






# COMPETENCE ASSESSMENT GUIDEBOOK FOR THE TEACHER



## LEARN MORE ABOUT THESE

-  Regulations governing vocational training. Planning and assessing competence demonstrations is governed by the Vocational Education and Training Act (531/2017, chapters 5 and 6) and the Vocational Education and Training Decree (673/2017, section 9)
-  Qualification requirements
-  Competence demonstrations and competence assessment. Finnish National Agency for Education, 26 March
-  Implementation plan of the education provider concerning the competence assessment of the qualification in
-  Competence assessment differentiation guidebook for the teacher



DEMON-  
STRATING  
COMPETENCE  
AND  
PLANNING  
AND  
ORGANISING  
ASSESSMENT

**The competence assessment of the vocational qualification units is implemented and the assessment decided on by** two assessors appointed by the education provider. One of the assessors is a pedagogically competent and qualified teacher and the other assessor is a representative of working life. In certain circumstances, both may be teachers or other representatives of the education provider.

**Pre-vocational preparatory education and common units of the qualification and the assessment of the various sections within are decided on by** the teacher or a representative of the education provider in certain circumstances.

The workplace instructor may act as a competence assessor, as well.

Please confirm the suitability of the workplace and the representative of working life for the competence assessment.

The assessors must have sufficient professional skills and competence in light of the qualification awarded or area of expertise as well as sufficient knowledge of the assessment process.

Familiarise any assessors representing working life with the qualification requirements and the assessment process.

Ensure that the assessor representing working life has considered whether there are any grounds that would disqualify them from serving as an assessor, in accordance with the Administrative Procedure Act (sections 27–29).

Plan the competence demonstration carried out in the workplace together with the student and the workplace instructor and agree on a preliminary schedule (PCDP).

Update the necessary information related to the competence demonstration in the PCDP together with the student.

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

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.

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

Together with the workplace instructor, ensure that the student is ready to demonstrate their competence and has the necessary level of skill.



Please note any competence assessment modifications or deviations from the competence requirements.

Specify the time of the competence assessment, the practical arrangements and the collection of assessment material.

Prepare the student for the assessment process and make sure that they understand the vocational qualification requirements and assessment criteria for the qualification unit.

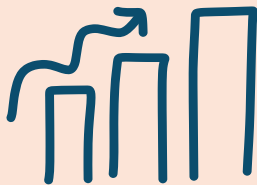
## competence assessment



Agree on and organise the assessment meeting. Familiarise yourself with the documents and material accumulated.

Assess the student's competence together with the working life representative.

Compare the competence demonstrated by the student to the assessment criteria and the assessment scale



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

**Common qualification** units are assessed on a scale of pass or fail based on competence. Unit subsections are assessed on a scale of 1–5.

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

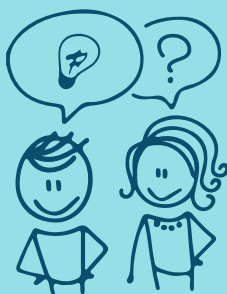
**Pre-vocational preparatory education:** education units are assessed on a scale of pass or fail based on competence.

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



## deciding on assessment

Make the assessment decision together with the assessor representing working life and provide grounds for it.

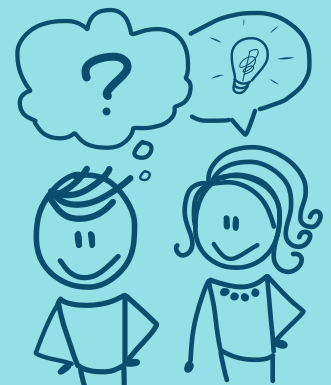


Provide the student with an opportunity to redo their competence assessment or prove their competence again to improve their grade.

Explain the grounds for the assessment to the student together with the assessor representing working life.

Assessments are reviewed and rectified in accordance with instructions issued by the Finnish National Agency for Education. Together with the assessor representing working life, make a decision on reviewing the assessment without undue delay.

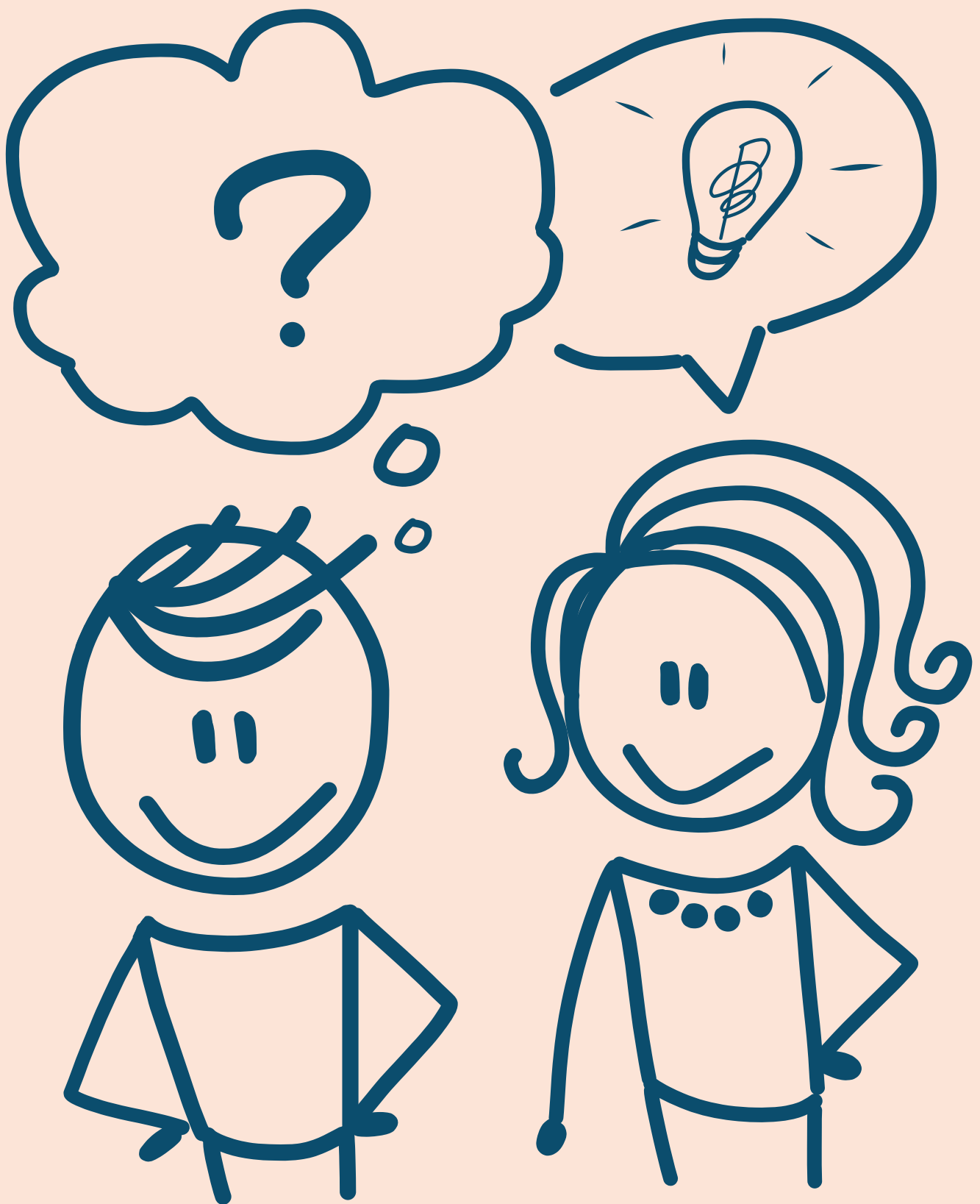
Provide the student with instructions on review and rectification of the assessment.



Document the assessment and keep the assessment material accumulated during the assessment process for at least six months after the grade has been given.

Provide a certificate of any partial qualifications completed, if necessary.





[bit.ly/poarviointioppaat](https://bit.ly/poarviointioppaat)



Opetus- ja  
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