

**Diaconia University of Applied Sciences, Assessment Criteria, UAS Bachelor's degrees**

Level III, UAS Bachelor's degrees, final stage (NQF 6)

Levels	Competence areas and descriptors			
	Professional competence and information retrieval	Professional skills, ability to work in expert roles and problem-solving skills	Team, network and leadership skills	Societal and ethical competence
5 The student	<p>Expertly analyses, interprets and applies the concepts and phenomena in their field as a basis for developing their profession.</p> <p>Retrieves and evaluates information from national and international sources.</p> <p>Uses the key concepts of related fields.</p> <p>Critically discusses information retrieval choices from a professional, scientific and ethical point of view.</p> <p>Communicates verbally and in writing both with audiences in the field and outside it.</p>	<p>Works independently and systematically as a professional in their own field.</p> <p>Works as a part of an international network.</p> <p>Analyses and finds creative solutions to demanding problems related to specialist work in professional contexts.</p> <p>Evaluates their own performance as a professional and identifies areas for professional growth.</p>	<p>Manages complex professional activities or projects.</p> <p>Takes responsibility and makes decisions in unpredictable operating environments.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Actively participates in public discussion to develop the field and its professional ethics and finds new solutions to ethical problems.</p> <p>Promotes the principles of sustainable development and social justice in their work in co-operation with professional partners.</p> <p>Actively influences public decision-making related to their field.</p> <p>Analyses their own professional ethics as a specialist in the field and finds ways to develop their capacity for ethical thinking.</p> <p>Contributes to national and international expert networks.</p>

<p>3 The student</p>	<p>Applies the concepts and phenomena in their field in different situations.</p> <p>Critically evaluates information retrieval choices and is able to justify them.</p> <p>Uses the most common concepts of related fields.</p> <p>Retrieves information from national and international sources.</p> <p>Communicates verbally and in writing both with audiences in the field and outside it.</p>	<p>Works independently and professionally in demanding situations and different contexts.</p> <p>Participates in international co-operation.</p> <p>Can identify the principles and developmental needs of field-specific work in different professional contexts.</p> <p>Identifies areas for professional growth.</p>	<p>Manages complex professional activities or projects.</p> <p>Is able to take responsibility and make decisions in unpredictable operating environments.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Actively participates in public discussion to develop the field and its professional ethics and finds new solutions to ethical problems.</p> <p>Promotes the principles of sustainable development and social justice in their work in co-operation with professional partners.</p> <p>Influences public decision-making related to their field.</p> <p>Analyses their own professional ethics and capacity for ethical thinking as a specialist in the field.</p>
<p>1 The student</p>	<p>Applies the concepts and phenomena of the field in different situations.</p> <p>Critically evaluates information sources.</p> <p>Uses the most common concepts of related fields.</p> <p>Retrieves information from national and international sources.</p>	<p>Acts professionally in different situations and contexts with a focus on customers.</p> <p>I able to participate in international co-operation.</p> <p>Identifies the basis and principles of field-specific work.</p> <p>Identifies areas for professional growth.</p>	<p>Manages different professional activities or projects.</p> <p>I able to make decisions in unpredictable operating environments.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Participates in public discussion about professional ethics and their application.</p> <p>Promotes the principles of sustainable development and social justice in their work in co-operation with professional partners.</p>

	Communicates verbally and in writing both with audiences in the field and outside it.			Identifies ways to influence public decision-making related to their field.  Analyses their own professional ethics and capacity for ethical thinking.
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Level II, UAS Bachelor's degrees, middle stage (NQF6)

Levels	Competence areas and descriptors			
	Professional competence and information retrieval	Professional skills, ability to work in expert roles and problem-solving skills	Team, network and leadership skills	Societal and ethical competence
<p>5 The student</p>	<p>Uses the concepts of the field in a professional manner.</p> <p>Critically evaluates information sources.</p> <p>Uses the most common concepts of the related fields.</p> <p>Retrieves information from national and international sources.</p> <p>Communicates verbally and in writing with audiences in the field and outside it.</p>	<p>Works in demanding professional situations and contexts.</p> <p>Works independently and responsibly in demanding situations and different professional contexts with a focus on customers.</p> <p>Finds solutions to unpredictable and demanding problems in professional contexts.</p>	<p>Participates in goal-oriented, complex professional activities or projects.</p> <p>Is able to take responsibility and make decisions in unpredictable operating environments.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Participates in public discussion about professional ethics in the field.</p> <p>Analyses issues in society and social ethics in depth.</p> <p>Promotes and develops the principles of sustainable development in their work.</p> <p>Describes the opportunities and means available in the field for influencing society from the viewpoints of social justice and value ethics.</p> <p>Analyses their own professional ethics.</p>
<p>3 The student</p>	<p>Uses the concepts of the field systematically.</p> <p>Presents the issues and phenomena of the field to a chosen audience in writing.</p>	<p>Works in different professional situations and contexts.</p> <p>Acts independently and responsibly in different situations and</p>	<p>Participates in complex professional activities or projects.</p> <p>Is able to make decisions in unpredictable operating environments.</p>	<p>Understands the public discussion about professional ethics in the field.</p>

	<p>Discusses the issues and phenomena of the field with a chosen audience.</p> <p>Is able to communicate about typical situations in their field.</p> <p>Evaluates information sources.</p> <p>Chooses relevant information sources.</p>	<p>professional contexts with a focus on customers.</p> <p>Finds solutions to unpredictable problems in professional contexts.</p>	<p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Analyses issues in society and social ethics.</p> <p>Promotes the principles of sustainable development and social justice in their work.</p> <p>Can describe the opportunities and means available in the field for influencing society from the viewpoints of social justice and value ethics.</p> <p>Identifies factors influencing their professional ethics.</p>
1 The student	<p>Demonstrates their knowledge of the key concepts of the field.</p> <p>Describes the issues and phenomena of the field verbally and in writing.</p> <p>Uses databases and key information sources.</p> <p>Defines the need for information in specific situations.</p>	<p>Works in different situations and professional contexts.</p> <p>Makes observations in professional contexts.</p> <p>Anticipates action in professional contexts.</p>	<p>Participates in different professional activities or projects.</p> <p>Is able to make decisions in unpredictable operating environments.</p> <p>Considers communal aspects when dealing with people in learning and working communities and other groups and networks.</p>	<p>Follows the public discussion about professional ethics in the field.</p> <p>Recognises issues in society and social ethics.</p> <p>Recognises opportunities to follow the principles of sustainable development and social justice in their work.</p> <p>Recognises the opportunities and means</p>

				available in the field for influencing society from the viewpoints of social justice and value ethics.
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Level I, UAS Bachelor’s degrees, initial stage (NQF6)

Levels	Competence areas and descriptors			
	Professional competence and information retrieval	Professional skills, ability to work in expert roles and problem-solving skills	Team, network and leadership skills	Societal and ethical competence
<p>5 The student</p>	<p>Uses the concepts of the field systematically.</p> <p>Presents the issues and phenomena of the field to a chosen audience in writing.</p> <p>Discusses the issues and phenomena of the field with a chosen audience.</p> <p>Communicates about typical situations in their field.</p> <p>Evaluates information sources.</p> <p>Chooses relevant information sources.</p>	<p>Plans their actions in a professional context taking into consideration different work methods and can justify their choices.</p> <p>Works in different professional situations and contexts.</p> <p>Is able to work independently, responsibly and in a customer-focused manner.</p>	<p>Participates in complex professional activities or projects.</p> <p>Is able to make decisions in unpredictable operating environments.</p> <p>Considers communal aspects when dealing with different people in learning and working communities and other groups and networks.</p>	<p>Analyses the public discussion about professional ethics in the field.</p> <p>Analyses the opportunities and means available in the field for influencing society from the viewpoints of social justice and ethics.</p> <p>Considers the principles of sustainable development in their work.</p> <p>Acts ethically in typical contexts in the field and can justify their actions.</p>
<p>3 The student</p>	<p>Demonstrates their knowledge of the concepts of the field.</p> <p>Presents the issues and phenomena of the field verbally and in writing.</p>	<p>Acts in predictable professional situations with a focus on a specific customer group.</p> <p>Makes observations in isolated professional contexts and anticipates action.</p>	<p>Participates in different professional activities or projects.</p> <p>Is able to make decisions in different operating environments.</p> <p>Considers communal aspects when dealing with different people in</p>	<p>Considers the public discussion about professional ethics in the field.</p> <p>Describes the opportunities and means available in the field for influencing society</p>

	<p>Uses databases and key information sources in the field.</p> <p>Chooses relevant information sources on a case by case basis.</p>	<p>Is able to work independently and act in accordance with professional responsibility.</p>	<p>learning and working communities and other groups and networks.</p>	<p>from the viewpoints of social justice and ethics.</p> <p>Knows the principles of sustainable development and how they affect the work in the field.</p> <p>Acts ethically in typical contexts in the field and can justify their actions.</p>
<p>1 The student</p>	<p>Uses the concepts of the field.</p> <p>Presents the issues and phenomena of the field verbally and in writing.</p> <p>Searches for information from different sources.</p> <p>Recognises the need for information.</p> <p>Differentiates between common knowledge and knowledge arrived at through research.</p>	<p>Acts in accordance with instructions in isolated professional contexts.</p> <p>Demonstrates their knowledge of different professional customer groups.</p> <p>Acts in accordance with professional responsibility.</p>	<p>Participates in professional activities or projects.</p> <p>Makes decisions in different operating environments.</p> <p>Interacts with people in learning and working communities and other groups and networks.</p>	<p>Follows the public discussion about professional ethics in the field.</p> <p>Recognises the opportunities and means available in the field for influencing society from the viewpoints of social justice and ethics.</p> <p>Knows the principles of sustainable development.</p> <p>Acts ethically in typical contexts in the field.</p>



**Diaconia University of Applied Sciences, Assessment Criteria, UAS Master’s degrees**

Level IV, UAS Master’s degrees (NQF7, Specialisation studies NQF6-7)

Levels	Competence areas and descriptors			
	Professional competence and information retrieval	Professional skills, ability to work in expert roles and problem-solving skills	Team, network and leadership skills	Societal and ethical competence
<p>5 The student</p>	<p>Uses and applies a range of advanced and specialist concepts related to their chosen field in an advanced manner.</p> <p>Creatively and critically analyses, applies and interprets phenomena and terminology in the relevant fields.</p> <p>Creatively and critically retrieves information from national and international sources.</p> <p>Communicates verbally and in writing in demanding national and international settings.</p>	<p>Finds creative and appropriate solutions to demanding problems in the world of work and the field at large in collaboration with customers as well as national and international networks.</p> <p>Works independently in demanding expert and leadership roles in the field or as an entrepreneur.</p> <p>Critically evaluates the results and effectiveness of expert and leadership roles from different perspectives.</p>	<p>Develops new strategic approaches to leadership and advocacy work in complex and unprecedented situations.</p> <p>Develops communication and cooperation between workplace communities with an emphasis on quality.</p> <p>Applies information and communications technology independently and creates professional networks in collaboration with customers and experts in different fields.</p>	<p>Contributes to national and international expert networks.</p> <p>Contributes to public discussion on ethical issues.</p> <p>Applies the field-specific values and ethics in working communities with sufficient breadth and depth of knowledge.</p> <p>Systematically and innovatively promotes the principles of sustainability and accessibility in the field and related networks.</p>
<p>3 The student</p>	<p>Uses a range of advanced and specialist concepts related to their chosen field.</p> <p>Analyses, applies and interprets terminology in different fields.</p>	<p>Independently identifies appropriate solutions to multifaceted problems in the field in collaboration with customers and professional networks.</p>	<p>Develops, leads and evaluates a multidisciplinary organisation.</p> <p>Develops communication and cooperation between workplace communities.</p>	<p>Contributes to national and international expert networks.</p> <p>Participates in public discussion on ethical issues.</p>

	<p>Systematically retrieves information from a range of national and international sources.</p> <p>Communicates about field-specific topics in a confident manner both verbally and in writing in national and international settings.</p>	<p>Independently works in demanding expert, leadership or self-employed roles.</p> <p>Critically evaluates the results and effectiveness of expert and leadership roles.</p>	<p>Applies information and communications technology independently and creates professional networks in collaboration with customers and experts in different fields.</p>	<p>Interprets and applies a range of general ethical principles and professional ethics in multidisciplinary workplace organisations.</p> <p>Promotes the principles of sustainability and accessibility in their work.</p>
1 The student	<p>Expertly analyses, interprets and applies the concepts and phenomena in their field as a basis for developing their professional field.</p> <p>Retrieves information from national and international sources.</p> <p>Communicates verbally and in writing both within their organisation and regionally.</p>	<p>Identifies appropriate solutions to multifaceted problems in the field in collaboration with customers and professional networks.</p> <p>Works in expert, leadership or self-employed roles.</p> <p>Evaluates the results and effectiveness of expert and leadership roles.</p>	<p>Manages and develops tasks, activities and people in multidisciplinary workplace communities in an expert role.</p> <p>Applies information and communications technology and creates professional networks in collaboration with customers and experts in different fields.</p>	<p>Acts in various national and international expert networks in the field.</p> <p>Participates in public discussion based on professional ethics.</p> <p>Interprets and applies general ethical principles in their field of work.</p> <p>Uses the principles of sustainability and accessibility in practice.</p>