
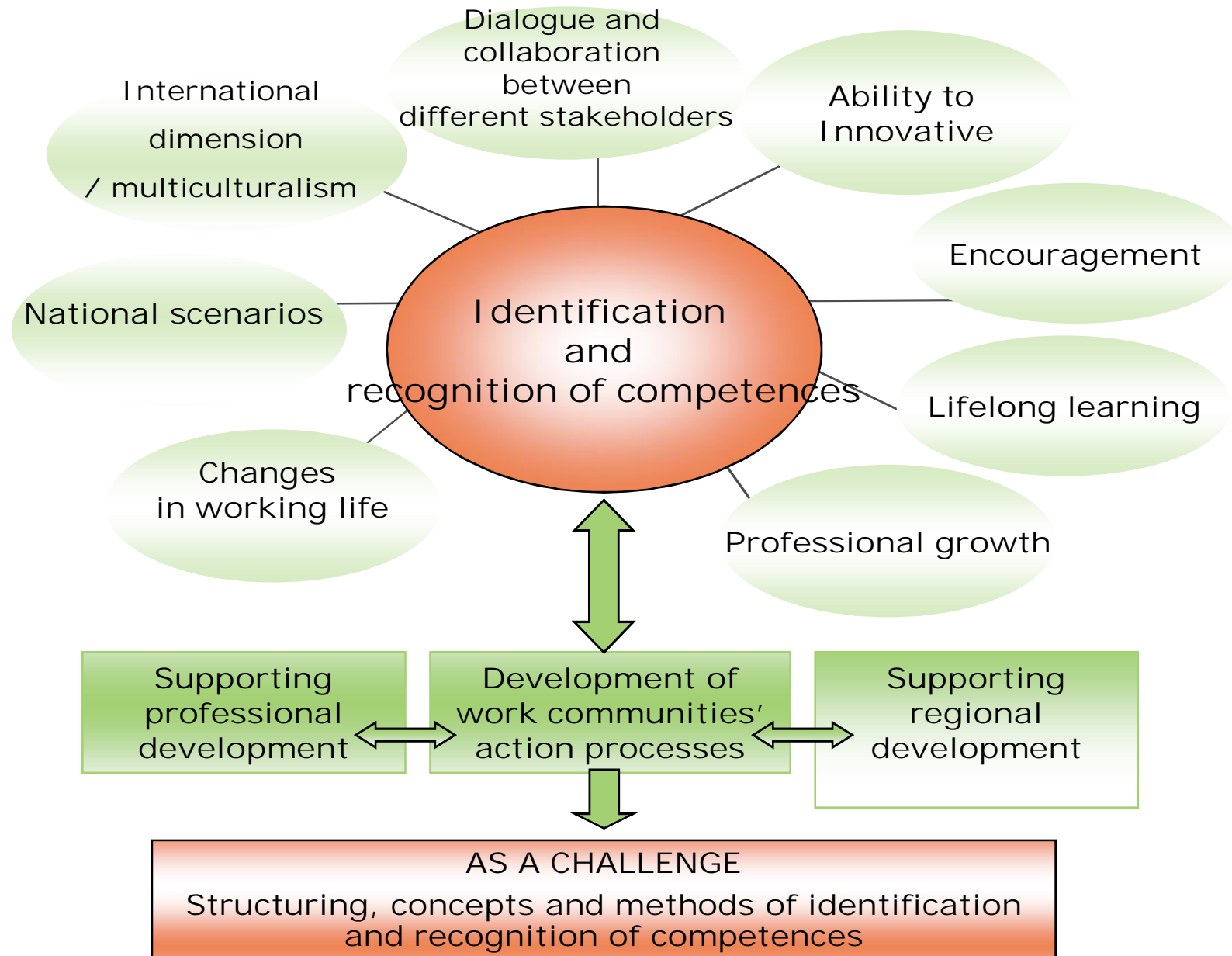
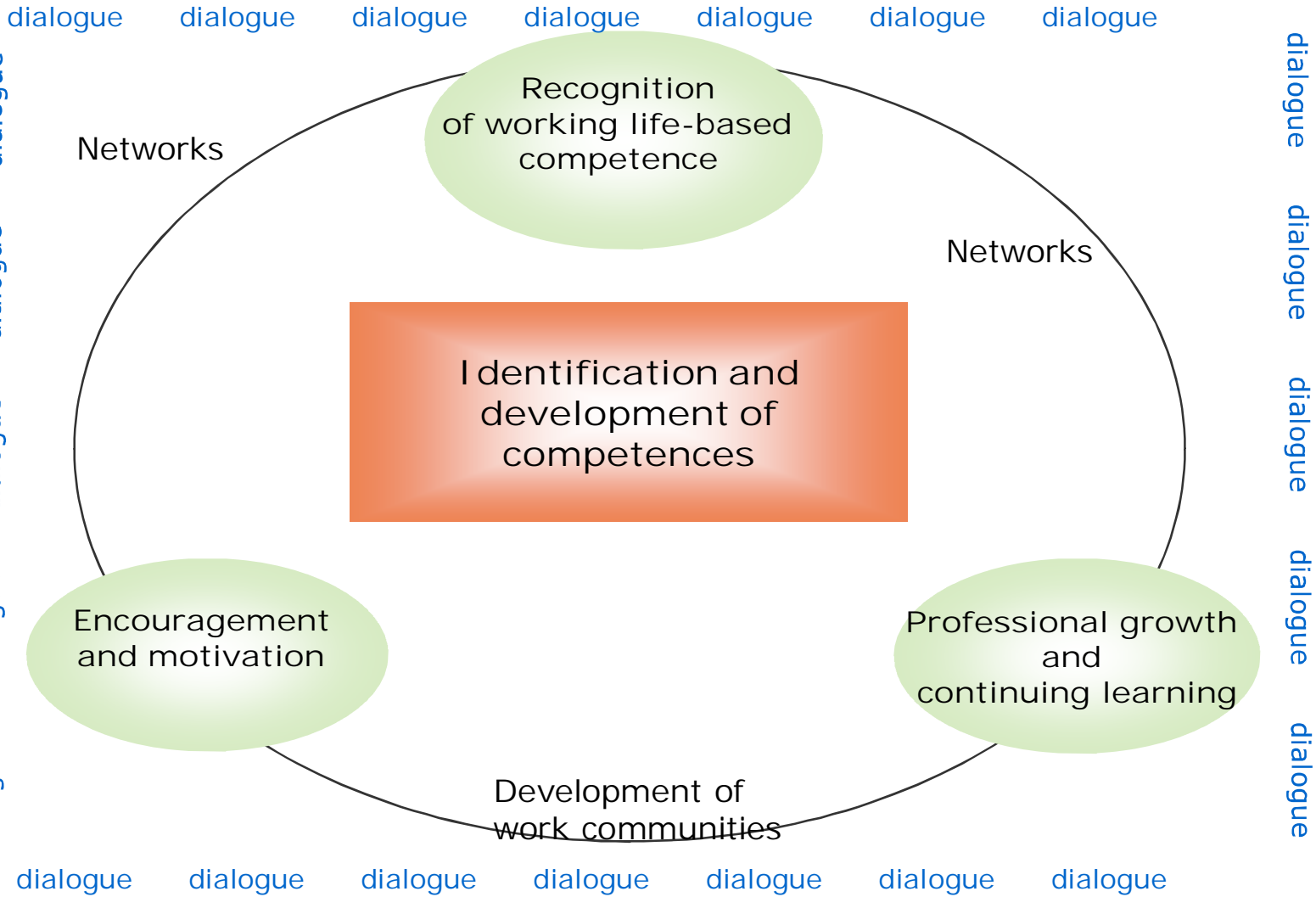



- 
- Why are issues of identification, assessment and recognition of competences highly topical in vocational education?
 - How are these issues related to the development of collaboration between education and working life?
 - How are personal learning paths built?

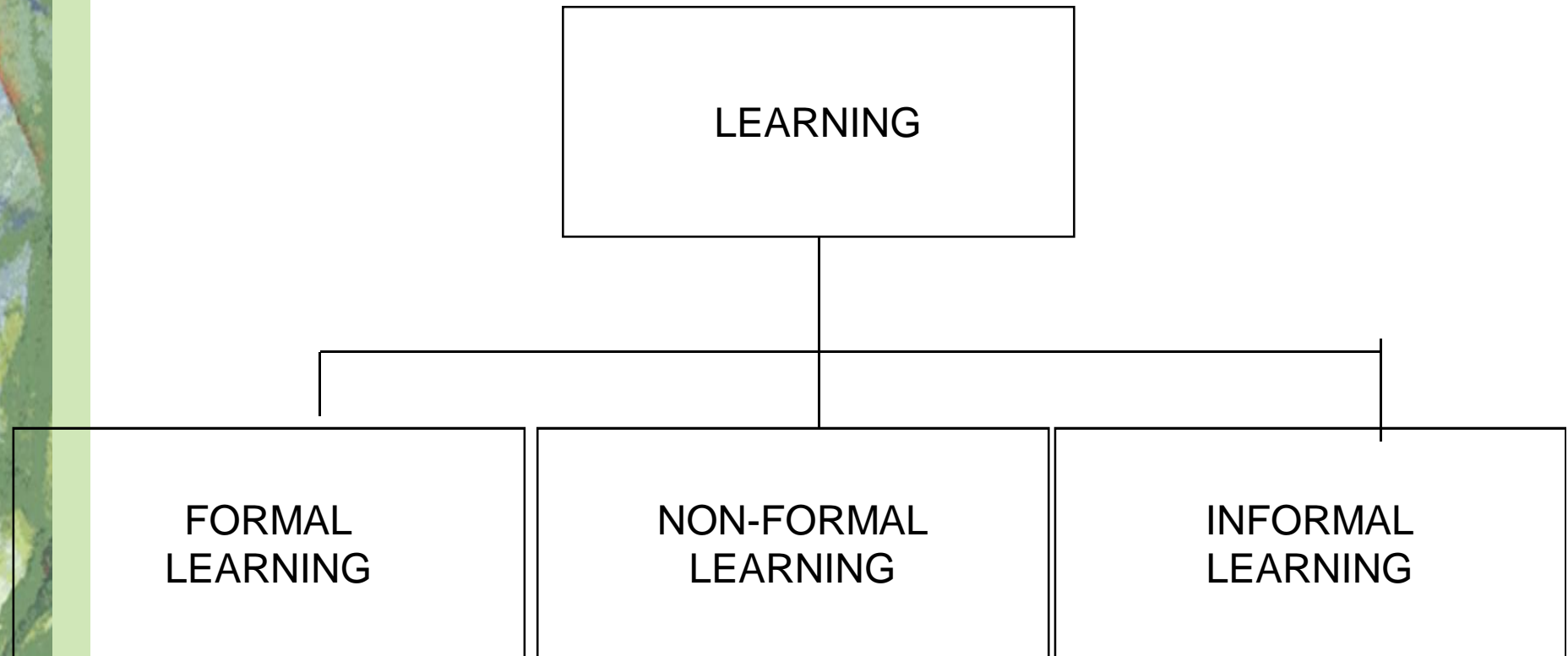
FRAMEWORK of identification and recognition of competences





- 
- How do you define ?

 - LIFE-LONG LEARNING
 - DIFFERENT FORMS OF LEARNING
 - IDENTIFICATION OF OF COMPETENCES
 - DEMONSTRATION OF COMPETENCES
 - RECOGNITION OF COMPETENCES





RESULTS OF TAITURI-PROJECT

PILOT

for wider development work

Assisted emergence of new projects
(AAKE, @mk-TleTURI, Anturi)

MODEL OF ASSESSOR TRAINING

A new product and its large-scale
implementation in collaboration with
working life

TRAINING PLATE

Building training products based on
networks

FIELD-SPECIFIC DEVELOPMENT WORK

Building competence-based curricula
Building personal learning paths
Developing the process collaboratively
with different fields

DEVELOPMENT OF TOOLS FOR IDENTIFICATION AND RECOGNITION OF COMPETENCES (PLP, PORTFOLIO)

**COLLABORATION BETWEEN
DIFFERENT PARTNERS**
(universities, other educational institutions,
companies, projects)

PUBLICATION ABOUT THE DEVELOPMENT WORK

**ARTICLES, PRESENTATIONS,
STORIES ABOUT DEVELOPMENT
WORK**



PROFESSIONAL SKILLS DEMONSTRATIONS IDENTIFICATION OF COMPETENCES

WWW.osaan.fi

- You can assess your competences regarding an occupation you are interested in
- Skills demonstrations
- You can choose either to browse the competence requirements or the assessment of competences
- By flick operation you can browse the competence requirements of different qualifications
- "I assess my competences" – operation you can answer to requirements of the qualification that you have selected and in the end you'll get a list of your answers and graphics of the mean of competence requirements

Competence mappings and identification of competences

- Identification of competences (education) and resources for the development of working life (developmental discussions)
- Analysis of work or competences as a basis
- Making competences and work a visible process
- Tailor-made to the student with relation to competences to be assessed and practical use
- Can be individual, work community or organisation level profile of competences
- Indicative
- Reflecting prior learning in relation to competence description
- Exploitation in different phases of education



Resources: identification and recognition of competences

Aikaisemmin hankitun osaamisen tunnustaminen koulutusjärjestelmässä
Opetusministeriön työryhmämuistioita ja selvityksiä 2004:27

http://www.minedu.fi/OPM/Julkaisut/2004/aikaisemmin_hankitun_osaamisen_tunnustaminen_koulutusjarjestelma

Aiemmin hankitun osaamisen tunnustaminen korkeakouluissa
Opetusministeriön työryhmämuistioita ja selvityksiä 2007:4

http://www.minedu.fi/OPM/Julkaisut/2007/Aiemmin_hankitun_osaamisen_tunnustaminen_korkeakouluissa.html

Oppimisella osallisuutta - vastauksia työn murrokseen. Sitran raportteja 29.

<http://www.sitra.fi/Julkaisut/raportti29.pdf>

Mäkinen, J., Olkinuora, E., Rinne, R. & Suikkanen, A. 2006. Elinkautisesta työstä elinikäiseen oppimiseen. Keuruu: PS-Kustannus.

Opittu ja tunnustettu! Vapaan sivistystyön opitun tunnustaminen formaaleissa oppilaitoksissa. Selvitys muodoista, käytänteistä, yhteistyösuhteista ja ongelmista.

<http://www.vsop-ohjelma.fi/Maattaselvitys.pdf>

Niskanen, A., Lepänjuuri, A. & Rautio, T. (toim.) 2006. Tunnistatko taiturin? Osaamisen tunnustaminen ja tunnustaminen korkea-asteella. Jyväskylän ammattikorkeakoulun julkaisuja 67.

Rikkinen, A. (toim.) Henkilökohtaistamisen hyvät käytännöt, mallit ja mekanismit. AiHe-projektin tuloksia 2006.
OPH