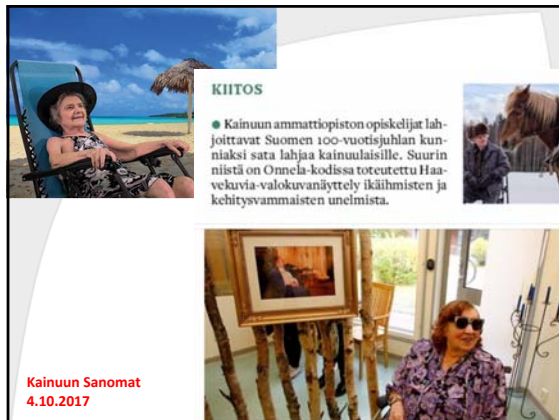
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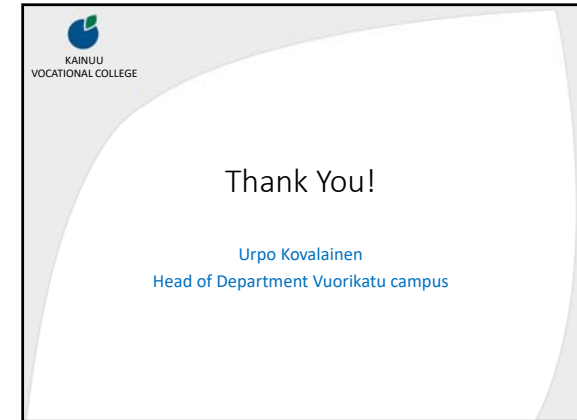
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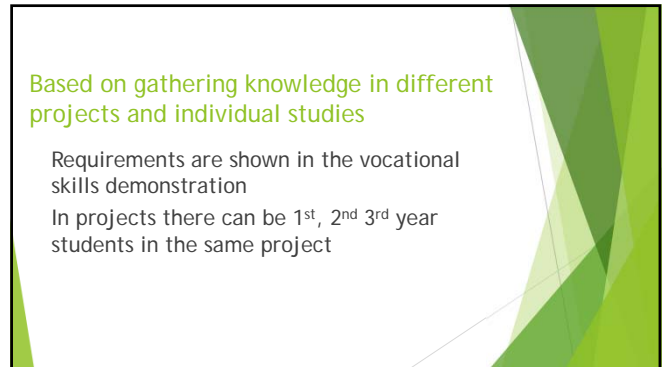


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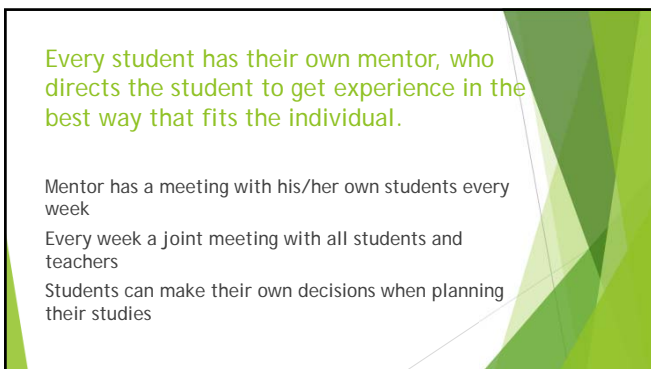
Individual study paths in music education



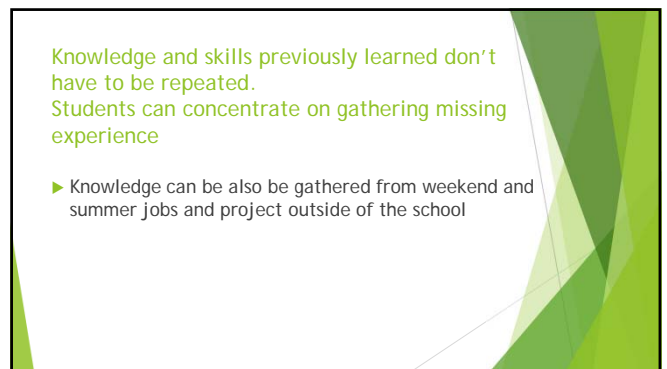
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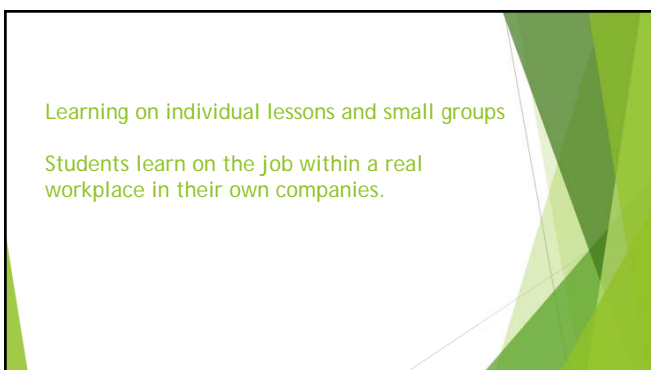
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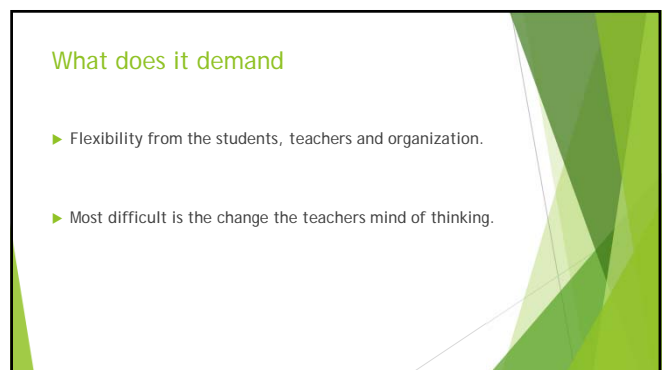
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6

TUESDAY	
8-9	High school 17&19
9-10	High school 17&19, Band 1, Piano lessons, Guitar lessons
10-11	High school 17&19, Band 1 Soul, Workshop, Jazz Workshop, Digital technology, Vocal lessons, Drum lessons Piano lessons, Guitar lessons
11-12	High school 17&19, Soul, Workshop, Jazz Workshop, Digital technology Vocal lessons, Drum lessons, Piano lessons, Guitar lessons
12-13	High school 17&19, Pop/jazz theory, Vocal lessons, Drum lessons Piano lessons, Guitar lessons
13-14	High school 18, Music styles, Pop/jazz theory, Vocal lessons, Drum lessons, Piano lessons, Guitar lessons
14-15	High school 18, Vocal lessons, Drum lessons Drum workop, Piano lessons, Guitar lessons, Pop workshop
15-16	High school 18, Drum workshop, Vocal lessons, Pop workshop
16-17	Drum lessons , Vocal lessons
17-18	Drum lessons, Vocal lessons
18-19	Drum lessons



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Annex 11

MINUTES 5th PROJECT WEEK (ONLINE) MEETING

9 – 11 February 2021

HOST ORGANISATION

bit Schulungscenter GmbH
Kärntner Straße 311
8054 Graz (AT)

AGENDA TUESDAY 9 February 2020

Time	Item	Preparation/ Presentation	Teams
13.30	Welcome & Introduction Project week overview; Explanation of the day	Durk van Wieren	Plenary
13.45	Introduction of bit schulungscenter	Michael Kvas	Plenary
14.00	Introduction to the Austrian VET System and Context (Labour market)	Newplacement Vienna Thomas Biller	Plenary
15.00	Coffee break		
15.15	Digitalized learning: from analysis to strategy to implementation	Michael Kvas & Katharina Mathois + Participant	Plenary
16.30	End of the day		

AGENDA WEDNESDAY 10 February 2020

Time	Item	Preparation/Presentation	Teams
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren	Plenary
13.45	Introduction to the Learning Management System: MILES	Michael Kvas	Plenary
14.30	MILES Hands-on demonstration	Thomas Hötzl	Plenary
15.15	Coffee break	All	
15.30	SWOT-analysis	All	Breakout rooms 1 – 4 • Joao: Strengths • Shelagh: Weaknesses



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

			<ul style="list-style-type: none"> • Risto: Opportunity's • Laura: Threats
16.30	End of the day		Plenary

THURSDAY 11 February 2020

Time	Item	Preparation/Presentation	Teams
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren	Plenary
13:45	Step by step implementation	All	Breakout rooms 1 – 4 <ul style="list-style-type: none"> • Joao: group 1 • Shelagh: group 2 • Risto: group 3 • Laura: group 4
15.15	Coffee break		
15.30	Digitalisation of results	All	Breakout rooms 1 – 4 <ul style="list-style-type: none"> • Joao: group 1 (introduction, objectives, methodology) • Shelagh: group 2 (SWOT & how to deal with W&T) • Risto: group 3 (recommendations for step by step implementation) • Laura: group 4 (evaluation, incl. advantages, disadvantages & tips)
16.15	Recap of the week; Evaluation + Goodbye's	Durk van Wieren	Plenary
16.30	End of the project week		



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

PARTICIPANT'S LIST:

See annex 1

MINUTES OF THE MEETING:

Photos of the meeting and handouts of the used presentations can be found in the QMS4VET Dropbox and MS Teams folders.

TUESDAY 9 FEBRUARY 2021

1. Welcome & Introduction; Project week overview; Explanation of the day.

Durk welcomed all participants, introduced himself and the QMS4VET project (see also www.ventus.nl/QMS4VET). After each participant introduced her/his selves briefly, we took a walk through the agenda for the 3 days.

2. Introduction of bit schulungcenter

Michael Kvas introduced the bit schulungcenter (see annex 2).

3. Introduction to the Austrian VET System and it's context with the labor market

Thomas Biller gave us an overview about the Austrian VET system (see annex 3).

4. Digitalized learning: from analysis to strategy to implementation

Michael Kvas took us through bit's 'digitalized learning methodology and was supported by Elisabeth Bauer (ex. students) and Katharina Mathois (teacher). Participants asked a lot of questions since this was the studied subject and will be evaluated during the next days (see annex 2).

WEDNESDAY 10 FEBRUARY 2021

5. Welcome; Evaluation of previous day; Explanation of the day

Durk van Wieren welcomed all participants and gave the opportunity to ask questions. Several questions were answered by Michael Kvas. After answering all questions, Durk explained the content of the 2nd QMS4VET afternoon.

6. Introduction to the Learning Management System: MILES

Michael Kvas explained the general outlines of the Miles system (see annex 2).

7. MILES Hands-on demonstration

Thomas Hötzl gave a demonstration of the Miles system in which he showed the features and possibilities. All participants received the opportunity to try the Miles system themselves. This opportunity will be available for the next few weeks. After the demonstration Thomas answered all questions.



Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

8. SWOT-analysis

After the coffee break the participants were divided over 4 sub-groups in which they discussed the Strengths, Weaknesses, Opportunities and Threats (SWOT) of 'bit's blended learning methodology'. Outcomes of this analysis can be found in the Project Week report.

THURSDAY 11 FEBRUARY 2021

9. Welcome; Evaluation of previous day; Explanation of the day

Durk van Wieren welcomed all participants, explained the day and questions about the previous days were answered.

10. Step by step implementation

After a short instruction, participants were divided over 4 Breakout rooms where they worked on input for the 'Recommendations for step by step implementation' chapter of the Project week report.

11. Digitalisation of results

Participants were divided over new Breakout rooms in which they worked on the different chapters of the Project week report.

12. Recap of the week; Evaluation + Goodbye's

The Breakout rooms were closed at 16:15 hour and all participants met each other again in the plenary meeting. There were no questions to be answered during the last opportunity. Durk van Wieren thanked all participants for their effort and cooperation. It was agreed that all participants will receive the minutes of this project week, the Project week report and will be kept informed about the further outcomes of the QMS4VET project (i.e. the Toolkit). All participants were asked to fill in the online survey which was sent to them by e-mail. Durk van Wieren closed this Project week meeting at 16:30.

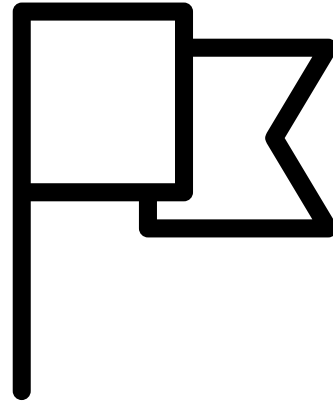
Annexes:

- Annex 1 (Attendance list QMS4VET 5th project meeting)
- Annex 2 (ProjectWeek-Presentation (bit))
- Annex 3 (VET in Austria)

VET in Austria

„Education may be expansive, ignorance costs even more“

Thomas Biller
bit schulungcenter

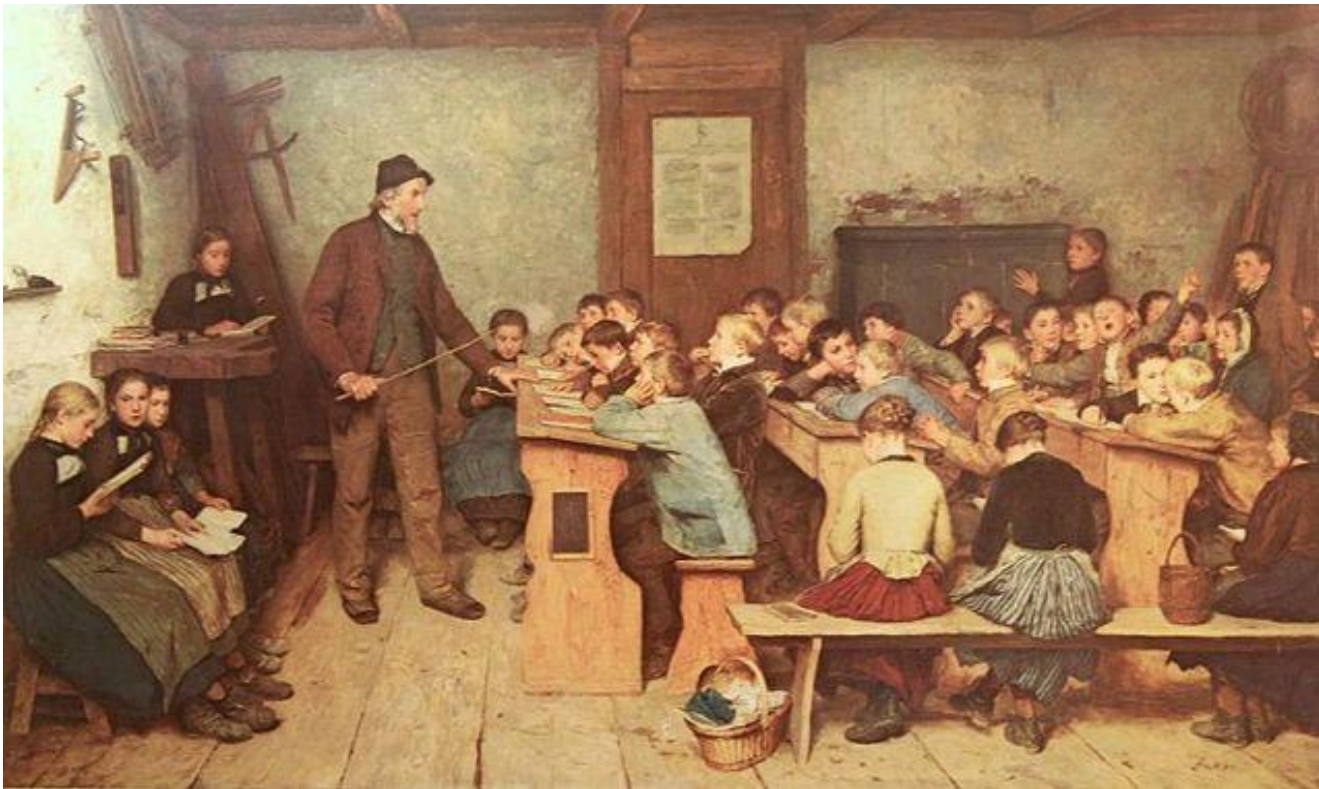


Getting VET!

Maria
Theresia
1774:
A Vision
becomes
true



Mandatory Schooling for boys and girls for 6 years available in 12 local languages



From Military Academy (1717) to Federal Secondary College of Engineering (1919)



The Academy of Economics (1857)



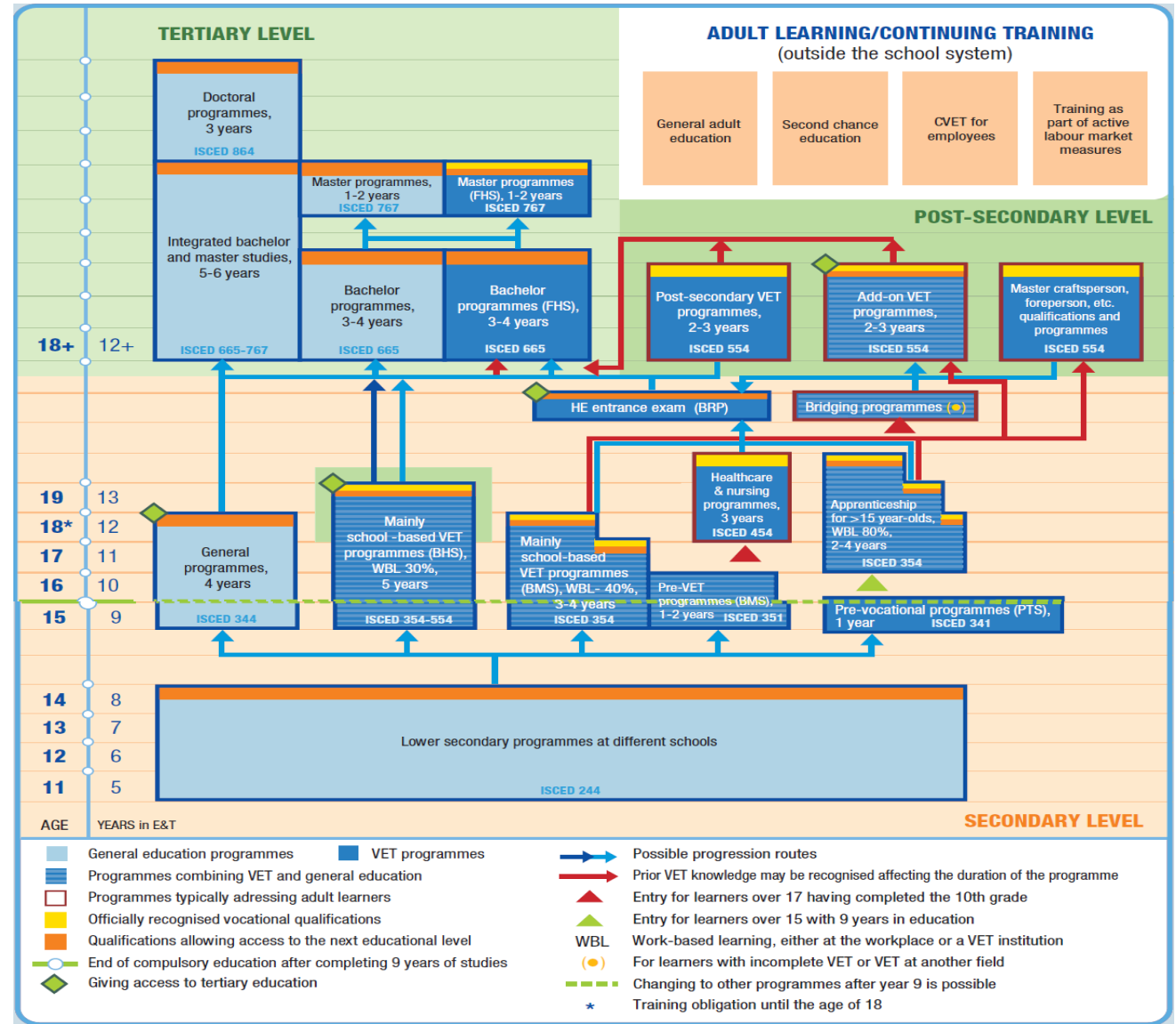


©copyright Infocus Photography Bundesimmobilien-gesellschaft

College for Occupation in Service Industries Management

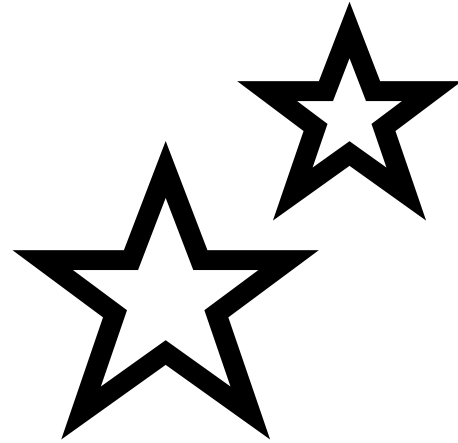
*Why
VET?*

Taking the chance to change before the change steals your chances...



Being connected...

Networking with Ex- Colleagues

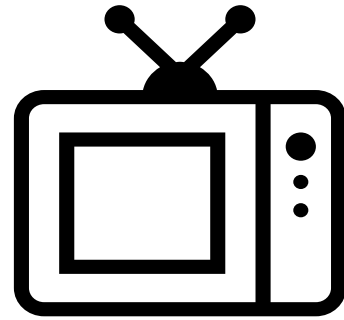


Being accepted...

Feedbacks on practices and
direct employee placements

T h e r e ' s
a h o l e
i n m y
s i d e w a l k
q u o t e s

PORTIA NELSON



VET in Austria...

[\(film\)](#)

QMS4VET

5th Project Week

bit schulungcenter

09.02. – 11.02.2021

Agenda 1

TUESDAY 9 February 2020

Time	Item	Preparation/Presentation
13.30	Welcome & Introduction Project week overview; Explanation of the day	Durk van Wieren
13.45	Introduction of bit schulungcenter	Michael Kvas
14.00	Introduction to the Austrian VET System and Context (Labour market)	Newplacement Vienna Thomas Biller
15.00	Coffee break	
15.15	Digitalized learning: from analysis to strategy to implementation	Michael Kvas & Katharina Mathois + Participant
16.30	End of the day	

Agenda 2

WEDNESDAY 10 February 2020

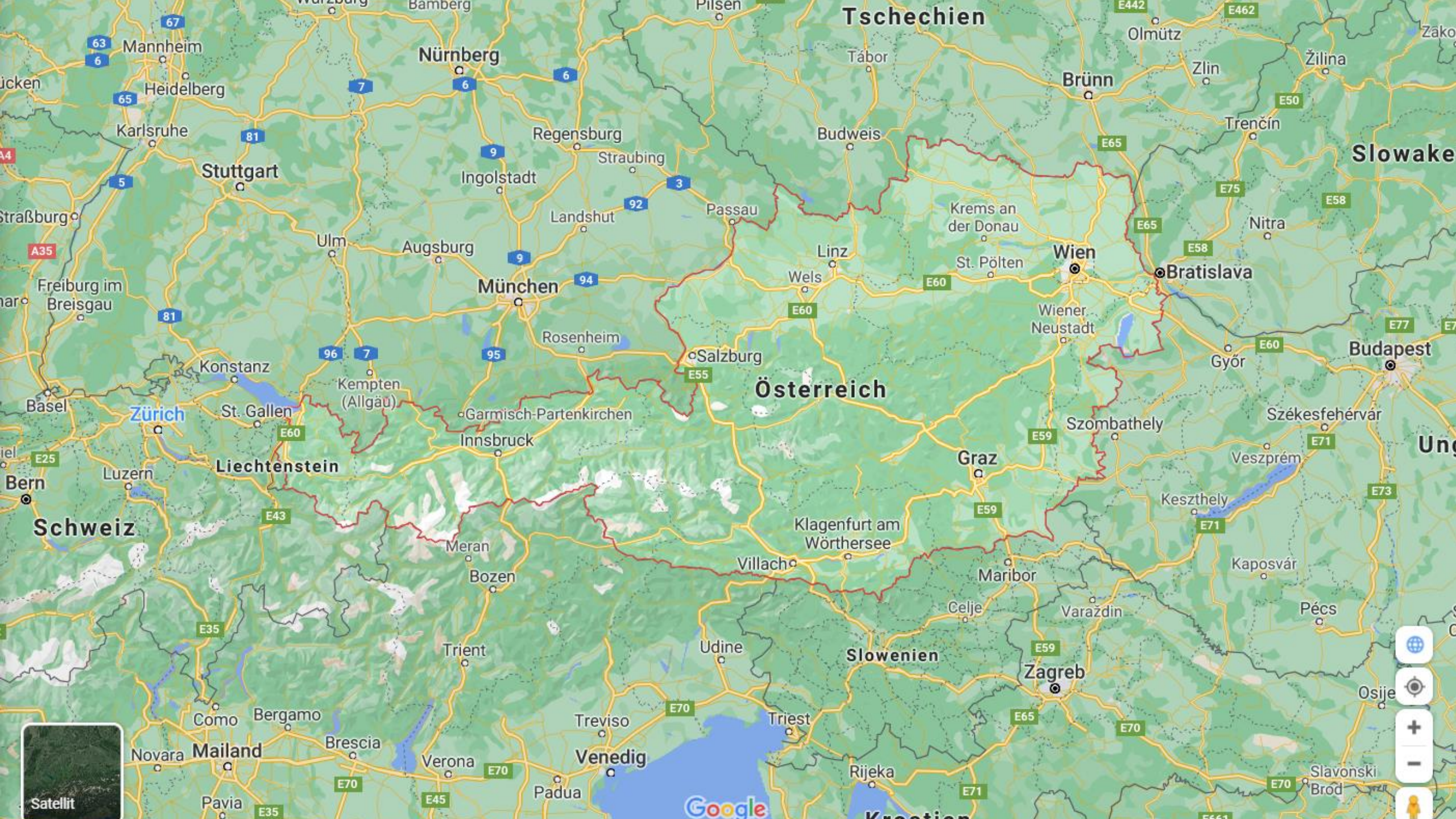
Time	Item	Preparation/Presentation
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren
13.45	Introduction to the Learning Management System: MILES	Michael Kvas
14.00	MILES Hands-on demonstration	Thomas Hötzl
15.15	Coffee break	All
15.30	SWOT-analysis	All
16.30	End of the day	

Agenda 3

THURSDAY 11 February 2020

Time	Item	Preparation/Presentation
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren
13:45	Step by step implementation and Start of Digitalisation	All
15.15	Coffee break	
15.30	Digitalisation of results	All
16.15	Recap of the week; Goodbye ´s	Durk van Wieren
16.30	End of the project week	

Welcome in Graz ...



Tschechien

Slowakei

Österreich

Schweiz

Slowenien

Venedig

Google

Satellit



Nürnberg

Stuttgart

München

Brünn

Wien

Bratislava

Budapest

Bern

Zürich

Liechtenstein

Innsbruck

Salzburg

Graz

Szombathely

Székesfehérvár

Bozen

Villach

Maribor

Kaposvár

Mailand

Treviso

Triest

Zagreb

Osije

Novara

Brescia

Verona

Padua

Rijeka

Slavonski Brod

Karlsruhe

Regensburg

Straubing

Ingolstadt

Landshut

Passau

Budweis

Krems an der Donau

St. Pölten

Wiener Neustadt

Nitra

Győr

Freiburg im Breisgau

Basel

Bern

Luzern

St. Gallen

Kempten (Allgäu)

Garmisch-Partenkirchen

Klagenfurt am Wörthersee

Celje

Varazdin

Pécs

Novara

Pavia

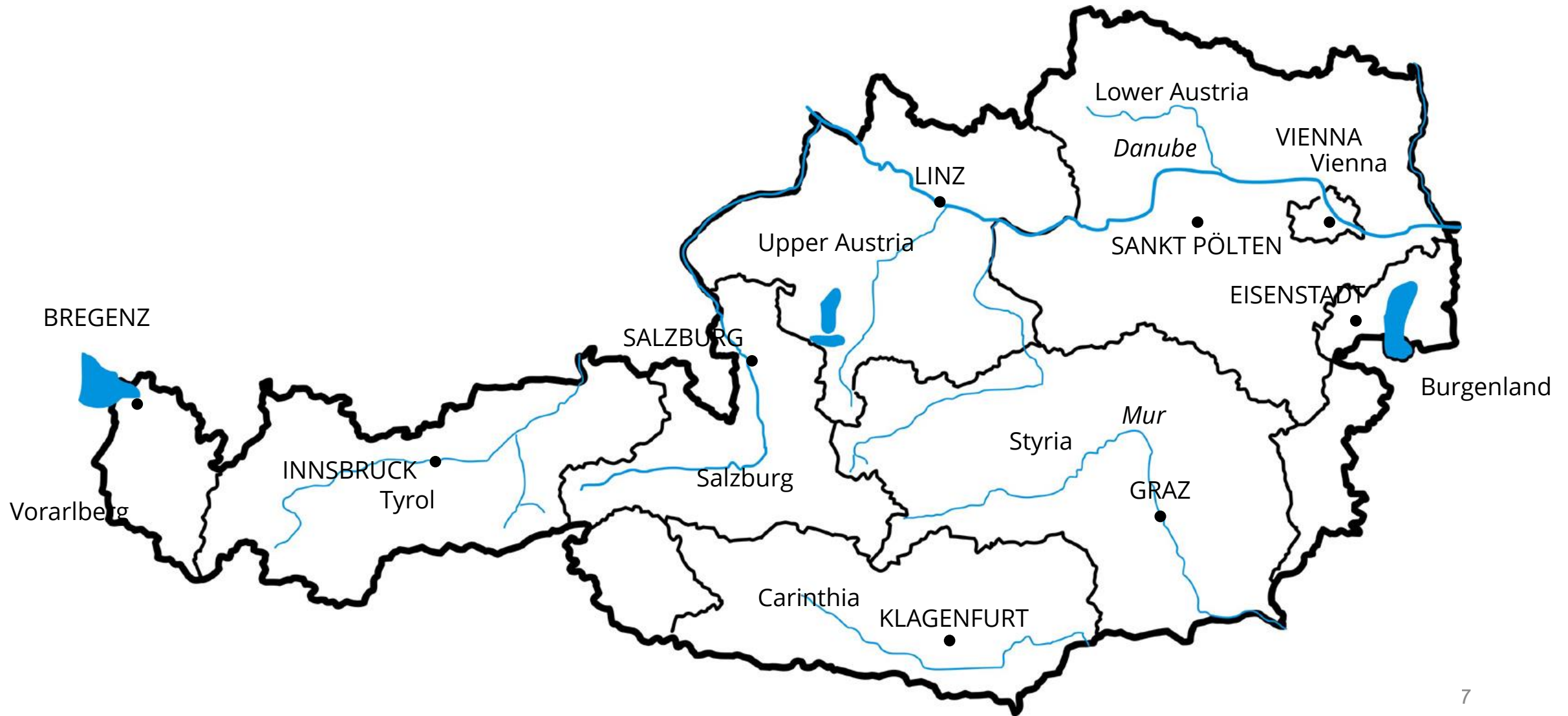
Brescia

Verona

Padua

Rijeka

Slavonski Brod



Training Places



Headquarter



Geschäftsstellen | Regional Headquarters



Projektstandorte | Project Premises



Austrian OR German



Austria:



**Austria for
Americans:**



Trump Praises Austrian “Forest Cities” With Exploding Trees

They [Austrians] live in the forest; they are considered forest cities. But they don't have fires like this.”

earning him the nick-name “Forest Trump.”

He says in these areas they "have more explosive trees" than California, but don't have the same kind of fire problems."



Hanna Herbst

@HHumorlos



Skyline von Wien.



4:02 PM · Sep 15, 2020



2K



199



Copy link to Tweet



Patrick Gruska 

@PatrickGruska



Austria has the best trees.

Quelle: de.m.wikipedia.org/wiki/For_Fores...



5:04 PM · Sep 15, 2020



 266

 29

 Copy link to Tweet



paolo picasso
@paolo_picasso_



unser herr bundespräsident



11:14 nachm. · 15. Sep. 2020



72



2



Link zum Tweet kopieren

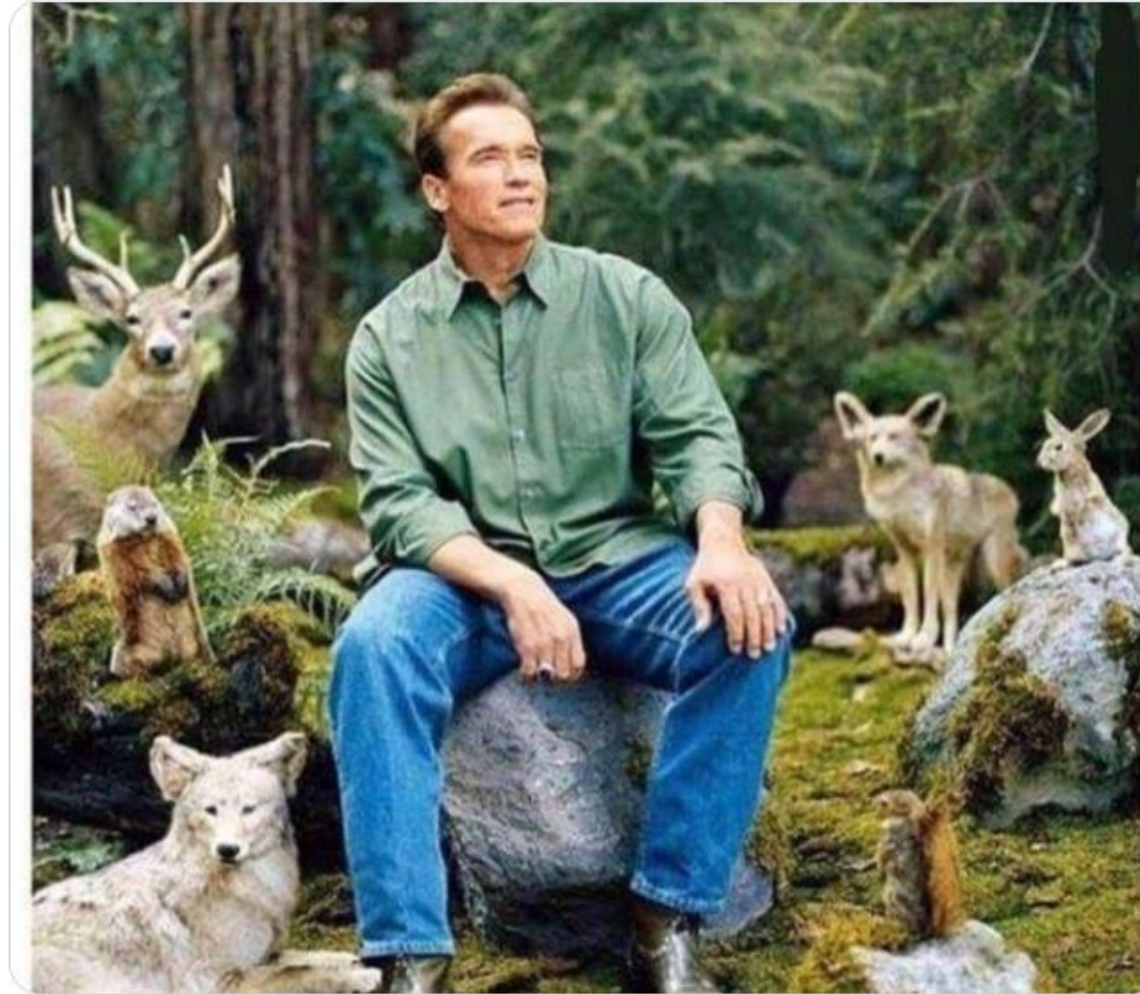


Sarah Höfler

@sarah_hoef



Rare footage of Austrian natives [#ForestCities](#) [#Austria](#)



5:25 PM · Sep 15, 2020



Copy link to Tweet



dichti
@dichterpoet



America First.
Austria Förster.

4:22 nachm. · 15. Sep. 2020



♡ 6.939 💬 1.118 🔗 Link zum Tweet kopieren

Wahlslogan für die Wienwahl?



Stefan Hofbauer
@AustroCanuck



Make Austria först again!
[#Austria](#) [#ExplodingTrees](#) [#ExplosiveTrees](#) [#forestcities](#)

7:17 vorm. · 16. Sep. 2020



♡ 21 💬 3 🔗 Link zum Tweet kopieren



Steernsnupp
@Steernsnupp



Smartphone made in Austria

[#forestcities](#)



11:00 nachm. · 15. Sep. 2020



♡ 31 💬 3 🔗 Link zum Tweet kopieren



bit
Bau & Technik

Salzburg-Land
Süd
Südwest
West
Klagenfurt

bit group

CEO: Ewald Eckl

CBDO: Michael Kvas

#####

400 FTAs within the group

600+ Experts-Network

35 Mio. Sales

bit schulungcenter

Active Labour Market Interventions

Among the 5 biggest partners of AMS

2.000 to 3.500 participants per day

Anually between 8.000 and 12.000 participants

bit management

Consulting in and for Education

Startup Coaching – peak 3.000 founders p.a.

europe mpo

Costumized Solutions for Organizations

MILES Learning

Virtual Learning Experience Platform

EMG Akademie

Nursing and Health Care School

Appr. 600 participants per year

Maturaschule

Berufsreifeprüfungsschule

Secondary II final exam

Appr. 400 participants per year

CPC Austria

Environmental Consulting









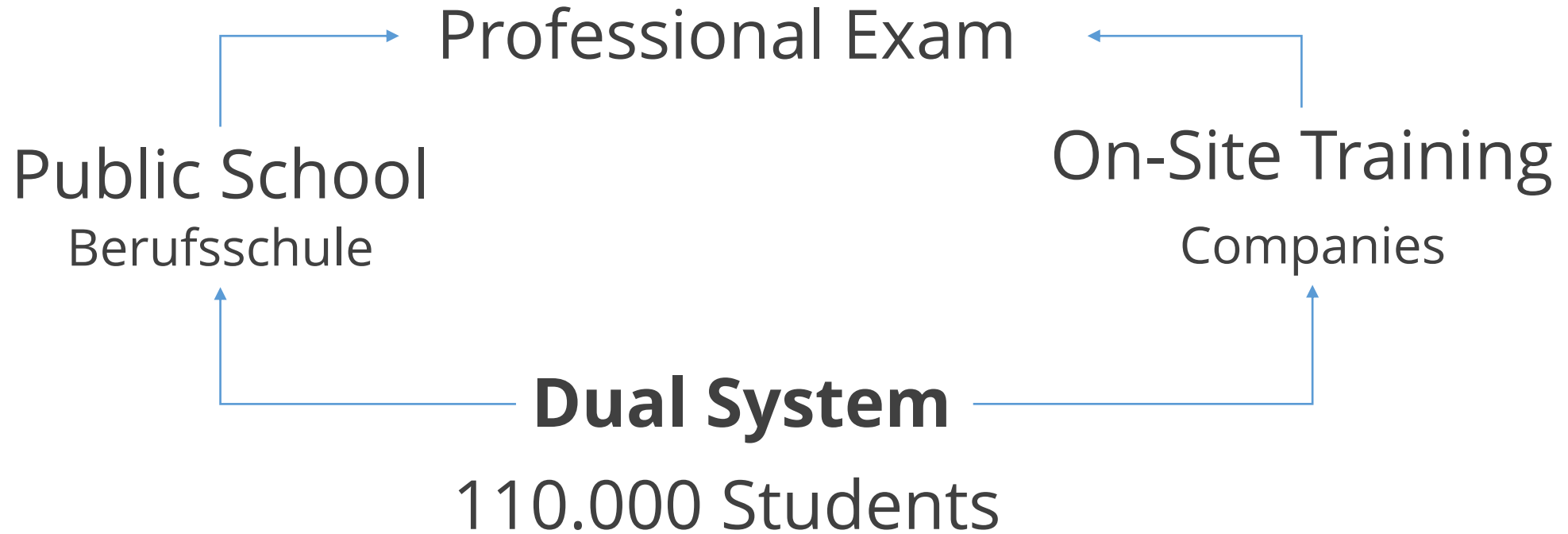




1. Introduction to the Austrian VET System and Context (labour market)

2. Digitalize Learning: From Analysis to Strategy to Implementation

EQF Level 5 – Qualifications (Lehre | Apprenticeships)



Secondary II – Grammar

270.000 Students

3 years | 5 years

Secondary II – VET Training

Still a beginning: blende(n)d zur LAP...

Pilot project for AMS Vienna

Apprentices: Sales Assistance,
Office Administration,
Accounting

24 pax promised |

26 achieved

thereof ca. 50% passed with
distinction AND 100% success
rate

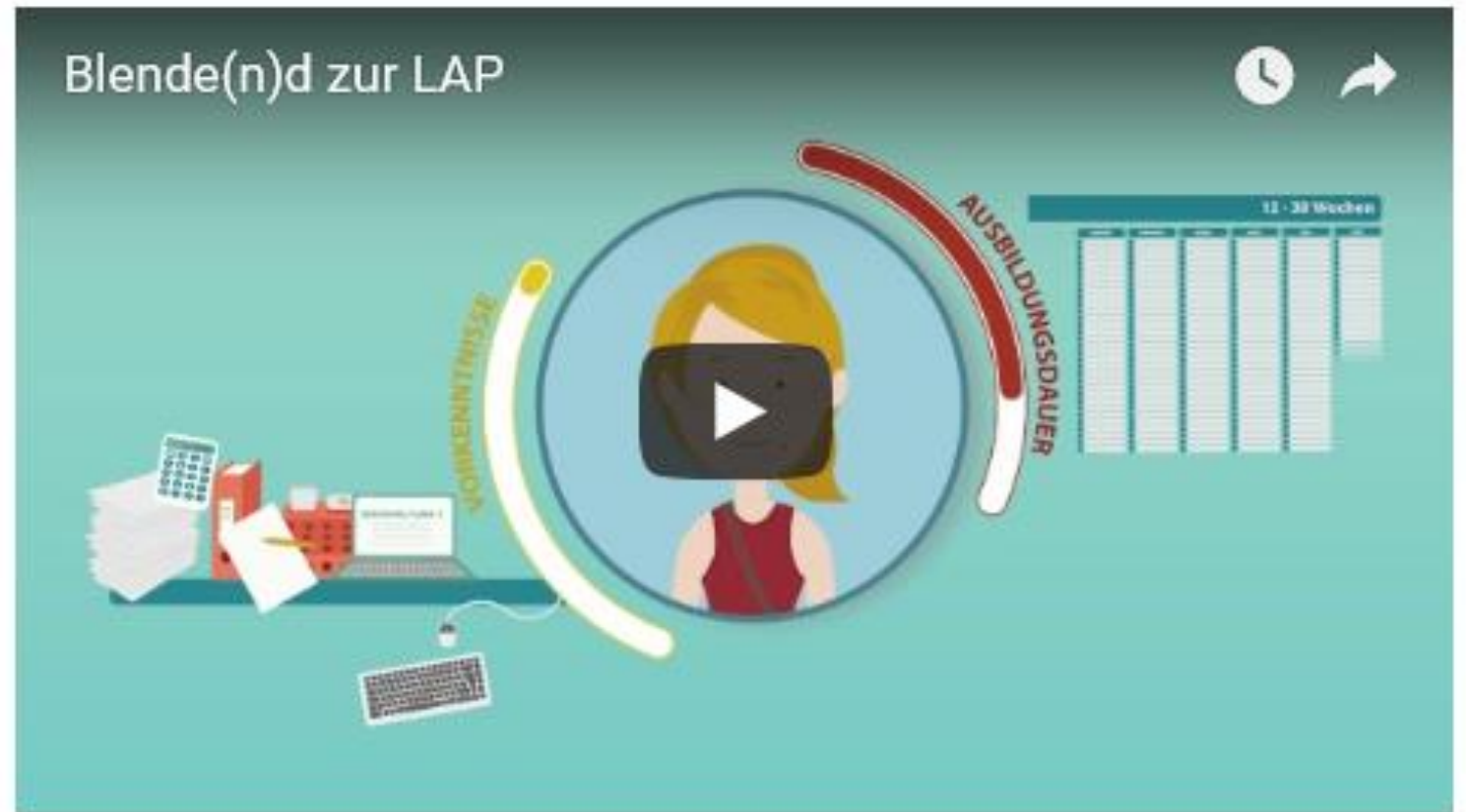
YouTube

Suchen



Blende(n)d zur LAP

Lighthouse Project blended zur LAP



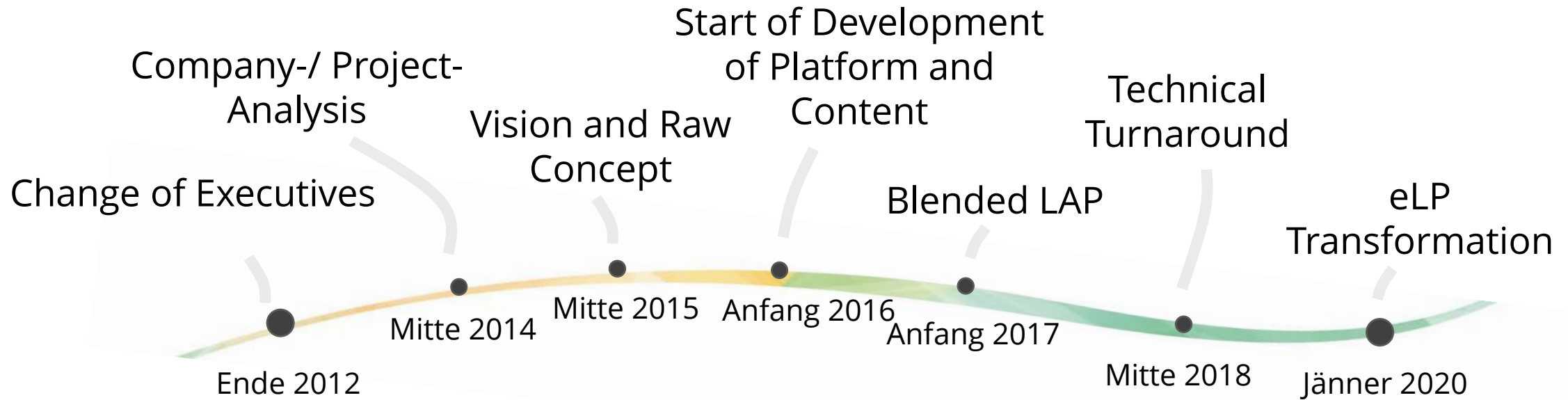
<https://youtu.be/H11nyhptnN4>

The story begins ... 8 years ago ...

Why?
What?
How?
What For?
With what?
How long?
How much?

do we
Learn

The story begins ... 8 years ago with many questions ...

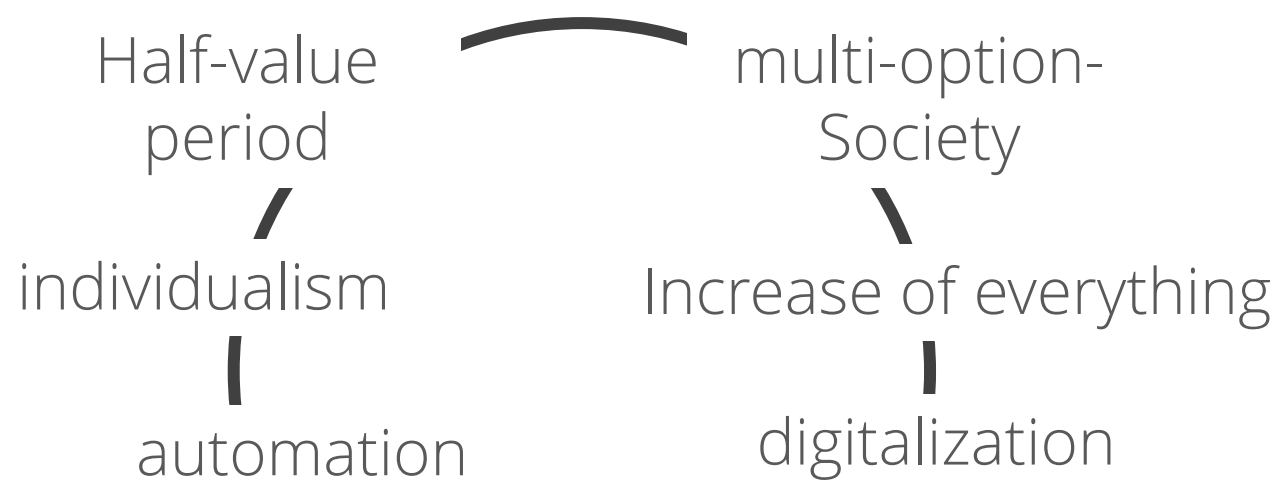


The story begins ... 8 years ago with many questions ...

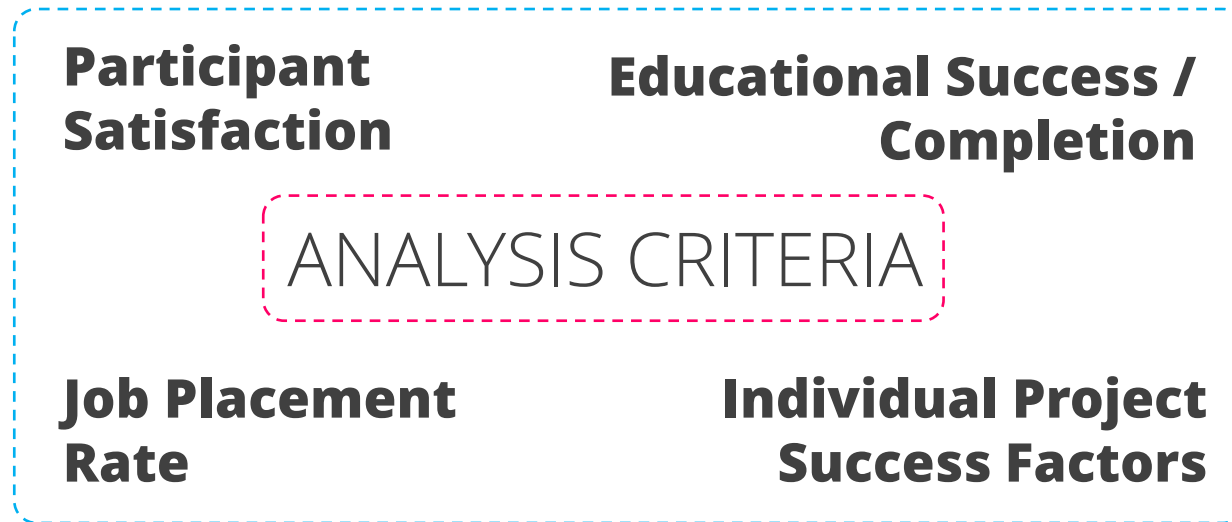
Why?
What?
How?
What For?
With what?
How long?
How much?

LEARNING

If everything gets faster ...
that means, we need to learn MORE in
shorter times and MORE OFTEN



Strategy-Fullstop 2014



most successful project

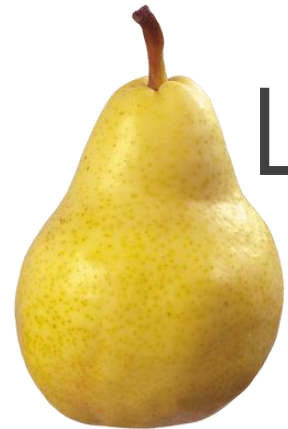
eLP

UPPER AUSTRIA +
STYRIA

Important Definition



eLearning
Self-responsible Learning



Learning in Presence
Learning at an educational premise



blended Learning



Project Profile: eLP

- since 15 years
- blended Learning setting
- Free choice from portfolio
- 11 OR 12 weeks | individual learning time
- Expert Tutoring Online
- 1 or. 2 learning in presence with guidance coach
- 1500 participants per year



Lighthouse Project eLP Upper Austria



https://www.youtube.com/watch?v=uw8i3nWR_fg

eLP is distinctive because

REASONS ...

**Participant
Satisfaction**

**Educational Success /
Completion**

INDIVIDUALITY

SELF-EFFICACY

SELF-RESPONSIBILITY

**Job Placement
Rate**

**Individual Project
Success Factors**

Pedagogical Mechanisms

INDIVIDUALITY

SELF-EFFICACY

SELF-RESPONSIBILITY

eLP-Analysis

Resources

Technology

Software

Content

Pedagogical Mechanisms - Conclusion drawn from Science

3 Key Concepts

Individuality

Self-Efficacy

Self-Responsibility

e.g. Neuroscience rewarding systems in the brain are activated when people experience their self-efficacy

e.g. health sciences – sense of coherence > influencing one's own context generates feeling of self-control and power (resilience)

e.g. philosophy of science, epistemology – constructivism and system science: learning is only possible if systems can activate their self-organizing processes

z.B. pedagogical psychology- social cognitive theory – explicitly naming self-efficacy

Educational Portfolio

ICT

ECDL Base
ECDL Standard
ECDL Advanced
ECDL Computing
ECDL Web Management

SAP

Foreign Languages

English, Italian, Spanish, Russian, Polish, Czech,
Hungarian, Croatian, Slovenian, French

Commerce

Office Administration
Business Administration
Accounting, Book-Keeping and Payroll Accounting

CAD

CAD Grundlagen
CAD Aufbau
ECDL CAD

Project Management

Quality Management

basically easy to adapt and complement the portfolio ...

from provider to state certificates

multiple educations can be combined

Organization of eLP

12 participants



each participant decides for one or multiple educations from the portfolio



Individual learning paths and tasks



Skype, GoToMeeting-Sessions – Hand in Tasks



Finding Appointments between eTutor and participant upon request or necessity of educational design



dropout | ~ <0,5% / pro Jahr



1 Intense week in presence
Introduction to blended Learning

1 day (Upper Austria) / 8 units oder 2 days (Styria) / 16 units
per week in presence

1 intense Outplacement
Coaching

Presence = Coaching and Guidance | Monitoring of Needs and Educational Targets

eTutoring = synchron or asynchron communication with regard to content or know-how

Application Coaching

Resource-Analysis: what happens around us...

digital educational revolution **MOOCs**

digital schoolbooks Social Learning 2.0

Youtube-Videos Forums and Panels

IT-basierte Assessments

Learning Managements Software

new collaboration

Gaming | APPs

Online Tutoring

Democratization of Education

Learning Analytics

Flipped Classroom

Findings from our Analysis

Educational Architecture (package) is far more important than CONTENT und PLATFORM

ONLY eLearning won't be the philosophy – magic setting „blended“

We do not use the potential of technology yet ...

Technology will allow to better work with our learning architectures

Analysis of Tutoring-Effort ...

WAS

- 25% Direct Contact with Participants (Skype, Adobe Connect, Teams)
- 25% Correction of Tasks and Exercises estimation: ½ through erroneous content
- 20% Development of own and student-specific content
- 30% General Tutor Requests (Forum)

SHALL BE

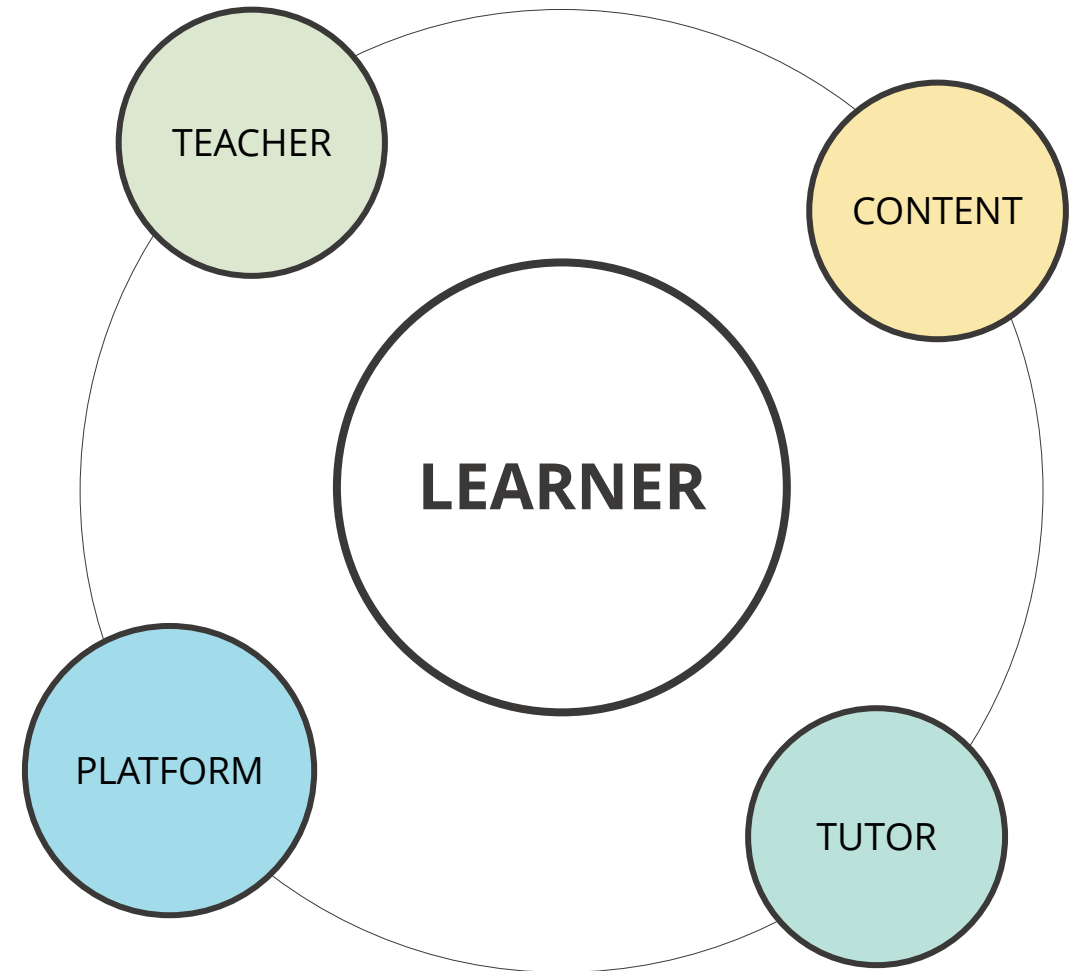
- 30% Direct Contact with Participants (Skype, Adobe Connect, Teams)
- 10% Correction of Tasks and Exercises
- 50% Development of own and student-specific content
- 10% General Tutor Requests (Forum)

Thus the following things are history ...

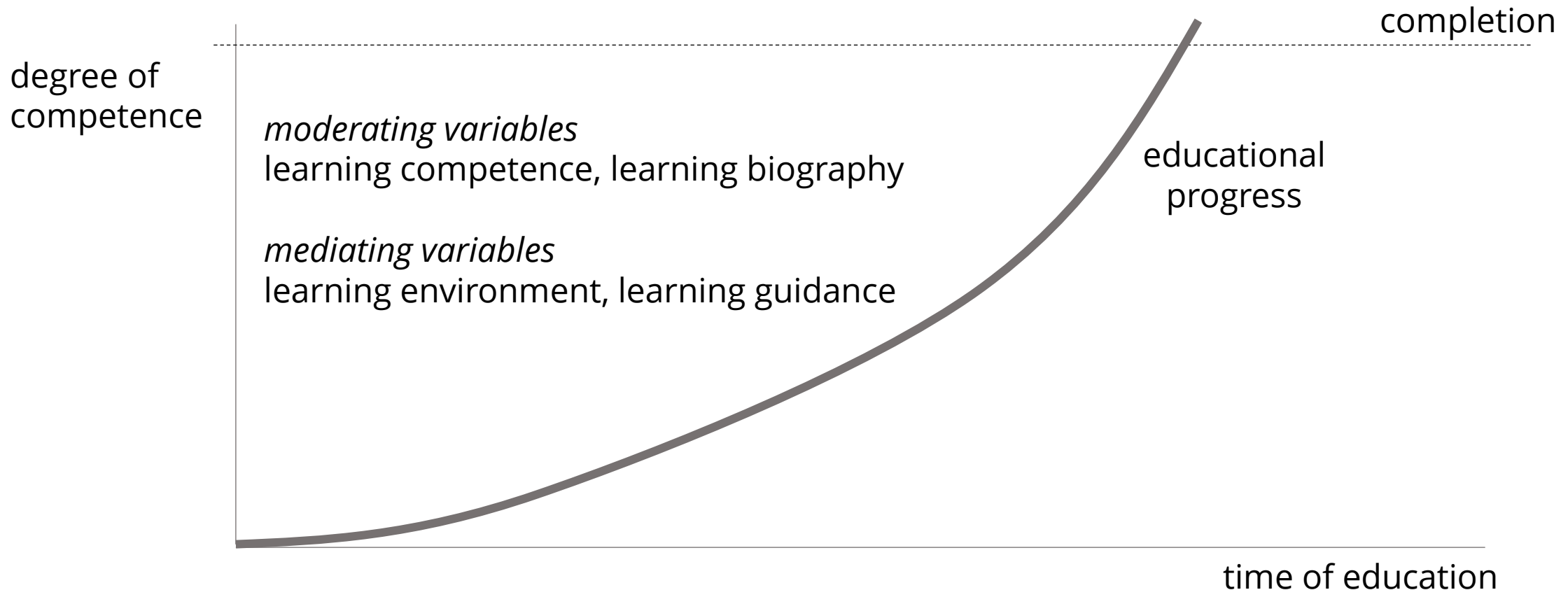
- Classical teaching settings with the teacher as focal point
- Overemphasis of the teachers know-how
- Teachers cannot „give“ the knowledge
- „the class“ is the environment, but you cannot address the class (social construct)

**... a new concept
gets in place ...**

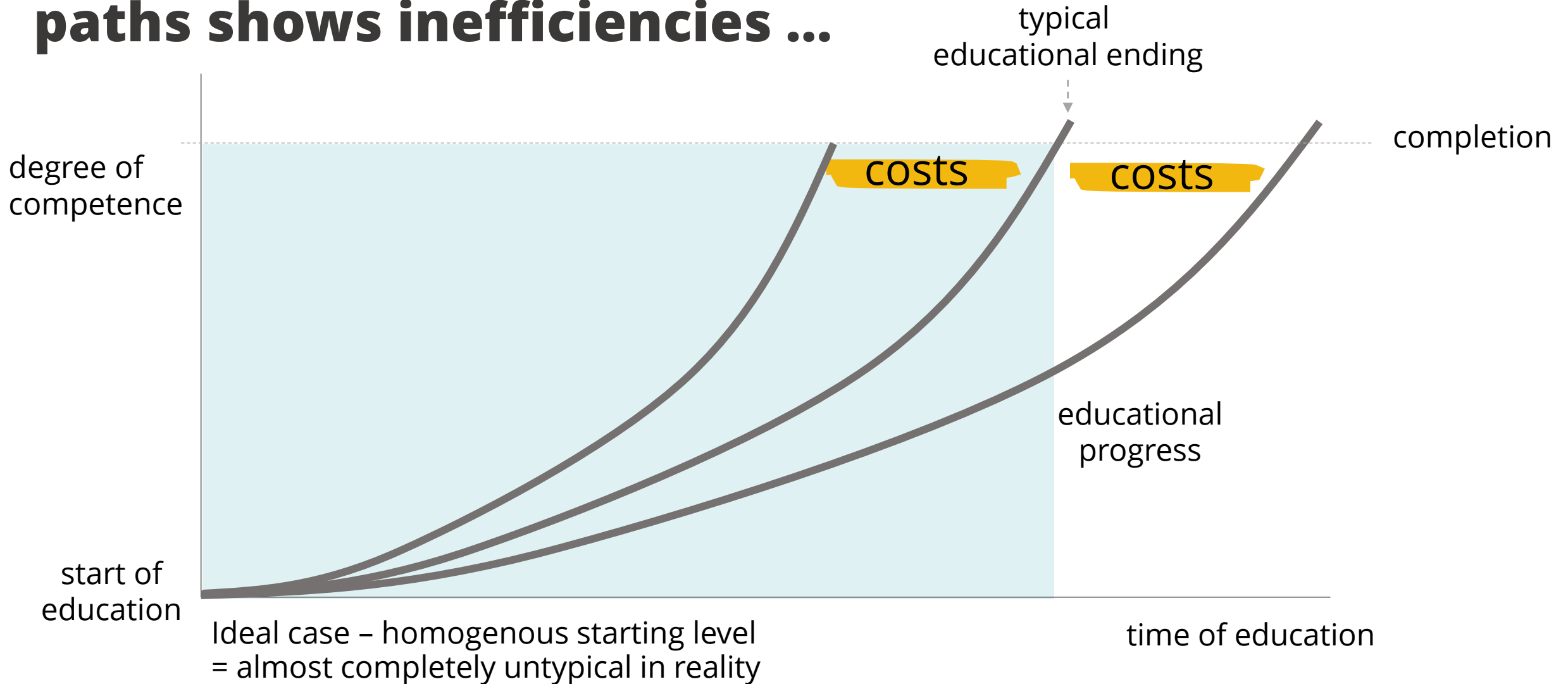
**... with the individual
in the center!**



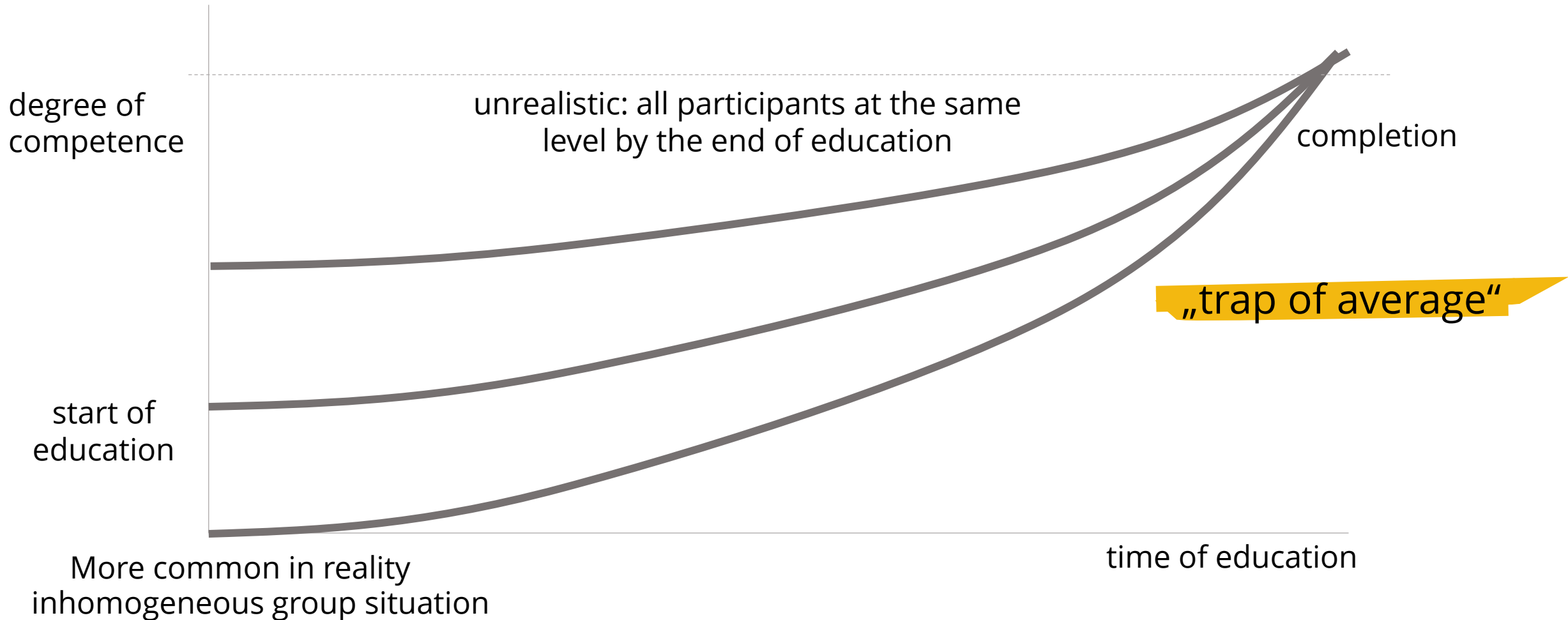
If the individual is at the center, then we have to focus the individual learning path ...



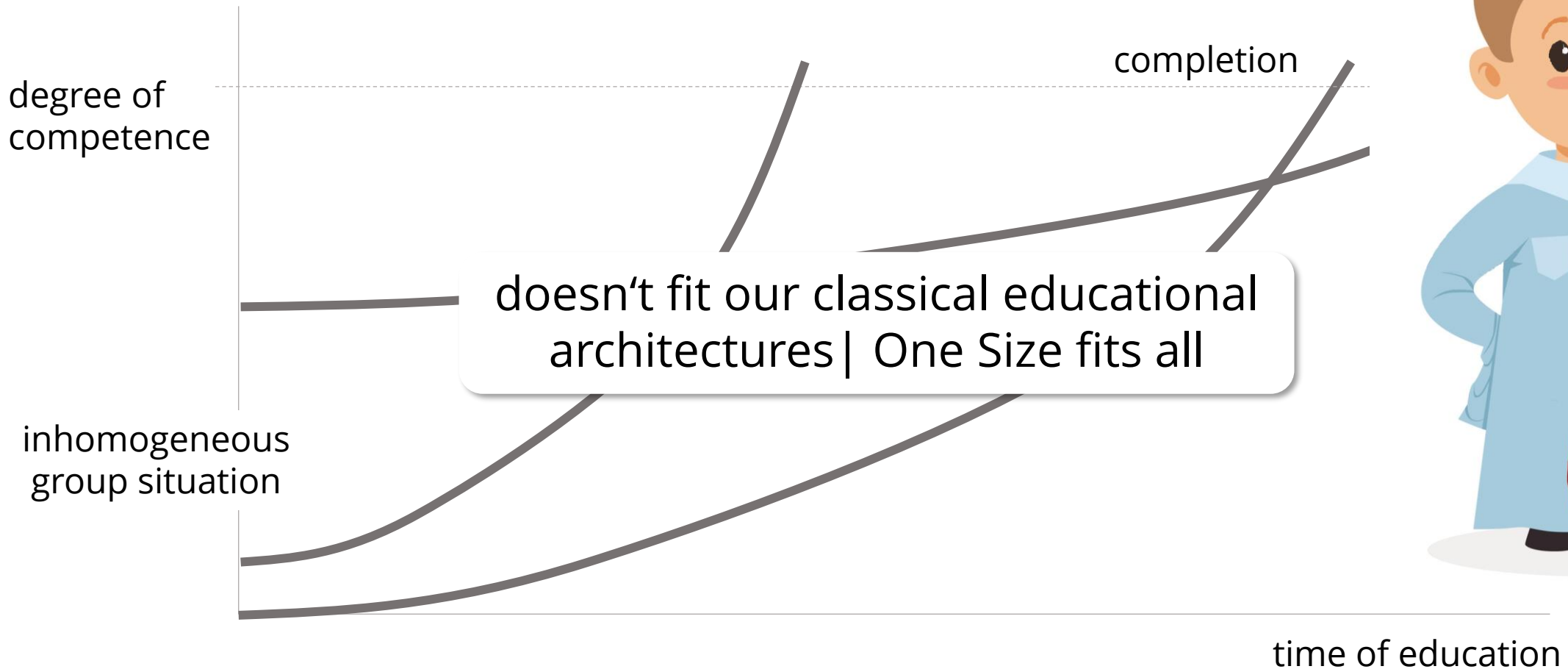
Focusing individual learning paths shows inefficiencies ...



... shows us sources of demotivation e.g. due to overload, boredom ...



Customizing of education as future model?!



What does customizing or individualizing training mean ...



- Individualization of training duration
 - Individualization of training modules
 - Individualization of learning paths
- „Everyone can start the training any time“
- Individualized target formulations
- „No course/training is comparable to the other“
- Breakup of the classic training group or class
- „Every educational contract looks differently“
- Promotion of peer groups similar to the learning level
 - Use of the learning community (experiences, competencies)
- „Everyone only learns what's missing“
- Teacher becomes coach or training companion
 - Coach controls through consistent monitoring
 - Targeted individual coaching or tutoring

Learning Systems of the Future

INDIVIDUALIZED

Individual Curricula
Individual Learning Paths
Individual Learning Times
Individual Learning Environments

GUIDED

More space for Relation
Better curated Resources

ADAPTIV

Strengthen strengths - weaken weaknesses
Learning progress support
Configuration according to interests and needs



SUPPORTS SELF-MANAGEMENT



GRANULARITY



BIG DATA

TRANSPARENT

Performance analyses
competence-oriented
represent neural model of knowledge
didactic model

LERNENDES SYSTEM

Continuous improvement of content through interaction
more and better (meta) information for all stakeholders

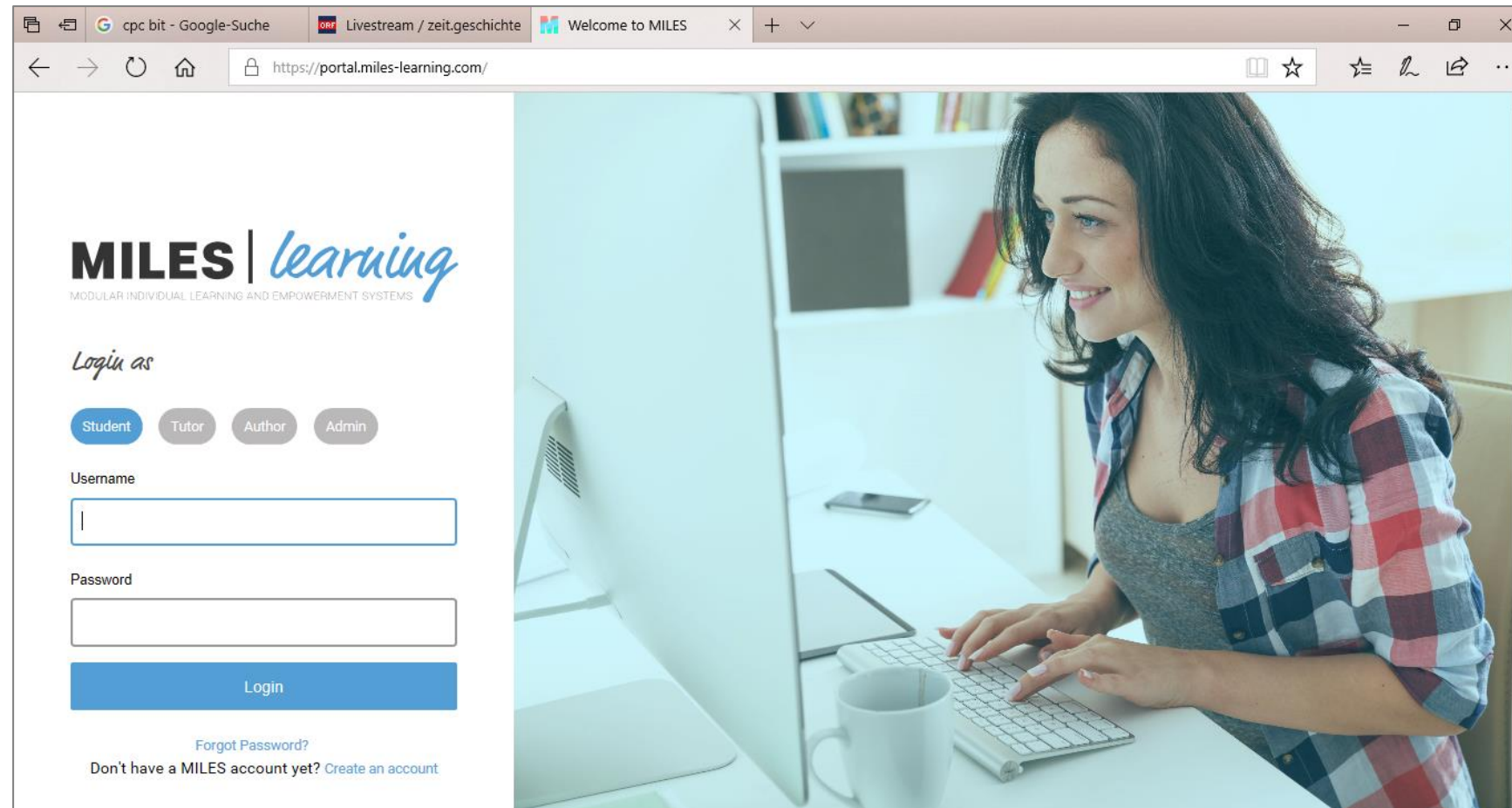
MULTIMODAL

Learning Type Adapted
Analog | Paper and Pen
Digital | Laptop, Mobile, Tablet and Pen

BESTÄRKEND

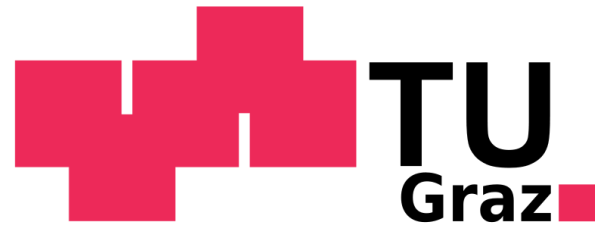
Recommendation Systems
Gamification
AI Motivation
Student Matching

Technology supports: high quality individualized training ...



The image shows a browser window displaying the login page for the MILES learning portal. The browser's address bar shows the URL <https://portal.miles-learning.com/>. The page features the MILES | learning logo, with the tagline "MODULAR INDIVIDUAL LEARNING AND EMPOWERMENT SYSTEMS". Below the logo, there is a "Login as" section with four buttons: "Student" (highlighted in blue), "Tutor", "Author", and "Admin". Underneath, there are input fields for "Username" and "Password", followed by a blue "Login" button. At the bottom, there are links for "Forgot Password?" and "Don't have a MILES account yet? Create an account". The right side of the browser window shows a photograph of a woman with long dark hair, wearing a red and blue plaid shirt, sitting at a desk and smiling while looking at a computer monitor. A white mug is on the desk in front of her.

Cooperations with Academia



TU GRAZ – MOTIVATIONAL MEDIA TECHNOLOGIES
TU GRAZ – COGNITIVE SCIENCE TEAM



KNOWCENTER – TU GRAZ



KFU GRAZ - BILDUNGSWISSENSCHAFTEN
KFU GRAZ - PSYCHOLOGIE



JOANNEUM RESEARCH

What does that mean and show in effects ...

!!! Permanent onboarding of participants / starting any time

!!! 100% places filled | exits immediately replaced (if people pick up jobs)

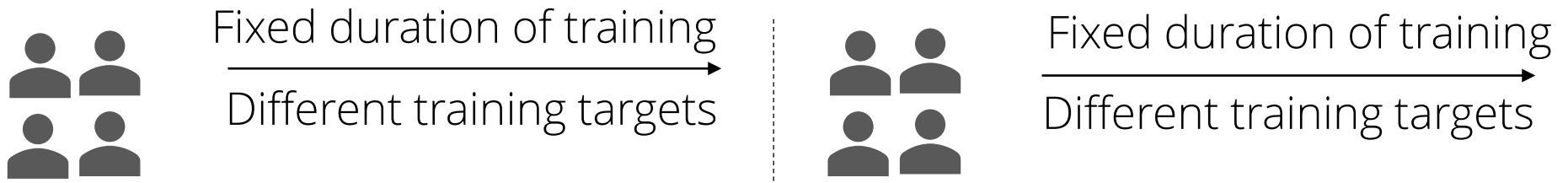
!!! Lower average cost per Completion

!!! Learners Motivation and Satisfaction

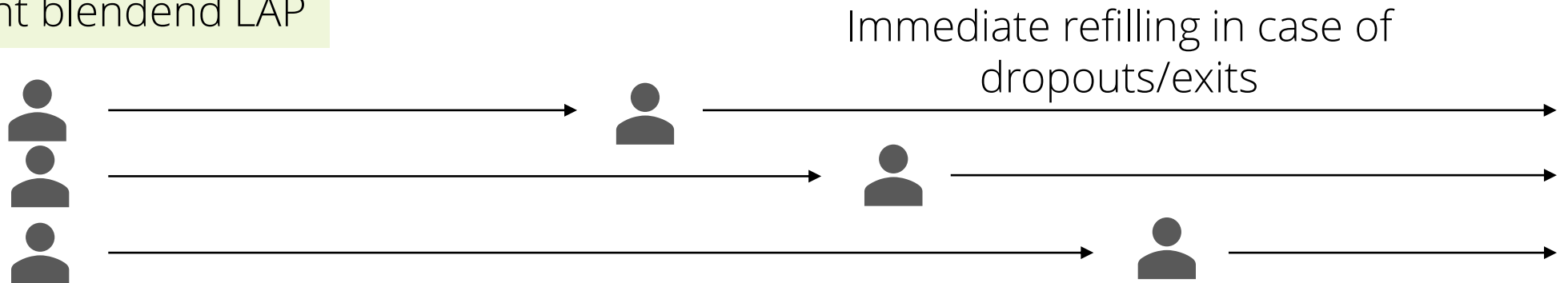
Architectural Considerations

Depending on the design, there are a number of implementation variants

Variant eLP OÖ / STMK



Variant blendend LAP



Thanks for your attention...

MILES SYSTEMS ARCHITECTURE

MILES IN BRIEF

MILES is a learning system based on didactic principles. Fine learning objectives can be considered as synapses of this system. These are "coded" (tagged) with a level of competence and a level of learning objectives. Directly and indirectly, learners interact with these fine learning objectives. The granular structure results in a vast density of data points that can be used to guide the learning process.

Competence Degree
(Bloom's Taxonomy)

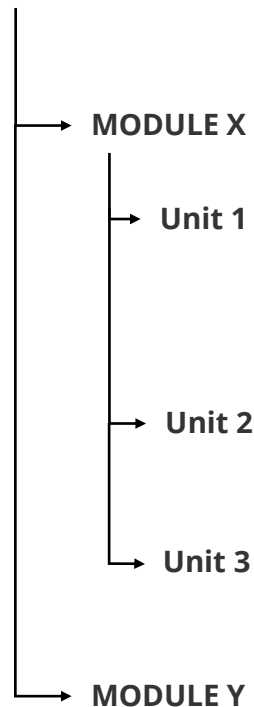
- KD 1: Know
- KD 2: Understand
- KD 3: Apply
- KD 4: Analyse
- KD 5: Evaluate
- KD 6: Synthesize

LEVEL EQR

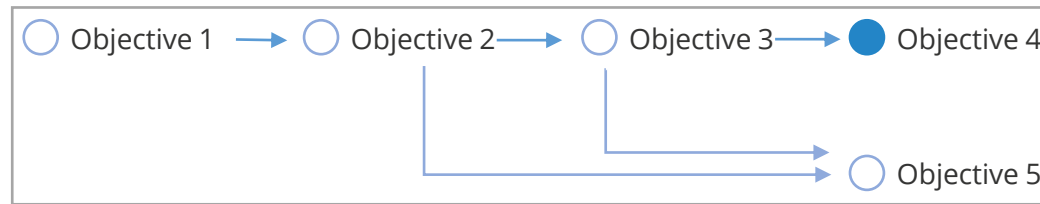
- LL 1: Grundlegendes Allgemeinwissen
- LL 2: Grundlegendes Faktenwissen
- LL 3: Kenntnisse von Fakten, Grundsätzen, Verfahren und allgemeinen Begriffen
- LL 4: Breites Spektrum an Theorie- und Faktenwissen
- LL 5: Umfassendes, spezialisiertes Theorie- und Faktenwissen
- LL 6: Fortgeschrittene Kenntnisse in einem Arbeits- oder Lernbereich
- LL 7: Hoch spezialisiertes Wissen, das zum Teil an neueste Erkenntnisse
- LL 8: Spitzenkenntnisse in einem Arbeits- oder Lernbereich

Fine Objective 4.1 | Sie können den Begriff „Target Costing“ erklären | KD 2 | LL 4

COURSE | EDUCATION



- Fine Objective 1.1.1
- Fine Objective 1.1.2
- Fine Objective 1.1.3
- Fine Objective 1.2.1
- Fine Objective 1.2.2
- Fine Objective 1.2.3
- Fine Objective 1.2.4
- Fine Objective 1.3.1
- Fine Objective 1.3.2
- Fine Objective 1.3.3
- Fine Objective 1.3.4
- Fine Objective 1.3.5



Objective 4 | „Target Costing oder Zielkostenrechnung“

- Fine Objective 1.4.1 | Sie können den Begriff „Target Costing“ erklären | KD 2 | LL 4
- Fine Objective 1.4.2 | Sie können das Vorgehen beim Target Costing beschreiben | KD 2 | LL 4
- Fine Objective 1.4.3 | Sie können Vor- und Nachteile des Target Costing nennen. | KD 1 | LL 4

- Fine Objective 1.5.1
- Fine Objective 1.5.2
- Fine Objective 1.5.3

PHASES WITHIN A LEARNING UNIT

EINFÜHRUNG

- BUILD KNOWLEDGE | APPLY KNOWLEDGE
- BUILD KNOWLEDGE | APPLY KNOWLEDGE
- BUILD KNOWLEDGE | APPLY KNOWLEDGE
- BUILD KNOWLEDGE | APPLY KNOWLEDGE
- BUILD KNOWLEDGE | APPLY KNOWLEDGE
- SAVE KNOWLEDGE
- SHOW KNOWLEDGE

BUILD KNOWLEDGE

- Feinlernziel 1.4.1
INHALTSBAUSTEIN 1
INHALTSBAUSTEIN 2
INHALTSBAUSTEIN 3
INHALTSBAUSTEIN 4
- Feinlernziel 1.4.2
INHALTSBAUSTEIN 1
INHALTSBAUSTEIN 2
INHALTSBAUSTEIN 3
INHALTSBAUSTEIN 4
INHALTSBAUSTEIN 5
INHALTSBAUSTEIN 6
- Feinlernziel 1.4.3

APPLY KNOWLEDGE

- Übung 1.4.1.1
Übung 1.4.1.2
Übung 1.4.1.3
- Übung 1.4.2.1
Übung 1.4.2.2
Übung 1.4.2.3
Übung 1.4.2.2
- Übung 1.4.3.1
Übung 1.4.3.2