ASSESSMENT OF LEARNING AND COMPETENCE IN THE BACHELOR'S DEGREE PROGRAMME

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

The competences are always assessed by using the criteria in force at the time in question. The criteria can be changed during the studies. The basis of assessment described below were valid when the curriculum was published.

Assessment of Generic Working Life Competences

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE *learning skills (EQF)* Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	At satisfactory level: • is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	At satisfactory level: • changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. • brings up the views put forward by experts that he/she appreciates as the project progresses
	At good level: • is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions	At good level: • in a goal-oriented manner, compares different perspectives together with other project actors

	together with other actors in order to achieve a shared goal	
	At excellent level: • is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	**At excellent level:** • models a development project as a whole from the perspective of impact
ETHICAL COMPETENCE	**At satisfactory level:** • is able to follow the principles of equality and fairness • is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions • is able to apply the principles of sustainable development (environmental, social and financial responsibility) • acts as a responsible global citizen	**At satisfactory level:** • follows the agreed operating methods • is considerate to others, gives space to other people's ideas and listens • complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation • understands that local actions may also have international impacts and vice versa
	At good level: • accepts responsibility for his/her own actions • accepts responsibility for the actions of the group	**At good level:** • recognizes conflicts associated with choices • compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good • shows appreciation for the work and outputs of others, for example by citing the original sources

	At excellent level: • draws on his/her competence to have an impact in society (LbD regional development)	**At excellent level:** • designs/develops customer/client -oriented and sustainable solutions including a financial, social and environmental aspect
COMMUNICATION COMPETENCE (IN WORK COMMUNITY) *The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.*	**At satisfactory level:** • is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	**At satisfactory level:** • observes the communication requirements and capacities of the project • by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	At good level: • is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities	**At good level:** • communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels

	of internationalisation development	• finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	At excellent level: • is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	**At excellent level:** • has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication
INNOVATION COMPETENCE	**At satisfactory level:** • is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	**At satisfactory level:** • obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	At good level: • is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	**At good level:** • documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices

		• relevant to the field and follows them • has the courage for constructive questioning
	At excellent level: • is able to create new working methods by using creative problem-solving and finds customer/client - oriented, sustainable and cost-effective solutions	**At excellent level:** • suggests and implements solutions bravely and creatively, justifies his/her point of view • has visions of future (foresight, ability to also see the past) • is creative
MANAGEMENT COMPETENCE **Management** comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group <u>of people</u> will work better and more efficiently than without management	**At satisfactory level:** • is able to draw on the basics of management and entrepreneurial operation as part of project work	**At satisfactory level:** • recognizes his/her role in order to manage his/her own actions in the project • identifies the goals of the project and sets goals for him/herself
	At good level: • is able to lead a development project as a Project Manager • is able to promote a communal spirit among those participating in a development project by personal example	**At good level:** • draws up a project plan (legal and financial aspects) • communicates about decisions and project changes, solves communication and interaction problems • plans and implements a budget • organises project activities and allocates responsibilities and tasks to actors • supports the actors' development as Project Manager • makes decisions in unexpected situations • identifies risks and takes steps to find a solution

		• monitors and evaluates the project in comparison to the plan
	At excellent level: • is capable of proactive management • is able to generalise management competence produced in a development project in working life development	At excellent level: • has visions of future • renews management culture

Assessment of Studies

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
4 (Good),
3 (Good),
2 (Satisfactory),
1 (Satisfactory) and
0 (Fail).

Some study units or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

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Table 2. Shared assessment criteria for initial stage and graduation stage students

	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer/client-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer/client relations, and understand the meaning of customer/client relationships for the big picture. • Develop and renew activities of multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for

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	• Act professionally in customer/client situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	activities, and justify the choices. • Prioritise and maintain customer/client relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.
SATISFACTORY, grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers/clients into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer/client and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer/client-oriented ways and according to the situation, and understand customer/client needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.

The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.