



1. Name, address and the status

Kópavogur Institute of Education

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ICELAND

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Kópavogur Institute of Education was established on 22. September 1973 and is an educational institution operating in accordance with legislation pertaining to secondary education passed by the Icelandic parliament in 2008. This legislation defines the terms of the contract entered into between the Icelandic Ministry of Education and Kópavogur Institution of Education. The terms of this agreement are as follows: The school's defined role is to provide education leading to the matriculation exam and entry to university, to provide vocational education, particularly in the culinary field, and, in addition, to offer education in the field of tourism, both in its day and evening school courses. All of these educational programmes should be offered within the module system. The school is a state institution and is the only institution specialising in Tourism and Hospitality and Culinary instruction in Iceland.

The school has seen many changes since its foundation over thirty five years ago. Today there are over 1400 students studying in three major areas of study. Approximately 850 students are pursuing the four-year academic programme that concludes with the university matriculation exam; 300 student are in the culinary school, and there are around 250 students enrolled in tourism studies, another specialized area of education offered by the school.

Rovaniemi Municipal Federation of Education
Lapland Vocational College

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Lapland Vocational College was established 1. January, 2006. At that time the six separate educational establishments of Rovaniemi Municipal Federation of Education were united into one vocational college, which is ran by the principal of vocational college. The college is owned by Rovaniemi Municipal Federation of Education. The counties that own Municipal federation of education are Rovaniemi Ranua, Kittilä and Sodankylä.

Lapland Vocational College is Upper Secondary Education, and it is run by a foundation and supervised by the Finnish Ministry of Education and the Finnish National Board of Education. The different departments of Lapland Vocational College have annually about 7000 students. About 3000 of them are young students taking part in vocational upper secondary education training. The rest are adults. Education available: Humanities and Education, Culture, Social Sciences, Business and Administration, Natural Sciences, Social Services, Health and Sports, Technology and Transport Sector and Tourism, Catering and Home Economics.

2. Collaboration agreement

Within this agreement it is agreed as follows:

- to continue mutual cooperation in educational functions
- to recognize special cooperation between staff members and students in both institutions
- to encourage cooperation between the staff members of institutions and to offer support for their exchanges
- to explore other areas where both institutions will benefit from cooperation
- both institutions accept student's work activities and studies in the other institute or on the job learning within local companies
- both institutions offer studies to each other's students free of tuition or other charge
- both institutions will continue this cooperation and have possibilities for developing to find out ECVET credits and realise crediting
- both institutions agree to inform their students and staff members of the many opportunities at institutions and student's future.

2.1) Period of eligibility of the MoU

The period of eligibility of the agreements set down in the MoU is from January 2010 to December 2015.

2.2) Information about the training programmes

The present MoU deals with the kitchen chef/waiter profile and the tourism activities organiser/travel consultant profile. The description of learning outcomes associated with the training programmes and qualifications, the ECVET points or any other related information are included in the Learning Agreement.

3. Annual calendar

Kópavogur Institute of Education

Basic structure of the year 2010-2011:

- autumn and spring semesters
- teachings starts 23 August 2010
- Christmas holiday from 20 December to 5 January, 2011
- Winter holiday week 8/2011 (21-22.2)
- Summer holiday for students begins 21 May 2011

Lapland Vocational College

Basic structure of the year 2010-2011:

- autumn and spring semesters
- 5 periods within a school year; 8 weeks in each period
- School starts 11 August 2010
- Holiday of autumn will be week 42 / 2010 (18-22.10)
- Christmas holiday from 23 December to 7 January, 2011
- Winter holiday week 10 / 2011 (7-11.3)
- Summer holiday for students begins 2 June, 2011

4. Methods of Learning

Learning is arranged within contact lessons, self-directed learning, on the job –learning, and learning experiences with co-operation companies. Learning is based on the personal study plans and the studies are mostly organised during days. All of these methods are in use in both institutions.

5. Assessment (=national level)

Iceland:

The national curriculum guidelines for the further education system in Iceland outline the number of courses to be taken by students preparing for the different vocations as well as

the number of course credits required in order to graduate. Final examinations and assessments are the responsibility of individual schools and, for vocational courses, professional examination boards comprised of representatives from the different trades.

On-the-job learning abroad is set up as an optional course module which can either replace a compulsory elective subject or be seen as an addition to the courses completed by the student before graduation.

For each week on the job, a total of one (1) course credit will be given. (An average course lasting for a whole semester normally yields two or three credits. In order to graduate, a student needs to have completed around 140 course credits).

Finland:

Targets of assessment set in national requirements of vocational qualifications.

The objective of assessing learning is that the student knows what he can do and what he still has to learn. When assessing learning, teacher or job instructor is expected to use methods that motivate and activate the student. These methods support the student to accomplish professional skills requirements and to reach goals as well as develop his self assessment skills. Student assesses his learning on the basis of professional skills requirements of study units.

When assessing learning the assessment methods are chosen so that they measure how the given professional skills requirements have been accomplished or how goals have been reached and they are suitable for the used study methods. Students are supposed to have an opportunity to show their competence variedly and also do self-evaluation.

When doing on-the-job learning in another country, the teacher in the destination country:

-arranges a joint orientation meeting for the students

-accompanies the student when going to the workplace for the first time

-arranges a meeting between the student and the destination country contact person at least once a week, more often if needed

-provides the student with the contact person's contact information

-arranges an assessment discussion at the end of the on-the-job learning period with the student, workplace representative or job instructor and destination country contact person or vocational teacher.

Grading scale between Iceland and Finland

	<i>Iceland</i>	<i>Finland</i>
<i>failproof</i>	1-4	0
<i>satisfactory</i>	5-6	1
<i>good</i>	7-8	2
<i>excellent</i>	9-10	3

6. Responsibilities for both institutions

<i>Responsibility for</i>	<i>Sending institution Vocational training centre</i>	<i>Hosting institution Vocational training centre</i>
Memorandum og Understanding	Vocational schools together	Vocational schools together
MOTO – Grid for analysing qualifications	Vocational schools	
Learning agreements	Vocational schools	Vocational schools
Information and welcoming package (info about hosting country, maps, timetable, working manners, activity after work, school, ect.)		Vocational schools
Health and travel insurance for the time abroad	Vocational schools	
Accommodation		Vocational schools
Meals		Vocational schools
Transfer		Vocational schools
Working clothes	Vocational schools	
Costs of living (currency)	Vocational schools	
Evaluation		Vocational schools

Special requirements: hygienia, health and safety

6.1) Validation and recognition of results

Kópavogur Institute of Education

Prior to embarking on the learning visit, the student's teachers will have specified what kind of learning goals and learning outcomes are required for the student. These can vary depending on the field of education and year of study. The student also has the opportunity to express his/her wishes concerning the learning content.

During the learning visit, the student will be required to keep a journal or logbook of learning activities and present this journal to his teaching supervisor at home as part of his/her report on the job training period. Supervisors in the host country are expected to sign this journal and also fill out an assessment form that is attached to the journal. Included in the student's report is also self evaluation of the learning process and its outcomes.

The assessment of the on-the-job training will thus be based on the evaluation of the student's report by teachers at the home school, the evaluation of the supervisors in the host country and the student's own evaluation.

It may vary between the vocational fields whether the grade awarded is numerical or simply one of "pass" or "fail". The appropriate grade will be entered on the student's qualification certificate.

All students undergoing on-the-job training abroad will be issued with a Europass to certify their participation in such a programme.

Lapland Vocational College

Competence and professional skills are acquired not only at school, but also in working life, through hobbies and activities in spare time. Validated studies or competence gained in some other way are supposed to respond to the essential professional requirements or objectives defined in core curriculum. Student's competence is compared with professional requirements or objectives of a study unit. Professional skills are recognized, assessed and accepted in compulsory, optional or free selected study units that are included in the vocational qualification. This is called validation and recognition of competence. With the help of validation of competence overlapping of studies can be avoided. Validation of competence may concern a whole study unit or a subunit.

A unit can be validated without a grade if it is assured that the competence has enhanced gaining the professional requirements or objectives of the unit. Grades are given according to the units. If there is no grade of the competence of a unit, the assessment of the unit is arranged according to the curriculum of the qualification, e.g. vocational skills demonstration.

Studies abroad are equated with studies in Finland. Decision of validation of competence is made by director of studies with the statement from group leader or study counsellor. Statement is also requested from expert teacher if needed. If the competence is assured with skills demonstration, the competence is assessed and grades are given primarily together with working life representatives.

6.2) Quality assurance

Kópavogur Institute of Education

Kopavogur Institution of Education places particular emphasis on knowledge, maturity and development in all school activities involving both students and staff. In order to better achieve this aim, a quality control board has been set up within the school having responsibility for steering those activities aimed at bringing about improvements. The board is comprised of both members of the school's administration and teachers. One of the board's function is to define a board policy.

Kopavogur Institute of Education has been certified as operating in accordance with the ISO 9001 Quality Control System. All major activities are regulated by the institution's ISO 9001 quality manual that has been adapted to the functions of the school.

According to legislation for senior secondary schools in Iceland, all secondary level institutions are required to introduce a system for internal evaluation of the school, including teaching and management and interaction both within the school and with those outside. Every five years an independent source outside the school is required to evaluate the school's internal system of quality control.

In Kopavogur Institution of Education a system of evaluation of all modules, both in the academic and vocational sectors, has been in place since 1999. In addition there has been an evaluation of the school's working environment, school management and the service provided by the school's library and secretarial staff. All evaluations are followed up with an interview with the school's principal. The school has also put in place a system for critically evaluating term exams and introduced a standardized layout for exam papers. The aim of having an internal quality control system is to identify the strengths and weaknesses within the school's system and thereby be constantly working towards improvements.

Lapland Vocational College

Quality management is an essential part of a comprehensive operating system in Lapland Vocational College. According to the framework of CQAF-quality assurance, quality management has been divided into planning, implementation, assessment and feedback and modification procedures. In the joint part of quality management of vocational college, implementation principles of quality management have been described on the basis of excellence features of the EFQM-model and views of working life and interest groups.

This agreement signed by the official persons from each partner.

Place _____

Date ___ of _____ 2010

Signature _____

Status and organisation _____

Stamp

Place _____

Date ___ of _____ 2010

Signature _____

Status and organisation _____

Stamp

Annexes: EUROPASS Certificate Supplement

(Made in two copies, one for each partner)