

PLANS FOR THE IMPLEMENTATION OF COMPETENCE ASSESSMENT

Vocational Qualification in Business

Vocational Qualification in Information and Communications Technology

**Business College Helsinki/
Helsinki Business College Oy**

2021

Version 2.0

Approved by the Business College Helsinki management team 13.4.2021

The implementation plans for vocational qualifications in Business and Information and Communications Technology are available at the Business College workplace instructor and assessor website at <https://ohjaaja.bc.fi/sisaantulosivu/arviointi-tyopaikalla/#arvioijantehtavat>.

Riitta Repo

30.3.2021

List of contents

1 THE PRINCIPLES FOR COMPETENCE ASSESSMENT IN VOCATIONAL EDUCATION AND TRAINING	1
1.1 <i>The law regulating the plans for the implementation of competence assessment</i>	1
1.2 <i>The plans for the implementation of competence assessment as a part of quality management</i>	1
1.3 <i>The compilation of the plans for the implementation of competence assessment at Business College</i>	2
1.4 <i>Helsinki Business College Oy (Ltd.) strategy and value base</i>	2
2 PLANS FOR THE IMPLEMENTATION OF COMPETENCE ASSESSMENT FOR INITIAL VOCATIONAL QUALIFICATION	2
2.1 <i>Basic information of the training provider</i>	3
2.2 <i>Identification and recognition of prior learning</i>	4
2.3 <i>Planning the demonstration of competence</i>	6
2.3.1 <i>Choosing an authentic environment for competence demonstration</i>	5
2.3.2 <i>Other competence demonstration</i>	7
2.3.3 <i>Selecting and nominating the assessors of competence</i>	6
2.3.4 <i>Orientation of the assessors for the assessment task</i>	6
2.3.5 <i>Personalisation of the demonstration of competence</i>	7
2.3.6 <i>Guidance, support and special needs support as well as adaptation of competence assessment</i>	8
2.3.7 <i>Cooperation with student, working life and other parties</i>	8
2.3.8 <i>Feedback on competence development</i>	8
2.3.9 <i>Competence assessment at competence demonstration</i>	9
2.3.10 <i>Competence assessment in other demonstration of competence</i>	9
2.3.11 <i>Student self-assessment</i>	9
2.3.12 <i>Making a decision in assessment</i>	9
2.3.13 <i>Documentation of competence assessment and assessment decision</i>	10
2.3.14 <i>Retention of evaluation data</i>	10
2.3.15 <i>Transfer of data to the national study credit, degree and qualification disclosure service</i>	10
2.3.16 <i>Reassessment</i>	11
2.3.17 <i>Grade improvement</i>	11
2.3.18 <i>Rectification and administrative review of an assessment</i>	10
2.3.19 <i>Qualification certificate and certificate of completed vocational units</i>	12
2.3.20 <i>Confidentiality and data protection</i>	12
2.4 <i>Monitoring, evaluation and improvement of the plans for the implementation of competence assessment</i>	13

1 THE PRINCIPLES FOR COMPETENCE ASSESSMENT IN VOCATIONAL EDUCATION AND TRAINING

This document consists of two parts. The first describes the role of the plans for the implementation of competence assessment for initial vocational qualification in Business as well as in Information and Communications Technology in the quality management system of the training provider, Business College Helsinki/Helsinki Business College Oy (Ltd.). The second part contains information regarding the implementation plans for competence assessment for initial vocational qualification in Business and in Information and Communications Technology provided by Business College Helsinki.

1.1 The law regulating the plans for the implementation of competence assessment

The plans for the implementation of competence assessment for initial vocational qualification in Business as well as for Information and Communications Technology provided as vocational education and training are based on the Vocational Education and Training Act (L 531/2017, 53 §).

1.2 The plans for the implementation of competence assessment as a part of quality management

Vocational education and training has been strongly reformed in Finland in recent years. Reforms have focused on vocational education and training legislation, funding, national qualification requirements and the implementation of work-based learning. A customer-oriented approach and competence-based learning have become the focus of vocational education and training. The aim is for vocational education and training to meet the skills needed in student life and working life in a timely, agile and effective manner.

As the basis of competence-based study is a personal competence development plan (PCDP/HOKS) compiled for every student. The development plan, compiled in cooperation with

the student, the PCDP instructor and working life representative, provides a good basis for demonstrating competence and carrying out assessment.

1.3 The compilation of the plans for the implementation of competence assessment at Business College

Helsinki Business College Oy (Ltd.) is a private vocational education and training provider. It is a company owned by the Helsinki Region Chamber of Commerce and the Foundation of Finnish Business College sr. The educational institution, through its owners, has strong cooperation networks with the business community in the Helsinki metropolitan area. This enables the students of the institution to engage in a diverse range of duties.

The plans for the implementation of competence assessment have been compiled together by the teachers and other staff of the educational institution. Feedback from students and working life representatives has also been taken into account in the compilation of the implementation plans.

The plans for the implementation of competence assessment for initial vocational qualification in Business as well as for Information and Communications Technology are available on the Business College website at <https://ohjaaja.bc.fi/sisaantulosivu/arviointi-tyopaikalla/>.

1.4 Helsinki Business College Oy (Ltd.) strategy and value base

The vision of Helsinki Business College Oy (Ltd.) for the year 2028 is “the best learning partner for your future”. In accordance with the mission statement it is “the place where future professionals grow”. At the center of the renewed strategy is a business college culture, which is committed to being customer oriented, working together, taking responsibility, as well as focusing on renewal. Being customer oriented is also reflected in the fact that each student has their own PCDP instructor, who compiles a personal competence development plan (PCDP) together with the student.

2 PLANS FOR THE IMPLEMENTATION OF COMPETENCE ASSESSMENT FOR INITIAL VOCATIONAL QUALIFICATION

2.1 Basic information of the education provider

2.1.1 Education provider

Business College Helsinki/Helsinki Business College Oy (Ltd.)

- Annamari Tiitola-Savilahti, Education Manager, annamari.tiitola-savilahti@bc.fi,
tel. +358 44 7756 406
- Antti Sirainen, Principal, Business College Helsinki, antti.sirainen@bc.fi
tel. +358 44 775 6352

2.1.2 Providing education for initial vocational qualifications at Business College

Business College provides Vocational Qualification in Business

- for students with primary and lower secondary education,
- for students completing parallel studies to complete two or more qualifications,
- as day time study for adult students,
- as on-the-job apprenticeship training,
- for immigrant students,
- as an English implementation,
- as on-the-job training for service professionals.

Business College provides Vocational Qualification in Information Technology and Communications

- for students with primary and lower secondary education,
- for students completing parallel studies to complete two or more qualifications,
- as day time study for adult students,
- as on-the-job apprenticeship training,

- as an English implementation.

Business as well as Information Technology and Communications initial vocational qualification requirements are described in the eRequirements service “ePerusteet”.

2.2 Identification and recognition of prior learning

2.2.1 Identification of prior learning

The guidance counsellors, PCDP instructors and other teachers teaching the student at Business College each on their part identify the student’s priorly acquired learning on the basis of the documents provided by the student (e.g. a qualification certificate, an employment certificate) as well as other statements (e.g. competence mapping, an interview). The competence acquired by the student is compared with the vocational competence requirements and key competence requirements defined in the requirements of the vocational qualification. The student can be provided with an identification of prior learning for individual studies but insofar as the student lacks the required competence for the qualification unit or subject of common unit, the PCDP instructor will guide them to supplement their studies.

2.2.2 Recognition of prior learning

Recognition of prior learning is part of student assessment and is subject to the same acts and regulations as other student assessment. The composition of the initial vocational qualification determines which of the student’s prior performances can be recognized.

The student must submit the original documents or certified copies thereof to the guidance counsellor for recognition. The provider of a foreign certificate must also be a competent authority within their own country. The student is responsible for translating foreign certificates and transcripts of study records or equivalent with an official translator. The official translation languages

of Business College are Finnish, Swedish and English. The student is responsible for covering the cost of translation.

Competence is recognized either by inclusion of the competence as part of the student's initial vocational qualification (so-called technical transfer) or by assessing the equivalence and up-to-dateness of the competence. Recognition is made for whole units of the qualification or for subjects of common units. Recognition is made on the basis of documents and other reports provided by the student. If the documents do not allow for the recognition of competence by inclusion, recognition of competence by assessment may be considered. In this case, the reports provided by the student must be reliable and sufficiently accurate to enable the assessors to assess the equivalence and up-to-dateness of the competence in relation to the initial vocational qualification requirements. The up-to-dateness of competence is assessed on the basis of documents and other reports submitted by the student (for example work certificates, portfolio, interview, tests). If the documentation and explanations provided by the student are not sufficient or sufficiently up-to-date, the PCDP instructor/teacher-assessor will direct the student to a competence demonstration or other demonstration of competence.

At Business College, the assessment decision regarding the recognition of a vocational qualification unit is made by two assessors, one of whom is a teacher nominated by the education provider and the other a student counsellor, or, for justified reasons, another representative of the education provider. The decision on the recognition of a subject of common unit is made by a teacher of the relevant unit who is nominated by the education provider or, for justified reasons, another representative of the education provider.

Recognition made by assessment is an administrative decision that can be refused or accepted. This will be notified to the student immediately. The student has the right to increase the recognized grade and apply for rectification and administrative review regarding the decision that had been reached by the assessment method.

2.3 Planning the demonstration of competence

2.3.1 Choosing an authentic environment for the demonstration of competence

In order to demonstrate their competence in the chosen vocational qualification units, the student performs practical work tasks (competence demonstration) and demonstrates the competence required in the qualification requirements. Competence is demonstrated and assessed according to the qualification units. Competence can be demonstrated in one or more workplaces. The student can also demonstrate their competence in other authentic environments for the demonstration, such as various functional environments that simulate working life, as well as enterprises, projects, work assignments and demonstrations in virtual environments.

The PCDP instructor/teacher-assessor, the student and the working life representative participate in the selection of the student's authentic environment for competence demonstration. The suitability of a foreign workplace as an environment is also examined before studying abroad.

The PCDP instructor/teacher-assessor, in cooperation with the Business College coordinator of international affairs, checks the suitability of the foreign workplace and provides orientation to the assessors. During the period of employment abroad, the student, if need be, may only focus on acquiring competence, and the demonstrations can be completed in Finland.

If the initial vocational qualification student is unable to demonstrate their vocational competence comprehensively in an authentic environment of competence, the demonstration may be supplemented in another authentic environment. It is necessary to supplement the competence given in a demonstration, for example, when it is not possible to demonstrate comprehensively enough the basic knowledge on which the work is based. For example, an oral interview or written assignments can be used as additional competence demonstrations. In Business College, the educational institute's learning environments simulating working life, events and projects as well as the student's hobbies, for instance, are used for supplementing authentic environments for competence demonstration.

2.3.2 Other demonstration of competence

Demonstration of competence in a subject of common unit of the qualification is planned individually with the student. As a general rule, the student gives the demonstration of competence in a subject of common unit of the qualification in an educational setting. The authentic environment for competence demonstration for a subject of common unit may also be environments which simulate working life such as Action Point, PopUp College, Helpdesk, and various test and digital environments. The competence required to complete the common units of qualification may also be demonstrated by written or oral examinations.

2.3.3 Selecting and nominating the assessors of competence

The assessors of the initial vocational qualification units are the PCDP instructor/teacher-assessor, or, for justified reasons, another representative of the education provider, and the working life assessor, who generally acts as the student's workplace instructor.

The subjects of common units are assessed by the teacher who teaches the unit.

2.3.4 Orientation of the assessors for the assessment task

The PCDP instructor/teacher-assessor provides orientation to the working life assessor for the assessment task.

2.3.5 Personalisation of the demonstration of competence

The PCDP instructor/teacher-assessor, workplace instructor and student together plan the work tasks in which the student demonstrates their skills. The following information from the student's demonstration of competence is recorded in the PCDP:

- competence demonstration(s) time(s) (start and end dates),
- content of the competence demonstration(s),
- authentic environment(s) for competence demonstration,

- assessors of the competence demonstration(s),
- information regarding other demonstration of competence,
- the personalisation of assessment and individual assessment as well as exception to vocational competence requirements or to key competence requirements,
- guidance, support and special needs support during the demonstration of competence.

2.3.6 Guidance, support and special needs support as well as adaptation of competence assessment

The PCDP instructor works throughout the study period to support the student in their studies and workplace learning. All teachers, on the part of their own teaching, have a responsibility to supervise the progress of the student's studies and the acquisition of competence.

The student is entitled to special support if necessary. At Business College, the acquisition of competence for students with need for special support is supported, for example, with individual guidance and with intensified guidance visits to the workplace. Student support measures are carried out in co-operation between the PCDP instructor and a multidisciplinary support group (special needs teacher, guidance counsellor, curator, doctor, public health nurse, nurse, psychologist).

2.3.7 Cooperation with student, working life and other parties

In addition to the PCDP instructor, the student also receives guidance from guidance counsellors and school social workers at the educational institution, international affairs coordinators and from Futura, which is a joint office for Business College career services. Cooperation with Laurea, Haaga-Helia and Metropolia Polytechnics is also close.

2.3.8 Feedback on competence development

Initial vocational qualification students receive regular feedback on the development of their competencies at different stages of their studies. With the help of the feedback, students are guided in

achieving their goals in accordance with PCDP and in the development of their self-assessment. Feedback on the development of competence is provided by the student's PCDP instructor, teachers responsible for teaching the student, workplace instructors and other representatives of the education provider participating in the student's support.

2.3.9 Assessment of competence at competence demonstration

The working life assessor provides the student with qualitative feedback during the completion of the competence demonstration. The assessor collects qualitative feedback on the student's competence e.g. by interviewing the student and observing their work. The workplace instructor can also interview other personnel who guide the student in the workplace or use, for example, videos, plans, reports and calculations in the assessment.

The assessment discussion will be attended by the PCDP instructor/teacher-assessor and the workplace instructor. The assessors will agree on whether the student can be involved in the assessment discussion. However, the student cannot decide on their own grade. The PCDP instructor/teacher-assessor acts as the facilitator of the assessment discussion and is responsible for assessing the part of the qualification unit in accordance with the assessment criteria.

2.3.10 Assessment of competence in other demonstration of competence

The subjects of common units are assessed by the teacher who taught the particular unit.

2.3.11 Student self-assessment

If a student participates in an assessment discussion regarding a competence demonstration of a vocational qualification unit, they may orally assess their own competence during the event. Alternatively, the student may send a written assessment of their competence to the assessors. Self-assessment does not affect the assessors' decision on the grade. Self-assessment is also part of the study of the common units of a qualification.

2.3.12 Making a decision in assessment

The PCDP instructor/teacher-assessor and the working life representative are equal assessors. They jointly and unanimously make an assessment decision regarding the vocational unit. At the end of the assessment discussion the assessors inform the student about the assessment decision. This also applies to an assessment decision of a fail for the qualification unit.

2.3.13 Documentation of assessment of competence and assessment decision

The PCDP instructor/teacher-assessor records the grade of the competence demonstration with explanatory statements in Wilma. If a qualification unit has resulted in a fail, the decision together with explanatory statements will be recorded in Wilma. The assessment decisions regarding common units are recorded in Wilma by the teacher who taught and gave the grade to the student for the particular unit.

2.3.14 Retention of evaluation data

The evaluation data consists of the assessment decision made by the assessors, the documents created in connection with the student's work tasks and a written self-assessment. If a student has stored assessment-related data in their institution's online learning environment itslearning, the materials and itslearning access (AD account) will be removed upon graduation or upon the waiving of the right to study.

2.3.15 Transfer of data to the national study credit, degree and qualification disclosure service

The PCDP instructor/teacher-assessor records the student's assessment decision in Wilma, from where it is transferred to the national study credit, degree and qualification disclosure service, KOSKI, according to an agreed schedule.

2.3.16 Reassessment

The teacher responsible for the assessment will provide the student with an opportunity for reassessment of the demonstration of competence if the competence assessment has resulted in a fail. The teacher responsible for the assessment agrees together with the student on what additional competencies the student needs in order to be able to demonstrate their competence again.

2.3.17 Grade improvement

The student has the opportunity to improve the grade given on the basis of assessment. The student must contact the teacher, who has given the grade for the vocational unit or subject of common unit in question. The teacher who has given the assessment will discuss with the student what additional competencies the student needs to acquire in order to improve the prior grade. Improving an approved grade is only possible with a vocational unit or subject of common unit. The student can also improve grades that have been given on the basis of recognition of prior learning. In this case they should contact the guidance counsellor.

In Business College, students can improve the grade of common units even after completing the qualification. In this case, a fee will be charged for the improvement.

2.3.18 Rectification of assessment and administrative review of assessment

If a student is dissatisfied with the assessment they have received, they may request the rectification and administrative review of an assessment. At the beginning of the studies, the PCDP instructor informs the student about the rectification and review procedure. The topic will be revisited during assessment.

The student has the right to request the rectification of assessment from the assessors within 14 days from the time when the student has been informed of the assessment decision regarding the

qualification unit or subject of common unit. The student must request the rectification of assessment in writing from the teacher who assessed them. A student may request the rectification of assessment only regarding the grade decided by the assessor(s).

If a student is not satisfied with the decision they have received after the rectification, they may apply for a correction from the working life committee in the field to which the vocational qualification in question belongs. A request for correction must be made in writing within 14 days of the student being informed of the decision from the rectification of assessment. The rectification of assessment for a subject of common unit is requested from the National Education and Training Committee.

2.3.19 Qualification certificate and certificate of completed vocational units

After completing the qualification, the student will receive a qualification certificate for the completion. The content of the certificate for initial vocational qualification in Business and in Information and Communications Technology is defined in the Act on Vocational Education and Training (531/2017 60§) and in the regulation issued by the Finnish National Agency for Education (OPH-2147-2020).

Business College offers Business as well as Information and Communications Technology vocational qualification students six graduation dates per calendar year, during which the student can obtain a certificate (graduation dates). The PCDP instructor monitors the completion of the student's qualification and instructs the student to begin the certificate application process.

2.3.20 Confidentiality and data protection

The information related to competence assessment contains personal data. In processing it, the EU Data Protection Regulation (697/2016) and the national data protection act specifying it (L 1050/2018) are taken into account.

Helsinki Business College Oy (Ltd.) data protection team is responsible for data protection.

2.4 Monitoring, evaluation and improvement of the plans for the implementation of competence assessment

The realization of the plans for the implementation of assessment of competence for initial vocational qualification in Business as well as in Information and Communications Technology is assessed in accordance with the strategic goals of the educational institution and the processes guiding its activities, for example

- based on student feedback,
- based on feedback from working life representatives,
- on the basis of feedback from the authorities,
- on the basis of self-assessment, peer assessment and external evaluations,
- based on feedback from the various stakeholders of the training provider.