

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

Learning types and elements

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

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