



FINNISH NATIONAL
AGENCY FOR EDUCATION

Quality of individual learning pathways - summary

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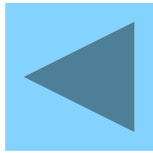
Starting points

Personalization and individual learning pathways are characterised by

- Customer-orientation*
- a competence-based approach**.

The statutes on personalization serve as the framework for the implementation of individual learning pathways.

High-quality activities comply with statutes and recommendations.



Customer-orientation:

* Customer orientation means that the education provider offers services that meet customers' needs. Their customers are students and workplaces. The education provider works in cooperation with them to determine the student's goals and the competence needs of the workplace. This cooperation is aimed at ensuring that the planning of the student's study path and the acquisition and assessment of competence are implemented in an individual and customer-oriented manner. Customers' needs can be responded to by cooperating with customers in the planning, implementation and provision of education, training, guidance and support for the completion of a qualification unit or units or an entire qualification.



Competence-based approach:

** Competence-based means that clear vocational skills requirements and learning outcomes have been set for qualifications. Students can obtain competence in accordance with the vocational skills requirements and learning outcomes in different ways and in varying environments. Students' prior learning is also identified and recognised. A competence-based approach also allows students to progress in their studies at their own pace.

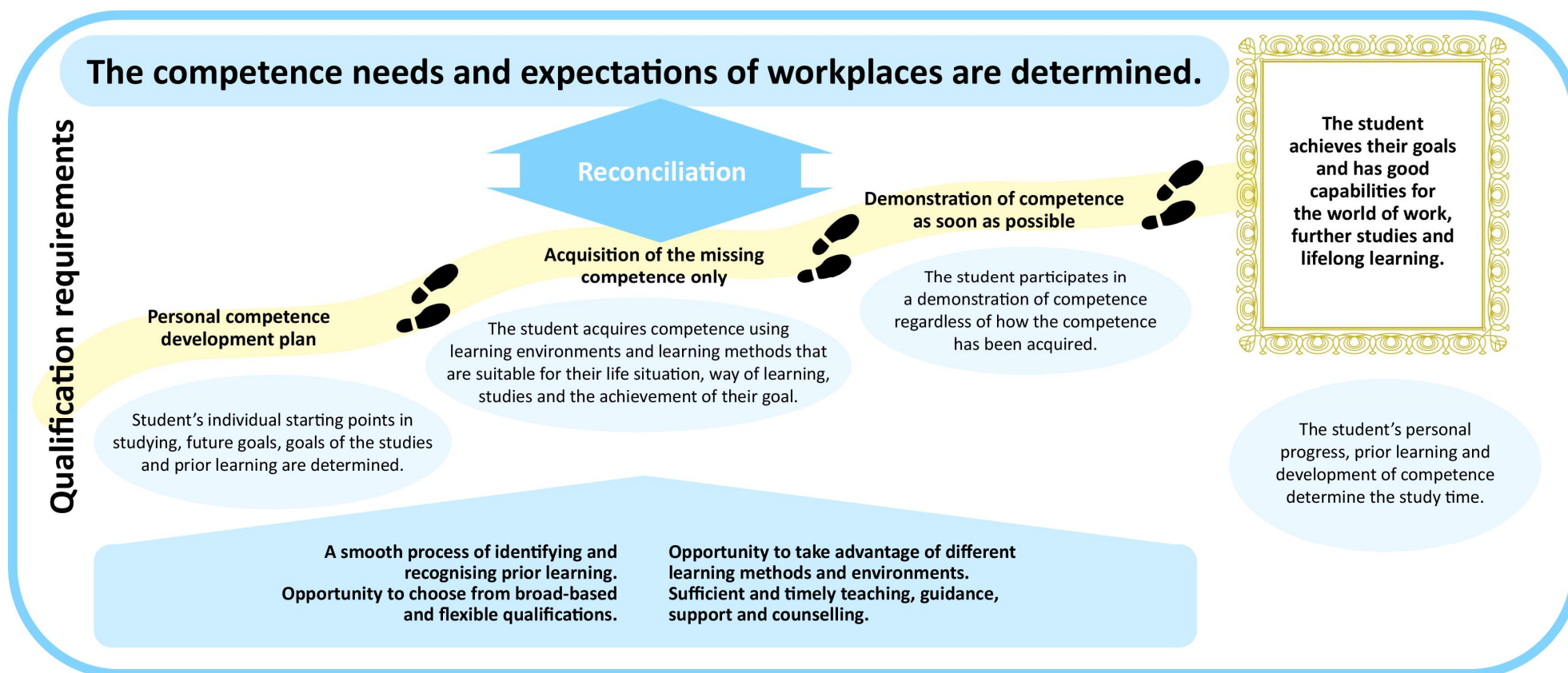


High-quality individual learning pathways

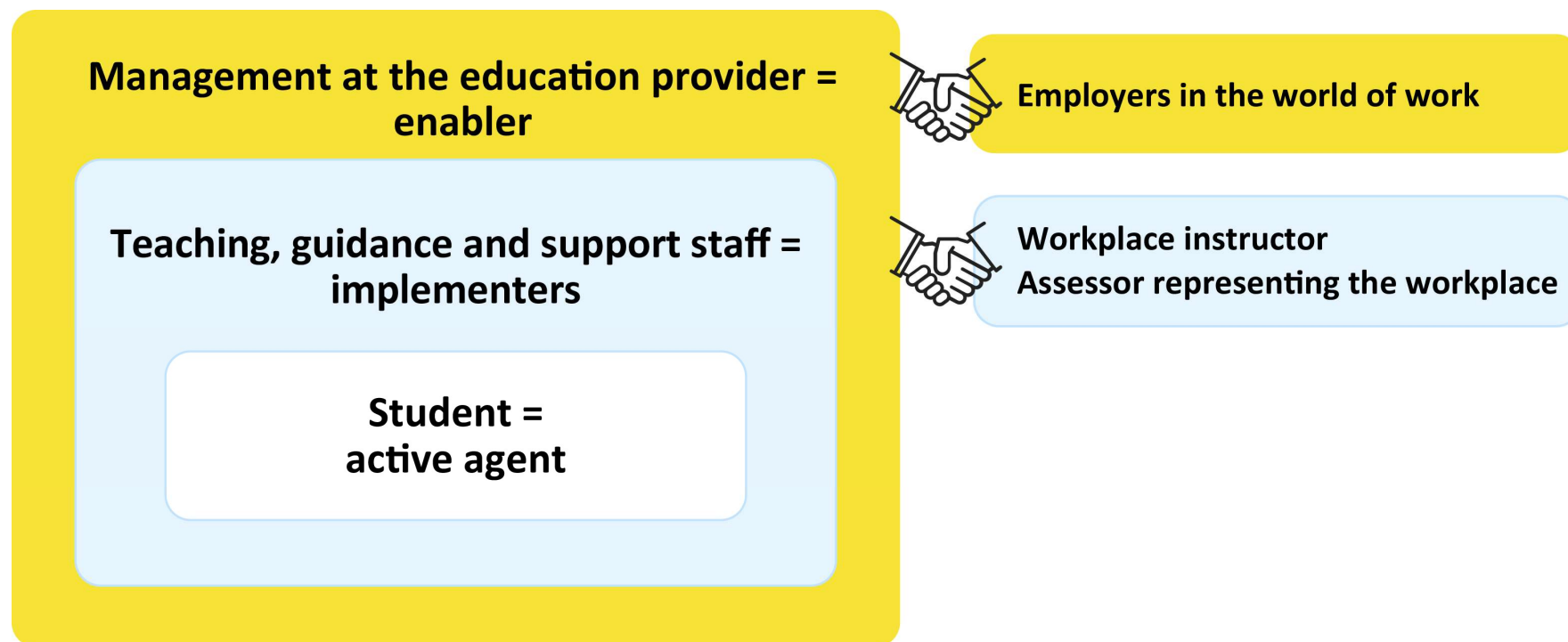
Societal goals of vocational education and training (VET)



High-quality individual learning pathways



Key actors in ensuring the quality of individual study pathways (Figure)



Student =
an active agent

Student as an active agent

The implementation of a high-quality individual study path requires the student's active agency*, which for the student's part is affected by

- individual factors (starting points)
 - motivation, self-efficacy, cooperation skills and holistic wellbeing**
 - knowledge and skills required for studying, learning and career planning, and working life skills
 - self-assessment and feedback skills
- clarity of the objectives set for the studies and for the future

The teaching, guidance and support staff must enable the student's active agency and, where necessary, guide and support the student.



Active agency and holistic wellbeing

* In addition to the individual starting points, the student's agency comprises the cooperation and interaction relationships between the student and different actors, and the opportunities provided by the education provider and the learning environment.

** In this context, holistic wellbeing means physical, psychological and social wellbeing as a whole.