

Process name	Description created
Assessment of student competencies	15.1.2010
Person/s responsible	Last updated
Paula Kinnunen, Teemu Kokko	19.2.2010
Process approved by	Approved
Vice President (education)	19.2.2010*

\* Description reviewed also by the Management Group on 19 February 2010

## Assessment process

### Assessment of student competencies

Background	Course assessment	AHOT assessment	Recording of grade in Winha	Rectification process	Assessment of the assessment process
<ul style="list-style-type: none"> <li>Competence objectives (as set in DP planning) defined in course descriptions (factual, applied)</li> <li>Principles of development-oriented learning</li> <li>Dimensions of reflection and cooperation included</li> <li>Assessment based on investigative and development-oriented approach seeks regeneration and changes in practices (cf. Kauppi 2003 attached)</li> </ul>	<ul style="list-style-type: none"> <li>Course descriptions define grading principles, e.g. exam 50%, assignment 30%, class participation 20%</li> <li>The general rule is that the minimum score for a passing grade is 50%</li> </ul>	<p>Examples</p> <ul style="list-style-type: none"> <li>Job certificates</li> <li>Interviews</li> <li>Demonstration</li> <li>Other</li> </ul> <p>Same scale as for course assessments</p>	<ul style="list-style-type: none"> <li>Within 3 weeks after end of course (2 weeks in spring)</li> <li>AHOT assessment (awarding of credit for existing competencies) has similar time frame (3 or 2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>The student can request the teacher to review a grade within 14 days of having received notification of the grade</li> <li>The teacher gives the decision on such a rectification request using the standard form (<a href="#">Henkilöstön intranet &gt; Lomakkeet &gt; Koulutus-hallinto</a>)</li> </ul>	<ul style="list-style-type: none"> <li>By number of rectification requests to the Degree Board</li> <li>Distribution of grades in Winha</li> <li>Degree programme directors take action if grade distributions deviate too much from the norm</li> </ul>

## Learning types and elements

Translated from Kauppi (2003) in Kotila, H. (ed.) *Ammattikorkeakoulupedagogiikka*

	<b>Reflective evaluation of operating practices</b>	<b>Theoretical/ discursive knowledge foundation</b>	<b>Transformation of operating practices</b>
<b>Non-learning</b>	Identity protection	Faith in tradition	Resistance to change
<b>New learning</b>	Following rules and operating practices	Silent knowledge based on experience of the field	Reproduction of existing operating practices
<b>Reflective learning</b>	Reflection on personal and organisational processes	Building of personal and organisational knowledge foundation	Application of received knowledge
<b>Regenerative learning</b>	Critical reflection based on context	Generation of new knowledge in context of new operating practices	Focused and cooperative creation of new operating practices