



How to use ECVET

***TOOLS FOR SKILLS
INTEGRATED LEARNING OF ENGLISH AND FORESTRY
TEACHER TRAINING
PROJECT N° 2015-1-SE01-KA202-012255***



Co-funded by the
Erasmus+ Programme
of the European Union

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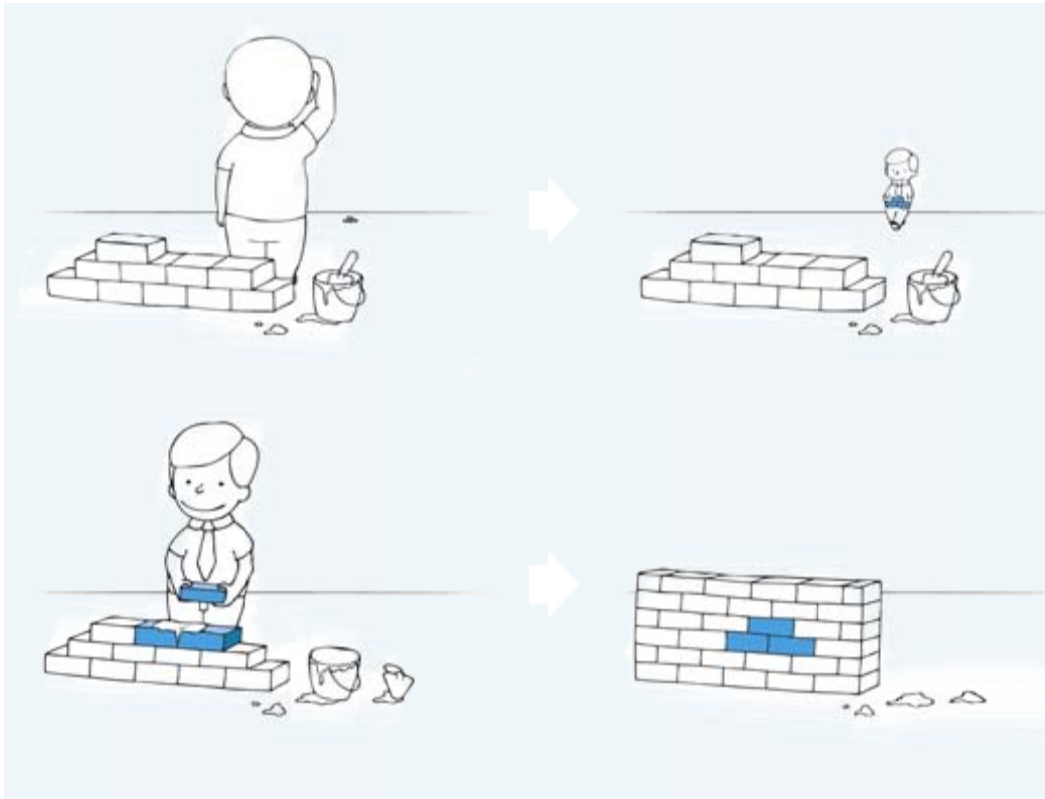
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3.1 What is ECVET?



The European Credit System for Vocational Education and Training, often referred to as ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. Guided by a European-level Recommendation, ECVET tools and methodology comprise a description of qualifications in terms of units of learning outcomes, a transfer and accumulation process and series of complementary documents such as learning agreements, personal transcripts and user guides.

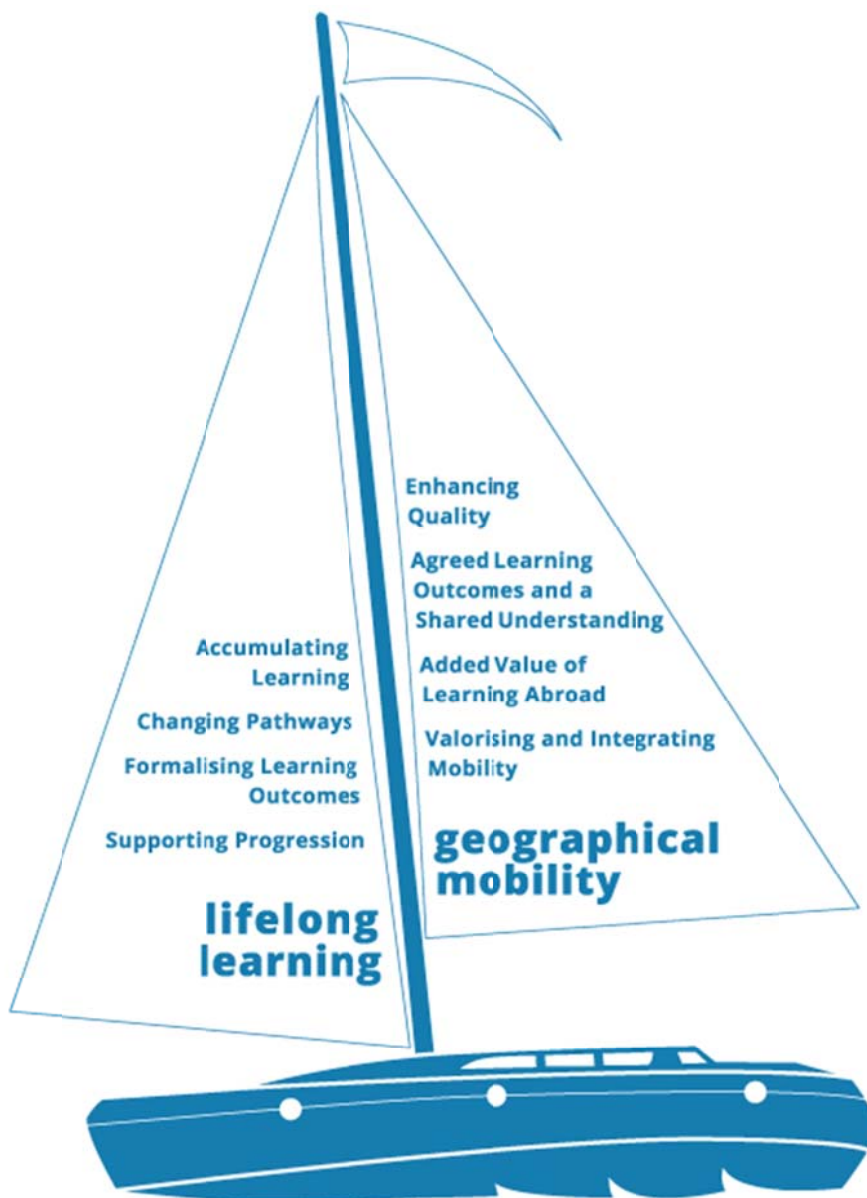
ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

ECVET aims to support the mobility of European citizens, facilitating lifelong learning (formal, informal and non-formal learning) and providing greater transparency in terms of individual learning experiences, making it more attractive to move between different countries and different learning environments.

At a systems level, ECVET aims towards better compatibility between the different vocational education and training (VET) systems in place across Europe, and their qualifications.

From a geographical mobility perspective, ECVET aims at facilitating the validation, recognition and accumulation of skills and knowledge acquired during a stay in another country, with a view to ensuring that such experiences contribute to the achievement of vocational qualifications.

3.2 Why Use ECVET?



ECVET brings a range of benefits to all those involved in geographical mobility and lifelong learning.

3.3 Benefits of ECVET for Geographical Mobility

While mobility in vocational education and training (VET) is already happening, the EU's political ambition is to significantly increase the number and duration of exchanges. Developing and enhancing geographical mobility implies putting in place a range of support mechanisms and activities for learners including, for example, language learning, financial support and learning recognition. The visibility and recognition of learning achieved abroad is equally crucial for enhancing VET mobility.

- ECVET was designed as one of a series of European instruments (others include Europass and the European Qualifications Framework) each targeting improvement in learning recognition and transparency.
- ECVET provides a framework for the assessment, validation and recognition of learning outcomes, alongside a series of common tools and instruments able to support quality in mobility.
- ECVET promotes the integration of mobility into existing learning pathways.
- ECVET supports the valorisation of key competences (such as foreign language skills or intercultural competence) alongside those that are more technically - or vocationally - oriented.
- ECVET contributes to the development of a common language for use by different VET stakeholders and promotes mutual trust within the wider VET community.

3.4 Benefits of ECVET for Lifelong Learning

In the context of economic restructuring, where certain sectors are declining whilst others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have both the aptitude as well as the opportunity to enable continued learning and the development of new knowledge, skills and competence. Lifelong learning aims at facilitating the transition between different jobs, companies or sectors, as well as the transition from unemployment or inactivity into employment. It is seen as a means of improving the match between labour market demand and supply and for supporting social inclusion.

- ECVET is a tool that can assist lifelong learning by improving the transfer, recognition and accumulation of that which has been learned in the past, irrespective of the learning environment. It can facilitate the development of individualised and flexible lifelong learning paths enabling individual learners to gain knowledge, skills and competence, and ultimately a qualification.
- ECVET supports a range of learning, and individual learner, scenarios including:
 - Learners wishing to upgrade or extend their qualifications through part-time study.
 - Learners wishing to study for additional qualifications that complement or build on those already held.
 - Learners seeking qualifications for career progression.
 - Learners returning to education or training.

How does ECVET work?

ECVET relies on a series of common goals, principles and technical components that centre on the recognition of learning outcomes and achievements for European citizens undertaking vocational education and training, irrespective of the learning context, location or delivery method.

ECVET works hand in hand with the European Qualifications Framework (EQF) to provide greater transparency in European qualifications, promoting the mobility of workers and learners, and facilitating lifelong learning.

ECVET brings together a wide range of actors, at local, national and European levels, with a view to encouraging its wider implementation and use, particularly in learning mobility.

3.5 ECVET History and Timeline



References to a credit transfer system for VET can be traced back to the Copenhagen Declaration, of 2002, where the recognition of competences and qualifications was confirmed, by the Directors General for Vocational Training (DGVET) and the European Commission, as a priority for VET.

In the years that followed, subsequent communiqués (Maastricht 2004, Helsinki 2006, Bordeaux 2008) confirmed a continuing commitment to a credit transfer system for VET. At the same time, a range of national and European-level testing and consultation activities were launched, involving a number of sectors and institutions, with a view to building a convincing ECVET proposal that could be presented for approval by the governing authorities. Centralised project funding was also made available by the European Commission, in 2008, to support the development of ECVET partnerships and to encourage the testing and experimentation of ECVET, with a particular focus on mobility in VET. As a result, 11 pilot projects were funded.

On 18 June 2009, a Recommendation of the European Parliament and of the Council on the establishment of a European Credit Systems for Vocational Education and Training (ECVET) confirmed common ECVET principles, provided detailed technical specifications for ECVET and recommended wider ECVET promotion and implementation by all Member States.

Since then, the focus has been on progressive implementation, with Member States encouraged to create conditions that will allow ECVET to be employed for all learners in VET. In 2010, the European Commission supported a second round of ECVET testing and

experimentation activity, resulting in the funding of a further 8 pilot projects, this time with a focus on national implementation. Additionally, ECVET was confirmed as a priority within the Lifelong Learning Programme (2007-2013) and, more recently, within the Erasmus+ programme (2014-2020).

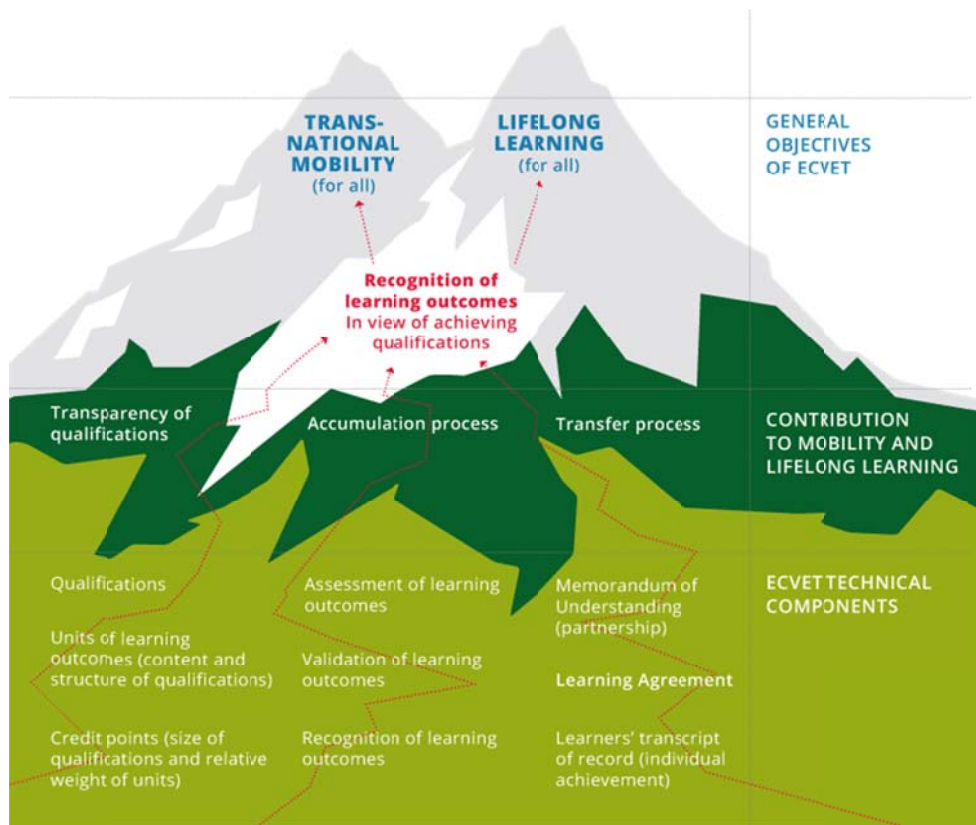
In 2011, a group of 14 national agencies responsible for overseeing implementation of the Lifelong Learning Programme (now Erasmus+) came together, under the leadership of the German national agency (NA BIBB), to support geographical mobility practitioners working with, or starting to work with, ECVET: this network of national agencies, known as NetECVET, was responsible for the production of the current ECVET Toolkit.

In 2014, the Report on Evaluation of the Implementation of ECVET confirmed strengths and successes - such as mainstreaming of the learning outcomes approach - whilst providing recommendations for future development - such as the need to better highlight benefits for all parties and the need to better align ECVET with other recognition and transparency tools.

These recommendations were made concrete in the Riga Conclusions (June 2015) with direct reference to EU-level support for the continuing development of ECVET and with a particular focus on achieving greater coherence between ECVET and other recognition and transparency tools. Only a few months later, the Draft Joint Report of the Council and the Commission on the Implementation of ET2020 (August 2015) highlighted the need for simplification and rationalisation and confirmed the transparency and recognition of skills and qualifications to facilitate learning and labour mobility as one of six new priority areas for European cooperation in education and training.

More recently, the European Commission's New Skills Agenda for Europe, confirmed ten actions to help equip people in Europe with better skills, among which ambitions for "Making VET a First Choice" also talk of the possible revision of ECVET in 2017.

3.6 ECVET Principles and Technical Components



ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of learning outcomes, with a view to achieving a qualification.

ECVET is a decentralised mechanism that relies on the voluntary participation of Member States, and wider VET stakeholders, and relies on mutual trust being established among all those involved.

ECVET centres on a series of Technical Components that, together, facilitate the process of learning recognition, irrespective of the country or education system in which the learning took place.

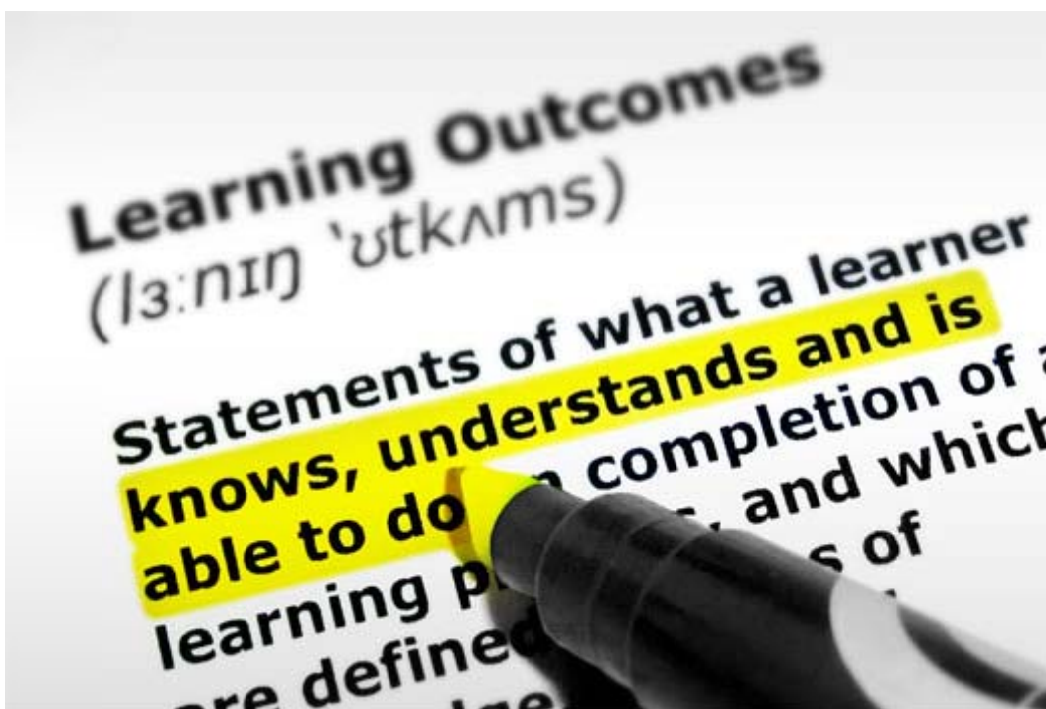
Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards. Assessment, validation and recognition processes must also be agreed, among all those participating, and should respect existing national, regional, sectoral or institutional practice.

In cases where credit is able to be awarded, a points system might also be considered with points directly attributed to ECVET units and qualifications.

ECVET practitioners are able to benefit from the use of common European documents, or templates, that promote quality in learning mobility, namely:

- Memorandum of Understanding (MoU): a voluntary agreement, between competent institutions, which sets out the framework for credit transfer and accumulation; the MoU formalises the ECVET relationship through confirming mutual acceptance of the status of, and the procedures put in place by, competent institutions.
- Learning Agreement (LA): a contract signed by all mobility parties, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.

3.7 ECVET and Learning Outcomes



3.7.1 What are Learning Outcomes?

Learning outcomes are defined in the Recommendation of the European Parliament and of the Council on the establishment of the EQF, and in a similar ECVET Recommendation, as “statements of what a learner knows, understands and is able to do on completion of a learning process, and which are defined in terms of knowledge, skills and competence”. Learning outcomes are usually developed as a part of the process of designing and building qualifications, and can be achieved, by individual learners, through various different learning pathways, modes of delivery and learning contexts (formal, non-formal and informal).

3.7.2 How are Learning Outcomes Described?

Whilst the European definition of learning outcomes uses the terms knowledge, skills and competence, as a common denominator, learning outcomes are often described using terminology or descriptors already in place across different European countries, regions and sectors. Once developed, learning outcomes are usually grouped together to form units, according to one or more common criteria (for example, linguistic, occupational or technical nature; complementary competences; level of learning). Units are then brought together to form whole qualifications. Decisions on the grouping of learning outcomes remain with the competent institutions in each country.

3.7.3 How are Learning Outcomes used for ECVET and Geographical Mobility?

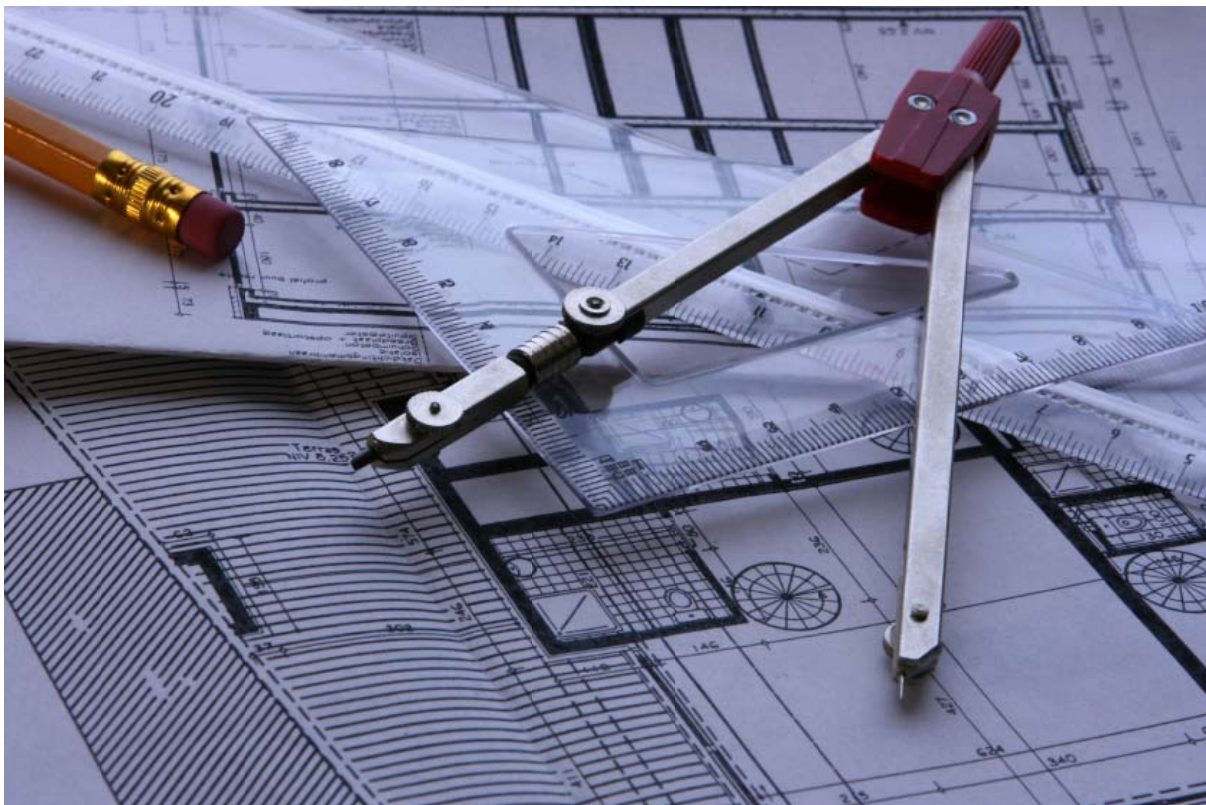
In terms of geographical mobility, ECVET targets the improved recognition of learning outcomes, enabling individuals to fully integrate mobility-related achievements into new or existing learning pathways, recognizing and making visible that which they have learned abroad. Successful implementation of ECVET requires that qualifications be described using learning outcomes, with many of the technical components of ECVET underpinned by their use:

- in some European countries, the achievement of learning outcomes results in credit being awarded, following a process of validation, with such credit often contributing to the achievement of a qualification or award.
- in other countries, where unit-based qualifications are not in use, or where qualifications systems do not allow for credit accumulation or transfer, learning outcomes can be developed specifically for mobility purposes, with activities recognized as a part of the curriculum, yet with achievements often viewed as extra-credit.

In all cases learning outcomes should be agreed in advance, and communicated to all parties, with direct reference made in the learning agreement.

Additional information on the use of learning outcomes for ECVET and geographical mobility can be found in the ECVET Toolkit.

3.8 The EQF, ECVET and other European Instruments



The European Qualifications Framework, or EQF, is one of a series of instruments developed to support European cooperation in education and training (other instruments include

EQAVET, ECTS, NARIC and Europass)

Developed and tested over many years, the EQF was officially launched in April 2008 following a Recommendation of the European Parliament and of the Council.

Acting as a translation device for existing national qualifications, the EQF aims at promoting the mobility of workers and learners, facilitating lifelong learning and qualifications recognition and increasing understanding, and comparison, of the qualifications levels in different European countries through linking national qualifications systems to a common European reference framework.

The EQF encompasses all levels and all types of learning and centres on eight reference levels, known as EQF levels, that describe what a learner knows, understands and is able to do (learning outcomes descriptors). The EQF does not describe specific qualifications, however, relying instead on the referencing of qualifications and awards using existing National Qualifications Systems and Frameworks (NQFs).

The referencing of different national qualifications systems and frameworks to the EQF is ongoing, with some countries having completed this activity and other countries continuing to work on development and referencing actions. Where referencing has been completed, results have been uploaded to the EQF Portal (a part of the European Commission's Ploteus platform) to allow the comparison of different NQFs, to the EQF, and to each other.

The EQF shares common transparency goals with ECVET, with each of these instruments making use of learning outcomes (see section on Learning Outcomes). In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. ECVET does not, however, provide a template or taxonomy for the development of learning outcomes descriptions, relying instead on existing models already in use at national, re-gional or systems level (for example, as a part of existing NQFs).

What is essential for ECVET is ensuring that learning outcomes are clearly identified and described to enable the mutual understanding of qualifications and judgments on:

- whether the qualifications covered in the framework of a partnership for geographical mobility lead to the same or similar occupation.
- whether learning outcomes, as described in one setting or context, are comparable with those able to be achieved in another setting or context.

With a view to promoting synergy between these two important instruments, many European countries have designated the same body or organisation to act as a national contact point for EQF and ECVET.

3.9 Examples and experience from the Swedish – Finnish cooperation in the TOOLS for skills project

Here follows a number of documents that has been used in the Tools for Skills project and other related projects. These documents may not be the most outstanding examples to be found, but can hopefully be of some help to understand what is required.

Elaborated Learning outcomes in the Tools for skills project

Learning outcomes has been elaborated in three different areas and the complete LOs' can be found at <http://cd.dictyon.net/ECVET-7>

Memorandum of understanding

An example of a Memorandum of understanding follows below



Memorandum of Understanding



A partnership agreement concerning the framework for international VET mobility, credit transfer and established procedures for cooperation

1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding¹ (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

All organizations/institutes mentioned below are empowered in their own settings to award qualifications or assess units with agreed methods or give credits for achieved learning outcomes for recognition and transfer.

¹ For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: http://www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf

2. Organisations signing the Memorandum of Understanding

Organisation 1

Country	Sweden
Name of organisation	Stora Segerstad naturbrukscentrum / Region Jönköpings Län Pic no 945611291
Address	Stora Segerstad naturbrukscentrum 330 21 Reftele, Sweden
Telephone/fax	+46 10 2442632
E-mail	stora.segerstad.naturbrukscentrum@rjl.se
Website	www.rjl.se / www.rjl.se/storasegerstadnaturbrukscentrum
Contact person	Name: Håkan Hulebo
	Position: International Coordinator
Telephone/fax	+46 70 3471946
E-mail	hakan.hulebo@rjl.se

Organisation 2

Country	Finland
Name of organisation	Tampere Vocational College Tredu
Address	P.O. Box 217 33101 Tampere, Finland
Telephone/fax	+358 3 565611
E-mail	firstname.surname@tampere.fi
Website	www.tredu.fi
Contact person	Name: xxxxxx
	Position: International Coordinator
Telephone/fax	+ 358 50 5728707
E-mail	firstname.surname@tampere.fi

3. The qualification(s) covered by this Memorandum of Understanding

This Memorandum of Understanding deals with the study program/qualification(s) mentioned in part 10. Annexes (Europass Certificate Supplement) and also staff and work life development exchanges.

The description of learning outcomes associated with this study program, the ECVET-points and other related information are included in the student's Learning Agreement.

4. Quality assurance

The hosting institute will assure the following minimum quality-standards:

1. The safe training environment where student can develop and learn
2. The level of competence related to student's years of training and work experience
3. Time and resource for instruction
4. Instructor/supervisor
5. A weekly program/plan including an introduction (both student and staff exchanges)
6. Evaluation discussions, supportive guidance and feedback
7. Final assessment
8. Cooperation with the sending institute concerning the training agreement (Learning Agreement, Europass Annex)
9. Information about the training conditions and equipment
10. The working hours
11. Sign the ECVET and Europass documents etc.

5. Assessment, documentation, validation and recognition

The hosting institute will guarantee that the student gets, as agreed in the Learning Agreement, evaluation from his/her internship/training period. The assessment follows the ECVET system; learning outcomes introduced as knowledge, skills and competence of the unit (LA). An overall assessment will take place during the whole internship.

The sending institution will be in charge for the validation process, to confirm that assessed learning outcomes achieved or competences developed by the student during the internship abroad correspond to the specific learning outcomes that are required for the specific study program and qualification. Also the unexpected learning outcomes should be taken in consideration.

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

6. Validity of this Memorandum of Understanding

This Memorandum of Understanding is done to assure yearly cooperation and student exchanges. The duration of internship, tasks and required special conditions are agreed on student's Learning Agreement.

This Memorandum of Understanding is valid until : 31.10.2021

7. Signatures

The partners mentioned in this MoU confirm the accuracy of all statements made on this form and agree to all principles and articles expressed therein.

This agreement has been made in two copies, one for each party.

Organisation / country	Organisation / country
Stora Segerstad Naturbrukscentrum Sweden	Tampere Vocational College Tredu, Finland
Name, role	Name, role
Ulrik Svensson Managing Director	xxxxxxxxx Director of Vocational education and Training
Place, date	Place, date
Reftele Sweden 2016-10-06	Tampere, Finland

8. Additional information

-

9. Annexes

Study program/qualification(s) involved

Forestry and natural resources related qualifications

(Europass Certificate Supplement)

Learning agreement

Learning agreements can vary a lot in their design, a full version of this example of Learning agreement can be found in appendix 1

Learning agreement, example.pdf - Adobe Reader

Arkiv Redigera Visa Fönster Hjälp

Fyll i nedanstående formulär. Du kan spara data som skrivits i formuläret. Färgmarkera befintliga fält

Jyväskylän Educational Consortium

ao

Learning Agreement, on-the-job learning and skills demonstration

Current Date: 1.12.2016

1. Contracting parties

Employer

Name: Stora Segerstad naturbrukscentrum

Sector: Forestry

Address: Stora Segerstad Naturbrukscentrum
330 21 Reftele, Sverige

Telephone: +46102442610 Fax: +46102442619

E-mail: stora.segerstad.naturbrukscentrum@rjl.se

Workplace instructor/tutor: Håkan Hulebo tel. +46 70 347 1946

Certificate of attendance/Europass Håkan

The attendance of a participant must be verified. It is recommended the use Europass, but it is also possible to use a simple version as this example of Certificate of Attendance.



CERTIFICATE OF ATTENDANCE

"Tools for skills"- teachers' training

ERASMUS+ STRATEGIC PARTNERHIP PROJECT

AGREEMENT NUMBER – 2015-1-SE01-KA202-012255

Name Surname

has participated fully in the mobility action in Reftele Sweden from the 22 November until the 21 December 2016. He has participated in a program concerning mechanized forestry, and he has been operating forwarders and harvesters in simulators and in reality.

Stora Segerstad 21 December 2016

Håkan Hulebo
International co-ordinator
Hosting organization

Evaluation – Students point of view It is very important to get feedback from the participants of the program. Also a simple evaluation form as this would give valuable information

Training Evaluation Feedback Form

Thank you for attending this training course / mobility program. We would be grateful if you would complete this feedback form. It will only take you a moment and will help us to improve the training materials.

1. Which training group do you belong to?

- ☐ Vocational college student
☐ University student
☐ Teacher or trainer
☐ Other (please specify):

2. Do you consider a training course in a foreign country important for your present or future career?

- ☐ Very important
☐ To some extent
☐ Not at all

3. Based on the training course description, how did your learning experience compare to what you expected when you began the training? (check **only one**)

- ☐ Learned much more than I expected.
☐ Learned as much as I expected.
☐ Learned less than I expected.
☐ Learned nothing new.

4. Please rate how well this training workshop met your expectations in the following areas:

	One of the Worst	Below Average	Average	Above Average	One of the Best
The topic of the course was relevant					
I was well prepared for this course					
There were enough time for theory lessons					
There were enough time for practical operations					
The equipment was good(machines, simulators,chainsaws)					
The teachers and trainers were helpful					
The training material was useful (books and computer program)					
I have improved my English during this course					
I am more selfconfident after this course					
I have made new friends from other countries					

5. Would you recommend this training to others? (check **only one**)

- ☐ Definitely
☐ Probably
☐ Not certain
☐ Probably not
☐ Definitely not

6. Do you have any comments and/or suggestions? (please specify)

.....

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.....

1. Which training group do you belong to?

<input type="checkbox"/>	Vocational college student
<input type="checkbox"/>	University student
<input type="checkbox"/>	Teacher or trainer
<input type="checkbox"/>	Other (please specify):

2. Do you consider a training course in a foreign country important for your present or future career?

<input type="checkbox"/>	Very important
<input type="checkbox"/>	To some extent
<input type="checkbox"/>	Not at all

3. Based on the training course description, how did your learning experience compare to what you expected when you began the training? (check only one)

<input type="checkbox"/>	Learned much more than I expected.
<input type="checkbox"/>	Learned as much as I expected.
<input type="checkbox"/>	Learned less than I expected.
<input type="checkbox"/>	Learned nothing new.

4. Please rate how well this training workshop met your expectations in the following areas:

	One of the Worst	Below Average	Average	Above Average	One of the Best
The topic of the course was relevant					
I was well prepared for this course					
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The equipment was good(machines, simulators,chainsaws)					
The teachers and trainers were helpful					
The training material was useful (books and computer program)					
I have improved my English during this course					
I am more selfconfident after this course					
I have made new friends from other countries					

5. Would you recommend this training to others? (check only one)

<input type="checkbox"/>	Definitely
<input type="checkbox"/>	Probably
<input type="checkbox"/>	Not certain
<input type="checkbox"/>	Probably not
<input type="checkbox"/>	Definitely not

6. Do you have any comments and/or suggestions? (please specify)

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Appendix

1. Learning agreement



Learning Agreement, on-the-job learning and skills demonstration

Current Date: 5.1.2017

1. Contracting parties

Employer

Name:	Stora Segerstad naturbrukscentrum		
Sector:	Forestry		
Address:	Stora Segerstad Naturbrukscentrum		
	330 21 Reftele, Sverige		
Telephone:	+46102442610	Fax:	+46102442619
E-mail:	stora.segerstad.naturbrukscentrum@rjl.se		
Workplace instructor/tutor:	Håkan Hulebo tel.+46 70 347 1946		
Www-site:	www.rjl.se/StoraSegerstadnaturbrukscentrum/		
Official status:	<input checked="" type="radio"/> Public <input type="radio"/> Private		
Scope:	<input type="radio"/> Regional <input type="radio"/> National <input checked="" type="radio"/> European <input type="radio"/> International		
Country:	SE - SWEDEN		
Region:	SE22 - Sydsverige		
Type of organisation:	Choose from the list:		
Organisation size:	Staff 21 to 50		
Commercial orientation:	Not for Profit (NP)		

Student

Name:	xxxx						
Date of birth:	Year	1998	Month	9	Day	25	
Address: (during exchange):	Stora Segerstad Naturbrukscentrum						
	330 21 Reftele, Sverige						
Telephone: (during exchange):	xxxxxx						
E-mail:	xxxxxxx						

Sending institute

Name:	Jyväskylä Educational Consortium, Jämsä College		
Address:	Metsäoppilaitoksentie 14		
	42300 Jämsänkoski - Finland		
Telephone:	xxxx	Fax:	
Tutor teacher at sending institute:	Kari Kytömäki		
E-mail:	kari.kytomaki@jao.fi		
Www-site:	www.jao.fi		

Intermediary organisation (if applicable)

Name:			
Contact person:			
Address:			
Telephone:		Fax:	
E-mail:			

2. Contents

Qualification to be awarded

Vocational Qualification in:	(Initial Vocational Training)
------------------------------	-------------------------------

On-the-job learning to be carried out

- ☒ with no employment contract
- ☐ with employment contract (separate employment contract attached)

On-the-job learning period

From:	7.11.2016	To:	16.12.2016
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Skills demonstration

(1-3 days during the second half of the on-the-job period)

- ☐ Yes ☐ No

From:		To:	
-------	--	-----	--

Evaluators

Names:

Johan Hakeman

Evaluation criteria (Attached)

Student's working hours

Working hours: hrs/day hrs/week Number of free days/week:

Number of breaks/day: Length of breaks: min.

Work shifts between 6 p.m. – 7 a.m. ☐ Yes ☒ No

If yes, please specify:

Work shifts on Saturdays and Sundays ☐ Yes ☒ No

If yes, please specify:

Insurance

The college has insured the student in case of accidents or sudden illness for the entire duration of the placement abroad.

During the placement the student is also covered by a liability insurance (accidental damage to equipment or facilities) up to 700 000 euros which covers only the negligence of the insured, and will not apply to results of wilful or intentional acts by the insured.

Insurance number

Insurance company

The company is responsible for the student's safety at work also when there is no employment contract between the student and the employer.

The student is also required to obtain the European Health Insurance Card prior to commencement of the placement.

Student's work clothing

The host company provides protective clothing ☐ Yes ☒ No

If yes, please specify:

The student is expected to have with him/her the following work clothing and/or personal safety equipment:

Students have own work clothes and safety equipments.

Tools and equipment

According to standard practice on-the-job learning tasks are performed at the premises of the host company using tools and equipment provided by the host company.

However, the student is expected to have with him/her the following tools and/or equipment for personal use:

Occupational safety

Prior to work commencement, it must be ensured that the student is familiar with the work at hand and is able to follow occupational safety instructions.

Before working in the company the student and a representative of the company must check that the student has been informed of relevant issues regarding work safety etc. Orientation to on-the-job-learning, see page 7.

On-the-job learners may only operate machinery and equipment that meet occupational safety requirements.

Other occupational safety concerns include:

Student's meals

The student takes care of them personally and is compensated according to institute procedures

or:

3. Content of the on-the-job learning (ECVET)

Learning outcomes (vocational skills requirements)

Knowledge:	<ul style="list-style-type: none">-Recognize site hazards and interpret instructions-Identify different timber assortments-Identify the inspection of harvester-Describe the basic operations of the machine, loader and head-Explain the principles of thinning and the conservation of nature and cultural remains-Describe the importance of working in harvesting teams-Describe risks and health and safety instructions-Describe feature of a different culture
Skills:	<ul style="list-style-type: none">-Follow instructions-Produce different assortments according to instructions-Do the maintenance on harvester according to manufacturer's recommendations-Use the machine, loader and head in a proper, safe and smooth way in different conditions-Select stems to prevent damage to remaining stand, nature and cultural remains-Identify risks and take precaution-Work and cooperate in teams
Competence:	<ul style="list-style-type: none">-Taking the right action to prevent environmental damage-Optimizing the value of product recovered from a stand and present products for efficient extraction-Recognizing when additional remedial maintenance is required to prevent major failures-Positioning the machine and operate in efficient and correct way-Communicating with and support other team members-Reflecting on health and safety activities within team

Assessment

☐ According to Memorandum of Understanding (MoU)

☒ According to separately agreed criteria (attached)

Other issues:	The student is able to drive harvester in different terrain conditions in a safe and proper way. The student understands his/her role in harvesting team and can, on his own, make decisions which lead to a good overall result for the whole team. The student is prepared for working abroad.
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Signatures

All parties are subject to a non-disclosure agreement. The contract has a term of notice of 1 month, or, by separate agreement, it may be cancelled without notice. This contract exists in three (3) identical copies, one for each party.

Representative of workplace:

Time and place:

Signature

Representative of sending institute:

Time and place:

Signature

Signature and stamp

Student:

Time and place:

Signature

CC. Representative of an intermediary organisation (if applicable)
International office at sending organisation

1. ON-THE-JOB LEARNING AND SKILLS DEMONSTRATION

This contract applies to training arranged at the workplace, during practical work tasks (on-the-job learning) and skills demonstrations, as determined in the Vocational Training Act.

On-the-job learning is primarily arranged in a way where the student is not in an employment relationship with the employer, implying that they will still receive student benefits according to relevant legislation and will not receive pay. On-the-job learning may also be carried out in an employment relationship, where a separate employment contract determines the conditions of employment.

2. GOAL FOR ON-THE-JOB LEARNING AND SKILLS DEMONSTRATION

The goal of on-the-job learning is for the student to acquire parts of the professional skills required for the job, as well as the goals stated in the syllabus, by working in a real work environment and abiding by its rules. Study at the workplace is systematic and guided, and its goals are determined in co-operation between the teacher, workplace contact person and student.

During on-the-job learning, one or more skills demonstrations are generally arranged at the workplace. Skills demonstration is usually 2-3 days during the second half of the on-the-job learning period where specific attention is paid to the evaluation of the student's performance and development in relation to the objectives stated in section 3 of this contract. The student must be told in advance when the skills demonstration will take place. The student must also be given the possibility to participate in the evaluation of the skills demonstration.

3. TASKS AND RESPONSIBILITIES

Student's rights and duties

The student is mainly bound by legislation on institute-level training. At the workplace, the student follows the procedure of the workplace as well as instructions and orders on work and occupational safety. The student is to carry out the tasks agreed on and to abide by the on-the-job learning contract, as well as participating in the planning, implementation and evaluation discussion of on-the-job learning and skills demonstration through self-evaluation.

Tasks and responsibilities of the institute and employer

The institute contact person is responsible for guiding the workplace instructor to the methods of on-the-job learning and skills demonstration(s). They are, in co-operation with the workplace instructor, responsible for planning, implementing and evaluating the on-the-job learning and skills demonstration. An institute evaluation sheet is used for the evaluation unless otherwise agreed in the Memorandum of Understanding. The on-the-job learning evaluation mainly aims at providing guidance and encouragement. A summary evaluation for the on-the-job learning is made in the evaluation discussion, whose participants include the workplace instructor, teacher and/or representative of the intermediary organisation and student.

The employer is responsible for guiding students and maintaining occupational safety as required by legislation on vocational education, occupational safety and the protection of young employees:

- prior to work commencement, it must be ensured that the student is familiar with the work at hand and is able to follow occupational safety instructions.
- on-the-job learners may only operate machinery and equipment that meet occupational safety requirements.

Requirements of on-the-job learning location

The contract requires the on-the-job learning location to have

- sufficient production and service activities
- necessary tools
- staff with adequate professional skills, training and work experience to be named as the responsible trainer for the student and the evaluator of the skills demonstration.

No fee is paid to either party for on-the-job learning or related skills demonstration(s).



Appendix: The student's orientation to on-the-job learning

Student:

Workplace instructor / tutor:

Tick after the student has received information about

Company practices

Date and initials

- working hours, breaks, keys ☐
- lunch, restrooms, smoking and other facilities ☐
- other company rules ☐
- work clothing, protective clothing ☐
- practices in the case of accidents ☐
- closest fellow workers ☐
- familiarization with the premises ☐
- routes and exits ☐

General information

- products/services ☐
- customers ☐
- organisation ☐
- company policy ☐
- orientative material ☐
- quality policy ☐
- shop steward system ☐

Work environment

- machines and equipment ☐
- occupational safety ☐
- protective equipment ☐
- first aid, fire protection ☐
- familiarization with the place of duty ☐
- keeping up of cleanliness and order ☐
- superiors and foremen ☐

Work tasks

- Familiarization with work tasks ☐
- Follow-up and supervision of learning ☐

Other:

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References

1. www.ecvet-toolkit.eu/site/introduction/whatisecvet
2. INSPIRING AND STRENGTHENING THE COMPETENCE-BASED APPROACH
IN ALL VET IN FINLAND
– Support material for implementation
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