

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>