This attachment is referred to in the last sentence of Section 20 of the Degree Regulations of Metropolia University of Applied Sciences: *"Course assessment criteria and operating procedures may be defined in more detail in the course assessment guidelines."*

Course assessment guidelines

The following presents the assessment principles (Part I) and the best practices related to assessment (Part II) at Helsinki Metropolia University of Applied Sciences. These guidelines concern degree studies for both youth and adult students, Master's degrees and specialisation studies. The principles and practices in these guidelines are also applied to the assessment of prior learning. Teachers in charge of degree programmes and courses must ensure that these guidelines are followed in course assessment.

I Course assessment principles

The value of assessment

Assessing student learning is an important part of the training and learning process. It is closely tied to the planning of the degree programme and its teaching, and the implementation of teaching and learning.
Assessment helps to define and maintain a high level of training and it also ensures that the training is appreciated and accepted by working life.
Assessment indicates to students, teachers and employers what the student knows, understands and can do having completed all the courses in a degree programme and having graduated.

1. Target and purpose of assessment

The target of assessment is to

- support students' learning and competence development
- assess and develop the quality of training and learning.

The purpose of assessment is to

- tell students that they have reached certain learning outcomes
- tell students to what extent that they have reached their learning outcomes
- motivate students by giving them a chance to assess and verify what they have learned
- inform students of their strengths and weaknesses - with the purpose of increasing the student's level of information, understanding and skills.

2. Assessment principles

Those in charge of assessment must ensure that the assessment and the methods used concern predetermined learning outcomes. The assessment must be

- equitable, that is, understandable and equal
- justified, that is, the assessment methods ensure that the learning results can be compered with learning outcomes that have been set
- reliable, that is, the assessment decisions are based on verifiable performance and unambiguous principles
- feasible, that is, the assessment does not cause too much work to either student or teacher.

Good assessment practices are open, transparent and interactive. Good practices include

- definition and publication of approved grades and what is required to receive a certain grade
- certainty of the fairness and reliability of assessment processes and decisions

- giving students regular and immediate feedback on progress, identifying strengths and weaknesses and providing instructions on how performance and learning can be improved
- giving students a chance to discuss with their teacher how they are making progress.

3. Publicising assessment consists of
- which learning outcomes are being assessed
- purpose, methods and timetables of assignments and performance to be assessed
- instructions on the nature, structure etc. of written and other performance
- assessment criteria, including description of approved result (threshold for passing the course) and description of higher levels; these tell the students what is expected of them to pass the course or to get a certain grade.
- factors affecting the final grade and what their weightings are
- more detailed grading principles applied by teachers.

4. Feedback as part of assessment
- Students must receive regular and feedback on their performance and progress.
- The feedback combines learning outcomes, results and assessment criteria.
- The feedback will encourage the student to improve and get better results.
- The feedback will result in a discussion either between teacher and student or among students themselves.

Students' performance may improve owing to the feedback when
- they are aware of or they are explained the criteria and goals for assessment
- students can fully prepare for assessment, for example by getting a clear and comprehensive explanation of what is required of them, how to produce a good course performance and what the assessor is looking for in a good performance, and by receiving examples of previous assessment decisions
- students receive immediate feedback in a way that encourages thinking and discussion
- students are given a chance to discuss assessment results with their teacher or student group.

II Course assessment practices

1. Assessment as part of standard operations in degree programme
- Assessment is a key part of planning a degree programme and the courses included in it - there is a clear correlation between courses assessed and the learning outcomes of the degree programme.
- The assessors must understand the assessment objectives and have the necessary instructions and training to do it.
- The timetables of courses to assess must not cause any undue load to the student or teacher.
- Assessment decisions are made on the basis of uniform criteria, grade description and guidelines.

2. Assessment process and related information systems
- Assessment is based on the definition of learning outcomes and core competences concerning all courses in the degree programme's curriculum through the Peppi system.
- The teacher makes an assessment plan (the Teaching and assessment plan template in Peppi), selects the assessment scale, enters information about the grounds for assessment in the Peppi system (learning assignments and their weightings for the final grade), assessment methods and dates.

- The prerequisite for course assessment is that the student has registered on a course through WinhaWille and the teacher has accepted the registration through WinhaWiivi.
- The teacher enters the grade in WinhaWiivi no later than four weeks after the course has finished and any performance included in it that was completed - but in any case well before the next possible retake.
- At the end of the course, students provide feedback on how the course was organised and taught, and a self-assessment of their studies and learning through the 'Course feedback' system.

3. Assessment models

Assessment may be of various types

- diagnostic assessment: predicts or defines, at the beginning of a course, the student's aptitude or strengths (eg level tests)
- formative assessment: gives students and teachers feedback on learning progress during a course/studies and has an effect on learning and teaching
- summative assessment: assessment of achieved learning, provides a final assessment decision (grade) for a course.

We recommend that a number of different methods be used, which may be, for example:

- Negotiation about assessment criteria with students. This often leads to similar criteria which the teacher would use in any case, but this gives students the opportunity to understand them better and also to become committed to them. Helps teachers to improve their practices.
- Self-assessment: Students assess their own performance and learning results against the assessement criteria and learning outcomes.
- Peer assessment: Usually only used in formative assessment - develops students' perception of good learning, competence and study performance.
- Group assessment: Suitable for, for example, project studies and project assessment; teachers, the group's students and any working life parties participate in the the assessment discussion that focuses on the group members' study performance.

4. Entering the assessment into Winha

Tuubi (Tuubi > For staff > Opintoasiat > Winhan ohjeet, in Finnish only) contains a link to the WinhaPro instructions which include instructions for course assessment.

5. Instructions for assessment in the degree regulations, and correcting an assessment

Metropolia's degree regulations are available in Tuubi (Tuubi > For Student > Legislation and Decrees > Degree Regulations), and its 3rd chapter provides instructions for

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ASSESSMENT OF PERFORMANCE ON THE BASIS OF LEARNING OUTCOMES

Learning outcomes guide all stages of training and learning–and assessment in particular–which is why the definition of learning outcomes and core studies, course implementation and assessment of learning results must form a seamless and logically flowing process:

- Define the learning outcomes for the course or module (core competence).
- Using the learning outcomes as the basis, define in more detail, for the purposes of course/module implementation, its learning outcomes, core content and other content (core competence, supplementary learning and special learning).
- Plan the teaching and learning strategies/methods and the learning assignments to be assessed
- Plan the assessment methods that can verify whether the learning outcomes have been achieved
- Define the assessment threshold values, learning levels and criteria
- Gather feedback, evaluate and develop implementation.

The criteria for assessing learning describe how the learning achieved by the student is evaluated during a course/module and what descriptors are used for the definition of various grades (excellent 5, good 4-3, satisfactory 2-1, fail 0). The assessment criteria indicate to students what is required of them to pass the course and to get a certain grade.

The criteria are listed below as an example for general learning outcomes included in a Bachelor's degree for studies at three different levels and professional development (final stage/expert, intermediate/advanced learner, early stage/beginner). Determining the grade may be based on qualitative assessment of learning, in which case the assessment methods and performance must include methods for testing and displaying learning of various levels. Assessment methods may also include the option of quantitative assessment of learning (number of correct exam answers or number of assignments completed etc.). The assessment criteria have been placed in the assessment framework in three columns (professional information, professional skills, attitudes). The criteria for higher grades always describe a more demanding level of learning, action and thinking. A field of study and degree programme may divide or combine columns and provide more detailed assessment criteria to make them correspond better with the learning outcomes of the degree. while teachers of a certain course/module may select a suitable level from the framework, divide or combine columns and to provide more detailed assessment criteria to make them correspond better with the learning outcomes of a course/module.

The terms, level of learning and stages of professional development in the frame should be applied to each field of study or degree programme. The assessment framework is designed as a terminology tool to describe learning assessment criteria.

FINAL STAGE OR DEMANDING STUDIES (approx. 3rd or 4th year)/EXPERT

	PROFESSIONAL KNOWLEDGE	PROFESSIONAL SKILLS, PERFORMANCE AND DEVELOPMENT	RESPONSIBILITY, COOPERATION AND MANAGEMENT
LEVEL OF LEARNING	**The student is able to:**	**The student is able to:**	**The student is able to:**
Excellent 5	- display a good understanding of professional information - use theoretical and professional concepts and knowledge like an expert and combine them into larger entities - create and communicate new information	- develop innovative and alternative solutions to professional assignments and problems - apply professional expertise in new situations - take responsibility for a professional process in its entirety	- develop the community's safety and responsibility - apply professional ethics in various situations - manage the professional development of individuals/groups - act purposefully and to develop himself and working life
Good 4-3	- use concepts and knowledge in his field fluently and comprehensively - assess and use information sources and research information with a critical eye	- apply research information to professional assignments - operate in a range of work situations, also in international contexts - act in a client- and customer-oriented way and as an entrepreneur	- act responsibly in work duties, taking safety issues into consideration - evaluate actions from the viewpoint of professional ethics - represent his professional field in multidisciplinary and international groups and projects
Satisfactory 2-1 or Pass	- apply professional knowledge in the field appropriately - use concepts and information in his field systematically - argue a course of action on the basis of research information and findings - find information and argue the use of his sources	- work in various duties depending on the assignment - define the principles of and requirements for his actions - show that he has achieved the targets for core competence	- find out the safety instructions concerning a word assignments and to act accordingly - act according to the relevant professional ethical principles - plan and guide the operation of multidisciplinary groups - communicate about professional issues
Fail 0	- The student does not know or appreciate knowledge in the field sufficiently - The student cannot use concepts in the field properly	- The student's professional level is insufficient to be an expert - The student is not acting in accordance with his training and guidance	- The student is careless about professional safety or ethical principles - The student is not motivated by or participating in group or development work

The terms, level of learning and stages of professional development in the frame should be applied to each field of study or degree programme. The assessment framework is designed as a terminology tool to describe learning assessment criteria.

INTERMEDIATE OR ADVANCED STUDIES (approx. 2nd or 3rd year)/ADVANCED LEARNER

	PROFESSIONAL KNOWLEDGE	**PROFESSIONAL SKILLS, PERFORMANCE AND DEVELOPMENT**	**RESPONSIBILITY, COOPERATION AND MANAGEMENT**
LEVEL OF LEARNING	**The student is able to:**	**The student is able to:**	**The student is able to:**
Excellent 5	- use concepts and knowledge in his field professionally - argue the use of his sources - argue a course of action on the basis of research information or findings	- operate in a range of duties and work situations, also in international contexts - to act in a way that is customer-oriented and displays entrepreneurial spirit	- to act responsibly, taking safety issues into consideration - argue his choices on the basis of professional ethics - organise and manage the operation of a group and project
Good 4-3	- use concepts and knowledge in his field systematically - find information and assess and use information sources with a critical eye	- apply professional information in professional assignments - apply professional expertise in various work assignments - act independently and responsibly in professional contexts	- plan operations with safety in mind - act according to professional ethics - act purposefully in working groups and projects
Satisfactory 2-1 or Pass	- display learning in professional knowledge and core content in the field - search information from a variety of sources	- work in various duties in a variety of operating environments - show that he has achieved the targets for core competence	- display learning in the key safety practices in the field - act according to ethical principles - to contribute his learning for the benefit of a group or project
Fail 0	- The student does not know or appreciate knowledge in the field sufficiently - The student does not know or cannot use concepts in his field properly	- The student's professional level is insufficient - The student is not acting in accordance with his training and guidance - The student is not trying to develop himself or his actions	- The student is unconcerned about professional safety or ethical principles - The student is not motivated by or participating in group or development work

The terms, level of learning and stages of professional development in the frame should be applied to each field of study or degree programme. The assessment framework is designed as a terminology tool to describe learning assessment criteria.

INITIAL STAGE OR BASIC STUDIES (approx. 1st year)/BEGINNER

	PROFESSIONAL KNOWLEDGE	**PROFESSIONAL SKILLS, PERFORMANCE AND DEVELOPMENT**	**RESPONSIBILITY, COOPERATION AND MANAGEMENT**
LEVEL OF LEARNING	**The student is able to:**	**The student is able to:**	**The student is able to:**
Excellent 5	- use concepts and knowledge in his field systematically - assess and use various information sources	- apply professional information in professional assignments - work in various duties in a variety of operating environments - act independently and responsibly in professional contexts	- to take safety issues into consideration in his action - argue his choices on the basis of professional ethics - organise the activities of a group of students
Good 4-3	- display an understanding of concepts and professional knowledge in the field - assess and limit the amount of information needed	- operate well in typical professional duties and contexts - operate in a multicultural environment	- operate safely - act according to professional ethics - operate in a student group
Satisfactory 2-1 or Pass	- display learning in core content - use individual professional concepts correctly - find information for a specific situation - distinguish between non-theoretical and theoretical information	- act in individual professional situations as instructed - display learning in his professional field - show that he has achieved the targets for core competence	- follow safety instructions - display learning in the ethical principles of his professional field - operate as a member of a student group
Fail 0	- The student does not know or appreciate knowledge in the field sufficiently - The student does not know or cannot use concepts in his field properly	- The student's professional level is not properly developed - The student is not acting in accordance with his training and guidance	The student is not familiar with instructions related to professional safety or ethical principles - The student withdraws from cooperation with others

The terms, level of learning and stages of professional development in the frame should be applied to each field of study or degree programme. The assessment framework is designed as a terminology tool to describe learning assessment criteria.