

June 2026

Assessment of the Impact of Qualification Requirements Reform

Introduction

This tool is intended to be used as soon as the reform of qualification requirements begins. It may be used in any way that best supports the work. The idea is that it is applied throughout the project to the extent that is appropriate for each specific qualification development project.

The tool is designed to support the process and ensure that commonly agreed perspectives are considered from the outset. For impacts to materialise, it is essential that measures derived from the objectives are integrated into the qualification development process itself.

The impact assessment tool is closely linked with the content guidelines of the qualification development process.

Guidance: Start documenting at the beginning of the project and update the document progressively as the work advances. The tool can be used, for instance, in the project plan, briefing notes and in planning implementation support.

Contents of the Assessment Tool

The tool covers:

- Economic impacts
- Impacts on the availability of a skilled workforce
- Accessibility of qualification requirements
- Impacts on general employability skills
- Environmental and social impacts
- Other project-specific impacts
- Summary of impact assessment
- Ex post evaluation (

Project Details

Project name:

Why has the reform been initiated?

Provide a concise description of the key reasons and justifications.

Economic Impacts

OBJECTIVE: Cost-effectiveness and minimisation of administrative burden for education providers

Reforms always generate costs and require actions such as training teachers and workplace assessors, updating teaching materials, upgrading student administration systems, and acquiring equipment and materials. These aspects are considered in vocational education funding but must also be taken into account when planning implementation support.

GUIDANCE: If costs increase significantly, assess whether the qualification cost group needs revision in cooperation with the Ministry of Education and Culture.

PLANNING PHASE	
If the impact of the qualification reform on costs is so significant that the cost group of the qualification changes, has a preliminary assessment been carried out in cooperation with the Ministry of Education and Culture to revise the cost group? (If necessary, include this information also in the summary of the impact assessment.)	

GUIDANCE: Reforms should primarily be implemented using a transition period. If an alternative approach is chosen, please read the following.

PLANNING PHASE	
<i>The introduction of new qualification requirements must not impose unreasonable costs on education providers; in other words, the reform should be implemented in line with the principle of minimising adverse effects. The administrative burden is generally higher in reforms introduced through amendment without a transition period, particularly if mandatory competence requirements are changed. If the reform involves more than simply increasing optionality, a comprehensive revision with a transition period is strongly recommended.</i>	
If the reform is implemented through an amendment and involves more than an increase in optional components, estimate the financial costs of the reform. A rough calculation of the administrative workload can be made using the following formula: number of students in the qualification × 0.5 hours × €30 Also record in the summary of the impact assessment the specific reasons and justification for selecting this approach. €	



Impact on the availability of a skilled workforce

GUIDANCE: Start documenting at the beginning of the project and update the document as the work progresses, at a pace appropriate to your needs and the advancement of the project. The entries made here can be used, for example, in the project plan, briefing notes, and in planning implementation support.

OBJECTIVE: Qualification structure meets labour market needs

PLANNING PHASE	
Which stakeholders and clients will be invited to participate in the qualification development project? How will communication be carried out and how will they be reached? Ensure the participation of stakeholders relevant to specific issues and needs. Pay particular attention to the statutory obligation to consult the Sámi Parliament.	
DURING THE PROJECT AND IN EX POST EVALUATION	
Outcome of stakeholder participation. If there are deviations from the plan, please specify:	<i>Implemented as planned.</i>

OBJECTIVE: Identify shared competences across different sectors and avoid overlapping qualification units.

PLANNING PHASE	
What common competences have been identified? - Which existing cross-sectoral (sector-neutral) qualification units are used (<i>see the list of existing units in the Y: qualification development projects folder</i>)? - What new cross-sectoral qualification units will be developed, and in collaboration with whom?	
DURING THE PROJECT AND IN EX POST EVALUATION	
Outcome regarding the use and development of cross-sectoral qualification units. Will the completion rates of certain qualification units be subject to closer monitoring?	



OBJECTIVE: The development of qualification requirements is evidence-based.

PLANNING PHASE	
Which strategies or action programmes (e.g. from central government or specific sectors) should be utilised or taken into account in the development of the qualification requirements? <i>Mapping of strategies, action programmes or regulations related to the qualification can be supplemented at the beginning of the project in collaboration with stakeholders, for example in a kick-off event.</i>	
Which strategies and action programmes are taken into account in the development of the qualification requirements? (Note also the Strategy AI-Agent.)	
Which national or international regulations and agreements are relevant to the project?	
DURING THE PROJECT AND IN EX POST EVALUATION	
How have the above-mentioned strategies and regulations been taken into account in the qualification requirements?	
What kinds of impacts are expected from the development needs arising from these strategies and regulations? <i>(Include these also in the summary of the impact assessment.)</i>	
How should the above-mentioned aspects be taken into account in implementation support?	

OBJECTIVE: Accessibility of the qualification requirements

PLANNING, DURING THE PROJECT AND IN EX POST EVALUATION	
Clear language guidelines have been followed in developing the qualification requirements (<i>see content guidelines</i>) (Yes/No)	
Has the language been tested (Yes/No): - with students - using AI Kipo agent - by other parties – which?	
Are the terms used gender-neutral (e.g. avoiding words such as <i>man, father, housewife</i>)? (Yes/No)	



Impact on general working life skills

OBJECTIVE: The competences defined in the qualification requirements take into account the general skills needed in working life.

PLANNING AND DURING THE PROJECT	
Language competence (language of the qualification, second national language, foreign languages) <i>(see the content guidelines for examples of competence requirements)</i>	
Language competence across the entire qualification	
The level and need for competence in the qualification language required in working life for the sector have been identified.	<i>Yes/No/further description of language competence</i>
The level and need for competence in the second national language and a foreign language required in working life for the sector have been identified <i>(note NQF level requirements and eligibility for further studies)</i>.	<i>Yes/No/further description of language competence</i>
The required language competence (qualification language, second national language and foreign language) has been incorporated into the vocational skills requirements.	<i>Yes/No/language competence included in the vocational skills requirements</i>
Language competence within units of the qualification	
The level and need for competence in the qualification language required by the work process have been identified.	
The level and need for competence in the second national language and a foreign language required by the work process in the sector have been identified.	
The required language competence (qualification language, second national language and foreign language) has been incorporated into the vocational skills requirements.	

PLANNING AND DURING THE PROJECT	
Key competences for lifelong learning <i>(Note: sustainable development and digital skills are addressed elsewhere in this tool.)</i>	
How are skills for developing one's own competence (learning to learn) reflected in the vocational skills requirements?	
How is entrepreneurial competence (including intrapreneurship) reflected in the vocational skills requirements?	
How is STEM competence reflected in the vocational skills requirements?	



How are civic competences and citizenship skills reflected in the vocational skills requirements?	
IN EX POST EVALUATION	
For example: - How are these aspects taken into account in implementation support and related events? - Will the completion volumes of specific units of the qualification be monitored more closely?	

PLANNING AND IN EX POST EVALUATION	
Are there competences in the qualification requirements that cannot be adapted or from which deviations cannot be made? (<i>guidance</i>)	
No/Yes	
If you answered yes, describe the key vocational competence or occupational safety requirements that must be achieved in order to practise the profession in question.	
IN EX POST EVALUATION	
How should the above-mentioned aspects be taken into account in implementation support?	

Impact on competences related to digitalisation, the green transition and social sustainability

OBJECTIVE: Impact on competences related to digitalisation, the green transition and social sustainability

PLANNING PHASE	
The qualification requirements ensure sector-specific competences related to the green transition (<i>see content guidelines for examples of vocational skills requirements</i>).	
What kinds of green transition competences are included in the mandatory units of the qualification?	
What kinds of green transition competences are included in the optional units of the qualification (in addition to the common green transition units)?	
The qualification requirements ensure competences related to social sustainability. Social sustainability includes interaction with diverse clients, working in a diverse (work) community, as well as competences related to wellbeing and safety (<i>see content guidelines for examples of vocational skills requirements</i>)	
What kinds of social sustainability competences are included in the mandatory units of the qualification?	



What kinds of social sustainability competences are included in the optional units of the qualification?	
Sector-specific digital competences and capabilities are ensured in the qualification requirements (see content guidelines).	
What kinds of digital competences are included in the mandatory units of the qualification?	
What kinds of digital competences are included in the optional units of the qualification (in addition to the common green transition units)?	
DURING THE PROJECT AND IN EX POST EVALUATION	
For example: - How are these aspects taken into account in implementation support and related events? - Will the completion rates of specific units of the qualification be monitored more closely?	

Other project-specific impacts

GUIDANCE: Review the following focus areas from the perspective of your project. Consider in more detail only those that are relevant to your qualification development project.

PLANNING PHASE	
Are there competences that should be retained or strengthened in the qualification reform in terms of security of supply and preparedness? No / No information / Yes: What? (see content guidelines)	
Do the qualification requirements include competences that may be considered to have particular objectives from the perspective of integration? No / Yes: What?	
Is the reform linked to the right of national linguistic and cultural minorities to maintain and develop their language and culture? No / Yes. How is this taken into account in the vocational skills requirements?	
Does the reform have an impact on the welfare of kept or wild animals? No / Yes. How is this taken into account in the vocational skills requirements?	
DURING THE PROJECT AND IN EX POST EVALUATION	
For example: - How are these aspects taken into account in implementation support and related events? - Will the completion volumes of specific units of the qualification be monitored more closely?	