

# **Board of Education A Digital Service for Personal Competence Development Plan**

**Concepting results  
16.11.2017**

# Content

- The concepting project - progress and content
- Customer journeys – student, teacher/study advisor, working life representative
- Results of the project: Operating model

# A Digital Service for Personal Competence Development Plan

## October-November 2017

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### The target

- The target of the project was to bring in to focus the concept of a digital service – **to bring user experience and functionalities of different user groups into same service.**
- The results of the project are customer journeys and the operating model of personal competence development plan. These are represented in the perspective of student, education provider and work life.

# Concepting was carried out with service design methods

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## Why service design?

- Service design helps to identify the real and hidden needs of the end-users and stakeholders
- Service design is a participatory way of designing. The end-users are involved in the process from the very beginning of project.
- Data gathering from the users can be put in practice with participatory workshops, interviews or observing users.

# From service design to implementation



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## Survey

The process starts  
with understanding  
customer needs



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## Ideation and modeling

Describing services  
that meet  
customer needs



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## Results

Results are  
documented in  
selected manner

# eHOKS concepting



## Project start

Kick-Off –meeting  
Background research



## Needs

Workshop for education  
providers October 11th  
  
Workshop for students  
October 23rd



## Meeting the needs

Workshop for both  
education providers and  
students  
November 6th



## Analysis and modeling

Modeling  
the operating model  
and process



## Results

Results presentation  
November 6th

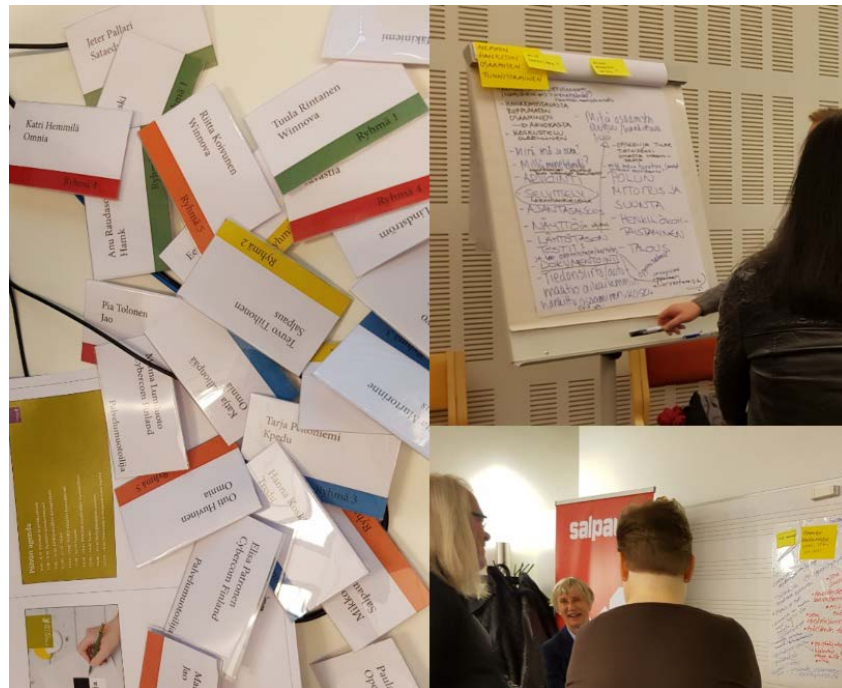
# Workshop for education providers



## Needs

Workshop for education providers October 11th

- Workshop was carried out in Salpaus learning center in Lahti
- About 25 education providers representatives
- Target of the workshop was describe and understand **needs of the education providers point of view**



# Workshop

## Target: Needs of the education providers

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- **First the contents and signification of the Personal Competence Development Plan main content were processed**
  - Previously acquired competence recognition
  - Previously acquired competence acknowledgment
  - Acquiring competence
  - Progress
  - Demonstrating competence
- **Recognizing the information producers and end-user of each sections**
- **Finding out how Personal Competence Development Plan meets the targets of Vocational Upper Secondary Education**
- **How current process meets the targets that were regonized**



# Workshop for students



## Needs

Workshop for students  
October 23rd

- Workshop was carried out in Amiedu learning center in Helsinki
- About 25 students, teachers and student counselors
- Target of the workshop was describe and understand **needs of students point of view**



# Workshop

## Target: Needs of the students

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- Modeling the process of a student – A Journey to Profession
  - What happens during the journey?
- What is the best way to support the process in education
- Which parts of the journey contain personalizing?

# Workshop for both education providers and student



## Meeting the needs

Workshop for both  
education providers and  
students  
November 6th

- Workshop was carried out in SLK learning center in Helsinki
- About 30 students, teachers and student counselors
- Target of the workshop was describe and understand **how the digital HOS service could meet the recognized needs**



# Workshop for both education providers and students

## Target: Meet the needs

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- As input for the workshop was created six personas that represented the gathered information from the previous workshops and prestudy
- Workshop participants worked with personas and created approachies and concrete digital service ideas for each of them. The goal was also to find out how personalizing can meet the needs of the personas
- The value proposition for digital HOS-service was summed up

# Personas

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- Personas describe essential actors and stages of personalization that has been recognized in the workshops
- Personas do not represent real people. Personas combine the needs and mode of operation that has been recognized
- Personas
  - Persona 1 - Starting education
  - Persona 2 - Student
  - Persona 3 – Graduating student
  - Persona 4 – Education provider
  - Persona 5 – Teacher in charge
  - Persona 6 – Worklife presenter

# Persona 1

## Starting education

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Oscar Nousiainen

Oscar is 24 years old and he has no professional education yet. After elementary school he has worked first in part time jobs and after that full day but time-limited working relationships as a stock worker.

Oscar has just become dad and he wants a better and more stable income and job with education. Oscar wants to start studies in logistics and to go ahead in the storage branch.

# Persona 2

## Student

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Veikka Kuusisto

Veikka is soon going to be 17 years old. He is studying forestry for the first year. He is planning to be a forest machine professional. Veikka has grown in an entrepreneur family and he is familiar with forest machines since childhood.

He is already familiar with some contents of study program is already. For example he can use the clearing saw. Veikka do not know how to start an entrepreneur himself. It would nice to get the army duty done quickly at some point.

# Persona 3

## Graduating student

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Päivi Kiira-aho

Päivi is 42 years old and she is doing studies in social and health. Päivi is graduating by turn of the year. She has progressed well in her studies.

Some times large examinations, like human biology, have been heavy tasks because there is lot to do with family. There are three youngster and their transporting in to their hobbies. During studies Päivi has found special interest on clinical health care and would like to specialize in this area in future.



# Persona 4

## Education provider

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Aija Hämeenkoski

Aija is 54 years old education manager education consortium. Aija is responsible for the development of the vocational college education. The becoming reform of vocational upper secondary education has kept her busy lately.

Aija has been working as a professional teacher with food sector and also worked in this area. She has practical point of view of the studying vocational upper secondary education and what it is to be a teacher in this area.

# Persona 5

## Teacher in charge

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Pekka Ohrapelto

Pekka is 32 years old teacher in Imatra Vocational College. Pekka has some years ago graduated as chef. After this he get enthusiastic in teaching. He educated himself as a teacher and has now worked for one and half year in his current role.

Pekka is very devoted in his job. Working with young people has always been near to his heart. Pekka feels stasfied when a student finds her or his way of studing and strength in subjects.

# Persona 6

## Working life representative

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Teija Rasinaho

Teija is 39 years and works as shift manager in a hotel reception in Rovaniemi. Teija is responsible for leading the personnel in her shifts. She takes also part in the practical work, mostly in the reception.

Teija is keen on traveling, so the hotels are familiar also in free time. She gets inspired from visiting them. Instructing on-the-job learning persons is part of her daily duties in job. New on-the-job-learning persons are regularly taken in. Teija is eager to see how young people grow to professionals during the on-the-job-learning periods. Some of them continue working in the same place after graduation.

# Customer journeys

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- There was modeled customer journeys for student, education provider and work life representative
- The customer journeys represent the current situation, but the shift into new way can be seen also. The actors in the field are talking with the new and old terms in same time
- The customer journeys give a basis to modeling of the operating model of personal competence development plan and as input for the concepting the digital service for personalization

|                   | STUDENT IN VOCATIONAL EDUCATION AND TRAINING  |  |  |   |  |   |  |
|-------------------|---|--|--|---|--|---|--|
| PHASES            | Before studies  |  |  | During studies  |  |   | After studies  |
|                   | Identification of training needs  | Getting data from studies  | Applying for studies   | Planning of the studies   | Completion of studies  | Graduation  | Transition to working life   |
| STUDENT'S JOURNEY | <p>The diagram illustrates the student's journey through various phases of vocational education and training. Key milestones include seeking one's own career, identifying training needs, applying for studies, planning, completing studies, graduation, and transitioning to working life. The journey is supported by various interventions such as career counseling, group support, and recognition of prior learning. A timeline at the bottom tracks the student's experience level, showing fluctuations between positive (+) and negative (-) states.</p> |  |  |   |  |   |  |
| EXPERIENCE        |   |  |  |   |  |   |  |
| THOUGHTS          | "It can be shot in the dark which branch to apply"<br>"Getting a profession is part of integrating to Finland"<br>"Work trial before applying. Getting to know the profession."   | "Initial enthusiasm, readjustment into new place and group of people."<br>"Trusting the future"<br>"There can also be bewilderment and fear"<br>"Expectations, dreams, visions and own motivation" | "Creating a personal and adjustable learning journey"<br>"Orientation in the beginning: Is this the right thing for me?" | "Motivation not to study things you already familiar with"<br>"Take responsibility of own learning"<br>"Strengthen professional identity and self-esteem" | "Students disappear during the studies"<br>"The goal is to get to trust on own profession" | "On-the-job learning gives concrete knowledge of the branch."<br>"A more clear picture of the profession."<br>"The quality of the on-the-job-learning place and success in the learning". | "Know-how is appreciated and it is modern"<br>"The person has received the knowledge in the branch"<br>"Marketing itself into working life." |

# COORDINATING TEACHER OR GUIDANCE COUNSELLOR

PHASES

In the beginning of  
the studies

During the studies

By end of  
the studies

Receiving  
the new student

Identification  
and recognition of  
previous studies

Career  
counseling

Vocational  
education

Study advisor  
and social  
support

Instruction of the  
on-the-job learning

Coaching into  
work life

JOURNEY OF TEACHER OR COUNSELLOR

Uraohjaus

Identification and  
recognition of  
the previous studies

Personalisation  
plan

Guidance  
into pre-  
paratory  
studies

Creating the  
personalisation plan  
for studies

Giving  
vocational  
education

Evaluation of  
a vocational  
module

Guidance into  
social support  
in needed

Transition into  
on-the-job  
learning

Advising of the  
applying into  
on-the-job learn-  
ing

Instruction of  
the on-the-job  
learning

Monitoring  
competence-  
based  
qualification

Guidance into the  
postgraduate  
studies

Career coaching  
into worklife

Student comes  
from another  
institute

Guidance of the  
interrupting student

EXPERIENCE

+

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THOUGHTS

"Recognition of the learning readiness of the student and guide to preparatory studies, if needed."  
"Encourage student to express him/herself and own opinions."

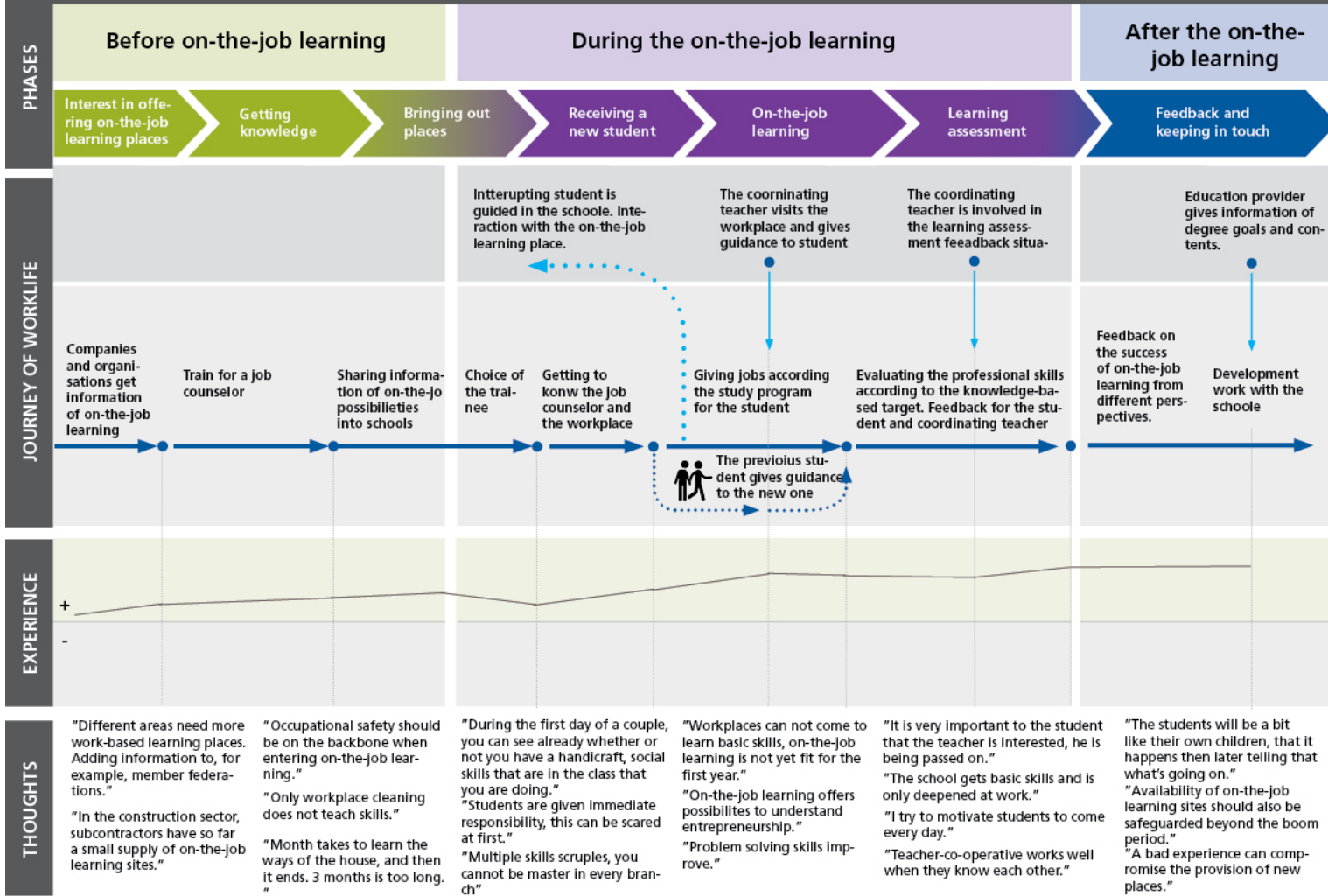
"Guidance and support for student and regular update into the plan"  
"Guidance for the student when making course choices."  
"Information sharing of different options."

"Learning, doing things, discussing and discursing together."  
"The needs and interest of the student lead the process."  
"The advisor has enough vocational competence."

"Recognition of the amount and character of need of guidance."  
"Availability for the students."  
"Offering the special support."  
"Nobody disappears during the journey, the guidance works nonstop."

"Supporting the independent vocational thinking and relying on your own professional skills."  
"There is a limited amount of time for an individual student."

# PLAYER IN THE WORLD OF WORK



# What still needs more specification?

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- During the project there was only little attention into Vocational special needs education and training (SNE) requirements for personalization
- It was recognized that there still needs more input from the worklife



# Did we reach the goal in research?

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- There was enough information to model the operating model of personal competence development plan
- Lot of concrete ideas for input of becoming digital service planning
- A model of participation has started. This made good impact in the workshops.
- The participation will go on during the service implementation phase
- This is a good start!

MIKÄ  
FIILIS?

Fiilis  
on  
toiveikas ja  
innostunut

-Tuleeko va  
astetta tu  
perustaisin  
Gobin Emmu  
Osmastarpost

Kuka omistaa ohjelmia?  
Bili H. de...  
opettaja on...  
opettaja?

Käsitteet  
kokei  
eHOKS  
HOKS  
Käsitteet  
EROT, M  
käytännön  
lisäuse

Vastaukset e  
opettajien  
roon, vai  
jotain muuta  
rinnalle?

INNOSTUNUT

Antoisia  
keskusteluja

Hyvä ja aktiivinen  
pöytä. Kiva tunti!  
Käsi järjestöille.

VÄ!

INNOSTUNUT

Todella  
hyvä!

INNOSTUNUT

HAUSKA  
TYÖRYHMÄ -  
HUOMAA TEHDÄ  
TYÖTÄ

Kivi tui -  
dammus Mä

KOKO  
JÄRJESTEL  
OVI  
KÄYTÖSSÄ?

eHOKS, Auttaa, tukee  
ja yhdistää oppimisympä  
ristössä toimivia henkilöitä.

Olen oman  
oppimiseni  
Sankani!

HOKSAA  
SINUN  
KOULUTUSPOLKESI

ERITTÄIN  
HYVÄ  
OLLA  
KARTALLA  
SUORITUKSISTA

eHOKS  
Opintopolulla  
vähän möh/aituilla

KEHITYMISESI

Thanks for  
all participants!

# Presenting the results

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## Results

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Results presentation  
November 6th

- The results were presented in Seinäjoki November 6th
- The presentation included presenting the research results and the draft model of the operating model of personalition proses
- The presentation had about 50 listeners present and about 170 persons online
- **Afterwards there has been possibility give comments in to the operation model**
- **The final model version of personalition proses was represented 15th December**

|  | HAKEU-<br>TUMINEN | HAUKU | OPISKELUAKSI<br>OTTAMINEN   | TAVOITTEEN TARKISTAMINEN JA TÄSMENTÄMINEN<br>SUUNNITTELU TAVOITTEEN SAAVUTTAMISEKSI   | OSAAMISEN<br>TUNNUSTAMINEN  | PUUTTUVAN OSAAMISEN<br>HANKKIMINEN   | OSAAMISEN OSOITTAMINEN<br>JA ARVIOINTI  | TAVOITTEEN SAAVUTTAMINEN<br>OSAAMISEN TODENTAMINEN                     | TOIMIMINEN<br>TYÖELÄMÄSSÄ/<br>JATKO-OPINNOT |
|--|-------------------|-------|---|---|---|--|---|--|---|
| OPPIJA   |                   |       | Tutustuu ammattitaitovaatimuksiin ja osaamistavoitteisiin.                        |   |   | Hankkii osaamista eri tavoin eri oppimisympäristöissä.<br>Arvioi oman osaamisensa kehittymistä.<br>Päivittää HOKSia.   | Osallistuu näytön suunnitteluun.<br>Antaa näytön osaamisesta.<br>Arvioi omaa osaamista näytössä.  | On hankkinut osaamisen, joka on HOKSissa asetettu tavoitteeksi.        | Hyödyntää osaamista.                        |
| KOULUTUKSEN<br>JÄRJESTÄJÄ  |                   |       | Tekee päätöksen opiskelijaksi ottamisesta.  | Tunnistaa opiskelijan aiemman hankitun osaamisen.<br>Sopii työpaikalla järjestettävästä koulutuksesta. Nimeää koulutuksen järjestäjän edustajan ja perehdyttää työpaikkaohjaajat.<br>Vastaa HOKS:n laatisemista ja päivittämistä ja päättää HOKS:n laatijat, hyväksyjät ja päivittäjät.<br>Suunnittelee yhdessä opiskelijan kanssa opiskelijan yksilöllisen opintopolun (HOKS). | Arvioi aiemmin hankittua osaamista verraten sitä tutkinnon perusteiden ammattitaitovaatimuksiin ja osaamistavoitteisiin.<br>* Tunnustaa todennetun ja arvioidun osaamisen.<br>* Ohjaa opiskelijan näyttöön. | Mahdollistaa osaamisen hankkimisen HOKS:n mukaisesti.<br>Seuraa opiskelijan osaamisen kehittymistä ja varmistaa, että opiskelijan tavoite on saavutettavissa.<br>Tukee ja ohjaa osaamisen hankkimisessa.<br>Päivittää HOKSia.<br>Antaa palautetta opiskelijan osaamisen kehittymisestä | Vastaa näytön suunnittelusta ja toteuttamisesta. Varmistaa opiskelijan valmiudet näyttöön.<br>Nimeää arvioijat ja varmistaa arvioijien arviointiosaamisen.<br>Arvioi ja dokumentoi opiskelijan osaamisen ja tiedottaa opiskelijaa arviointipäätöksestä. | Tekee suoritusmerkinnät ja antaa todistuksen todennetusta osaamisesta. |   |
| TYÖPAIKAN<br>TOIMIJAT  |                   |       |   | Osallistuu HOKS:n laatisemiseen, hyväksymiseen ja päivittämiseen työpaikalla järjestettävän koulutuksen ja näyttöjen osalta.<br>Sopii työpaikalla järjestettävästä koulutuksesta ja nimeää työpaikkaohjaajat.   |   | Antaa palautetta opiskelijan osaamisen kehittymisestä.<br>Seuraa opiskelijan osaamisen kehittymistä työpaikalla järjestettävän koulutuksen osalta.   | Osallistuu näytön suunnitteluun * ja toteuttamiseen.<br>Arvioi opiskelijan osaamista ja osallistuu dokumentointiin.   |  | Hyödyntää oppijan osaamista.                |
| TYÖVOIMA-<br>HALLINNON<br>TOIMIJAT<br>TYÖVOIMA-<br>KOULUTUKSESSA |                   |       | Tekee päätöksen opiskelijaksi ottamisesta yhdessä koulutuksen järjestäjän kanssa. | Osallistuu HOKS:iin suunnitteluun, laatisemiseen ja hyväksyntään.   |   | Seuraa ja antaa palautetta opiskelijan osaamisen kehittymisestä.   |   |  |   |
|  |                   |       | Urasuunnittelu ja osaamistarpeiden ennakointi.                                    |   |   |  |   |  |   |
|  |                   |       | Tiedottaminen, neuvonta ja ohjaus.  |   |   |  |   |  |   |
| SÄHKÖISET<br>JÄRJESTELMÄT  |                   |       |   |   |   |  | Valtakunnallinen työelämäpalveluiden palautejärjestelmä<br>Valtakunnallinen opiskelijapalautejärjestelmä  |  |   |
|  |                   |       | Osaan.fi  |   |   |  |   |  |   |
|  |                   |       | eHOKS   |   |   |  |   |  |   |
|  |                   |       | KOSKI   |   |   |  |   |  |   |
|  |                   |       | ePerusteet  |   |   |  |   |  |   |
|  |                   |       | Opintohallintojärjestelmät yms.   |   |   |  |   |  |   |

\* merkityt toteutuvat tarvittaessa