

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 <i>learning skills (EQF)</i> Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	At satisfactory level: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> in a goal-oriented manner, compares different perspectives together with other project actors

	<p>together with other actors in order to achieve a shared goal</p>	
<p>ETHICAL COMPETENCE</p>	<p>At excellent level:</p> <ul style="list-style-type: none"> • 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 	<p>At excellent level:</p> <ul style="list-style-type: none"> • models a development project as a whole from the perspective of impact
	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • 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 	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • 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
	<p>At good level:</p> <ul style="list-style-type: none"> • accepts responsibility for his/her own actions • accepts responsibility for the actions of the group 	<p>At good level:</p> <ul style="list-style-type: none"> • 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

	<p>At excellent level:</p> <ul style="list-style-type: none"> draws on his/her competence to have an impact in society (LbD regional development) 	<p>At excellent level:</p> <ul style="list-style-type: none"> designs/develops customer/client - oriented and sustainable solutions including a financial, social and environmental aspect
<p>COMMUNICATION COMPETENCE (IN WORK COMMUNITY)</p> <p><i>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.</i></p>	<p>At satisfactory level:</p> <ul style="list-style-type: none"> is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations 	<p>At satisfactory level:</p> <ul style="list-style-type: none"> 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
	<p>At good level:</p> <ul style="list-style-type: none"> 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 	<p>At good level:</p> <ul style="list-style-type: none"> 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

	<p>of internationalisation development</p>	<ul style="list-style-type: none"> • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
<p>INNOVATION COMPETENCE</p>	<p>At excellent level:</p> <ul style="list-style-type: none"> • 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 	<p>At excellent level:</p> <ul style="list-style-type: none"> • 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
	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • 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 	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	<p>At good level:</p> <ul style="list-style-type: none"> • is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge 	<p>At good level:</p> <ul style="list-style-type: none"> • documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices

		<p>relevant to the field and follows them</p> <ul style="list-style-type: none"> • has the courage for constructive questioning
	<p>At excellent level:</p> <ul style="list-style-type: none"> • is able to create new working methods by using creative problem-solving and finds customer/client - oriented, sustainable and cost-effective solutions 	<p>At excellent level:</p> <ul style="list-style-type: none"> • 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
<p>MANAGEMENT COMPETENCE</p> <p>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</p>	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • is able to draw on the basics of management and entrepreneurial operation as part of project work 	<p>At satisfactory level:</p> <ul style="list-style-type: none"> • 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
	<p>At good level:</p> <ul style="list-style-type: none"> • 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 	<p>At good level:</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> monitors and evaluates the project in comparison to the plan
	<p>At excellent level:</p> <ul style="list-style-type: none"> is capable of proactive management is able to generalise management competence produced in a development project in working life development 	<p>At excellent level:</p> <ul style="list-style-type: none"> 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.

The assessment framework includes two requirement levels, Level I and Level II. The requirement level of a module/study unit/project is determined before its implementation begins.

Within the requirement levels of the assessment framework, the required competence is described for levels H/1 (H='pass'), 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.

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...	<ul style="list-style-type: none"> use professional concepts extensively compare and choose relevant information report and communicate in a professional manner 	<ul style="list-style-type: none"> work independently, using the skills and methods learned take responsibility for interaction with customers and/or co-operation partners 	<ul style="list-style-type: none"> promote the team's work and team spirit manage his/her time appropriately, completing the agreed tasks at the required quality level

		<p>and for responding to their needs</p> <ul style="list-style-type: none"> anticipate his/her need for guidance 	<ul style="list-style-type: none"> work responsibly, applying the skills and methods learned plan and evaluate their work, taking safety and/or ethical aspects into consideration
<p>Grade 3 The student is able to...</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>Grade pass/1 The student is able to...</p>	<ul style="list-style-type: none"> use essential professional concepts when explaining various work practices and situations search for information in different sources report 	<ul style="list-style-type: none"> work under guidance using the skills and methods learned interact with customers and/or co-operation partners receive guidance 	<ul style="list-style-type: none"> 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

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
<p>Grade 5 The student is able to...</p>	<ul style="list-style-type: none"> analyse the acquired information, draw conclusions and combine theoretical knowledge with experiential knowledge 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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...	<ul style="list-style-type: none"> critically evaluate information and justify their actions with science-based knowledge 	<ul style="list-style-type: none"> propose creative solutions at work promote professional co-operation and enhance customer and partner relationships 	<ul style="list-style-type: none"> 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...	<ul style="list-style-type: none"> use professional concepts in a consistent manner and demonstrate his/her familiarity with the knowledge basis report and communicate in a professional manner 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.