

<a href="#">Process name</a>	<a href="#">Description created</a>
Assessment of student competencies	15.1.2010
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<a href="#">Process approved by</a>	<a href="#">Approved</a>
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