

COMPETENCE ASSESSMENT GUIDEBOOK FOR WORKPLACES

The competence and skills required by qualification units in vocational training are demonstrated by performing practical work tasks in genuine work assignments and processes (competence demonstration). The competence of the student is assessed by a representative from working life and a teacher.

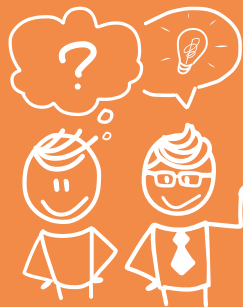
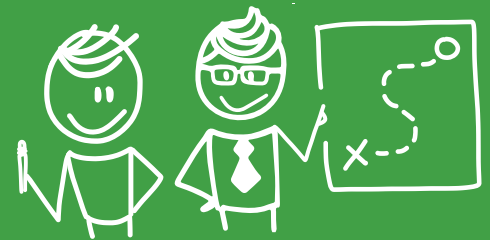
HOW TO SUCCEED AS AN ASSESSOR

- You are a skilled professional in your field.
- You have familiarised yourself with the competence requirements and assessment criteria of the vocational qualification unit.



- The demonstration has been well planned in advance. Practical work assignments enable the student to demonstrate their competence in accordance with the qualification requirements. Insofar as this is not possible, other methods of competence demonstration have been planned.

- You have familiarised yourself with your tasks related to the assessment.
- You cooperate with the student and the teacher before, during and after the competence demonstration.
- You are in active, professional and constructive interaction with the various parties.
- You have considered whether there are any grounds that would disqualify you from serving as an assessor in accordance with the Administrative Procedure Act (sections 27–29).



01

PLANNING THE DEMONSTRATION

If necessary, participate in the assessor orientation organised by the education provider.

Check the demonstration date, practical arrangements and any need to collect assessment material.



The same person can act as the workplace instructor and the competence assessor, as long as they have considered whether there are any grounds that would disqualify them from serving as an assessor.

Familiarise yourself with the plans or agreements that have been drawn up to demonstrate competence.

Familiarise yourself with the qualification units and assessment criteria that apply to the competence demonstrated by the student.

One competence demonstration may contain demonstrations of several qualification units, if the competence can be and is designed to be demonstrated simultaneously for several qualification units.

One or more competence demonstrations may be organised for one qualification unit to prove competence. The competence demonstration may potentially be continued at another workplace or on another worksite so that the sufficient coverage of the demonstration is ensured and so that the assessment may be carried out reliably.

02

COMPETENCE ASSESSMENT

Assess competence comprehensively and using various methods, e.g. observation and discussions, and familiarise yourself with the material and accumulated documents.

Compare competence with the qualification requirements assessment criteria and the assessment scale.



Vocational qualification: approved competence in qualification units is assessed on a scale of 1–5.

Give the student the opportunity to assess their own performance. Self-assessment does not affect competence assessment or grades.



A working life representative may be heard in connection with assessing competence in a common qualification unit.

Further and specialist vocational qualifications: qualification units are assessed on a scale of pass or fail based on competence.

Agree with the teacher on participation in the assessment discussion or compilation of the assessment material and sending it to the teacher.

03

DECIDING ON ASSESSMENT

Make the assessment decision together with the teacher during the assessment discussion.

Explain the assessment decision and its grounds to the student together with the teacher.

Assessments are reviewed and rectified in accordance with instructions issued by the Finnish National Agency for Education.

Together with the teacher, make a decision on reviewing the assessment without undue delay.

