

# **FINNISH REFORM OF VOCATIONAL EDUCATION AND TRAINING**

## **-Individualisation**

**Modified presentation for  
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# VET reform: objectives

- **Competence-based and customer-oriented VET system**
- **Better capacity for VET to respond to the skills needs of individuals and the working life: *fast, flexibly and timely.***
- **From supply-oriented approach to demand-driven VET**
  - Flexible and customer-oriented pathways to skills and competences
- **Effective, high-quality and efficient VET**
  - Identification and recognition of prior learning
  - Focus on reskilling and skills gaps of individuals
  - Decreasing the drop out -%
  - Modernising learning environments – digitalisation (content orientation)!
- **Expanding work-based learning**
  - Developing and increasing apprenticeship training and training agreement training
- **Strengthening cooperation between VET and working life**

# Individual study path for all

- Objectives for competence development will be written down in a **personal study plan. ( HOKS)**
- A teacher will draw up the plan together with a student and workplace tutor concerning the training period.
- The plan will include information on, for example, identification and recognition of prior learning, acquisition of missing skills, competence tests and other demonstration of skills, and the necessary guidance and support.
- Duration of studies will be shortened through focusing on the acquisition of missing skills in a manner most suitable for the student. Noticed e.g. the possibilities to include “summer jobs” to apprenticeship.

# More versatile learning environments

- Education providers will have versatile possibilities to make use of different learning environments and pedagogical solutions: **such as traditional contact teaching, simulators and other digital learning environments, and workplaces.**
- The contents of education must comply with the national qualification requirements.
- The studies (also training periods) are based on modular structure and determined learning outcomes of modules.

# Qualifications are completed through competence tests

- Vocational skills are primarily demonstrated in practical work situations at workplaces (**=competence test**)
- Competences are assessed per module ( on average 5 tests per qualification)
- In a competence test, the student's competence is assessed by a teacher and a representative of working life together.
- Competence and skills matter – the time used for studies does not.

# More guided learning at workplaces

- Training at workplaces have two possibilities:
- **Training agreement**
  - Students are not in an employment relationship (status: student).
  - **Students receive no salary** and employers receive no training compensation.
  - Is made as per module.
  - Students get social benefits
- **Apprenticeship training**
  - Based on a fixed-term employment relationship or public-service relationship (status: employed person)
  - **Students are paid salary** and employers are paid training compensation.
  - May apply to the entire qualification or to an individual module.
- **A student may flexibly transfer from a training agreement to apprenticeship training ( e.g. summer jobs)**

# FUNDING SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

## STRATEGY FUNDING

(a maximum of 4% of the total funding)

## IMPUTED FUNDING

((a minimum of 96% of the total funding)

# 50%

## CORE FUNDING

- student-years

### Creates

- preconditions for the future provision of education in all fields and for all students
- a foreseeable foundation for the provision of education and qualifications

# 35%

## PERFORMANCE-BASED FUNDING

- qualifications and modules

### Guides and encourages to

- target education and qualifications in accordance with competence needs
- intensify study processes
- complete qualifications and modules in accordance with the set objectives

# 15%

## EFFECTIVENESS-BASED FUNDING

- access to employment
- further studies

### Encourages to

- redirect education to fields where labour force is needed
- ensure that education corresponds to the needs of the working life and is of high quality
- provide readiness for further studies

# Teachers' job will include more guidance

- Teachers are experts in pedagogy who aim to build well-functioning study paths for students together and in cooperation with the working and business life.
- **Individual study paths will increase the importance of the guidance and support provided for students.**
- Teachers will assume a guiding and coaching approach in their work and have active cooperation with working life.
- **Teachers awareness of working life needs and companies becomes more important**
- Cooperation with working life in local/ sectoral committees.
- Coordinating the students diverse training successfully is a new challenge.



# **Individualisation process**

**Every student will have an individual study path  
Study plan is named as HOKS**

# Individualisation

## Application

*Continuous application,  
National joint application procedure*

Pre-  
Information  
Study  
guidance

- Individual needs
- Working life needs
- Workplace needs (Apprenticeship or training)

Information  
guidance

## Admission

Admission

- Whole qualification
- Modules of qualification

## Determination of the task

- Setting up learning outcomes

Tasks of  
studies

Primary study plan ( primary-HOKS)

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Personal competence development plan ( HOKS)



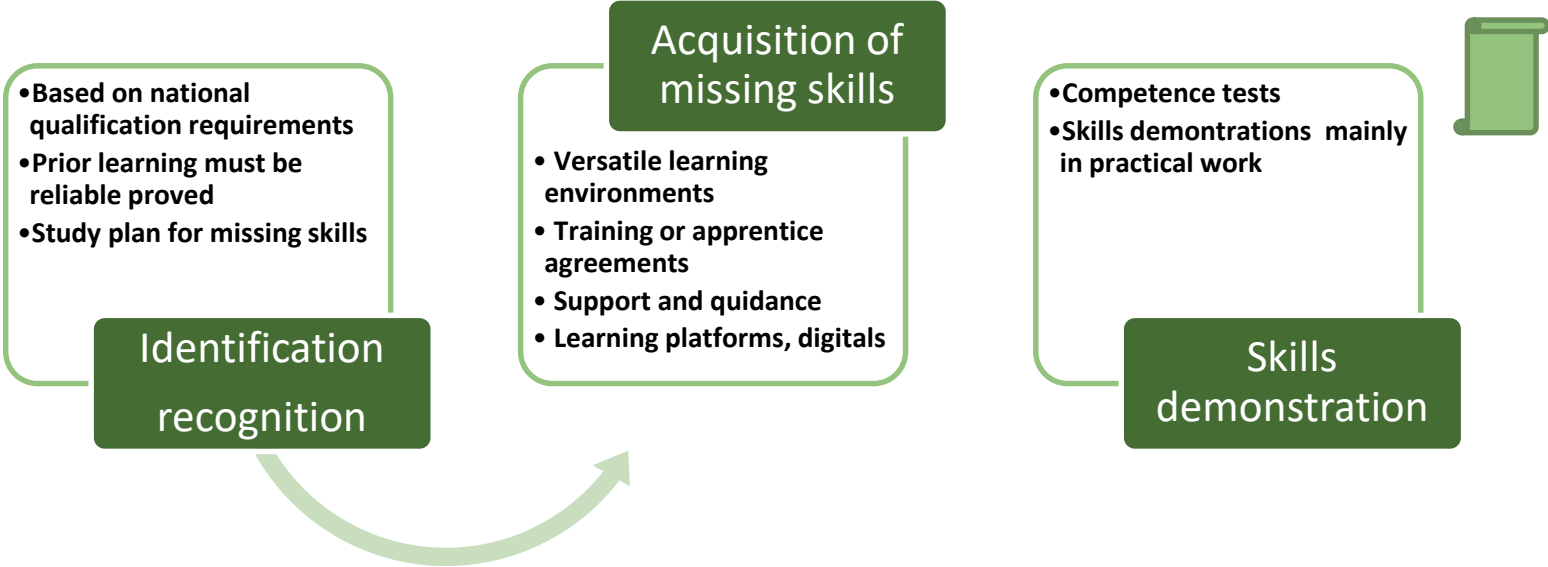
# Individualisation

**Recognition of prior learning**  
*Reliable documents*

**Learning**  
*Teachers and workplace support and guidance*

**Evaluation**  
*Teacher and workplace assessment*

**Qualification**  
*Outcomes completed certificate*



----- Personal competence development plan ( HOKS), monitoring, updating, carrier plan

