**WORK PACKAGE 4 – CAPACITY BUILDING**

**TEMPLATE FOR COLLECTION OF GOOD PRACTICES**

(condition: the good practice needs to be transferrable to the other networks)

|  |  |
| --- | --- |
| **Name of the best practice** | Working as a top expert  |
| **Country** | Finland |
| **Description** | Working as top expert study unit is an optional study unit/course with 15 credit units in all vocational upper secondary education and training in Finland. The course is used e.g. with students participating in skills competitions. (Please see a complete course description from the 2.page of this document) |
| **Who is involved? How were they motivated to participate?** | Students, teachers and working life representatives and experts of skills competitions.Students are motivated to take the course as their extra work and practise (if not part of their professional studies) for skills competition will be recognised and awarded by credit units. And the course will be seen in their certificate.The teachers are motivated as the work and training of the students for skills competitions will be assessed with common assessment criteria. |
| **Benefits**  | The course description with assessment criteria could be used by other VETs either as an optional course or it could be used in providing a separate certification as a recognition of extra work developing top expert skills. |
| **Challenges and how they were overcome** | The assessment by competence demonstrations by different parties (teachers, working life representatives) and skills competition experts) requires coordination and arrangement. In Finland the top expert is optional study unit in all vocational study programmes, but the basis and This course can be used also with studies which need extra curricula work.At Salpaus we are reviewing if international mobility would cover the skills requirements of this course. |
| **Step by step for the implementation of the good practice (transferability to other VET college)** | As I am not expert in curricula development, the following ideas for step by step approach might not be accurate in all cases.Things to consider when applying the course:1.step is to check if this course can be offered as an optional course or whether this will be offered as extra curricula2.decide on which student study activity fulfils the competence requirements (skills competition, tutor student activity, project work, international mobility etc.)3. how the learning outcomes will be assessed: by competence demonstration or tby est.4.modify the assessment grade from 3-scale to other scaling. 5. decide on whether students are awarded by credit units (how many credits) or by giving a written extra certificationAs an example, Finnish system for assessment skills requirements: The vocational skills required for completing the modules are demonstrated by performing practical tasks in authentic situations and work processes (demonstration of knowledge and skills). The student's knowledge and skills are assessed diversely by a teacher and a working life representative and compared to the competence defined in the qualification requirements. |

## Course description in Finnish vocation education (defined the Ministry of Education)

**Working as a top expert**

*Vocational skills requirements*

The students know how to:

• work in tasks requiring top expertise in their field

• master the tasks and operational entities of the field as well as a large selection
 of materials
• take into account the quality requirements of top-class production, product or
 service
• solve problems and adapt to changes
• ensure compliance with occupational safety regulations and instructions
• communicate with the customer in their mother tongue and one foreign
 language
• assess and update their competence
• adapt their mental resources to the requirements of the task
• develop the work and work environment
• act in networks of their field
• participate in work community development

*Assessment of competence*

|  |  |
| --- | --- |
| TARGET OF ASSESSMENT | Assessment criteria |
| 1. Mastering of work processes | Satisfactory T1 | Good H2 | Excellent K3 |
| The students  |
| Work planning  | set goals and draw up work plans and schedules that are realistic and viable, taking high quality requirements into account | set goals and draw up work plans and schedules that are realistic and viable in changing conditions, taking high quality requirements into account  | in changing conditions, independently set goals and draw up plans for their work and prepare schedules that are realistic and consist of viable work stages, taking high quality requirements into account, and are able to change the plan if necessary  |
| Assessing the work  | assess the success of their work and their own competence | realistically assess the success of their work and their own competence, justifying their assessment | realistically assess the success of their work and their own competence, justifying their assessment and defining their development needs |
| Action in work and in the work community | promote the well-being at work of their work community in their workanddevelop their work environment together with others. | strive actively to promote the well-being at work of the work community and develop their work environment together with others | take part in developing well-being at work in their work community and, together with others, support the development of the work environment to the level required for top expertise. |

|  |  |
| --- | --- |
| TARGET OF ASSESSMENT  | Assessment criteria |
| 2. Mastering working methods, tools and materials | Satisfactory T1 | Good H2 | Excellent K3 |
| The students  |  |  |
| Selection and use of working methods and tools as well as materials suitable for the task and work environment | independently use working methods, tools and materials | independently select working methods, tools and materials and use them in changing situations | boldly select working methods, tools and materials, also new ones, and use them fluently in changing situations   |
| work carefully | work carefully and calmly as well as creatively and innovatively | work systematically, accurately and confidently as well as creatively and innovatively |
| High-quality activity in line with sustainable development | operate according to the quality and sustainable development targets of the enterprise or organisation  | work actively to operate according to the quality and sustainable development targets of the enterprise or organisation andidentify development targets | are committed to the quality and sustainable development targets of the enterprise or organisation and develop practices for achieving these targets |
| develop their competence and working methods | actively develop their competence and working methods | actively develop their competence and working methods to cope with challenging tasks |
| Cost-effective and productive operation | work cost-effectively and productively, taking into account the time and other resources that are available | show initiative in working cost-effectively and productively, taking into account the time and other resources that are available and promoting the profitability of the enterprise or organisation | work with an entrepreneurial attitude, cost-effectively and taking into account the time and other resources that are available, promoting the profitability of the enterprise or organisation |
| notice deviations | negotiate and seek solutions for deviations | make corrections in activities as indicated by the agreed solutions |
| promote permanent customer relationships in their work | actively promote the continuity of the operations and permanent customer relationships | independently promote the continuity of the operations and permanent customer relationships |
| adapt to changes and work persistently in tasks that require top expertise | adapt to changes rapidly and work persistently in tasks requiring top expertise, developing their work | anticipate changes in order to adapt to them more easily and work persistently in tasks requiring top expertise, developing their work independently |

|  |  |
| --- | --- |
| TARGET OF ASSESSMENT  | Assessment criteria |
| 3. Mastering the underpinning knowledge | Satisfactory T1 | Good H2 | Excellent K3 |
| The students |  |  |
| Mastering and application of knowledge needed in the work | independently find and use knowledge needed in the work, ask for advice if necessary | independently find and apply knowledge needed in the work, are able to solve problems together with others | independently find and apply knowledge needed in the work in varying situations, justify their solutions by the information they have acquired |

|  |  |
| --- | --- |
| TARGET OF ASSESSMENT  | Assessment criteria |
| 4. Key competences for lifelong learning | Satisfactory T1 | Good H2 | Excellent K3 |
| The students  |  |  |
| Learning and problem-solving | draw up individual development plans for themselves based on their personal capabilities | based on their personal capabilities, draw up individual development plans for themselves that support their growth into top experts in the sector | update their competence following an individual development plan that supports their growth into top experts in the sector |
| cope with the most typical problems by drawing on learning materials and guide books | independently cope with problems | independently cope with problems and are able to justify their choices |
| Interaction and cooperation | communicate with customers and work community members in their own language and adequately in at least one foreign language | communicate with customers and work community members in their own language and at least one foreign language | fluently communicate with customers and work community members in their own language and at least one foreign language |
| are active team members and adapt to the work community  | are active team members and adapt easily to the work community  | are active team members and adapt to the work community, sharing their competence as top experts with others |
| Vocational ethics | follow workplace rules and working hours  | behave appropriately and follow working hours  | behave well and follow working hours  |
| act responsibly and comply with the principles of vocational ethics in the sector | act responsibly and with initiative, comply with the principles of vocational ethics in the sector | are proud of their profession and their competence, act responsibly and develop their work following the principles of vocational ethics in their sector |
| Health, safety and functional capacity | take responsibility for the occupational safety of their activities and comply with occupational safety regulations and instructions | take responsibility for the occupational safety of their activities, notice risks associated with their work, and comply with occupational safety regulations and instructions | take responsibility for the occupational safety of their own and the team's activities, comply with occupational safety regulations and instructions, and report any risks associated with their work observed by them |
| work ergonomically and keep their work environment tidy | work ergonomically and keep their work environment tidy throughout the work process, also in challenging work situations | work ergonomically and keep their work environment tidy throughout the work process, also in challenging work situations, and participate in developing the working conditions |
| maintain their personal well-being at work and have a healthy lifestyle | actively maintain their personal well-being at work and promote a healthy lifestyle | actively maintain their personal well-being at work, promote a healthy lifestyle and also encourage other work community members to do likewise |