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## Research framework existing models

### WP 2 – review of existing models

#### Overview of National VET system

<b>General description</b>
<p>VET system in Estonia serves the purpose of fostering knowledge, skills and attitudes, occupational know-how and the social readiness required for working, participating in social life and engaging in the lifelong learning process.</p> <p>Initial VET is conducted by vocational training institutions and applied higher education institutions.</p> <p>The VET sector is regulated by the Vocational Educational Institutions Act, which provides the basis for the establishment, maintenance, transfer, reorganisation and closure of vocational educational institutions, the basis for the right to provide instruction, management, organisation of studies, state-commissioned education and financing, the rights and obligations of members of schools, and state supervision over the activities of schools.</p> <p>In 2013, the Estonian Parliament (<i>Riigikogu</i>) passed the Vocational Educational Institutions Act, a piece of legislation that fundamentally transformed the regulation of the VET system. Among most notable aspects were the following:</p> <ul style="list-style-type: none"> <li>• defining new types of VET curricula and qualifications directly linked to the Estonian Qualifications Framework;</li> <li>• extensive use of learning outcomes (LOs) approach in the design of VET qualifications and curricula, in the assessment of VET students and teachers;</li> <li>• establishing the right to offer VET programmes;</li> <li>• introducing Estonian VET credit system compatible with ECVET.</li> </ul> <p>Uniform requirements for vocational training are regulated by the VET Standard.</p> <p>In order to speed up the implementation of reforms instigated by the Vocational Educational Institutions Act and the VET Standard, a reform of the VET curricula and VET system management was launched in 2013.</p>
<b>Sources used (refer either to your bibliography or add web addresses used)</b>
<p><a href="http://hm.ee/en/vocational-education">http://hm.ee/en/vocational-education</a></p> <p><a href="http://cedefop.europe.eu/en/publications/22318.aspx">http://cedefop.europe.eu/en/publications/22318.aspx</a></p>
<b>The form and content of qualifications</b>
<p>The VET Standard (<a href="http://www.riigiteataja.ee/akt/128082013013?leiaKehtiv">www.riigiteataja.ee/akt/128082013013?leiaKehtiv</a>) describes expected learning outcomes of VET qualifications on the EQF levels 2 through 5. The VET programmes (curricula) are developed by education and training providers. Besides the requirements of the VET Standard school curricula have to meet the competence requirements of the respective occupational qualification standards or partial qualification standards (<a href="http://www.kutsekoda.ee/et/kutseregister/kutsestandardid">http://www.kutsekoda.ee/et/kutseregister/kutsestandardid</a>).</p>
<b>The competences used (if at all, or alternatives)</b>

## Research framework existing models

The VET Standard stipulates that LOs of modules are described in terms of occupation specific knowledge and skills, autonomy and responsibility, learning skill, communication skill, self-definition competence, operational competence, ICT competence, and entrepreneurship competence defined as follows:

- 1) occupation specific knowledge are facts, theories and practices of an occupation, vocation or speciality acquired through learning process;
- 2) occupation specific skill is an ability to apply knowledge for performing tasks and solving problems; skills are described in terms of their complexity and diversity;
- 3) autonomy and responsibility describe to what extent the graduate is able to work independently and carry responsibility for the results of work;
- 4) learning skill is an ability to manage learning process using efficient learning strategies and proper learning styles;
- 5) communication skill is and ability to communicate in different situations and on different topics in oral and written form;
- 6) self-definition competence is an ability to understand and evaluate yourself, give sense to your activities and behaviour in the society, develop yourself as a person;
- 7) operational competence is an ability to identify problems and solve them, plan your activities, set goals and expected results, select proper tools, act, evaluate results of your action, cooperate with others;
- 8) ICT competence is and ability to use ICT tools and digital media skilfully and critically;
- 9) entrepreneurship competence is an ability to take initiative, act creatively, plan your career in the modern economic, business and work environment using acquired knowledge and skills in different spheres of life.

Qualification standards for the EQF levels 2 through 5 define level specific competences in terms of performance criteria. For example, a graduate of secondary VET programme (EQF level 4) is expected to demonstrate the following LOs:

- 1) occupation specific knowledge:
  - has profound knowledge of basic concepts, theories and technologies of the occupation, vocation or speciality and can apply them in routine and new work situations;
  - associates occupation specific knowledge with scientific methods, main principles and processes of mathematics and sciences;
  - understands the development of scientific theories, applications and technologies, and risks associated with them; values the security and sustainable development.
- 2) occupation specific skills, autonomy and responsibility:
  - is able to independently fulfill complex, diverse and requiring innovative solutions tasks of the occupation, vocation or speciality;
  - takes responsibility for the execution of his/her job tasks;
  - uses mathematical knowledge and techniques in various spheres of life;
  - expresses him/herself, justifies his/her views, both orally and in writing in the correct mother tongue and in a foreign language on the independent language user level taking account of the communication situation and considering partners.
- 3) learning skill:
  - learns independently and self-manages the learning process;
  - self-analyses and self-assesses his/her level of knowledge and skills, if necessary, seeking advice, information and support;
  - is able to use what he/she has learned, including learning skills and strategies in a variety of contexts, and solving problems;

## Research framework existing models

- appreciates reasoning and is able to assess their validity.
- 4) communication skill:
  - gives detailed reasoning of his/her views, also in novel situations, both orally and in writing;
  - uses specific sources of information in solving occupation specific problems; searches for, collects and processes information, and evaluates reliability and veracity of the information used;
  - formulates and expresses his/her oral and written arguments in a convincing and context-bound way.
- 5) self-definition competence:
  - uses self-assessment to change his/her behaviour;
  - is able to make suggestions to improve the job performance;
  - is able to perceive and appreciate his/her commitment to the cultural heritage and modern culture events of his/her own country and other countries;
  - is able to appreciate and enjoy the creations and express him/herself creatively;
  - appreciates correct and expressive language;
  - knows and appreciates healthy lifestyle, is able to maintain and, where necessary, restore his/her mental and physical fitness.
- 6) operational competence:
  - is able to realize him/herself, act as an informed and responsible citizen and capable for dialogue member of society; behaves tolerantly;
  - participates effectively in different teams and is able to manage them if necessary;
  - is able to partially supervise co-workers;
  - uses technological tools and scientific data to achieve the objective, or making a decision or conclusion.
- 7) ICT competence:
  - understands the role of information technology, its opportunities and potential risks;
  - is able to critically evaluate the credibility of information available;
  - knows how to use basic software and internet facilities for private and business purposes;
  - is able to use ICT tools for creating, understanding and presentation of information in correct language, to use Internet-based search engines and other tools.
- 8) entrepreneurship competences:
  - is thinking systematically and creatively, critically evaluate them, and to find own ways to carry them out;
  - initiates, develops and implements ideas;
  - has initial knowledge about business;
  - formulates his/her short- and long-term career plan under guidance;
  - finds independantly possibilities for his/her professional development, and entering the labour market;
  - associates occupational qualification requirements with the employability at the labor market.

### The training and didactical methods should be described

There are two types of VET curricula: national and school curricula.

**National curricula** serve as blueprints for developing upper secondary VET curricula in VET institutions. National curricula are regulations signed by the minister of education and research. National curricula are based on relevant occupational qualification standards, the VET Standard

## Research framework existing models

and the national curriculum for upper secondary schools. They are drafted in co-operation with social partners.

**School curricula** are compiled for every individual occupation, vocation or speciality that can be acquired at a VET institution. Schools curricula (excl. secondary VET curricula) are developed based on VET standard and respective occupational qualification standard(s). Upper secondary VET curricula are designed based on national curricula.

VET curricula determine the following:

- the goal of studies;
- expected LOs;
- links to the Estonian Qualifications Framework;
- requirements for commencing and graduation;
- modules and their volumes together with LOs and assessment criteria;
- options and conditions for choosing modules;
- specialisation opportunities;
- qualification(s) awarded.

Estonian VET credit point (EKAP) indicates the estimated volume of student's work necessary for the achievement of the LOs described in the curriculum. One credit point corresponds to 26 hours. A study year is equivalent to 60 credit points.

The VET system gives an opportunity to study according to initial VET and continuing VET curricula. Commencing studies at an initial training curriculum does not require previous occupational competence. The prerequisite for entering studies at continuing training curricula is occupational qualification of previous or the same qualification level. Continuing VET programmes are offered only on the EQF levels 4 and 5.

Workplace based studies constitute a specialised form of VET where the ratio of practical assignments undertaken in companies encompasses at least two thirds of the curriculum.

## State of the art of research on need of transversal competences in research / best practices

**General description** (You can focus on research either only in mother tongue or referring exclusively or mostly on your country)

## Research framework existing models

### PIAAC Survey

PIAAC (Programme for the International Assessment of Adult Competencies) is an international survey of adult skills organised by the OECD. A total of 24 countries participated in the study in 2011-2012 with more than 165,000 16 - 65 years old people. PIAAC measured three main information processing skills:

- functional literacy and the underlying basic skills;
- mathematical literacy;
- problem solving in technology-rich environment.

Several studies have demonstrated the growing importance of these skills in order to cope with the labor market. They are also the skills necessary to successfully cope in a modern information society. Not less important is, that these skills are learnable and measurable, which means that their level can be influenced thorough proper policy making.

The results of PIAACi were taken into account in developing the Estonian Lifelong Learning Strategy 2014-2020 (<http://www.kogu.ee/olemus-ja-roll/elukestva-oppe-strateegia/elukestva-oppe-strateegia-2014-2020/>). Important information for setting new targets is expected from the thematic national reports of the studies commissioned in 2014-2015.

Primary conclusions from PIAAC:

- Functional reading and mathematical literacy skills in Estonia are better than the national average of 24 participated countries. The skills of young people under 30 with basic or upper secondary education are better than the results of similar group in most countries, while the skills of young people with higher education are on the level of countries average.
- Problem solving skills of our adults in technology-rich environment are lower than expected. Only one in four adults has good and very good problem solving skills. 30% can not or do not dare to use the ICT.
- Based on functional literacy and mathematical literacy results, it can be said that the quality of education in Estonia is competitive worldwide. The skills of young people under 30 with basic or upper secondary education are better than the results of similar group in most countries, while the skills of young people with higher education are on the level of countries average
- With respect to skills level Estonia is a society of equal opportunities: national differences between people with different level of education, family background, and gender are relatively low compared to other countries. Differences, which can be attributed to regional language or mother tongue, and scarcity of excellent performers need special attention.
- The skills level follows the principle: "Use it or lose", which means that the skills acquired disappear, if they are not used every day at work or elsewhere. However, the frequency of use of skills in Estonia is close to countries average, while at work below the countries average level.

<http://www.oecd.org/site/piaac/Estonia.pdf>

### Skills of Teachers Based on PIAAC Survey

Information processing skills of our teachers (from kindergarten to university) are on an average or below compared to other countries, while teachers' problem solving skill in technology-rich environment is definitely weak. The fruits of teachers' work, which are partly

## Research framework existing models

reflected in the adults skills (PIAAC average results), and clearly in the students skills (PISA results), are (slightly) above countries average, except for the problem solving skill. Compared to the average employed persons, teachers' skills are less ahead than elsewhere, while the ratio of teachers' salaries to the national average is the most unfavorable for Estonian teachers. If the picture with teachers' skills is a little worrying, the problem with teacher training graduates is clearer. Their skills compared with other Estonian respondents are the weakest. Our teachers' mathematical literacy is also an important problem.

[http://dspace.utlib.ee/dspace/bitstream/handle/10062/40811/OPETAJATE\\_OSKUSED\\_PIAAC\\_A\\_NDMETE\\_POHJAL.pdf?sequence=1](http://dspace.utlib.ee/dspace/bitstream/handle/10062/40811/OPETAJATE_OSKUSED_PIAAC_A_NDMETE_POHJAL.pdf?sequence=1)

### Survey of VET graduates

The survey results confirm that VET graduates are generally satisfied with the education and training acquired. Most positive were adult students who studied in parallel with working, and who had long gap after graduating from previous studies. VET school is assessed positively because of pleasant fellow students and teachers. Negative aspect of VET school is the ease of studies. Learning problems are more frequent with younger students in post-basic education programmes. The main problems are related to difficulties in particular subjects, and conflicts with teachers. Graduates appreciate apprenticeship possibilities offered. Schools are encouraged for better cooperation with companies to facilitate finding places for apprenticeship and improving the quality of practice. Graduates are negative with respect to entrepreneurship competence gained at school. Many of the graduates work in parallel with studies. Passing an apprenticeship in the same company and acquaintances facilitate finding job after graduation, while turbulences in the labor market and preference given to persons with work experience complicate the situation.

One third of the graduates are not employed in the learned occupation, mainly because the lack of suitable jobs, or low wage levels, e.g. in the service sector. Graduates living far from the cities have limited opportunities to use competences acquired because of lack of proper jobs. Having a VET qualification seems to be of little benefit for women, because their salary is nearly two times lower.

[http://dspace.utlib.ee/dspace/bitstream/handle/10062/40711/Kutsehar\\_kutsevilistlased.pdf?sequence=1](http://dspace.utlib.ee/dspace/bitstream/handle/10062/40711/Kutsehar_kutsevilistlased.pdf?sequence=1)

### VET and Labour Market Survey

The companies, which have closer cooperation with VET schools, are of better opinion about VET. The main concern of employers is an ability and motivation of young people to learn and work in the occupation or speciality. Employers are willing to grind for graduates occupation specific skills, but not their attitudes. Employers are more positive with graduates of programmes (occupations) that are popular among students.

Most employers consider young people's readiness to learn and willingness to develop the best, while the weakest are the foreign language skills, decision making capacity and job specific skills. In recruiting employees, personal characteristics and social attitudes are considered the most important, while in case of technically sophisticated occupations the respective occupational qualification is a prerequisite to be hired. Employers are satisfied with the VET schools improved learning environments, but criticize them for compromising the quality of teaching. The government is expected to interfere more in the educational and vocational choices of students and increasing the popularity of VET. While during the economic crisis schools and students were concerned about the lack of apprenticeships, now many employers

## Research framework existing models

are willing to take on more apprentices than they receive from VET schools.

[http://dspace.utlib.ee/dspace/bitstream/handle/10062/40975/Kutsehar\\_tooturg.pdf?sequence=1](http://dspace.utlib.ee/dspace/bitstream/handle/10062/40975/Kutsehar_tooturg.pdf?sequence=1)

### What training for teachers / trainers on transversal competences does exist?

By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on. **Please copy the table and use 1 for each example you wish to describe.**

General description
<p><b>Occupational Qualification Standard of VET Teacher, Level 7</b></p> <p>VET Teacher (<a href="http://kutsekoda.ee/et/kutseregister/kutsestandardid/10452246">http://kutsekoda.ee/et/kutseregister/kutsestandardid/10452246</a>) creates the conditions and directs the learning process for learners to acquire necessary knowledge and skills. He/she supports the development of the learner’s personality and develops his/her readiness for lifelong learning. VET Teacher follows teacher's professional ethics, the requirements of physical, mental and emotional health, and self-develops him/herself.</p> <p>VET Teacher’s profession includes qualifications on the EQF level 5, 6 and 7.</p> <p>VET Teacher, level 5 teaches basic practical techniques, shapes students' work habits and job skills.</p> <p>VET Teacher, level 6 creates the conditions for the student to acquire knowledge, skills and attitudes in the field of study. He/she develops vocational training at VET institution in collaboration with enterprises and professional associations.</p> <p>VET Teacher, level 7 conveys both theoretical knowledge and practical job skills. He/she develops vocational training at VET institution in collaboration with enterprises and professional associations, and participates in professional development outside the institution. He/she advises and offers methodical guidance to colleagues, and contributes to shaping the image of VET in society.</p>
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
<p>The competence profile of VET Teacher comprises compulsory and elective competences.</p> <p>Compulsory competences:</p> <ul style="list-style-type: none"> <li>• Planning the study process;</li> <li>• Design of learning environment;</li> </ul>

## Research framework existing models

- Supporting students' learning and personal development;
- Reflection and professional self-development;
- Development of the subject taught;
- Shaping the image of VET.

### Elective competences:

- Organisation of practical training;
- Supporting colleagues;
- Management and leadership;
- Adult training;
- Supporting the learning process for learners with special educational needs.

Occupational qualifications standard of VET Teacher contains one transversal competence with the following performance criteria:

- Follows the norms of professional ethics; supports through his/her activities appreciation of the professional ethics and the wider awareness and appreciation of teacher's profession in the society; adheres to the values and norms of the society in different environments, serving as a role model for the learners;
- Uses correct speech and writing in the tuition language, and expresses him/herself intelligibly; uses one foreign language at level B2; commands Estonian language in accordance with the requirements of the Language Act;
- Discerns, recognizes, encourages the student, parent or colleague; motivates and inspires others;
- Assesses him/herself as a self-directed learner, defining his/her own learning needs, opportunities, strategies and learning process, identifying his/her strengths and weaknesses as lifelong learners; develops him/herself purposefully;
- Communicating with others demonstrates respect and consideration; puts people first, works effectively with individuals and in teams; accepts people's differences, and working with them, appreciates the added value of collaboration;
- Creates a positive social environment and behaves according to good communication practices; communicates successfully with people of different levels and target groups; creates necessary cooperation networks; develops learners' communication / interpersonal skills; analyses and develops learners' communication skills, and is open to constructive criticism;
- Mediates in his/her work Estonian and European cultural heritage and achievements, considering regional, cultural and linguistic diversity and the need to preserve it, and the importance of creative self-expression in daily life;
- Acts as an informed and responsible citizen supporting the development of a democratic society;
- Knows his/her strengths and weaknesses and acts taking them into account; works according to his/her capabilities;
- Follows the principles of sustainable development and acts in an environmentally friendly manner; mediates the principles of sustainability and environmental awareness;
- Uses mathematical concepts, models, logics and spatial reasoning, charts, formulas, diagrams; uses appropriate technologies and tools to achieve the learning objectives;
- Is results-oriented and acts to achieve personal objectives; looks for self-development and career opportunities; identifies problems and possibilities inherent in these; responds flexibly to changes and takes reasonable risks; uses development and training opportunities;
- Uses appropriate ICT tools, designing learning environment and conducting studies;

## Research framework existing models

<p>uses appropriate e-learning environments and teaching methods; uses modern ICT-based communication tools; assesses and develops his/her expertise in education technology according to the International Society for Technology in Education guidelines for teachers' competences (<a href="http://www.e-ope.ee/images/50001035/ISTE%20NETS.T.pdf">http://www.e-ope.ee/images/50001035/ISTE%20NETS.T.pdf</a>);</p> <ul style="list-style-type: none"> <li>Adheres to regulations governing VET.</li> </ul>
<p><b>Target group</b></p>
<p>Personal qualities necessary for work:</p> <ul style="list-style-type: none"> <li>Self-management;</li> <li>Cooperation;</li> <li>Initiative;</li> <li>Responsibility;</li> <li>Self-confidence;</li> <li>Creativity;</li> <li>Tolerance;</li> <li>Empathy;</li> <li>Honesty;</li> <li>Positivity.</li> </ul>
<p><b>Subject</b></p>
<p>N/A</p>
<p><b>Methodology and / or tools used</b></p>
<p>The qualification of VET Teacher, level7 is not necessarily related to any study programme, although it can be awarded to the graduate of VET Teacher Master's programme (cf. below).</p>
<p><b>Competences focused on in the training</b> (if possible refer to the list used in the questionnaire)</p>
<p>Cf. Focus of training</p>

## Validation or assessment including transversal competences

<p><b>General description</b></p>
<p>Assessment of professional competence (compliance to the requirements of the occupational qualification standard of VET Teacher, level 7) is conducted by an assessment committee appointed by the Occupational Qualification Committee (OQC). An OQC set up by the Institution Awarding Occupational Qualifications (IAOQ) consists of the parties interested in awarding occupational qualifications in the given field: specialists, employers, employees, trainers, representatives of professional associations. In case of VET Teacher, level 7 Tallinn University (<a href="http://www.tlu.ee/en">http://www.tlu.ee/en</a>) has been appointed as IAOQ by the Sector Skills Council for Education.</p> <p>Occupational qualifications committee:</p> <ul style="list-style-type: none"> <li>Prepares the rules and procedure for awarding occupational qualifications in cooperation with the IAOQ;</li> <li>Approves, if necessary, the requirements for the place of assessment of occupational</li> </ul>

## Research framework existing models

<p>competence;</p> <ul style="list-style-type: none"> <li>• Checks the documents of the applicant and decide on the form and manner for assessment of the occupational competence of the applicant;</li> <li>• Appoints assessment committee(s) to assess the conformity of the applicant’s competence with the requirements of the OQS;</li> <li>• Approves the instructions for assessment and the examination materials;</li> <li>• Decides on awarding or refusing to award occupational qualification to the applicant;</li> <li>• Resolves the complaints submitted regarding the activities of the assessment committee;</li> <li>• Performs other functions provided by law.</li> </ul>
<p><b>What tools are used</b></p>
<p>Portfolio describing professional development and interview are used for the assessment of professional competence.</p> <p>Transversal competence is assessed in the context of occupation specific competences.</p>
<p><b>What is the aim of this procedure (validation and/ or assessment)</b></p>
<p>The aim of the procedure is assessment (conducted by the assessment committee), validation (conducted by the OQC) and certification (conducted by the IAOQ).</p>
<p><b>How is it used in practice</b></p>
<p>25 qualifications of the VET Teacher, level 7, 41 qualifications of the VET Teacher, level 6, and 6 qualifications of the VET Teacher, level 5 have been awarded (<a href="http://www.kutsekoda.ee/et/kutsereregister/kutsetunnistused">http://www.kutsekoda.ee/et/kutsereregister/kutsetunnistused</a>).</p>

## General description

## Research framework existing models

### Occupational Qualification Standard of Career Professional, Level 7

Career professionals (<http://kutsekoda.ee/et/kutseregister/kutsestandardid/10451358>) assist and support people in making decisions concerning their vocation, occupation, education and training.

Career professionals work at information and counseling centers, career centers of VET schools, colleges and universities, employment services, youth agencies and other organizations. Their customers can be students, parents, teachers, students, working adults and unemployed, employers and others.

The career professional's job is mentally stressful and requires involvement into human needs and problems. They are exposed to people who may have very different problems. Emphasis is on ethical principles and following confidentiality requirements.

Career Professional, level 7 supports people in career planning, helping them to increase self-awareness, educational and social opportunities, set goals and plan actions to achieve them. Counselling is conducted individually or in a group. In addition, career professional prepares study materials, consults with other specialists of the network concerning the planning of future activities, collects and analyses customer feedback. Emphasis is on informing the public about career services. Career Professional, level 7 develops methodological materials, supervises and trains other career professionals.

In addition, there is a qualification of Career Professional, level 6. They support people in career planning, helping them to increase their knowledge about themselves, educational and social opportunities, set goals and plan actions to achieve them. Counselling is conducted individually or in a group. In addition, career professional prepares study materials, consults with other specialists of the network concerning the planning of future activities, collects and analyses customer feedback. Emphasis is on informing the public about career services.

**Focus of training** (on transversal competences and / or transferring transversal competences to students / pupils)

The Career Professional, level 6 competence profile consists of six compulsory competences:

- Individual career counselling;
- Group counselling;
- Networking services;
- Development of services;
- Informing about services;
- Mentoring and training.

Transversal competence of this qualification is described through the following performance criteria:

- 1) Analyses him/herself and his/her work using feedback and applies it in planning his/her professional development. Takes into consideration his/her physical, mental and emotional condition, taking steps to achieve and maintain balance. Develops abilities and skills necessary for successful professional activities, including being informed about the latest trends in career services, and changes in related fields. Participates regularly in covision and/or supervising;
- 2) Uses area specific knowledge, analyses and interprets numerical and verbal information, different sources of information, and provides rational estimates based on available

## Research framework existing models

<p>information. Presents information to the client in an understandable, structured and logical manner. Approaching situations and solving problems creatively and innovatively;</p> <p>3) Is aware of colleagues approaches, uses different communication techniques to express him/herself clearly and understandably. Promotes and protects the policy of equal opportunities, equal treatment of customers and partners of different gender, ethnicity and religious background. Copes with conflicts and controls his/her emotions in difficult situations;</p> <p>4) Uses Estonian language at level C1 and at least one foreign language at level B1;</p> <p>5) Observes the code of professional ethics;</p> <p>6) Sets clear professional objectives, designs long and short term action plans, and accounts for possible changes. Uses time effectively, plans and organises resources, respects deadlines. Works in a systematic and methodical way. Follows work related regulations (laws, safety regulations, etc.);</p> <p>7) Uses computers in his/her work on the level of the following modules: AO1 - Basic Concepts of Information Technology, AO2 - Using the Computer and Managing Files, AO3 - Word, AO4 - Spreadsheets, AO5 - Databases AO6 - Presentation, AO7, Information and Communication.</p>
<p><b>Target group</b></p>
<p>Personal qualities necessary for work:</p> <ul style="list-style-type: none"> <li>• Analytical and conceptual thinking;</li> <li>• Communication readiness and skill;</li> <li>• Empathy;</li> <li>• Positive life attitude;</li> <li>• Team work ability;</li> <li>• Initiative;</li> <li>• Systematic approach;</li> <li>• Accountability;</li> <li>• Creativity;</li> <li>• Stress resistance.</li> </ul>
<p><b>Subject</b></p>
<p>N/A</p>
<p><b>Methodology and / or tools used</b></p>
<p>The qualification of Career Professional, level 7 is not related to any study programme.</p>
<p><b>Competences focused on in the training</b> (if possible refer to the list used in the questionnaire)</p>
<p>Cf. Focus of the training.</p>

## Validation or assessment including transversal competences

### General description

## Research framework existing models

Assessment of professional competence (compliance to the requirements of the occupational qualification standard of Career Professional, level 7) is conducted by an assessment committee appointed by the Occupational Qualification Committee (OQC). An OQC set up by the Institution Awarding Occupational Qualifications (IAOQ) consists of the parties interested in awarding occupational qualifications in the given field: specialists, employers, employees, trainers, representatives of professional associations. In case of Career Professional, level 7 the Society of Estonian Career Counsellors (<http://www.kny.ee/in-english/>) has been appointed as IAOQ by the Sector Skills Council for Commercial Services and Other Business Activities.

Occupational qualifications committee:

- Prepares the rules and procedure for awarding occupational qualifications in cooperation with the IAOQ;
- Approves, if necessary, the requirements for the place of assessment of occupational competence;
- Checks the documents of the applicant and decide on the form and manner for assessment of the occupational competence of the applicant;
- Appoints assessment committee(s) to assess the conformity of the applicant's competence with the requirements of the OQS;
- Approves the instructions for assessment and the examination materials;
- Decides on awarding or refusing to award occupational qualification to the applicant;
- Resolves the complaints submitted regarding the activities of the assessment committee;

Performs other functions provided by law.

### What tools are used

Portfolio describing professional development and interview are used for the assessment of professional competence.

Transversal competence is assessed in the context of occupation specific competences.

### What is the aim of this procedure (validation and/ or assessment)

The aim of the procedure is assessment (conducted by the assessment committee), validation (conducted by the OQC) and certification (conducted by the IAOQ).

### How is it used in practice

2 qualifications of the Career Professional, level 7, and 22 qualifications of the Career Professional, level 6 have been awarded (<http://www.kutsekoda.ee/et/kutseregister/kutsetunnistused>).

## General description

## Research framework existing models

### Bachelor's Programme in Vocational Pedagogy

Bachelor's programme in Vocational Pedagogy at Tallinn University (<http://www.tlu.ee/et/opingud/oppimisvoimalused/bakalaureuseope/Kutsepedagoogika>) is suitable for distance learners who have graduated from a VET school and who aspire to become a VET trainer or teacher. Students are expected to be able to work independently, be active and dedicated to promotion of VET.

The programme addresses the specifics of VET, covering the professional role of the teacher, the theory and practice of didactics, the organisation of VET, curriculum development, etc. Research and development is an important part of the programme. The programme allows students to be independent and active, to acquire both general and professional competences and develop professionally.

Vocational Pedagogy graduate can work as a VET teacher or VET trainer.

**Focus of training** (on transversal competences and / or transferring transversal competences to students / pupils)

The programme objectives are:

- To provide a comprehensive professional and pedagogical competences;
- Create readiness for lifelong learning, self-development and continuation of studies at master's level.

The graduate of the programme:

- Knows basic concepts, theories and research methods of educational science, VET and didactics, and recognises interdisciplinary connections;
- Has preparedness to work as a VET teacher;
- Understands the importance of professional self-development and lifelong learning, has the preparedness to continue his/her studies and to undertake continuous independent professional development;
- Is willing to participate in civil society and adheres to ethical principles;
- Has the right to apply for occupational qualification of VET teacher, level 6.

### Target group

Bachelor's programme in Vocational Pedagogy is suitable for VET school graduates and practitioners who foresee their future career as VET teacher or trainer. Admission requirement is secondary or vocational secondary education certificate, and high motivation, independence in learning and a desire to work in the profession of VET teacher or trainer.

### Subject

Cf. curriculum in Estonian (<http://www.tlu.ee/et/opingud/oppimisvoimalused/bakalaureuseope/Kutsepedagoogika>).

### Methodology and / or tools used

Regular Bachelor's programme.

**Competences focused on in the training** (if possible refer to the list used in the questionnaire)

## Research framework existing models

Cf. Focus of the training.

### Validation or assessment including transversal competences

<b>General description</b>
Assessment is conducted throughout the programme on subject or module basis. For graduation the student is required to present and defend a final thesis or pass a final exam.
<b>What tools are used</b>
Assessment criteria are designed for each subject and module (incl. final thesis and final exam). Transversal competences are assessed in the context of subjects and modules.
<b>What is the aim of this procedure (validation and/ or assessment)</b>
The aims of the procedure are assessment and validation (in case of subjects and modules), and certification (in case of the programme).
<b>How is it used in practice</b>
Regular Bachelor's programme.

<b>General description</b>
<p><b>VET Teacher Master's Programme</b></p> <p>The student of VET Teacher Master's programme at Tallinn University (<a href="http://www.tlu.ee/et/opingud/oppimisvoimalused/magistrioep/Kutseopetaja">http://www.tlu.ee/et/opingud/oppimisvoimalused/magistrioep/Kutseopetaja</a>) acquires additional pedagogical and professional knowledge to work as a VET teacher, as well as a wide didactic preparation to cope with different learners, to support and guide their development. The programme offers the student a possibility to develop both pedagogically and professionally. Curriculum choices will depend on the learner's previous experience.</p>
<b>Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)</b>
<p>The objectives of the Programme are:</p> <ul style="list-style-type: none"> <li>• To provide comprehensive academic and professional competence to work as a VET teacher;</li> <li>• Develop understanding of VET functions in society;</li> <li>• Establish preparedness to pursue further studies, including on doctoral level.</li> </ul> <p>The graduate of the Programme:</p> <ul style="list-style-type: none"> <li>• Knows basic concepts, theories and research methods of educational science, VET and didactics;</li> <li>• Knows different educational paradigms and critically evaluates the options of their implementation;</li> <li>• Is able to create interdisciplinary connections between pedagogical-psychological and</li> </ul>

## Research framework existing models

<p>speciality related knowledge:</p> <ul style="list-style-type: none"> <li>• Is able to describe and analyse the teaching process and the factors affecting it, including self-reflection and planning of self-development;</li> <li>• Demonstrates independent research capability through an in-depth knowledge of behavioral sciences and teacher training in the field of his/her specialisation in both Estonian and foreign language;</li> <li>• Is willing to participate in civil society and adheres to ethical principles;</li> <li>• Has the right to apply for occupational qualification of VET Teacher, level 7.</li> </ul>
<p><b>Target group</b></p>
<p>The Programme is looking for students with bachelor's degree in education or in a special subject. The Programme fits student candidates who are interested in solving VET problems, and who have a desire to work as VET teacher. Student candidates are expected to have a clear professional orientation, a strong desire to work as VET teacher, ethical behaviour and empathy.</p>
<p><b>Subject</b></p>
<p>Cf. curriculum in Estonian (<a href="http://www.tlu.ee/et/opingud/oppimisvoimalused/magistriope/Kutseopetaja">http://www.tlu.ee/et/opingud/oppimisvoimalused/magistriope/Kutseopetaja</a>).</p>
<p><b>Methodology and / or tools used</b></p>
<p>Regular Master's programme.</p>
<p><b>Competences focused on in the training</b> (if possible refer to the list used in the questionnaire)</p>
<p>Cf. Focus of the training.</p>

## Validation or assessment including transversal competences

<p><b>General description</b></p>
<p>Assessment is conducted throughout the programme on subject or module basis. For graduation the student is required to present and defend a final thesis.</p>
<p><b>What tools are used</b></p>
<p>Assessment criteria are designed for each subject and module (incl. final thesis). Transversal competences are assessed in the context of subjects and modules.</p>
<p><b>What is the aim of this procedure</b> (validation and/ or assessment)</p>
<p>The aims of the procedure are assessment and validation (in case of subjects and modules), and certification (in case of the programme).</p>
<p><b>How is it used in practice</b></p>
<p>Regular Master's programme.</p>

## Research framework existing models

<b>General description</b>
<p><b>VET Teacher's Induction Year</b></p> <p>VET teacher's induction year programme (4 ECTS) is offered by Tallinn University (<a href="http://www.tlu.ee/et/taiendoppekeskus/kutseasta/Kutseopetaja-kohanemisaasta">http://www.tlu.ee/et/taiendoppekeskus/kutseasta/Kutseopetaja-kohanemisaasta</a>). This is a one year support programme for VET teachers without prior pedagogical training. An objective of the programme is to develop primary professional skills and attitudes to work as a VET teacher, and preparedness for professional self-development and participation in lifelong learning.</p> <p>The programme consists of four training modules and three development seminars with mentors. The programme is partially carried out at VET institution.</p> <p>As a result of the induction year the trainee prepares an individual development plan, conducts self-analysis, compiles a development portfolio and is ready to apply for VET Teacher, level 6 occupational qualification.</p>
<b>Focus of training</b> (on transversal competences and / or transferring transversal competences to students / pupils)
<p>The focus of training is on developing primary professional skills and attitudes to work as a VET teacher.</p> <p>In the end of the induction year the trainee:</p> <ul style="list-style-type: none"> <li>• Has a primary skills for planning and conducting the learning process, and evaluating learning outcomes at VET school;</li> <li>• Is able to analyse his/her performance as a VET teacher;</li> <li>• Understands the importance of his/her professional development, is prepared to continue his/her studies and to undertake continuous independent professional development.</li> </ul>
<b>Target group</b>
<p>VET teachers without prior pedagogical training.</p>
<b>Subject</b>
<p>The programme consists of four modules:</p> <ul style="list-style-type: none"> <li>• Learning (12h);</li> <li>• Planning of learning process: from curriculum to time schedule (16h);</li> <li>• Teaching (30h);</li> <li>• VET teacher's professional development (14h).</li> </ul> <p>The programme and modules are described in terms of expected LOs.</p>
<b>Methodology and / or tools used</b>
<p>During the induction year VET teacher's professional development is supported by a mentor. In the beginning of the induction year the VET teacher, in collaboration with the mentor compiles an individual development plan. During the year constant self-reflection and feedback is conducted.</p>

## Research framework existing models

### Competences focused on in the training (if possible refer to the list used in the questionnaire)

Expectations for VET teacher’s competences are associated with the following characteristics:

- Ethical and active citizenship;
- Learner-centered teaching;
- Ability to integrate different subject areas;
- Supervisor and developer of learning skills;
- Team member and leader;
- Learner and researcher.

## Validation or assessment including transversal competences

### General description

In the end of the induction year the VET teacher and his/her mentor present to the director of the VET institution a written analysis and portfolio describing professional development. Based on the mentor's written opinion the director will give his/her assessment of the results of induction year and on compliance of the VET teacher to the requirements of the occupational qualification standard.

### What tools are used

Cf. General description

### What is the aim of this procedure (validation and/ or assessment)

Assessment criteria:

- Understands the organization of VET, and professional roles and responsibilities of a VET teacher in the educational process;
- Purposefully plans and carries out theoretical and practical training using relevant teaching methods activating the learners;
- Plans and conducts formative and summative assessment of students;
- Understands the principles governing learning process in a group and the importance of taking account of the specificities of learners;
- Reflects on and evaluates his/her professional development as a teacher and understands the needs and opportunities of his/her professional development;
- Compiles a development portfolio.

### How is it used in practice

Since academic year 2012/13 this model is extensively used by VET institutions.

## Conclusions

## Research framework existing models

Identify what are the strong points and where gaps exist that the TrainVet model should address. Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences as described above.

Your national VET System
<p>During the last twenty years VET system in Estonia has undergone deep restructuring. This concerns the network of VET institutions, their infrastructure, curriculum development, human resource development and adherence to the developments of the Copenhagen process (developing common European area of VET).</p> <p>National curricula for initial VET and school curricula for VET are modular and LOs based. These are developed based on occupational qualification standards and explicitly refer to transversal skills and competences.</p> <p>Competence and LOs based assessment throughout the study programme is still somewhat problematic.</p>
Qualifications
<p>VET qualifications range from level 2 through 5 of the EQF and have direct reference to the respective occupational qualification standards. Occupational qualification exam can be taken after graduation from the VET institution.</p> <p>Starting from the academic year 2014/15 occupational qualification exam will be combined with study programme.</p>
VET trainers training programmes
<p>Initial training for VET teachers is provided by Tallinn University in cooperation with Tallinn University of Technology through study programmes on Bachelor's and Master's level. VET teachers have extensive possibilities for inservice training offered by higher education institutions and private providers. These are particularly sponsored by the European Social Fund.</p> <p>Majority of the VET teachers enter the profession through work practice in the occupational field.</p>
Validation practice
<p>Transversal skills and competences are assessed and validated in the context of study programme subjects or modules, or in the context of occupation specific competences.</p>

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## Research framework existing models

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