PROJECT WEEK REPORT

4th project week | 20 – 24 January 2020
Kainuun ammattiopisto, Kajaani, Finland

ABSTRACT

Because of the changes in working life, Vocational Education and Training must be able the meet these changes and requirements for education. Curricula must have a tight connection to working-life. The qualifications are no more based on time but on competences. All these new insights create a need to build a system where it is possible to start the studies and study individually.

QUALITY CATEGORY

✓ Guidance
✓ Learning
☐ Examination

QMS4VET Consortium

The partners within the QMS4VET project are:

- Aventus (www.aventus.nl)
- ATEC (www.atec.pt)
- BBS Syke EUROPASCHULE (www.bbs-syke.de)
- bit Schulungscenter (www.bitschulungscenter.at)
- West Lothian College (www.west-lothian.ac.uk)
- Kainuun ammattiopisto (www.kao.fi)

QUALITY MANAGEMENT
SYSTEMS
FOR VOCATIONAL EDUCATION
AND TRAINING

/PROJECT
Integration of Learning Outcomes
into Quality Management
& Harmonization of Quality
Standards in Vocational Education
and Training in Europe

INTRODUCTION

Kainuun ammattiopisto offers vocational education and training for young people and adults in Social and Health Care, Culture, Business and Administration, Nature and Land Based Industries, Tourism and Catering and Technology and Logistics. Kainuun ammattiopisto operates mainly in Kainuu and Kuusamo region and it has a unit in Vantaa near Helsinki. Kainuun ammattiopisto is a municipality enterprise owned by the city of Kajaani.

Currently in Kainuun ammattiopisto there are 2 300 young and adult students studying for a vocational upper secondary qualification, 3 500 students in other adult education and about 400 students on the average in apprenticeship training. There are currently about 300 employees.

During the 3rd QMS4VET project week, Kainuun ammattiopisto put together a team of staff members and students from many sectors to introduce the Project Week Participants Individual and Flexible Pathways in Vocational Education and Training.

For more information about the QMS4VET project and other project week reports see www.aventus.nl/qms4vet

OBJECTIVES

The following objectives were set for sharing best practices with respect to Kainuun ammattiopisto's Individual study paths/programs:

In order to realise individual study paths/programs, Kainuun ammattiopisto ensures that:

1. The admission process works as smoothly as possible and it is possible to start the studies at any time of the year;
2. The students can study according to their personal needs and schedules;
3. Learning processes can happen in different kind of environments.

METHODOLOGY

In the beginning of 2018 the legislations of Vocational Education and Training in Finland changed a lot. The reasons for that were versatile:

- Occupations and jobs are changing rapidly;
- Curricula must have a tight connection to working-life;
- There is need for individual paths to get the qualification;
- The qualifications are no more based on time but on competences;
- Public funding had been cut almost each year during the last few years;
- Complexity of funding processes; youth-education, adult education, training of unemployed people needed to be more simple.

In order to ensure the overall aim (individual learning routes), the following objectives have to be met:

1. **Flexible admissions:**
   - The students can apply for school 365 days a year;
   - The studies are targeted to get a vocational qualification or just to update skills.

2. **Personal competence development plan:**
   - All the students can have personal study paths according to the need they have;
   - The students have personal study time;
   - It is possible to move between different qualifications;
   - Studies can continue all year round.

3. **Different ways to learn:**
   - Learning can happen in many different ways either at school or in working life;
   - Tutoring process is organised and monitored.

SWOT ANALYSIS

The following analyses the Strengths, Weaknesses, Opportunities and Threats (SWOT) of KAO's case study (the offering and organisation of individual study paths).

Strengths	Weaknesses
- Government led initiative - WILMA (student data system): flexible, transparent – school, parent, student, ministry. Tracks history (recognition of prior learning) - VALMA: student support methodology - Competency based 365 days/year - Start any time - Mentor interview – focus on student goals ensuring motivation is higher - Students are able to switch courses/units (where applicable) - Good employer relationships - Mindset and commitment of teachers - Distance learning - High flexibility - TRUST – on all levels - Strong relationship between schools and companies - Easier adaption of for student to real life conditions and requirements - Initiation of entrepreneurship included in the curricula	- Reduced relationships built between students if there's less face to face contact - Students don't feel part of/identify as part of the group - Socialisation between students is reduced, especially in small groups - Mentor needs to **fully** understand needs and intrinsic motivations of individual students - Consistency of evaluation of markers/assessors especially in the workplace - Wellbeing of teachers due to the demands placed on them - Challenging for teachers to deal with short-term changes and continuous flexibility - Mixed age groups can be a challenge - Parents regard less-free periods as holidays for students: discontent, have to adapt, have to learn to trust their own child - No times for internships abroad anymore - Dependence on willingness of teachers to change **mindset** etc, to fill in WILMA information - Dependence on time spent by teachers creating projects and engaging assignments

• Personal path creates a sense of belonging and commitment on the student's side • Frequent personal contact between personal mentor and student • Extra-curricular courses from other areas possible to combine with personalised plan • Student can finish quicker if you put in the effort • More family friendly – quicker completion of education if needed due to family commitments • Ability to pause learning if personal circumstances change • Recognition of previous learning • More practice approach is appealing to people with negative previous experiences of education • Students more motivated in comparison with the classic educational organisation as they have had more input into content studied – less chance to get bored • More inclusive to accommodate different abilities and any learning difficulties • Student and teachers are working together to solve problems • Students are taught to be self-sufficient – increase self-belief, creative thinking, problem-solving and other transferable skills • The credit system (recognition of past items) is small steps combined to big success.	• Dependence on knowledge of teachers • Dependence on skills of coaching • Dependence of good relationships between mentor and student • Dependence on amount of mentors you would have to have • Depends on strong and close relationship with companies • Awareness of student's previous skills • Lack of capability of students to make choices, express themselves
Opportunities	**Threats**
• Students can easily change path • Companies can create their own workforce according to their specific needs • More lifelong learning • Companies get the chance to give directions to new paths, room for more innovations and quicker adaption in college to changes in the world of work • Opportunities for students to experience new technologies emerging in the market • Students can create mini-companies which can provide skills for future entrepreneurs • Students can earn while studying i.e. music gigs • Improve attractiveness of the VET system • Breaking up traditional school and structures, making them more future orientated environments • Individual learning is good marketing, publicity for school • Distance learning from across country	• Students can abuse the trust and not complete/take part in tasks • Lack of socialisation between students could negatively affect work • Too much freedom for some students may hinder them completing their work • Political influence could affect success – enough time is needed to see if new system is successful • Employers (especially abroad) may be unsure of a student's qualification to what that means about their ability • Is WILMA sustainable long term? • High dependence on enough available companies for students to work in • Companies need to have the willingness and knowledge and time to train the students as well as running the business

• Appealing to a larger variety of students that otherwise couldn't study • Smaller school buildings therefore less heating/running costs etc. • Individual's ability to study at own pace– can finish quicker or slower depending on life's needs/career opportunities • Integration to workforce thanks to work experience/entrepreneurial opportunities • Countrywide IT/WILMA standards means working with other schools in Finland is easier • School can increase revenue with quicker turnover	• Dependence on the economy, companies might not be able to keep students and have a long term focus • Depending on the reputation of the school/students companies might not be willing to take on students • Students choose another school because distance doesn't matter • Student could behave like a spoilt client • Present future support of companies – secure? • Economic situation might influence support of community and companies • Acquired skills might be too specialised/specific for employment • Long distance learning: students might prefer a school close to them and could lose personal contact • High dependency on technology • High investments needed (ICT/Staff Training) • Lots of experienced teachers are unhappy with the change (losing knowledge) • Motivation from students/teachers may disappoint over time

How to deal with the Weaknesses and Threats and to reduce these appropriately

Implementation:
Make the process of implementation strong and thorough by involving all parties. The goals, benefits, process and reason behind the new process need to be fully implemented and the mindset changed in everyone. There will need to be enough time to let the process take its time and not rush this.

Preparation of changes in teaching methods:
Support the teachers in being able to take on new tasks like mentoring, coaching by offer new training according to the individual needs and wishes. Manage teachers´ health and well-being by ensuring the workload is not too overwhelming.

Government involvement:
Establish good relationship with relevant governmental institutions. Showing good results, having regular contact to keep each other updated and increase the government's confidence in the organisation.

Companies and other organisations for work placement:
Build strong, long term relationships with all parties involved. Explain the changes and reasons why. Ensure that the parties have staff willing and able to take on the mentoring role for the students in the organisation and offer support and guidance. You need to make sure that the best, most forward-thinking organisations, help to put the message across of the importance of the changes.

Students:

Clear message on students being the worker and the teachers being the leader. Manage expectations. Ensure that students have enough support to work more independently than before. Support students to cope with the changes. Student support and guidance would potentially play a big part.

RECOMMENDATION FOR STEP BY STEP IMPLEMENTATION

The following recommendations can be used when implementation of all or parts of Kainuun ammattiopisto's individual learning methodology is considered.

Trust between all stakeholders is essential

- If possible, petition National Government of country to support a pilot with the possibility of funding to assist with the ICT and the commitment to roll out across the country. This would help with the implementation process.
- It is critical to identify an ICT supporting system that can support the flexible learning plan as WILMA does within Finland. It needs to be able to create the personal plan, timetables and transparency for all.

The following points must be completed within partnership (school/companies) to ensure appropriate plans are in place:

- It is critical that one has created good working relationships with employers, and they understand the benefit to them and the industry for participating in the programme and developing the students.
- Implement measures to motivate teachers to change including their mindset to enable to them to see advantages of the system.
- Ensure that one has a strong curriculum which is structured, and can clearly evidence the prior learning.
- Well proven functioning system to deliver effective e-learning that is reliable and well supported. In addition, training for teachers to effectively deliver in this alternative method of teaching.
- Teaching staff can offer a flexible learning plan for students, but it is imperative that they follow internal processes/procedures to ensure the effectiveness of the programme.
- A clear marketing programme to attract students and other partners and to ensure they understand the offering and the benefits of the programme for them.

EVALUATION

After analysing the Kainuu guidance system the following conclusions can be drawn:

Advantages:

The guidance is according to the ECVET approach (knowledge, skills and competences) with a strong focus on a personalised study path and fully flexible adaptation to working life in order to develop the best possible competences for each learner. The goals are gained by a continuous personal mentoring process for each learner either face-to-face or using online channels to avoid unnecessary traveling.

QUALITY MANAGEMENT
SYSTEMS
FOR VOCATIONAL EDUCATION
AND TRAINING

/PROJECT
Integration of Learning Outcomes
into Quality Management
& Harmonization of Quality
Standards in Vocational Education
and Training in Europe

Disadvantages:

As the presented guidance system is very intense when it comes to the interaction between teachers and learners it might create a high pressure on the involved teachers and mentors. The highly personalised and blended learning approach might lead to a lack of social learning skills.

Tips for implementation:

The Finnish approach is highly based on trust on all levels. Therefore previously executed control systems and bureaucracy need to be abolished and replaced by mutual trust, freedom and flexibility. The implementation of necessary change in mindset requires a high effort and bravery from all stakeholders and especially from the school/training center. A mandatory basis is the provided IT-system with a broad information data base and nationwide agreed competence-based system and further required data.

APPENDICES

1. Agenda and Minutes 4th QMS4VET project week
2. Kainuun ammattiopisto presentations

This project has been funded with support from the European Commission

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

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

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

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	√	√	√	√	√
ATEC	João Costa	√	√	√	√	√
ATEC	Duarte Silva	√	√	√	√	√
ATEC	Carlos Isidro	√	√	√	√	√
ATEC	António Mouta	√	√	√	√	√
BBS Syke EUROPASCHULE	Silke Hillermann	√	√	√	√	√

Erasmus+ KA2 project QMS4VET

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 Schulungscenter GmbH	Laura Reutler	√	√	√	√	√
bit Schulungscenter GmbH	Michael Kvas	√	√	√	√	√
bit Schulungscenter GmbH	Christian Knonbauer	√	√	√	√	√
bit Schulungscenter 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.

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 therefor 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.).

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 therefor 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 then 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 were 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'.

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.

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.

Slide 1

Finnish Vocational Education and Training

Kajaani 21st January 2020

Principal Raimo Sivonen,
Kainuu Vocational College,
Kajaani, Finland

Kainuu Vocational College

KAINUU VOCATIONAL COLLEGE

1

Slide 2

Finland and Kainuu

Kainuu Vocational College

KAINUU VOCATIONAL COLLEGE

2

Slide 3

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

KAINUU VOCATIONAL COLLEGE

3

Slide 4

Education system in Finland

4

Slide 5
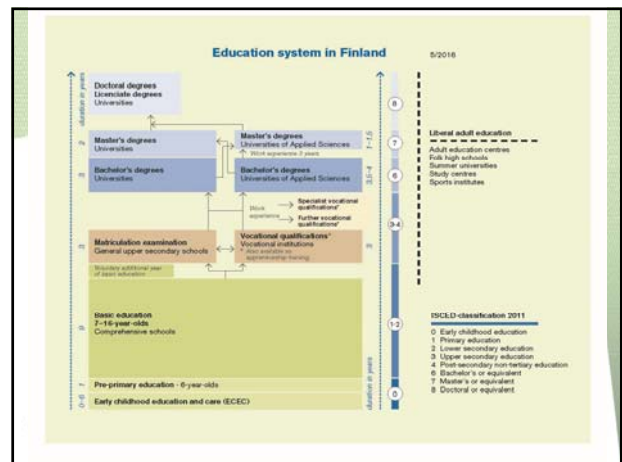
Background to new VET legislation implemented at 2018 in Finland

- 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 depth 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

KAINUU VOCATIONAL COLLEGE

5

Slide 6

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.

MINISTRY OF EDUCATION AND CULTURE
UNDERVISNINGS- OCH KULTURMINISTERIET

#AMISREFORMI

Kainuu Vocational College

KAINUU VOCATIONAL COLLEGE

6

Slide 7

PERSONALISATION

Kainuu Vocational College

MINISTRY OF EDUCATION AND CULTURE
UNDERVISNINGS- OCH KULTURMINISTERIET
#AMISREFORMI

7

Slide 8

How to create a succesful VET Step 1. Politics and strategy

- To make succesful 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

Kainuu Vocational College

8

Slide 9

How to create a succesful VET Step 2. Flexibility 1/2

- Flexible ways to arrange education, no extra bureuracy 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 responcibility 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

Kainuu Vocational College

9

Slide 10

How to create a succesful 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
  - Continous learning
- Studies all year round

Kainuu Vocational College

10

Slide 11

How to create a succesful 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

Kainuu Vocational College

11

Slide 12

President of Finland, Sauli Niinistö in Kainuu Vocational College 2017

Kainuu Vocational College

12

Thank you!

KAINUUN
AMMATTIOPISTO

PARAS

European Forum
of Technical and Vocational
Education and Training

iVeta

Kainuu Vocational College

KAINUU
VOCATIONAL COLLEGE

13

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

Slide 1

Students in work places
- a pilot group in Kuhmo

Heli Ylitalo
Teacher
Social and Health Care

Slide 2

Slide 3

- 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

Slide 4

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

Slide 5
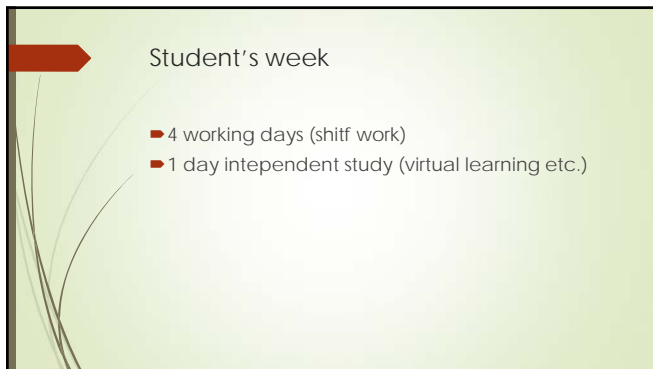
- Work places:
  - Elderly nursing homes
  - Disability services
  - Homes for persons with intellectual disabilities

Slide 6

- 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

Student's week

- 4 working days (shitf work)
- 1 day intependent study (virtual learning etc.)

7
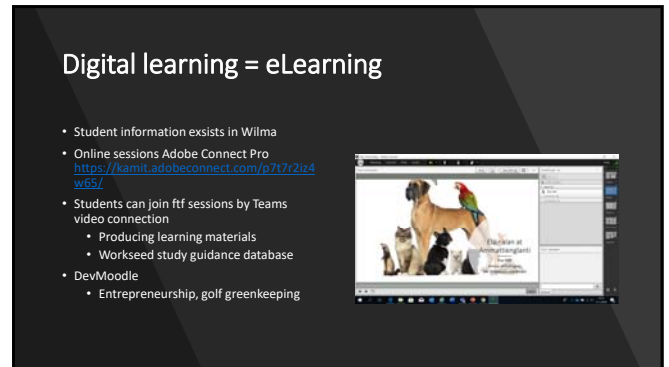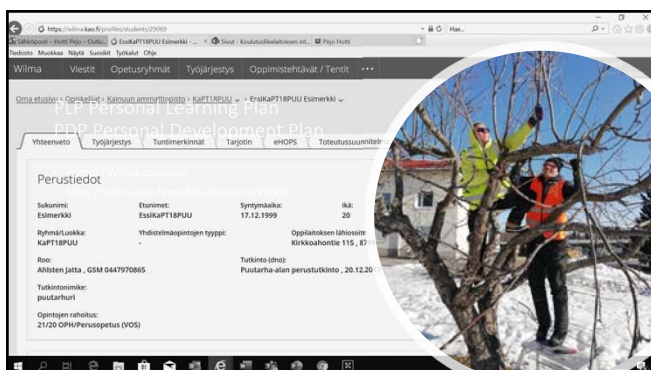
Slide 1

Digital guidance for students

Pirjo Hotti

Horticulture & sports turf teacher

Kainuu Vocational College

Seppälä Land based Unit

1

Slide 2

Digital learning = eLearning

- Student information exsists in Wilma
- Online sessions Adobe Connect Pro
  https://kamit.adobeconnect.com/p7t7r2iz4w65/
- Students can join ftf sessions by Teams video connection
  - Producing learning materials
  - Workseed study guidance database
- DevMoodle
  - Entrepreneurship, golf greenkeeping

2

Slide 3

PLP Personal Learning Plan
PDP Personal Development Plan

3

Slide 4

Teamlearning & practical training

4

Slide 1

1

Slide 2

KAINUU
VOCATIONAL COLLEGE

Leading the process for individual study paths

Urpo Kovalainen
Head of Department Vuorikatu campus

2

Slide 3

KAINUU
VOCATIONAL COLLEGE

Vuorikatu Campus

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

3

Slide 4

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

Slide 5

KAINUU
VOCATIONAL COLLEGE

Awards

5

Slide 6

6

Slide 7

YritysAmis palkittiin rohkeana

Marjukka Väisänen

● Kainuun ammattiopiston YritysAmis on palkittu Opetushallituksen järjestämässä Ammattikoulutuksen parhaat käytännöt 2016 -kilpailussa.

YritysAmis oli mukana [...] teemassa, jossa [...] pia ideoita amma[...] sen kehittämise[...]

Kainuun YritysAmis Suomen rohkein

KAO:n YritysAmis voitti opetushallituksen kilpailussa Rohkein käytäntö 2016 -sarjan.

Kilpailussa etsittiin ammatillisen koulutuksen parhaita käytäntöjä.

Voittajat julkistettiin maanantai-iltana Helsingissä Kalastajatorpalla.

● UUTISET A7

kinnon YritysAmis-ideasta Helsingissä maanantai-iltana järjestetyssä palkintogaalassa.

KILPAILUSSA käytiin [...]

–YritysAmis on oikeasti rohkea [...] ka se koskee koko kou[...] tää, kaikkea. Moni am[...] koulutuksen kentällä [...] tä, miten järjestää laa[...] vaa koulutusta rahalla, [...] ka meille on tulossa. Tosiasiahan on, että ammatillisen koulutuksen rahoituksesta lähtee parisataa miljoonaa ensi vuonna, Tartia-Kallio kertoo.

Kilpailun valintaraadissa oli laaja kirjo yhteiskunnan vaikuttajajärjestöjä: TEM, AMKE, OAJ, Kuntaliitto, SAK, EK, STTK, MTK, Suomen yrittäjät, Sakki ry ja Osku ry.

KOULUTUSJOHTAJA Leena Karjalainen (oik.), koulutusjohtaja Maarit Tartia-Kallio ja koulutuspäällikkö Urpo Kovalainen palkintogaalassa.

10.10.2016

Proud to be Bravest!
Finnish National Agency for Education

7

Slide 8

YRITYSAMIKSEN POLKU

It´s been a long Way!

8

Slide 9

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

Slide 10

KAINUU
VOCATIONAL COLLEGE

The Main Principles

10

Slide 11

KAINUU
VOCATIONAL COLLEGE

**YritysAmis Model
- The Main Principles -**

- We dont have   We have
  - Normal classrooms   - Entrepreneur-like learning environments
  - School timetables,   - Three weeks duty rosters
  courses, periods, study units

- Students are workers and teachers are leaders

11

Slide 12

YritysAmis Cafe

12

Accounting firm
YritysAmis Office
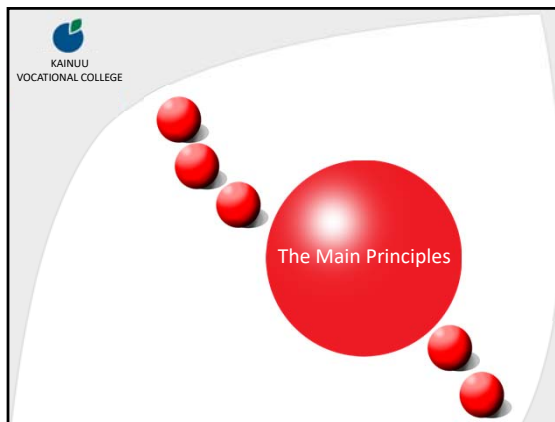
13

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.

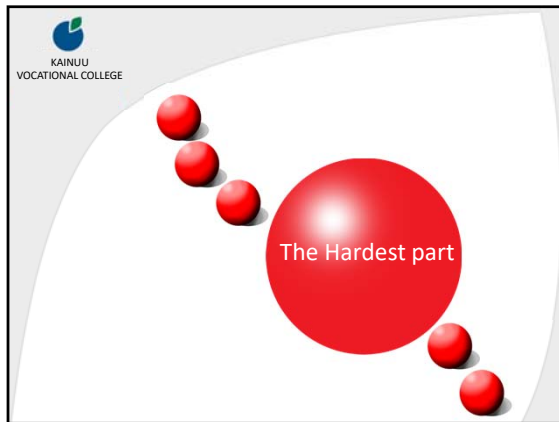15

16

KAINUU
VOCATIONAL COLLEGE
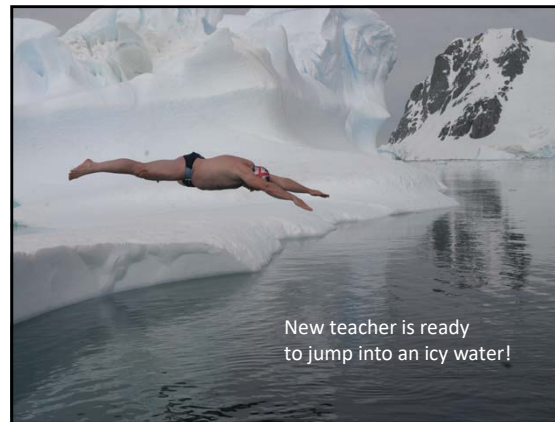
Student is now a STAR.

17

KAINUU
VOCATIONAL COLLEGE

Basis for our pedagogy

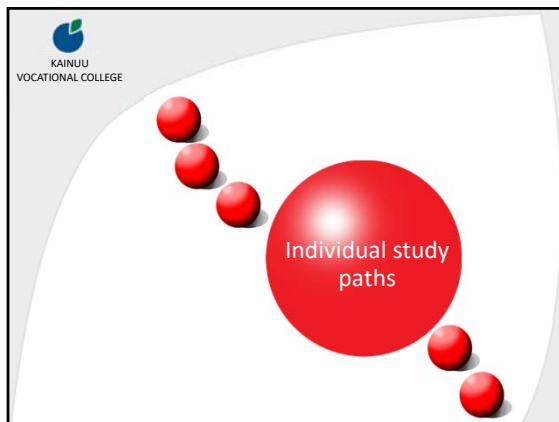Everyone is valuable – because he/she is a Human!

18

3

Slide 19

KAINUU
VOCATIONAL COLLEGE

The Hardest part

19

Slide 20

New teacher is ready
to jump into an icy water!

20

Slide 21

KAINUU
VOCATIONAL COLLEGE

**Towards a new teacher –
and a new student**

- Teacher as a co-worker, team leader, tutor and a support. **But in all cases, an adult**.
- Is the teachers education ready for this?
- Students are all different but equal. Support for students is not forgotten.
- Students are supported for a new way to live, learning to be self-belief.
- Starting with small steps to long leaps.

21

Slide 22

KAINUU
VOCATIONAL COLLEGE

Individual study paths

22

Slide 23

KAINUU
VOCATIONAL COLLEGE

Leading the process for individual study paths

- Every student has their own mentor, who directs the student to get experience in the best way that fits the individual.
- Every student has own path.
- There are no own groups anymore.
- Students can start studying whenever he/she wants
  - continuous admission
  - school year start when studies start
  - almost every students start different time
  - graduation at different time
- We have to be ready all the time

23

Slide 24

KAINUU
VOCATIONAL COLLEGE

Challenges of personalisation

- Vocational Education and Training Act
  - Common subjects and study modules for all. This is new thing to adults.
  - There is no difference between adult students and young students. All are together.
  - Teachers are required to know
    - qualification structure
    - Identification of prior learning
    - Recognition of prior learning

24

Slide 25
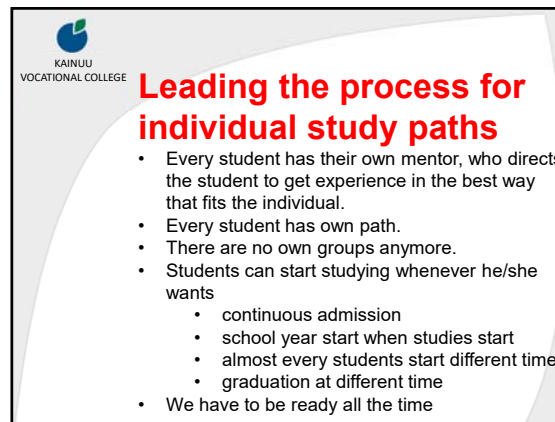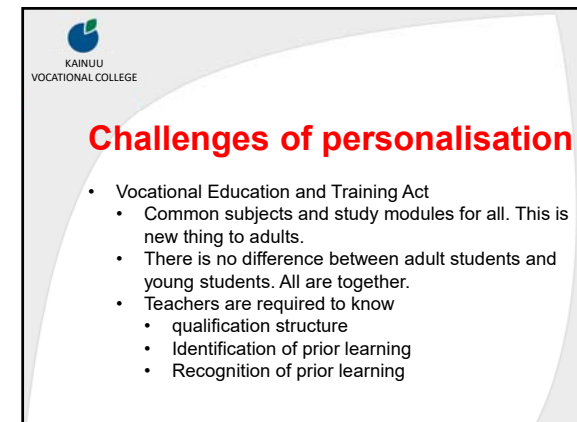
KAINUU
VOCATIONAL COLLEGE

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 shoud take care of many students and their studies in the same time

25

Slide 26

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

Slide 27

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

Slide 28

KAINUU
VOCATIONAL COLLEGE

Examples

28

Slide 29

HEHKUTUS 27.1.2017

YritysAmis

GLOW

29

Slide 30

HEHKUTUS-PASSI
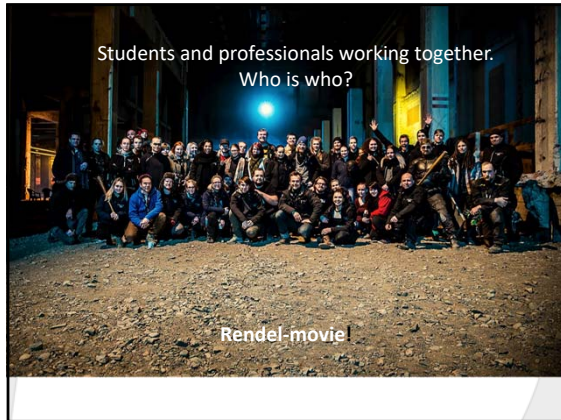YritysAmis | Kainuun ammattiopisto | 2016-17

Nimi

Ryhmätunnus

Pidä tämä Hehkutus-passi mukanasi jokaisessa Hehkutus-tilaisuudessa, niin saat leiman kortin kääntöpuolelle. Kerää koko sarja.
SuperHehkutus on loppukeväästä 2017. Tässä lukuvuoden päätöshehkutuksessa passinsa palauttaneiden kesken arvotaan yllätyspalkintoja.
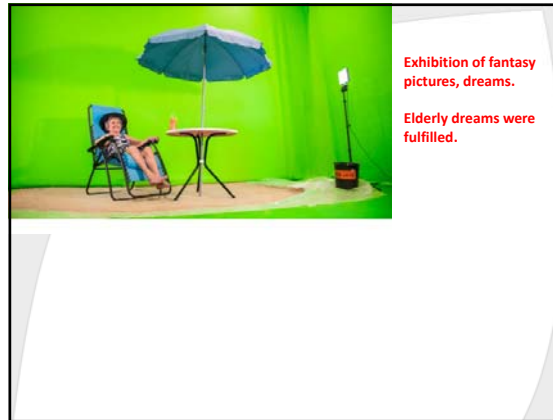Hehkutuksissa opit vuorovaikutusta ja saat osaamispisteitä.

YritysAmis

YritysAmis   Hehkutus
Hehkutus   Hehkutus
Hehkutus   Hehkutus
Hehkutus   YritysAmis
HEHKUTIN ITSE
SuperHehkutus

30

Students and professionals working together.
Who is who?

Rendel-movie

31

Exhibition of fantasy pictures, dreams.

Elderly dreams were fulfilled.

32

Exhibition of fantasy pictures, dreams.

Elderly dreams were fulfilled.

33

KIITOS

● Kainuun ammattiopiston opiskelijat lahjoittavat Suomen 100-vuotisjuhlan kunniaksi sata lahjaa kainuulaisille. Suurin niistä on Onnela-kodissa toteutettu Haavekuvia-valokuvanäyttely ikäihmisten ja kehitysvammaisten unelmista.

Kainuun Sanomat
4.10.2017

34

35

KAINUU
VOCATIONAL COLLEGE

Head of the YritysAmis & The Rasmus

36

Huomisen toivo

37

In Kainuu we call this
´reilu meininki´

KAINUU
VOCATIONAL COLLEGE

38

Thank You!

Urpo Kovalainen
Head of Department Vuorikatu campus

KAINUU
VOCATIONAL COLLEGE

39

The BRAVEST!
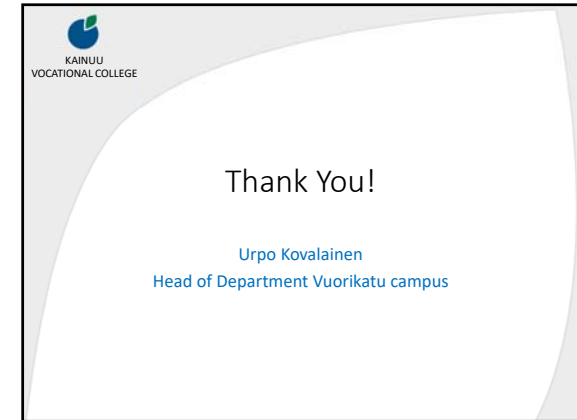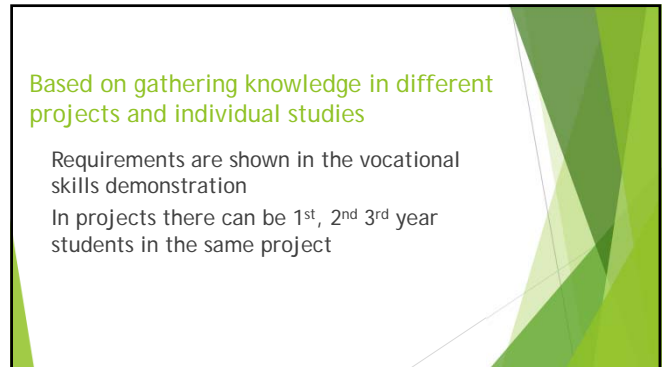
40

Individual study paths in music education

1

Based on gathering knowledge in different projects and individual studies

Requirements are shown in the vocational skills demonstration

In projects there can be 1st, 2nd 3rd year students in the same project

2

Every student has their own mentor, who directs the student to get experience in the best way that fits the individual.

Mentor has a meeting with his/her own students every week

Every week a joint meeting with all students and teachers

Students can make their own decisions when planning their studies

3

Knowledge and skills previously learned don't have to be repeated.
Students can concentrate on gathering missing experience

▶ Knowledge can be also be gathered from weekend and summer jobs and project outside of the school

4

Learning on individual lessons and small groups

Students learn on the job within a real workplace in their own companies.

5

What does it demand

▶ Flexibility from the students, teachers and organization.

▶ Most difficult is the change the teachers mind of thinking.

6

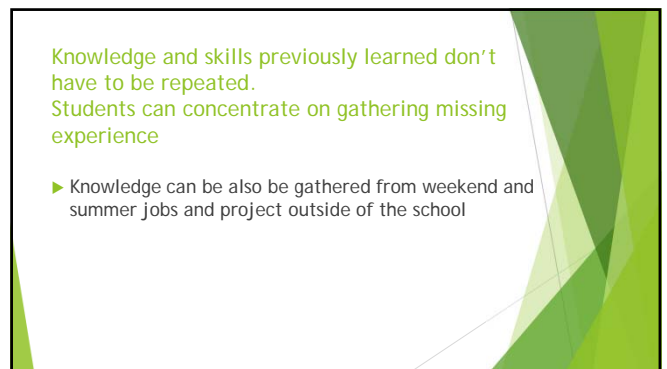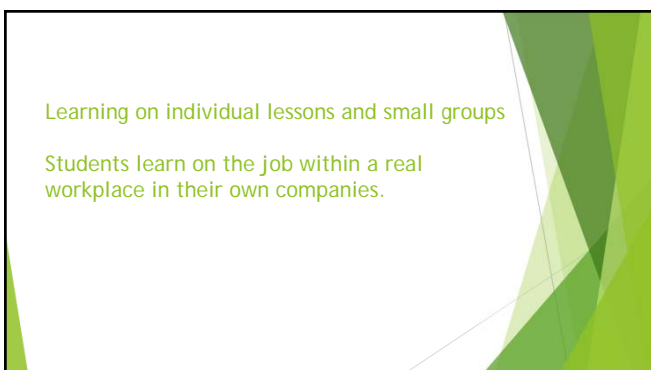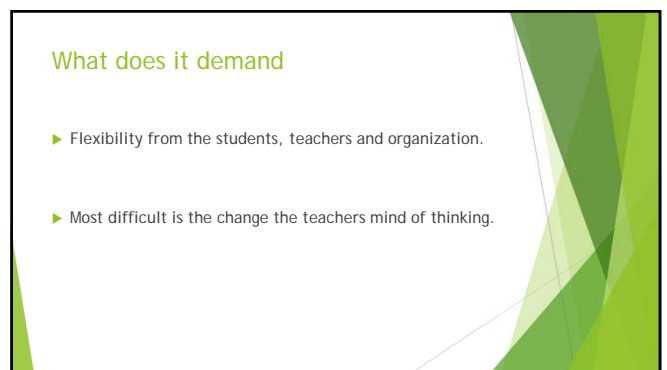|	TUESDAY
8-9	High school 17&19
9-10	High school 17&19, Band 1, Piano lessons, Guitar lessons
10-11	High school 17&19, Band 1 Soul, Workshop, Jazz Workshop, Digital tecnology, Vocal lessons, Drum lessons Piano lessons, Guitar lessons
11-12	High school 17&19, Soul, Workshop, Jazz Workshop, Digital tecnology 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 worksop, Piano lessons, Guitar lessons, Pop workshop
15-16	High school 18, Drum worksop, Vocal lessons, Pop workshop
16-17	Drum lessons , Vocal lessons
17-18	Drum lessons, Vocal lessons
18-19	Drum lessons

7