

# Omnia – Introduction of Practices



## Identifying and recognizing competence in non-formal supported coaching environments

Is your work related to the identification of trainees' competences? Where and how can the trainees show their competences? What requirements are set to the recognition of the competences? Read more about the best practices in Finland!

The innovative approach in this model is to consider supported coaching environments as learning environments where the development of participant's skills are recognized. The criteria for basic vocational education qualifications are used to identify the non-formal coaching environment as learning environment. The main idea is that the identified competences have been discussed, agreed and identified together with the teacher and the coach and that the process and the identified and required competences are open and accessible to the trainee all the time.

The result is a comprehensive picture of competence(s) that is commensurate with the professional requirements of the field and a trainee, whose potential is brought to light in this model, gets as a final result a certificate from her/his competencies. The model especially supports the work transition since it is a method where a vocational institution accepts competence demonstrations regardless of the learner's status.



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