

## Assessment criteria for study courses, prerequisites for proof of competence and methods of demonstration

**Module 1: The teacher as an expert in learning 28 credits** (Excluding basic studies in educational science)

**Course: Learning Community and Relational Competence 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• plan teaching in a student-centered manner.</li> <li>• apply different pedagogical models and teaching methods in the planning of teaching.</li> <li>• analyse the possibilities of using technology to support teaching in different learning environments.</li> <li>• understand the importance of data protection and copyright in your work as a teacher.</li> </ul>	<p>You have been teaching diverse groups at the educational institution, promoting diversity and supporting the well-being of the learning community.</p>	<p>You demonstrate your competence with a <b>portfolio</b> that contains key materials related to the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> <li>• examples of dealing with diversity in the teacher's work (for example, culture, gender, and age).</li> <li>• examples of the methods you use to create diverse groups of students.</li> <li>• examples of supporting group spirit and community spirit in connection with teaching.</li> <li>• a written or video recording in which you assess your competence and think about its development.</li> </ul> <p>The portfolio can include e.g. recordings of teaching situations, plans for teaching and guidance situations, etc.</p> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>

**Module 1: The teacher as an expert in learning 28 credits** (Excluding basic studies in educational science)

**Course: Planning of Teaching 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• plan teaching in a student-centered manner.</li> <li>• apply different pedagogical models and teaching methods in the planning of teaching.</li> <li>• analyse the possibilities of using technology to support teaching in different learning environments.</li> <li>• understand the importance of data protection and copyright in your work as a teacher.</li> </ul>	<p>You have planning and teaching experience in vocational education or the University of Applied Sciences, teaching tasks in different learning environments.</p>	<p>You demonstrate your competence with a <b>portfolio</b> that contains key materials reflecting the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> <li>• Examples of materials used in planning teaching are documents, links, recordings, and/or video recordings.</li> <li>• documents demonstrating the selection of justified, ethically sustainable, and versatile pedagogical models and teaching methods.</li> <li>• examples of utilising technology in different learning environments.</li> <li>• examples of taking data protection and copyright into account in teaching.</li> <li>• self-assessment of one's competence.</li> </ul> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>

**Module 1: The teacher as an expert in learning 28 credits** (Excluding basic studies in educational science)

**Course: Competence-Based Education and Assessment 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• understand the effects of regulations and standards, as well as the basis of curricula and degrees in the implementation of competence-based education and assessment.</li> <li>• understand the starting points of competence-based assessment.</li> <li>• apply different feedback and evaluation methods and justify their use.</li> <li>• analyse the importance of supportive and developmental evaluation and feedback for the development of your skills.</li> </ul>	<p>You have experience as a teacher in vocational education or the University of Applied Sciences.</p> <p>You have experience giving feedback and assessing competence as a teacher in vocational education or a university of applied sciences.</p>	<p>You demonstrate your skills with a <b>portfolio</b> that contains key materials reflecting the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> <li>• a written description showing knowledge of the qualification requirements, the curriculum and other instructions affecting teaching and their impact on the assessment.</li> <li>• a plan for implementing the course assessment, theme or module.</li> <li>• examples of identifying and recognising competence.</li> <li>• documents or video recordings of the assessment performed and giving feedback.</li> <li>• a written or video recording in which you assess your competence and think about its development.</li> </ul> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>

**Module 1: The teacher as an expert in learning 28 credits** (Excluding basic studies in educational science)

**Course: Personalisation and Support of Learning 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• understand the effects of regulations and standards, as well as the basis of curricula and degrees in the implementation of competence-based education and assessment.</li> <li>• understand the starting points of competence-based assessment.</li> <li>• apply different feedback and evaluation methods and justify their use.</li> <li>• analyse the importance of supportive and developmental evaluation and feedback for the development of your skills.</li> </ul>	<p>You have experience in the personalisation of vocational education and/or the preparation of a personal study plan and teaching tasks at a University of Applied Sciences, as well as the operation of special support.</p> <p>You have experience in the guidance and career guidance work of vocational education students or universities of applied sciences.</p>	<p>You demonstrate your skills with a <b>portfolio</b> that contains key materials reflecting the evaluation criteria of the course, such as</p> <ul style="list-style-type: none"> <li>• certificate of participation in students' personalisation process, for example, confirmed by the immediate supervisor's signature.</li> <li>• a written reflection on your guidance and career guidance practices and methods.</li> <li>• a written description of your special support methods and individual teaching arrangements.</li> <li>• self-assessment of one's competence.</li> </ul> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>

**Module 2: The teacher as a pedagogical actor, 20 credits**

**Course: Practical Teacher Training in an Educational Institution 10 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• comply with the legislation, regulations, and guidelines governing vocational and professional education and teacher’s work.</li> <li>• know the funding sources and quality management of vocational and professional education and understand their importance in your work as a teacher.</li> <li>• manage the practices of professional teaching and guidance work and understand their development directions.</li> <li>• understand the importance of cooperation between multidisciplinary experts in supporting student learning.</li> <li>• implement the teaching plan you have drawn up as required by the situation and evaluate its functionality.</li> <li>• give feedback and evaluate the students’ competence and their development according to the evaluation criteria.</li> <li>• evaluate your work as a teacher and develop your activities.</li> </ul>	<p>You have solid work experience in full-time and versatile teaching and guidance activities in vocational training, a university of applied sciences, a university or an educational institution for liberal arts.</p> <p>You are familiar with a vocational teacher’s standards, guidelines, funding sources and work practices.</p>	<p>You demonstrate your competence with a <b>pedagogical plan for a teaching situation, a teaching session (or a recording of it), and a portfolio</b> that includes key materials reflecting the assessment criteria of the course. These may include:</p> <ul style="list-style-type: none"> <li>• documents related to the planning, implementing, and evaluating competence-based and goal-oriented teaching (such as course implementation plans, learning tasks, learning materials, student feedback, and assessment plans).</li> <li>• reflection on the influence of regulations and guidelines on vocational education and teacher’s work.</li> <li>• a CV or work certificates of teaching experience.</li> <li>• a supervisor’s statement on the applicant’s competence in teaching, guidance, and assessment relative to the criteria for teaching practice assessment.</li> <li>• self-assessment of one’s competence (including participation in interdisciplinary expert collaboration) and a personal development plan.</li> </ul>

**Module 3: The teacher as a Societal Reformer 12 credits** (Excluding basic studies in educational science)

**Course: Teacher’s Foresight Competence 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• analyse the future of society and vocational and professional education and training, focusing especially on the significance of internationality, sustainable development, technology, entrepreneurship, and innovation as factors influencing education.</li> <li>• use foresight methods to support the planning of education.</li> <li>• use foresight data to construct competence profiles in your own professional and educational field.</li> <li>• evaluate the educational needs of your own professional and educational field based on foresight data.</li> </ul>	<p>You have experience in educational foresight work, such as collaboration between educational institutions and employers (for example, professional advisory boards, workplace committees, and qualification committees) to develop education, qualification criteria, or curricula.</p> <p>Alternatively, you may have participated in national/regional or internal institutional foresight activities for the development of education.</p>	<p>You demonstrate your competence with a <b>portfolio</b> that includes key materials aligned with the course's assessment criteria, a self-assessment of your skills, and a development plan.</p> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>

**Module 3: The teacher as a Societal Reformer 12 credits (Excluding basic studies in educational science)**

**Course: Professional Education and the World of Work 3 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> <li>• analyse the significance of collaboration between the educational organisation and the world of work and other networks in teacher's profession.</li> <li>• analyse how a teacher can promote entrepreneurship in their vocational/professional and educational field.</li> <li>• analyse the effectiveness of vocational and professional education and training.</li> <li>• evaluate your own networks from the perspective of the professional and educational field.</li> </ul>	<p>You have experience in national or international work-life and network collaboration in vocational education (for example, various projects, international coordinators, and teachers who actively engage in network collaboration).</p> <p>You have experience promoting entrepreneurship through education, such as in entrepreneurship education or guiding students towards entrepreneurial activities.</p> <p>You have experience in educational institution quality management and evaluating the effectiveness of education, for example, through student feedback, stakeholder feedback, and/or statistics from the National Agency for Education.</p>	<p>You demonstrate your competence with a <b>portfolio</b> that includes key materials reflecting the course evaluation criteria, a self-assessment of your skills, and a development plan.</p> <p>You present your expertise to the rest of the student group or, for example, create a presentation video to share with others.</p>