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.

Assessment of Studies

Study units and projects are graded as follows:

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

Some study units or parts can also be graded simply as Pass (HYV) or Fail (HYL).

Framework for Assessment

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.

The assessment framework includes two requirement levels, Level I and Level II. A requirement level, outlining the criteria used for assessment, has been defined for each study unit. Requirement levels are defined for projects and, if required, for modules before the beginning of competence demonstration. The specific competence criteria (according to level I or II) are described in the implementation plan of each study unit/project. The assessment criteria serve as benchmarks for assessing the qualitative achievement of the learning outcomes indicated in the curriculum.

Within the requirement levels of the assessment framework, the required competence is described for levels Pass/1, 3 and 5. The competence acquired by students is assessed comprehensively. For good competence (3), it is required to also meet the criteria for satisfactory competence. Similarly, for excellent competence (5), the assessment criteria for satisfactory and good competence must also be met. If the criteria for good competence are not fully met but all the criteria for a satisfactory level are met, the grade will be 2. Similarly, the student's grade will be 4 if the competence level is good but still not excellent in all respects.

The following criteria apply to all studies except the thesis, which is assessed according to a set of specific criteria expressed in the thesis guidelines. The assessment criteria are based on the European (EQF) and national (NQF) qualifications frameworks.

LAUREA

Table 2. Framework for assessing the competence of bachelor students: requirement level I

	PROFESSIONAL KNOWLEDGE BASIS, INFORMATION SEARCHING AND REPORTING	PROFESSIONAL PRACTICE AND WORKPLACE DEVELOPMENT	Assessed as applicable: TEAMWORK SKILLS, LEADERSHIP AND RESPONSIBILITY
Grade 5 The student is able to…	• use professional concepts extensively • compare and choose • relevant information • report and communicate in a professional manner	• work independently, using the skills and methods learned • take responsibility for interaction with customers and/or co-operation partners and for responding to their needs • anticipate his/her need for guidance	• promote the team's work and team spirit • manage his/her time appropriately, completing the agreed tasks at the required quality level • work responsibly, applying the skills and methods learned • plan and evaluate their work, taking safety and/or ethical aspects into consideration
Grade 3 The student is able to…	• use professional concepts in a consistent manner when explaining various work practices and situations • gather information and use his/her knowledge basis report in the agreed manner	• work using the skills and methods learned • engage in professional interaction with customers and/or co-operation partners and identify their needs • take part in guidance and utilise it	• engage in goal-oriented work in a team • plan and manage the progress of his/her work and use of time • detect safety-related risks • justify this/her actions in accordance with the professional code of conduct
Grade pass/1 The student is able to….	• use essential professional concepts when explaining various work practices and situations • search for information in different sources • report	• work under guidance using the skills and methods learned • interact with customers and/or co-operation partners • receive guidance	• work as a member of a team • plan the progress of his/her work and use of time under guidance • work safely and in accordance with the professional code of conduct • follow the provided instructions and rules

LAUREA
AMMATTIKORKEAKOULU | Yhdessä enemmän

Table 2. Framework for assessing the competence of bachelor students: requirement level II

	PROFESSIONAL KNOWLEDGE BASIS, INFORMATION SEARCHING AND REPORTING	PROFESSIONAL PRACTICE AND WORKPLACE DEVELOPMENT	Assessed as applicable: TEAMWORK SKILLS, LEADERSHIP AND RESPONSIBILITY
Grade 5 The student is able to…	• analyse the acquired information, draw conclusions and combine theoretical knowledge with experiential knowledge	• evaluate the applicability of produced knowledge, skill or idea to other contexts as well as their impact • anticipate needs of customers and/or co-operation partners	• evaluate and develop the team's entrepreneurial and responsible approach to work • evaluate the possibilities for utilising competence and plan his/her personal development and development of the team
Grade 3 The student is able to…	• critically evaluate information and justify their actions with science-based knowledge	• propose creative solutions at work • promote professional co-operation and enhance customer and partner relationships	• act in a manner that promotes the team's entrepreneurial and responsible approach to work • describe the development of his/her competence in relation to the learning outcomes
Grade pass/1 The student is able to…	• use professional concepts in a consistent manner and demonstrate his/her familiarity with the knowledge basis • report and communicate in a professional manner	• act independently taking into account the operating environment • take responsibility for interaction with customers and/or co-operation partners and for responding to their needs	• describe the significance of his/her actions for successful co-operation • describe his/her competence in relation to the learning outcomes

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.