



WP03 - BEST PRACTICE CASE:

The Finnish Competence-based Qualification System

General

<p>Assessment Focus / Purpose</p>	<p>Short description:</p> <p>The purpose is:</p> <ul style="list-style-type: none"> • To assess the students with a competence-based assessment method. • To describe a national vocational qualification system completed as competence-based qualifications • To offer the adults a flexible way of demonstrating, renewing and maintaining their vocational competence. • To include the key competences for lifelong learning in the in the curriculum. <p> <input type="checkbox"/> Transversal competencies <input type="checkbox"/> Technical competencies </p> <p> <input checked="" type="checkbox"/> Both </p>
<p>Method</p>	<p>Short description:</p> <p>The curriculum for each qualification is made by the Finnish National Board of Education. In this document the following aspects are described for each module:</p> <ul style="list-style-type: none"> - The vocational skills requirements <i>*See image1</i> - The targets of assessment and the assessment criteria for this target assessment (rubrics). These Targets of assessment are organized in 4 fields: <i>*See Imagen2, image3, image4 and image5</i> <ol style="list-style-type: none"> 1. Mastering the work process 2. Mastering the work method, equipment and material 3. Underpinning knowledge 4. Key competences for lifelong learning <p>This method describes as well the assessment of learning and the assessment of competence processes.</p> <p>The aim of assessment of learning is to make the student aware of what he/she knows and what there is still to learn. To do this assessment the teacher and workplace instructor must use methods that motivate and</p>



	<p>activate the student and develop his/her self-assessment skills. This assessment is done during the whole training period or duration of studies by giving the student oral or written feedback on the progress of learning. Numerical assessment is not needed when assessing learning. It could be said that this kind of assessment is a formative assessment. *See image6</p> <p>The aim of assessing competences is to place the student in the qualification certificate based on assessment of competence using the assessment scale prescribed in the valid Decree on Vocational Education and Training. The students must have an opportunity to show his/her competence in various ways and also assess his/her competence him-/herself. Skills in vocational modules are assessed using a skills demonstration and other ways of assessing competence. It could be said that this kind of assessment is something similar to a summative assessment. *See image7</p>										
	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Written exams</td> <td><input checked="" type="checkbox"/> Global ratings¹</td> </tr> <tr> <td><input checked="" type="checkbox"/> Experiment</td> <td><input type="checkbox"/> Challenges</td> </tr> <tr> <td><input checked="" type="checkbox"/> Projects</td> <td><input checked="" type="checkbox"/> Teacher's reports</td> </tr> <tr> <td><input checked="" type="checkbox"/> Evidences</td> <td><input type="checkbox"/> Role-playing</td> </tr> <tr> <td><input checked="" type="checkbox"/> Oral questioning</td> <td><input checked="" type="checkbox"/> Direct observation</td> </tr> </table>	<input checked="" type="checkbox"/> Written exams	<input checked="" type="checkbox"/> Global ratings ¹	<input checked="" type="checkbox"/> Experiment	<input type="checkbox"/> Challenges	<input checked="" type="checkbox"/> Projects	<input checked="" type="checkbox"/> Teacher's reports	<input checked="" type="checkbox"/> Evidences	<input type="checkbox"/> Role-playing	<input checked="" type="checkbox"/> Oral questioning	<input checked="" type="checkbox"/> Direct observation
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Context	<u>Short description:</u>										

Communication / Involvement²	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Assessment guidelines</td> <td><input checked="" type="checkbox"/> Assessment processes</td> </tr> <tr> <td><input type="checkbox"/> Web Platform</td> <td><input type="checkbox"/> Social media</td> </tr> </table>	<input checked="" type="checkbox"/> Assessment guidelines	<input checked="" type="checkbox"/> Assessment processes	<input type="checkbox"/> Web Platform	<input type="checkbox"/> Social media
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<input checked="" type="checkbox"/> Regional Level	<input type="checkbox"/>				



		<input checked="" type="checkbox"/>	nts International standard National Level
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Assessment

Assessor(s)	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Committee <input checked="" type="checkbox"/> Self-assessment <input type="checkbox"/> Peer <input checked="" type="checkbox"/> External
Assessor's qualification	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Not required
	<u>If yes, short description:</u> Teachers in Finland usually have a pedagogical insight and a solid knowledge of assessment techniques.
Competencies framework	Finnish National Board of Education
Measurements criteria	<input checked="" type="checkbox"/> Qualitative / Formative <input checked="" type="checkbox"/> Quantitative / Summative
	<u>Evaluation grid (max 1 page):</u> There are 4 targets for assessment: * See <i>imagen2, image3, image4 and image5</i> 1. Mastering the work process 2. Mastering the work method, equipment and material 3. Underpinning knowledge 4. Key competences for lifelong learning
	<u>Calculation of the final mark / qualification (formulas, weights etc.):</u>



	It Is not necessary but there is some conversion scales * See image8	
Assessment timeframe	<input type="checkbox"/> Final test (e.g. written or oral exam)	<input checked="" type="checkbox"/> Time period (e.g. project)
Resources	<input type="checkbox"/> Software/App	<input checked="" type="checkbox"/> Documents
	<input checked="" type="checkbox"/> Instructions	<input type="checkbox"/> Equipment
	<u>Short description:</u> <i>*See image9</i>	
Sensitive data protection	<u>Compliance (short description):</u>	
Outcome	<input checked="" type="checkbox"/> Qualifications/statements of attainment	<input checked="" type="checkbox"/> Improvement potential
	<input checked="" type="checkbox"/> Self-assessment	<input type="checkbox"/> Peer



SWOT

<p>Strengths</p>	<ul style="list-style-type: none"> ▪ It is a real competence-based qualification system ▪ It promotes the self-assessment skills by the students ▪ It provides the targets of assessment and the assessment criteria at a national level. ▪ It allows both formative assessment and final assessment ▪ It promotes the skills demonstrations and other ways of assessing competence
<p>Weaknesses</p>	<ul style="list-style-type: none"> ▪ It requires great expertise of teachers
<p>Risks</p>	<ul style="list-style-type: none"> ▪
<p>Opportunities</p>	<ul style="list-style-type: none"> ▪



MORE INFORMATION:

Image 1:

4.1 COMPULSORY MODULES IN STUDY PROGRAMME OR SPECIALISATION IN VEHICLE TECHNOLOGY

4.1.1 Car or motorbike service

Vocational skills requirements

The student or candidate is able to

- * wash and wax a car or motorbike and check for possible damage to the body-work
- * identify failings in corrosion prevention detected during service and advise the customer of further actions
- * perform a maintenance service to a car or motorbike
- * perform a regular service to a car or motorbike in accordance with the manufacturer's service programme
- * change the service parts of a camshaft drive
- * change the service parts of brakes
- * inspect wheels, being familiar with tyre regulations, and perform wheel work
- * use the appropriate tools and equipment for car or motorbike service and store and maintain them properly
- * manage a customer service situation
- * use service supplies and knows waste sorting and recycling
- * take care of the environment, work safety and cleanliness of the work post
- * take into account repair terms and conditions and the basic legislation of vehicle technology in his or her own work
- * use IT and communications equipment and the related software
- * use the vocabulary specific to the field
- * recognise work-related safety risks and know how to avoid and handle risks, know how to give basic first aid
- * enhance business productivity with his or her own actions in work and work environment
- * maintain his or her ability to work.

Image2:



Ways of demonstrating vocational skills

The student or candidate demonstrates his or her vocational skills by performing a service of a car or motorbike in a garage or motorbike workshop or another location as closely equivalent as possible. Work is performed to such an extent that vocational skills may be deemed to meet the vocational skills requirements.

At minimum, a vocational skills demonstration is to evaluate

- ♦ mastering the work processes as a whole
- ♦ within the scope of mastering the work methods, equipment and materials a regular service that includes the change of service parts of an engine camshaft drive and replacement of brake service parts or other work of similar standard
- ♦ management of fundamental working knowledge to the extent that is exhibited in demonstrating vocational skills but, at minimum, the use of service instructions and customer service
- ♦ within the scope of key skills, work safety and health awareness, consideration of the ability to act and interaction and co-operation.

If the vocational skills required in the module cannot be demonstrated in a vocational skills demonstration in full, this is to be supplemented by other types of assessment of competence such as interviews, assignments and other reliable methods.



Image3:

Assessment

The table comprises the assessment criteria for three levels of competence together with the assessment targets. In vocational upper secondary education and training, the assessment targets also constitute the core contents of the module.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastery of the work as a whole	plans and executes the work phases of the work process under supervision	designs the work process according to given instructions and implements it almost independently	designs and implements the work process independently
	adheres to work times and acts according to instructions under supervision	adheres to work times and given instructions	adheres to work times and plans and discusses possible deviations
Economical and high-quality performance	under instruction, works in accordance with the set quality and financial objectives	works in accordance with the set quality and financial objectives	works in accordance with the set quality and financial objectives, developing his/her own actions to meet the quality objectives

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Bodywork service	washes and waxes car or motorbike bodywork	washes and waxes car or motorbike bodywork and records possible damage to the bodywork	services car or motorbike bodywork in accordance with the manufacturer's instructions and discusses possible repair needs
Maintenance service (without manufacturer's service programme)	performs under supervision a maintenance service to a car or motorbike in consideration with service needs	performs according to instructions a maintenance service to a car or motorbike in consideration with service needs	performs a maintenance service to a car or motorbike in consideration with service needs



Image4:

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Customer service, repair regulations and legislation	knows the principle of customer service	knows the principle of customer service and can ask questions	knows the principles of customer service, can look for additional information relating to the technology of the vehicle where required and is familiar with corporate service values
	knows the most important service conditions for motor vehicles and their parts (AUNE)	knows the essential service conditions for motor vehicles and their parts (AUNE)	knows the essential service conditions for motor vehicles and their parts and checks critical points where required (AUNE)
	follows in his or her own work the legislation pertaining to technical requirements of vehicles and the most important regulations of the tyre sector	seeks information on the implementation of legislation at workplace	ensures the implementation of legislation at workplace and is able to advise the customer on tyre regulations
Entrepreneurship	assesses under supervision the importance of own work in relation to corporate profitability and the significance of mistakes in work to traffic safety.	assesses the importance of own work in relation to the entire vehicle company	assesses the importance of own work in relation to the entire vehicle company and develops own work methods accordingly, being aware of costs to business and customer satisfaction relating to rectifying mistakes
Knowledge of overall car structure and systems	has a general knowledge of a car or motorbike structure, system operations and part names	has an overall knowledge of many common car or motorbike structures, system operations and part names	has an overall knowledge of the most commonly used car or motorbike structures, system operations and part names



Image5:

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Learning and problem solving	is able to acquire information under supervision	is able to acquire information according to instructions	is able to acquire information on his/her own initiative
	cope with familiar situations but needs instructions and support in changing situations and situations of choice	cope with changing situations and situations of choice independently	acts in different situations in a way that suits the situations and finds alternative ways to proceed
	assesses his/her work under supervision.	accepts feedback and acts according to it	develops his/her actions on the basis of feedback
Interaction and co-operation	is able to work with different people in the workplace and group, asking for help from others if necessary	works with different people in the workplace and group	supports and helps others; takes into account the other people in the workplace in his/her work
Vocational ethics	follows the ethical instructions, agreements and decrees given, as well as timetables	follows the ethical instructions, agreements and decrees given; works in accordance with corporate values	acts in different situations of the workplace according to its values, ethical instructions, agreements and regulations; adheres to timetables
Health, safety and ability to function	has a positive attitude towards safety; avoids risks in work; has a basic knowledge of giving first aid	is responsible for the safety of his/her work	will develop his/her work to make it safer on his/her own initiative
	follows the instructions given on work safety; does not cause danger	follows the instructions of the workplace; takes into account other people in the workplace in his/her work	notices and recognises the dangers related to his/her work and reports them

Image6:

Assessment of learning

The objective of assessment of learning is that the student knows what he/she knows and what there is still to learn. When performing assessment of learning, the teacher and workplace instructor must use methods that motivate and activate the student. They are used to support and motivate the student to reach the skills requirements or objectives as well as to develop his/her self-assessment skills. The student assesses his/her learning based on the skills requirements, objectives and assessment criteria of the module.

Learning is assessed during the whole training period or duration of studies by giving the student oral or written feedback on the progress of learning. Numerical assessment is not needed when assessing learning. Feedback is used to support and guide the student to achieve the best possible performance by bringing out the student's strengths. Assessment of learning is used as a basis to make the necessary changes in the student's tuition and learning support. The changes are recorded in the personal study plan.



Image7:

Assessment of competence

The student receives the grades shown in the qualification certificate based on assessment of competence using the assessment scale prescribed in the valid Decree on Vocational Education and Training.

When competence is being assessed, the assessment methods are chosen so that they measure reaching the skills requirements and objectives set, suit the study methods used and support the student's learning process. The students must have an opportunity to show his/her competence in various ways and also assess his/her competence him-/herself.

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STUDENT ASSESSMENT IN CURRICULUM-BASED VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

Skills in vocational modules are assessed using a skills demonstration and other ways of assessing competence. A skills demonstration is used to assess the competence determined in vocational skills requirements as widely as possible but at least what the qualification requirements state. If necessary, other forms of competence assessment supplements the competence necessitated by skills requirements. The education provider decides on the other methods to assess competence in its assessment implementation plan.



Image8:

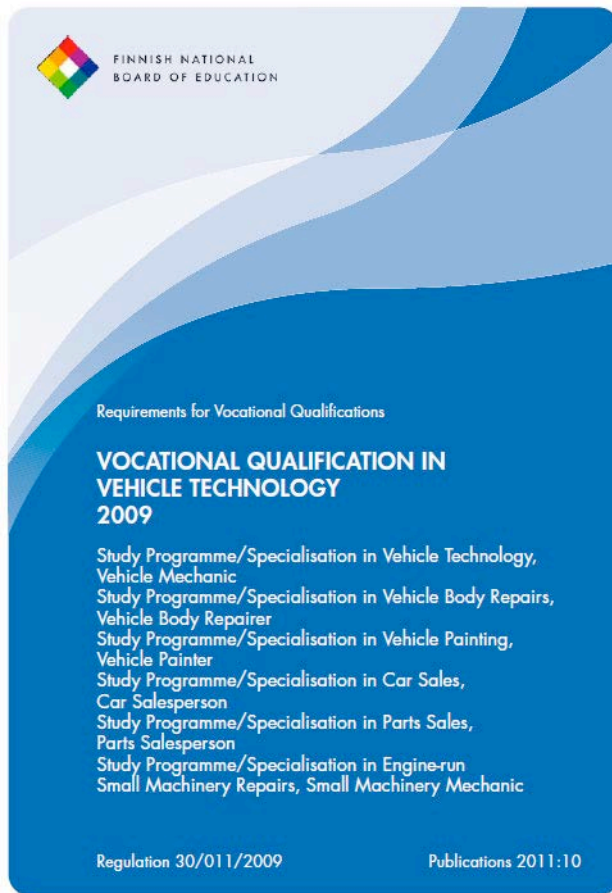
Conversion of grades

The grade scale is valid in a way that is stipulated in the Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 10). A student is assessed based on the assessment practices prevailing in the institute, where he/she currently pursues his/her studies. If the grade scales differ from one institute to another, the institute performing the recognition must convert the grades and determine their correspondence in the student's favour. The grades are to be converted as follows:

GRADE SCALE		
1-3	1-5	5-10
excellent 3	excellent 5	excellent 10
		excellent 9
good 2	good 4	good 8
	good 3	satisfactory 7
satisfactory 1	satisfactory 2	fair 6
	satisfactory 1	pass 5



Image9:





Notes

1. Global rating:

An assessor uses a form with multiple categories of performance to provide retrospective impressions/judgments about a person's performance. The rater can not only incorporate observed performance over time, but he often includes a synthesis of second-hand information from multiple sources. Example: Tknika's Skill Evolution Tool

2. Communication / Involvement:

Students should be informed about how and why they will be assessed by means of guidelines, process description, standards, brochures, websites, etc. Moreover, students use social media day in and day out to interact with their peers and even teachers about class-related subjects: Why is Competence Assessment not included?

3. Dissemination:

It is necessary to describe whether the method is applied by a teacher for his subject, or if it is applied throughout the school, or...