

OMNIA

TODAY'S SCHEDULE:

9.00-9.30 OER, Vita

9.30-10.45 ILP on practise, Elise

10.45-11.00 Coffee break

11.00-12.00 Reflections

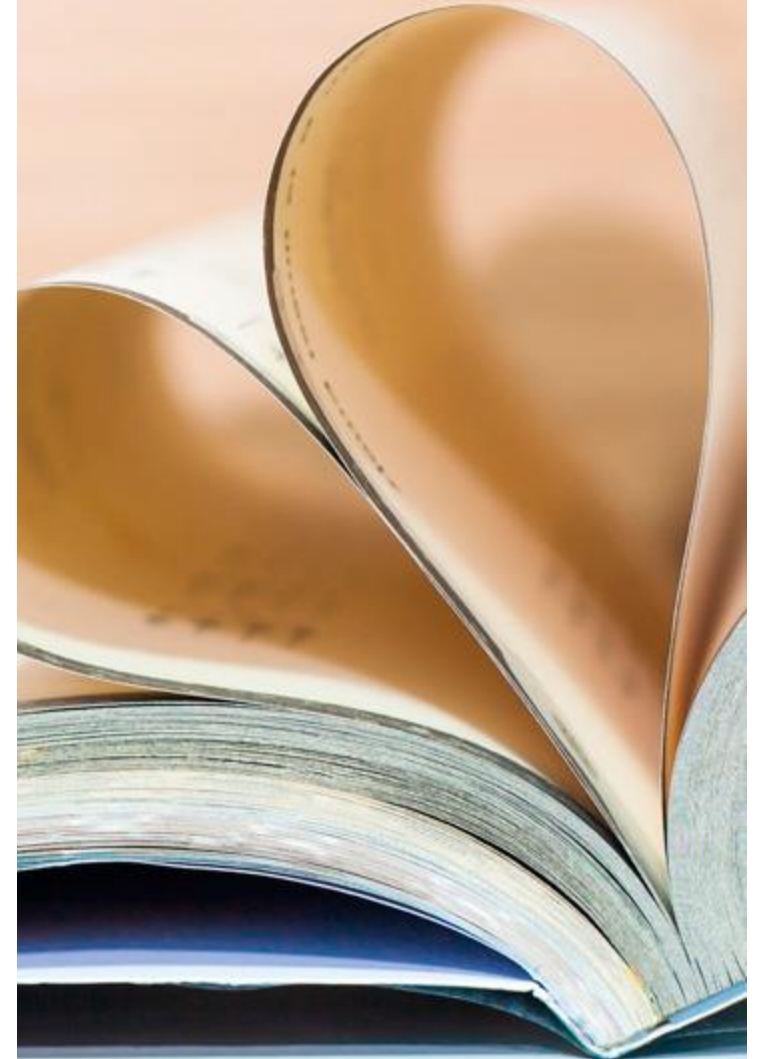
12.00-12.45 Lunch

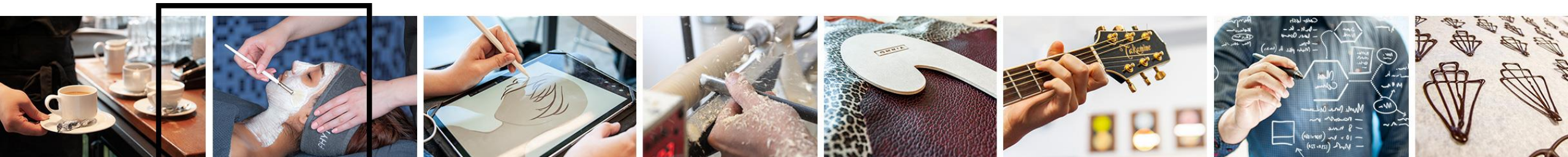
12.45-13.15 Preparing for presentations

13.15-14.15 Presentations

14.15-14.30 Coffee and pulla

14.30-15.30 Certificates and last words





OMNIA

**ANY QUESTIONS OR NOTIONS
FROM PREVIOUS DAYS, THAT YOU
WOULD LIKE TO ASK?**



OMNIA

ILP, LEARNING PATHS, NATIONAL QUALIFICATION REQUIREMENTS AND FINANCING

INDIVIDUAL LEARNING PLAN



ILP IN FINLAND

- **In Finland ILP is combination of training agreement/apprenticeship training and PCDP**
- **This means:**
 - ✓ **Most of the information about student's individual path and choices are on PCDP**
 - ✓ **Only agreement between student and workplace (apprenticeship) or agreement between education provider and workplace (training agreement)**



APPRENTICESHIP / TRAINING AGREEMENT FORMS

- **Yesterday's PowerPoint about these**

- **And now:**
 - ✓ **See the forms for those 😊**



PCDP, PERSONAL COMPETENCE DEVELOPMENT PLAN

- Who does it? Teacher, student and sometimes worklife
- When it's done? It will start at the beginning of the studies and will be updated several times during studies. In Omnia – the guideline is when new study unit is going to start
- When it's ready? When all the planned matters are completed (student gains a certificate of his/her studies, either full degree or study units)



PCDP, WHAT IS WRITTEN?

- 1) Degree or study units the student is learning
- 2) Information about identification and recognition of prior learning (diplomas and other school documents: where and when?)
- 3) Information about those skills which are going to be demonstrated based on other documents (work statements etc.)
- 4) Other competence which student has gained which affiliates on the degree or study units
- 5) Deviation (if it's done)
- 6) The need of gaining vocational competence
- 7) Support and guidance if student needs these
- 8) Special support (how it will be organised)
- 9) Studies supporting learning skills (OPVA)
- 10) Competence demonstration: what and when? Where it will be held and who organises if not for example Omnia?
- 11) Need of adjusting the studies
- 12) Names of the assessors of each study units
- 13) Career plan (please see page 6)



PCDP, WHAT IS WRITTEN (MORE)

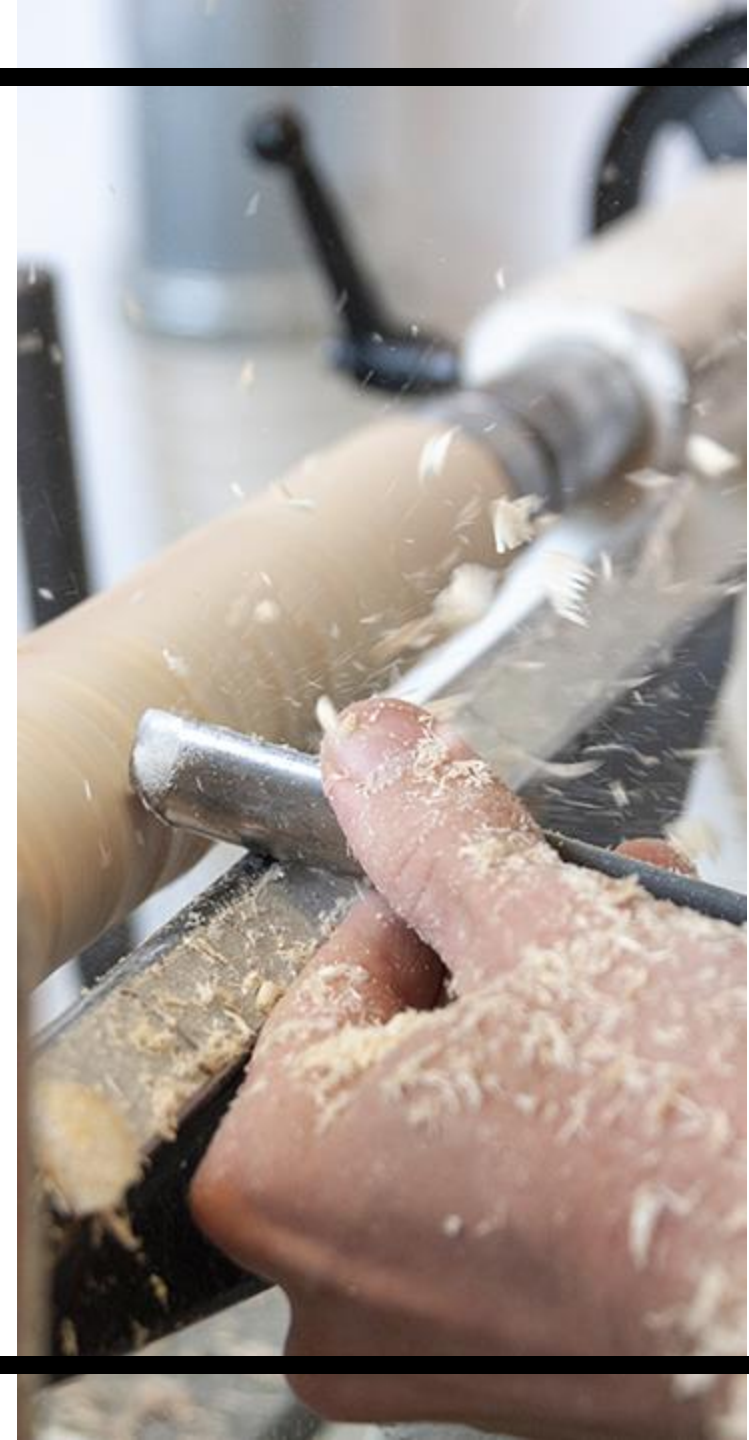
- **When the student is going to gain vocational competence:**
 - 1) Goals, requirements, teaching and other ways of gaining competence, timing
 - 2) Special support during the studies (what kind of support, who will give it)

- **If the student is learning at work place either on training agreement or apprenticeship:**
 - 1) Name of the workplace tutor and name of the teacher of certain study unit
 - 2) If the student is learning on apprenticeship: also the name of the person who has ordered apprenticeship from another educational provider
 - 3) Main duties at workplace for gaining goals of ILP and qualification requirements
 - 4) Timing of the studies (basically where the student is going to be and when)



CAREER PLAN

- It's a discussion between teacher and student about studies, future and career
 - ✓ What you would like to do in the future?
 - ✓ What kind of dream job you have?
 - ✓ What are your strenghts?
 - ✓ What you can do?
 - ✓ What you've studied earlier?
 - ✓ Are you interested studying international / high school / entrepreneurship etc.?
 - ✓ What are your plans for life after these studies? (study more vocational / go on with studies / moving to worklife / entrepreneurship)



INDIVIDUAL LEARNING PATHS



LEARNING PATH 1: MARI, BUSINESS

- Mari (16) starts in a group in the Autumn 2019
- First training agreement in October 2019-December 2019
- Mari comes back to Omnia, takes flexible studies for next spring 2020 (almost authentic worklife environment)
- Mari goes summer job for 6/2020-7/2020
- Mari comes back for studies in Aug 2020, teacher notices that she has new skills in Logistics – Mari goes to competence demonstration and passes with good grades
- Mari studies in the group for one period
- Mari goes for training agreement from October 2020-December 2020
- Workplace likes Mari, they ask her to stay: teacher, Mari and Workplace makes an apprentice for Mari's rest studies in January 2021
- Mari graduates in Autumn 2021



LEARNING PATH 2: JANI, MECHANICAL ENGINEERING AND PRODUCTION TECHNOLOGY

- Jani, cook (23) has been thinking about changing the career
- He goes to study in Valma for half a year Autumn 2019, and finds out that he is interested about hydraulics and pneumatics
- He applies in continuous admissions and is chosen to start in Jan 2020.
- Jani studies first year at school and on the second year he tries to learn all the possible courses at workplace (training agreement) – succeeds.
- Jani comes back to school to study last study units at school because school has more modern equipments
- Jani graduates in Autumn 2022



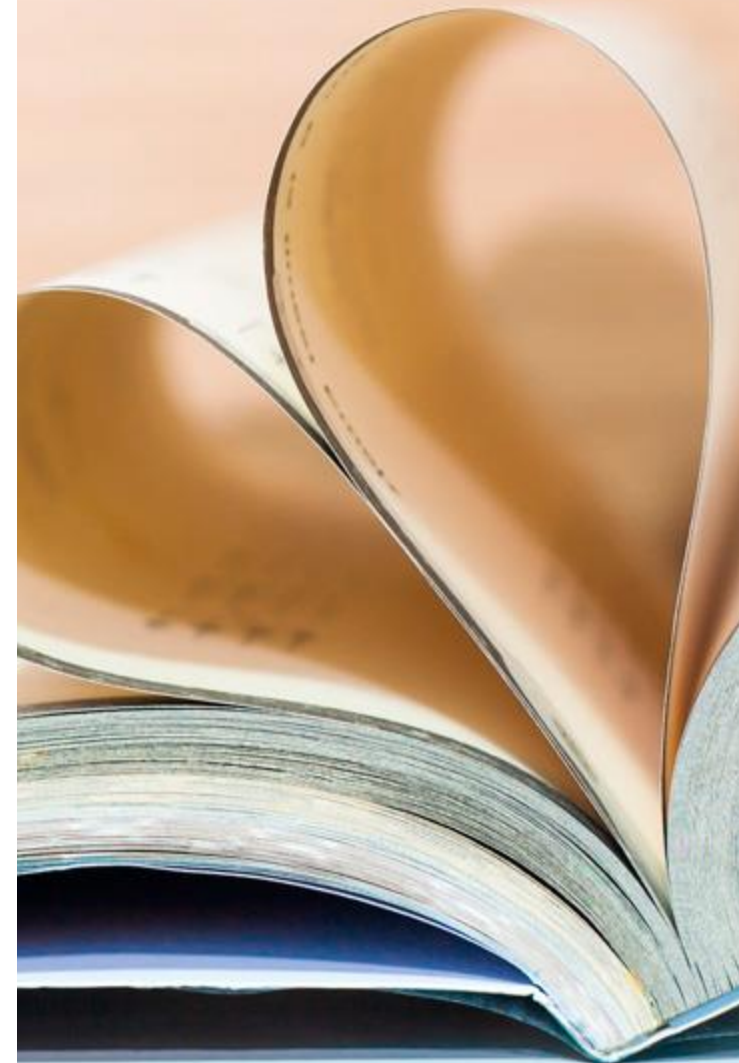
LEARNING PATH 3: MARYAM, INFORMATION AND COMMUNICATIONS TECHNOLOGY

- Maryam (15) starts studies in Autumn 2019
- She studies first half a year at flexible studies: learns Compulsory units: Working in Service tasks and Purchasing and commissioning a system
- Maryam chooses optional unit of Multimedia production and realises that she wants to study something more creative
- Maryam meets with the study counselor and study counselor suggest that maybe she could choose media studies
- Counselor check if on media there is free places – and Maryam applies for the seat and gets it
- From March 2020 she is a media student



LEARNING PATH 4: SEAN, HOUSE BUILDING

- Sean starts his studies in January 2020 at the hall (we saw it on Monday)
- Tutor teacher sees that Sean has been working earlier – teacher finds out what kind of things he has been doing in his home country and suggest demonstration
- Sean succeed in demonstrations and keeps studying house building – reaches compulsory units in normal time (1 year), but has also many demonstrations, so has good skillset
- Sean continues to build houses for Omnia on Spring 2021
- Teacher thinks that Sean would be good with masonry and one company is looking for masons for summer season
- Company, Sean and Teacher makes an apprentice agreement for summer (Masonry, optional unit)
- In the end of the summer Sean does demonstration and passes
- Sean continues to study few more months at school and graduates in Autumn 2021



NATIONAL QUALIFICATION REQUIREMENTS



NATIONAL QUALIFICATION REQUIREMENTS

- Vocational Qualifications:
 - ✓ 180 competence points:
 - 145 competence points of vocational units:
 - Compulsory Unit(s), depending which degree is in question
 - Optional Units, rest of the degree
 - 35 competence points of common units:
 - Communication and Interaction Competence 11 competence points
 - Skills in Mathematics and Natural Sciences 6 competence points
 - Citizenship and Working Life Competence 9 competence points
 - + optional (student can choose 9 competence points)



NATIONAL QUALIFICATION REQUIREMENTS

- Further Vocational Qualifications:
 - ✓ 120 or 150 competence points:
 - Compulsory unit(s), depending which degree is in question
 - Optional units, rest of the degree
 - NO COMMON STUDY UNITS

- Specialist Vocational Qualification:
 - ✓ 160 or 180 competence points:
 - Compulsory unit(s), depending which degree is in question
 - Optional units, rest of the degree
 - NO COMMON STUDY UNITS



EREQUIREMENTS AND STUDYINFO

- eRequirements is an online service to keep information about qualification requirements
- <http://eperusteet.opintopolku.fi/#/en>
- Studyinfo.fi is an online service to keep information about Finnish education system for possible students of general upper secondary studies, vocational education and training and higher education
- <http://studyinfo.fi>



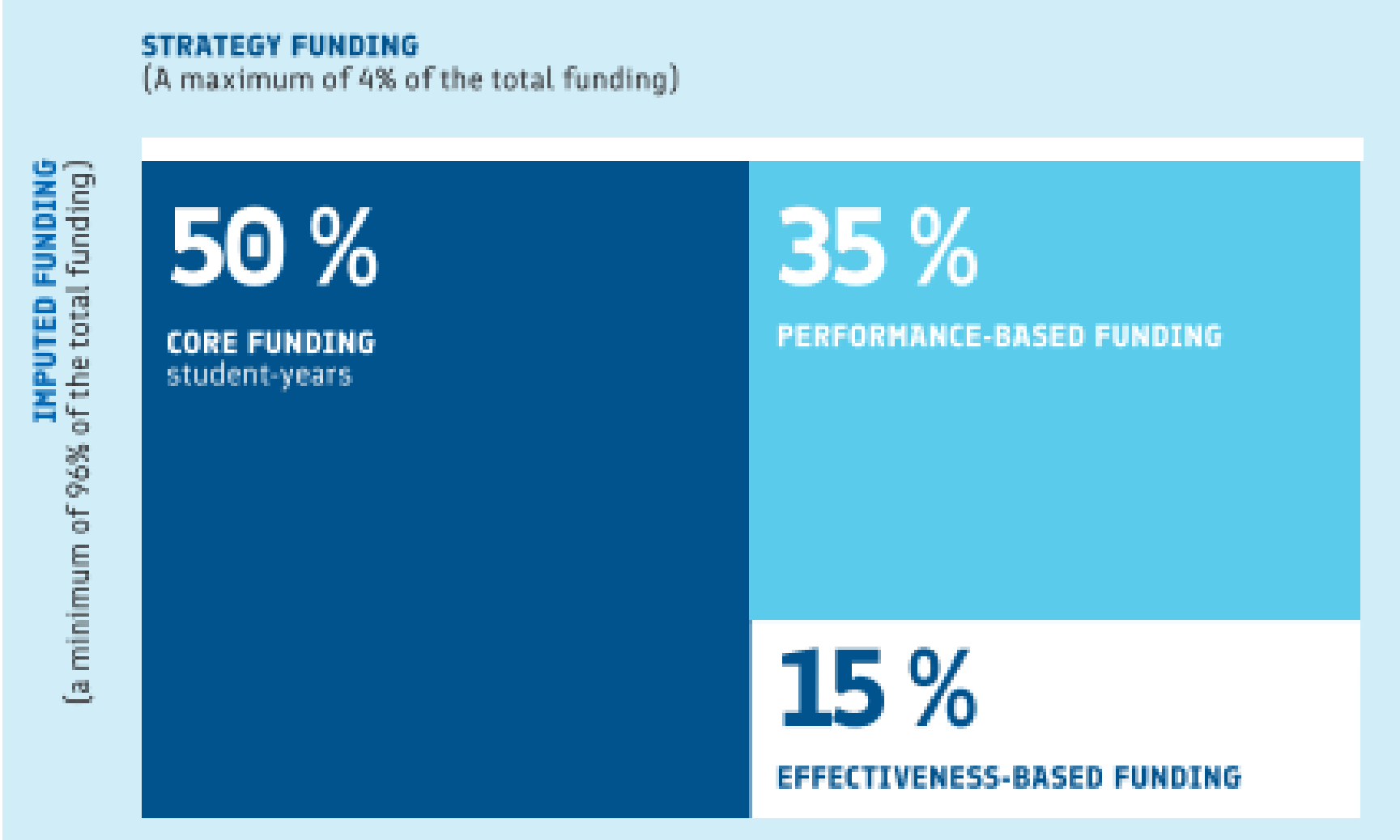
LET'S SEE EREQUIREMENTS

- <https://eperusteet.opintopolku.fi/#/en/kooste/4221360>
(restaurant and catering services)
- <https://eperusteet.opintopolku.fi/#/en/kooste/4038059>
(tourism industry)



FINANCING OF VET





FUNDING SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING



CORE FUNDING

- Core funding accounts for 50% (70% on 2020 and 60% on 2021) of imputed funding
- This financial contribution is based on the VET provider's targeted number of student years
- The targeted number of student years and a minimum number of student years are both specified in the VET provider's education licence
- The minimum is approximately 90% of the targeted number of student years
- 10% is allocated according to needs estimation
- Stability and continuity of VET provider's operations, enables the reallocation of resources between the providers according to their need



PERFORMANCE-BASED FUNDING

- 35 % (20 % on 2020, 30 % on 2021)
- This financial contribution is based on completed qualifications and competence points (correspond to ECVET points) of qualification units
- The performance-based funding rewards the VET provider for the outcomes
- financing completed qualification units, encourages the VET provider to tailor the studies and to intensify study processes
- Guides the VET provider to target education and training and qualifications in accordance with skills and competence needs
- A full qualification will be rewarded in particular, if the student does not yet have other upper secondary qualifications



EFFECTIVENESS-BASED FUNDING

- 15 % (10 % on 2020, 10 % on 2021)
- The main focus is on access to employment and further studies (10 percentage points)
- Directing education towards sectors which need more labour, and to ensure that the VET provision meets the labour market requirements and facilitates access to further studies
- 2.5 percentage points of effectiveness-based funding is allocated for feedback received from students and employers -> encourages the VET provider to plan and organise high-quality education and training so that it meets the needs of both students and the labour market



STRATEGY FUNDING

- Education providers can apply for strategy funding from the Ministry of Education and Culture
- 0-4 %
- The purpose is to develop vocational education and training in line with objectives that are important for education policy
- Omnia's strategy funding:
 - ✓ 2018: 1 200 000 EUR: Technology, Immigrants, Guidance, Sport
 - ✓ 2019: 400 000 EUR: core processes, PCDP, apprenticeship and training agreements



ON THE BACKGROUND OF FINANCING

- Data collection ([Koski-service](#), [Statistics Finland](#), joint student feedback system [ARVO](#), education statistic [Vipunen](#)-service)
- The VET provider may put forward reasoned proposals for its targeted number of student years or discretionary increases in funding
- Decision on the funding for the financial year are made at the end of the preceding year
- Additional decision on funding can be made, for example, in situations where education must be reallocated or increased



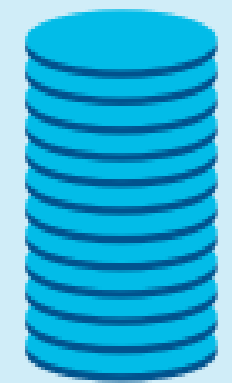
WHO IS FUNDING?

HOW MUCH IT COST PER STUDENT?

VET funding in Finland

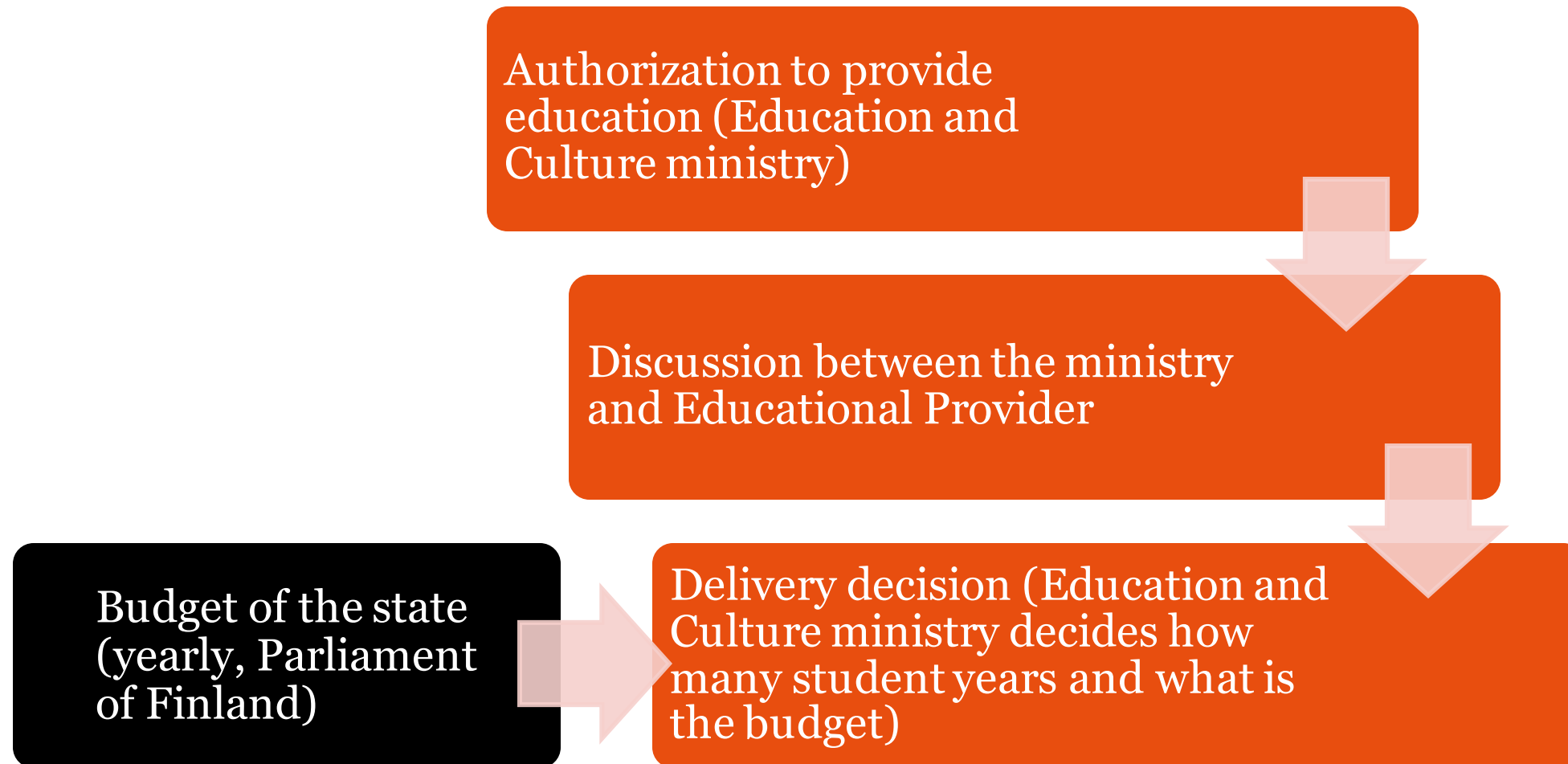


The average price of the study year



9 435 euros average

REGULATION SYSTEM



DICTIONARY: WBL AND ILP

- Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, in alternating periods either at the workplace or in a VET institution. Three main models of WBL are distinguished: (1) school-based VET with alternance schemes bearing strong similarity with apprenticeships, (2) school-based VET which includes on-the-job training periods in companies, (3) WBL that is integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/ industry project assignments
- Individual Learning Plan outlines a programme of learning agreed between the Company/Organization, Provider and the Learner. The Plan is based on recognized standards and curriculum to be carried out under work-based learning arrangements and is underwritten by an Apprenticeship Agreement.
- **In Finland ILP is combination of training agreement/apprenticeship training and PCDP.**



THANK YOU!

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