Regulations relating to suitability assessment in higher education

CONTENTS

Regulations concerning suitability assessment in higher education

Section 1. *Scope*

Pursuant to Regulations of 7 October 2005 no. 1109 concerning which programmes of study are to be subject to suitability assessment pursuant to section 4-10 of the Act relating to Universities and University Colleges, suitability assessment is to take place in connection with the following study programmes:

1. pre-school teacher
2. general teacher
3. subject teacher
4. vocational teacher
5. 1-year programme in educational theory and practice
6. audiologist
7. child welfare officer
8. bioengineer
9. occupational therapist
10. pharmacist (including dispensing technician)
11. physiotherapist
12. midwife
13. clinical nutritionist

14. medicine
15. optician
16. orthopaedic engineer
17. psychologist
18. radiographer
19. social worker
20. nursing
21. dentist
22. dental hygienist
23. dental technician
24. social educator

Section 2. *Suitability assessment/definition*

There is to be a continuous assessment of all the students throughout the study programme and it is to be incorporated in a comprehensive assessment of the student's academic and personal qualifications for work as a teacher or as a health or social care worker. A student posing a potential danger to the lives, physical and mental health, rights and safety of kindergarten children and pupils or patients, clients and users, is not suitable for the profession.

If there are grounds to doubt that a student is suitable, a special suitability assessment is required. The provisions of the Public Administration Act are applicable in special suitability assessment cases.

Section 3. *Assessment criteria for study programmes within teacher education*

Criteria to be used when assessing the suitability of a student for the study programmes mentioned in section 1 nos. 1 to 5 are:

a) the student shows a lack of willingness or ability for care and managing the learning processes of children and young people in accordance with the objectives and guidelines for the activities of kindergartens and schools
b) the student shows a lack of willingness or ability to be aware of what is happening in a group of children or a class and, based on this awareness, to create an environment that takes into account the safety and physical and mental health of children and young people
c) the student neglects his/her responsibility as a role model for children and young people in accordance with the objectives and guidelines for the activities of kindergartens and schools
d) the student shows a lack of willingness or ability to communicate and cooperate with children, young people and adults
e) the students has problems of a nature that seriously compromises his/her functions towards his/her surroundings
f) the student shows too little self-insight regarding tasks in teacher education and his/her future professional role
g) the student shows a lack of willingness or ability to change unacceptable behaviour in accordance with guidance

Section 4. *Assessment criteria within health and social care subjects*