

Instructions for applying for a skills demonstration (teacher education)

1. Familiarise yourself with the assessment criteria for the courses and read the columns in this guide on the requirements and demonstration methods for skills demonstrations.
2. Complete a personal competence survey.
3. Discuss the possibility of a skills demonstration with your tutor teacher.
4. Complete the skills demonstration application (eRPL) no later than two weeks before the beginning of the course. Applications for skills demonstration for Practical Teacher Training and for Research, Development and Innovation Skills courses are accepted throughout the studies.
 - Attach to your application the work certificate(s) through which you are applying for the skills demonstration as well as any other documents that demonstrate your competence.
 - Also prepare a preliminary skills demonstration plan for the application, meaning a plan of how you will demonstrate your competence.
5. If your application is approved, develop the skills demonstration plan further together with your teacher.
6. Carry out the skills demonstration.

Assessment criteria for courses, prerequisites for skills demonstrations and methods of skills demonstration

Module: Studies in Professional Pedagogy 18 ects

Course: Dialogue, Interaction and Communication 3 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student is familiar with communication and interaction concepts and theories relating to the individual, communal and network level. • They choose the methods of written and verbal communication and interaction best suited for the promotion of learning. • They know how to apply dialogue in both online and contact teaching in a way that enriches the learning experience. • They understand the patterns of group dynamics. • They act in a way that promotes community and well-being. 	<p>Versatile experience in teaching and training which has also included online guidance.</p> <p>Has worked, for example, as a communication trainer.</p>	<p>Competence is demonstrated through a teaching situation or recorded teaching situation and the accompanying teaching plan which includes:</p> <ul style="list-style-type: none"> • background theories of communication/interaction, a range of written/oral communication and interaction methods together with supporting arguments, and dialogic methods for both online and contact teaching. There must also be an assessment of how the above promote communality and well-being.

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
		In the skills demonstration, the applicant must demonstrate an understanding of the concept and significance of dialogue.

Course: Planning of Teaching and Individualisation of Learning 6 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student is familiar with the competence requirements of work, entrepreneurship and sustainable development activities in their own field of teaching. • They are aware of curricula-related practices, the degree principles and/or curricula of their field of teaching, foresight material and other guidelines that affect their teaching. 	<p>Experience in university of applied sciences or vocational education and training (VET) teaching tasks, preparation of a personal study plan (PSP) and/or individualisation of studies (PCDP).</p> <p>Experience in the guidance, counselling, and career guidance</p>	<p>Competence is demonstrated by a portfolio containing:</p> <ul style="list-style-type: none"> • A written description showing that the competence requirements related to sustainable development and to the workplace and entrepreneurship in one's field are taken into account in the planning and implementation of teaching. • A written description demonstrating knowledge of the qualification

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • They use them in the planning and implementation of teaching. • They are proficient in the practices and methods of individualising studies and guidance. • They consider the needs of their students and support the development of their identity and self-image also from the perspective of career guidance. 	<p>of university of applied sciences or VET students.</p>	<p>requirements, curriculum and other teaching-related instructions.</p> <ul style="list-style-type: none"> • A certificate of participation in an educational institution's personal study plan (PSP) or personal competence development plan (PCDP) work, such as a certificate of employment certified and signed by an immediate supervisor. • Written reflection on the practices and methods used in guidance and career guidance work. • Written reflection on the students' individual starting points and how to take these into account in strengthening the development of their identity and self-image; examples of taking these individual situations into account in teaching and guidance.

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
		In addition, a presentation of a skills demonstration either during a contact day/ online meeting or as a recording/video.

Course: Learning Solutions and Teaching Methods 5 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student chooses pedagogical models appropriate for their teaching. • They know how to apply teaching methods creatively and diversely, taking into account the opportunities offered by technology. • They utilise appropriate learning environments in their teaching. • They comply with the norms and principles of copyright and data protection. 	Teaching, guidance and/or training experience in different learning environments.	Competence is demonstrated by a portfolio containing: <ul style="list-style-type: none"> • Examples of the diverse range of learning environments used in teaching, provided as either documents, links, recordings and/or video recordings. • Documents demonstrating the selection of well-founded, ethically sustainable and diverse pedagogical models and teaching methods as well as the implementation of the teaching – these can include written

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
		<p>documents, audio/video recordings and links.</p> <ul style="list-style-type: none"> • Examples of the use of teaching technology in teaching. • Examples of compliance with data protection and copyright standards. These examples should also highlight critical data protection and copyright situations in one's field. <p>In addition, a presentation of a skills demonstration either during a contact day/online meeting or as a recording/video.</p>

Course: Assessment 4 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student is proficient in the diverse uses of assessment methods and feedback. • They are familiar with the practical teacher training institution's principles and practices for identifying and recognising levels of educational competence. • They are familiar with systems for developing students' self-assessment and peer-assessment skills. 	<p>Experience of feedback and competence assessment as a teacher in VET or at a university of applied sciences.</p>	<p>Competence is demonstrated by a portfolio containing:</p> <ul style="list-style-type: none"> • A plan for the assessment of the course/ theme/module etc. • Documents/video recordings of the assessment work carried out together with identification and recognition of competence and support for the student's self-assessment skills. <p>In addition, a presentation of a skills demonstration either during a contact day/online meeting or as a recording/video.</p>

Module: Advanced Studies in Professional Pedagogy 9 ects

Course: Cultural Awareness 3 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student understands the importance of linguistic, cultural and gender awareness in their teaching work. • They are familiar with the characteristics of different cultures and cultural theories related to teaching work. • They understand and take into consideration the impact of cultural diversity on the work of a teacher. • They are aware of ways in which to support students with an immigrant-background in their integration into Finnish society. 	<p>Experience in teaching, training and guiding multicultural groups (e.g. immigrant classes, international programmes).</p> <p>Familiarity with theories on linguistic and cultural awareness.</p>	<p>The competence is demonstrated by a teaching situation or a recording of one (which shows instruction of a new teacher on how to carry out multicultural teaching work) during a contact day or online meeting.</p> <p>If necessary, competence can also be demonstrated by means of an essay, recording and/or interview which includes consideration of how multiculturalism has influenced one's own teaching work, how it has been taken into account, and one's abilities to apply linguistic and cultural awareness theories in one's own work.</p>

Course: Specific Support 3 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student recognises different students' individual starting points, learning potential and needs for specific support. • They take into consideration their students' individual needs for specific support in the guidance, teaching and assessment. • They are familiar with different methodological solutions for specific support. 	<p>Experience in teaching tasks for VET or special support at a university of applied sciences, preparation of a personal study plan (PSP) and/or individualisation of studies (PCDP).</p>	<p>Competence is demonstrated by a portfolio containing:</p> <ul style="list-style-type: none"> • Written reflection on the students' individual starting points and support needs, as well as examples of taking the starting points into account in teaching and guidance and knowledge of the student welfare system. • A written description of the specific support methods used and the assessment practices. <p>In addition, a presentation of a skills demonstration either during a contact day/ online meeting or as a recording/video.</p>

Course: Education Networks 3 ect

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student understands the professional role of a teacher as a developer of the workplace and as a contributor to regional development. • They recognise the opportunities for cooperation offered by the interfaces of different sectors and levels of education. • They are familiar with various national and international networks of employers and other stakeholders in professional education, and know how to potentially use these networks, for example, in the anticipation of educational needs. 	<p>Experience of national or international cooperation through networks and with business and industry (e.g. different kinds of projects, international coordinators and teachers who carry out active network cooperation).</p>	<p>The skills are demonstrated, for example, with a certificate of employment and a written compilation, portfolio or demonstration video.</p>

Module: Practical Teacher Training 9 ects

Course: Orientation for Practical Teacher Training 3 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student is familiar with the norms, regulations and guidelines that steer professional education and the work of a teacher. • They are familiar with the funding sources for professional education and understand the importance of these for the teacher's work. • The student is familiar with the work practices of a professional teacher and future demands of teaching profession. 	<p>Work as a full-time teacher in VET or at a university of applied sciences and familiarity with the content in question: norms, instructions, sources of funding and practices in the work of a professional teacher.</p>	<p>The competence is demonstrated by a written piece or recording describing the impact of the content on teaching work:</p> <ul style="list-style-type: none"> • The evidence provided must show that they are familiar with the legislation, regulations, instructions, funding sources, content of a teacher's work, and collective agreements as well as work time, pay and quality management and the impact of these on a teacher's work.

Course: Practical Teacher Training in an Educational Institution 6 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student draws up a plan for carrying out their practical teacher training in the field of professional teaching. • They carry out their plan in a purposeful manner and apply it in practice in ways appropriate to the situations encountered. • They provide feedback on students' competence development and assess competence levels. 	<p>Full-time and diverse teaching and guidance experience from a VET institution, a university of applied sciences, a university or a non-formal adult education institution.</p>	<p>The competence is demonstrated by a teaching situation or a recording of one as well as a portfolio containing:</p> <ul style="list-style-type: none"> • Video samples and learning materials, implementation plans, student feedback and evaluation plans. • A resume or work certificates of teacher experience. • A supervisor's statement on the applicant's teaching, guidance and assessment competence in relation to the assessment criteria of the practical teacher training.

Module: Development of Pedagogical Expertise 11 ects

Course: Research, Development and Innovation Skills 6 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student develops their pedagogical expertise related to professional education in a research-oriented manner. • They take a critical approach to gathering and producing professional pedagogical information. • They participate in RDI activities in professional education or in activities developing cooperation between education and the world of work in their own field. • They document their RDI activities in written form and present the results using effective communication. 	<p>Has actively participated in RDI activities that develop VET and/or education in universities of applied sciences (e.g. projects, joint projects between educational institutions and/or with business and industry).</p>	<p>Competence is demonstrated with</p> <ol style="list-style-type: none"> 1. Documents verifying participation in RDI activities. 2. Reflection on the development of one's own pedagogical expertise. 3. In addition, a presentation of a skills demonstration either during a contact day/online meeting or as a recording/video.

Module: Basic Studies in Educational Sciences 13 ects

Course: Educational Science as a Discipline 4 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student understands the nature of pedagogy and its core terminology. • They know the central research areas within pedagogy and recognise the difference between everyday thinking and scientific knowledge. • They are familiar with the varying cultural understandings of human nature and the significance of these for the teacher's work. 	<p>Have familiarised themselves with the literature in question either in their work or through hobby activities.</p>	<p>Competence is demonstrated by a written or oral (recorded) exam.</p>

Course: Education and Society 4 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none"> • The teacher student is familiar with the Finnish education system and its development history. • They understand the societal tasks of education. • They are familiar with the decision-making process for educational policy and the opportunities that professional teachers have in terms of impacting such policy. • They recognise different perspectives on the future of education. 	<p>Have familiarised themselves with the literature in question either in their work or through hobby activities.</p>	<p>Competence is demonstrated by a written or oral (recorded) exam.</p>

Course: Key Theories of Learning 5 ects

Assessment criteria	Typical tasks or environments in which skills are acquired	Methods of skills demonstration
<ul style="list-style-type: none">• The teacher student understands the key concepts and theories related to learning.• They know the different stages of human development and their effect on learning.• They understand the development of professional competence as a lifelong, continual learning process.	Have familiarised themselves with the literature in question either in their work or through hobby activities.	Competence is demonstrated by a written or oral (recorded) exam.