

Best Practice cases in VET - Slovenia (Partners: WIC)

Wood Cutter (Gozdar sekač)

Duration: 150 hours

The Wood Cutter training programme is run by Secondary forestry and wood technology school Postojna (<http://www.s-sgls.po.edus.si/>).

According to the National Qualification System

In European Qualification system this courses correspond to EQF 4 - Secondary vocational education - ISCED 3 level

Complexity Level	Nomenclatures	Occupational standards	Catalogues
(IV) Zahtevna dela	Gozdar (Ur. l. RS. št. 13/00)		
	6141.02 Gozdar	6230.001.4.0 Gozdarski gojitelj (št. 18/2005)	6230.001.4.1 Gozdarski gojitelj (Ur.l. št. 31, 6. 4. 2007)
	6141.03 Gozdar sekač	6230.002.4.0 Gozdarski sekač (št. 18/2005)	6230.002.4.1 Gozdarski sekač (št. 31, 6. 4. 2007)
	6141.04 Gozdarski gojitelj	6230.003.4.0 Gozdarski traktorist (št. 18/2005)	6230.003.4.1 Gozdarski traktorist (št. 31, 6. 4. 2007)

Fig.1 National Reference Point for Vocational Qualifications: <https://www.nrpslo.org>

The programme offers two types of course:

- Regularly Education for scholars with at least a basic education.
- Vocational Education for adult learners above 18 years and at least a basic education as well as in-job training

The **aim** of programme is to offer the Unique Education for Life Long Learning on the field of Forestry and Wood Processing on a regional and national level. The teaching intentions are to stimulate positive economic development and new work places and opportunities so as to strengthen existing companies in Forestry, Wood Processing and owners of forests and land.

The purpose of the course is to impart skills and competences in the areas of:

- Structure of forestry machines, devices, technique and methods of work with machines
- Organisation and safety at work
- Treatment and cutting of forest wood assortments
- Work on simulator on polygon
- Working with motor chain saws
- Maintenance and basic machine repairing
- Practical work with machines and devices in forests

Learning Outcomes:

At the conclusion of the course the participants should be able to:

- Plan, repair, execute and control their own work

- Rationally use energy, material and time resources
- Maintain personal health and safety along with adhering to environmental regulations
- Communicate with representatives of professional services and customers
- Execute preparatory works
- Execute cutting of trees
 - Convert felled trees into logs
 - Arrange the working place and execute forest management
 - Be able to carry out operations in extraordinary working conditions and circumstances (Emergencies etc.)

Teaching Methodology includes class room activities, workshop, individual work with single participants, practice on school polygon and field work in forest.

Assessment methods and assessment criteria: assessment method includes written, practical and portfolio work.

Learner/Employer motivation (Course promotion):

Motivation for learners doing the course and the methods for attracting learners to the course is achieved by offering wide professional support, all necessary material and facilities, access to the relevant databases, well equipped classrooms and school experimental field. Good learner motivation is directly reflected in the quality of the course preparation and execution and has been the principle source for attracting learners to the course.

The course is being promoted with public announcements on public media outlets (newsletters, radio, TV), school web sites, in the framework of the state examination centre (RIC), on press conferences, direct marketing to companies, etc.

Student retention:

Good student retention is being achieved by greater share of the course involving practice, individual work and work in groups.

Funding:

In the case of Vocational Education for adult learners; 100% is either self-paid or paid by the company. In the case of regular students 100% of the cost comes from public means.

Course Evaluation: Course evaluation is achieved mainly through direct feedback from employers. The evaluation process also includes feedback from learners and external examiners.

Quality Assurance : In general in Slovenia various forms for supervision and evaluation of the education are in place, such as verification of public institutions; regulatory procedures for the adoption of curricula; obligatory Teaching Certification Examination for teaching and other professional support staff. In 1999, a set of instruments for self-evaluation were introduced in elementary and upper secondary education including people's universities.

Other types of evaluation include external assessment of knowledge at the end of upper secondary education in-house evaluation and external evaluation of programmes via external contracted evaluation. Supervision of the implementation of the curricula for adult learners is the responsibility of the Slovenian Institute for Adult Education which reports their findings to the responsible ministers and to the CEAE. It has also developed a model of self-evaluation for adult education under the name Offering Quality Education to Adults.

In order to assure quality in education in general, the minister appoints the National Council for Evaluation of Programmes (2001). The Council co-ordinates the implementation of new programmes, cooperates with institutions which carry out selfevaluation. projects; determines strategies and procedures of evaluations; selects topics for the contractual research (commissioned evaluation studies) and reports to the minister(s), CEAE, other Councils, and to the wider public.

Why this is an example of Good Practice:

Course provider's view: The course offers ways of acquiring theoretical skills and then all of the specific practical skills. It also familiarises the participants with new techniques and work methods. The course represents a nation-wide unique form of (vocational) education with a high level of acquired knowledge and skills directly applicable to the work place.

Participant's view: Practical knowledge and skills are mostly acquired in smaller groups or on an individual basis with machines and devices. That way the learning intensity is enhanced. Teaching is stringently collaborated between teachers and instructors.

Industry's view: The course provides well skilled and educated employees with real competencies that are applied seamlessly into the work process.