



NOVEMBER 18, 2019

**PLAN FOR THE IMPLEMENTATION OF  
ASSESSMENT OF COMPETENCE**  
PERHO CULINARY, TOURISM AND BUSINESS COLLEGE

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# Plan for the implementation of assessment of competence

## Perho Culinary, Tourism and Business College

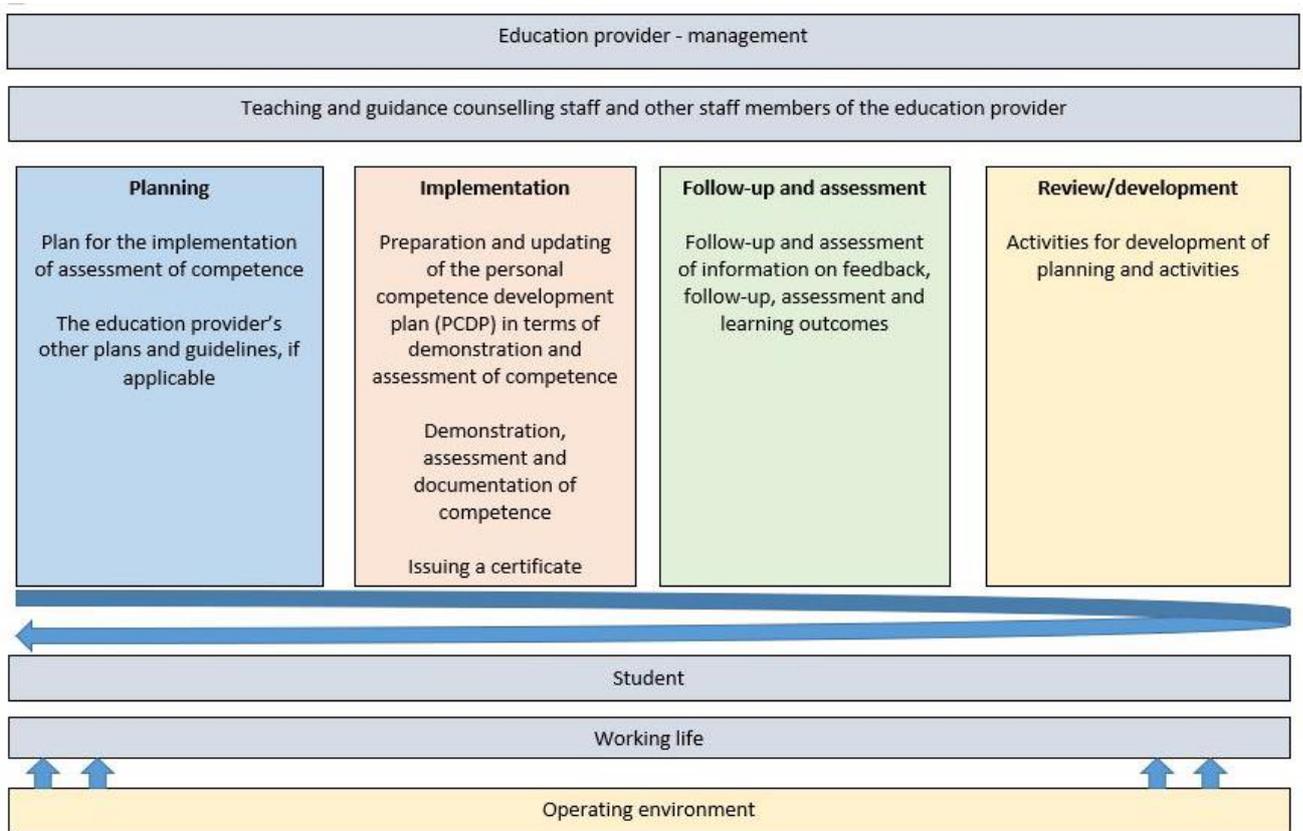
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### Plan for the implementation of assessment of competence

The plan for the implementation of assessment of competence is part of the quality management system at Perho Culinary, Tourism and Business College. The plan sets out the guidelines and procedures for assessment of competence decided on by the education provider, for use in the assessment of competence in all vocational qualifications: vocational upper secondary qualification, further vocational qualifications and specialist vocational qualifications. The aim of the plan is to ensure the uniform quality of demonstration and assessment of competence, students' legal protection and the consistency of procedures. Perho Culinary, Tourism and Business College's Plan for the implementation of competence assessment is based on legislation on vocational education and training (Act 531/2017 chapters 5 and 6; Decree 673/2017, section 9), qualification requirements and the guidelines of the Ministry of Education and Culture and Finnish National Agency for Education. The implementation plans for assessment of competence have been drawn up in working groups specialising in the field of vocational education and qualifications, responsible for the up-to-date status of the plans, for example when legislation, qualification requirements or operating methods change. The plans for the implementation of assessment of competence steer the instructions for and guidance of students, and the orientation of staff members and working life cooperation actors.

Quality assurance in demonstration, assessment and certification of competence (EDUFI Guides and Manuals 2018:7a)



## 1. Basic information

On the basis of the joint part of Perho Culinary, Tourism and Business College's plan for the implementation of assessment of competence, qualification-specific implementation plans have been prepared for vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications.

The basic information and content structure of the qualification-specific competence assessment implementation plans are described in Attachment 1.

### **Education provider**

Perho Culinary, Tourism and Business College, business-ID 2734201-9

### **Qualifications**

Vocational upper secondary qualifications: Vocational qualifications in tourism industry, business, restaurant and catering services

Further vocational qualifications: Vocational qualifications in tourism services, guide services, restaurant customer service, food services, business and entrepreneurship

Specialist vocational qualifications: Specialist vocational qualifications in leadership and business management, business and product development, first-level management in the hotel and catering sector

### **Contacts**

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## 2. Identification and recognition of prior learning

The identification and recognition of prior learning complies with the procedures laid down in section 47 of the Vocational Education and Training Act 531/2017 and section 10 of the Vocational Education and Training Decree A673/2017.

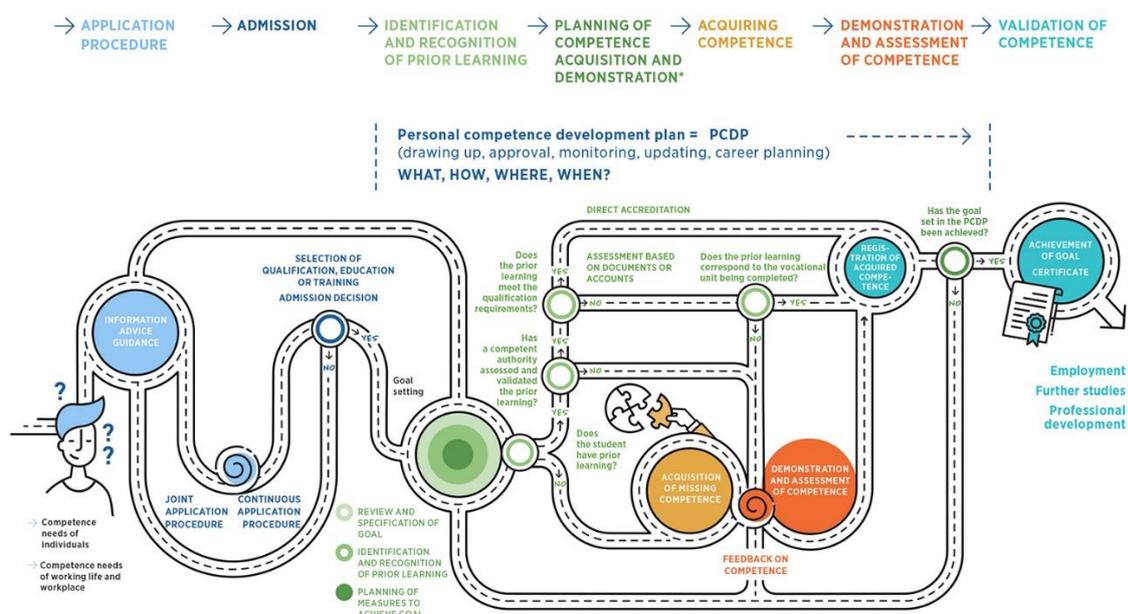
The student's prior learning is investigated and identified before the studies begin, and in the early stages of the studies. Documents provided by the student and other necessary clarifications, including an interview, competence inventory and work survey and self-assessment are used for the identification. After the identification of prior learning, the competence corresponding to the vocational competence requirements (vocational qualification units) of the qualification the student aims at, and competence requirements (common units) are recognised.

Identification and recognition of prior learning takes place in connection with the adoption of the first personal competence development plan (PCDP) and during the qualification and training.

### Identification of prior learning

The identification and recognition of prior learning are part of the preparation and implementation of the student's personal competence development plan (PCDP). Based on the identification, the recognised entities will be recorded in the student's PCDP as part of the qualification to be completed. The identification and recognition process proceeds in line with the steps and contents shown in the image below.

## PERSONALISATION



### 3. Planning of the demonstration of competence

Planning of the demonstration of competence is carried out in accordance with the requirements of the qualification or training, taking into account the vocational competence requirements they contain (qualification programmes) and the ways in which vocational competence and skills are demonstrated.

#### **3.1 Selecting the authentic environment for competence demonstration**

The authentic environment for competence demonstration is selected so that competence that meets the qualification requirements can be demonstrated there. Competence is demonstrated in the workplace by performing practical tasks. For justified reasons, the authentic environments for competence demonstration may be other locations, such as virtual learning environments or simulators, the educational institution's work environments and workshops. The requirements for the authentic environment for competence demonstration are specified in the qualification-specific plan for implementation of assessment of competence. The authentic environment for competence demonstration is described in the PCDP in Wilma.

#### **3.2 Other demonstration of competence**

If necessary, the competence required for completing the common and vocational qualification units can be demonstrated by other means, including written or oral tests. The teacher of the unit of the qualification in question defines the ways in which competence is demonstrated.

#### **3.3 Selection and appointment of competence assessors**

The assessment of competence in the vocational qualification units is carried out and decided on by two assessors, one of whom is pedagogically competent and a qualified teacher or, for a special reason, another representative of the training provider, and the other is a representative of working life. Another representative of the education provider means, for example, the manager of (vocational and adult education) the field of vocational education and training, an education expert or a vocational instructor.

The representative of working life can be an employer, an employee or a self-employed person. The representative of working life is primarily appointed from the workplace where the student demonstrates his/her skills. The teacher, together with the workplace, appoints the assessor, who must be a working life representative with sufficient professional skills, competence and familiarity with assessment and qualification requirements of the qualification to be completed.

The assessment of the common units and parts thereof is carried out by a teacher, who also decides on the assessment, or, for a special reason, another representative of the education provider. Where a common unit or a part thereof is implemented and assessed in the context of a vocational qualification unit, the working life representative may be consulted in the assessment of competence.

The assessing teacher or education expert will ensure that the assessors have been appointed. The assessors will be recorded in the student's PCDP well in advance, at least two weeks before the competence demonstration.

If necessary, the selection criteria of assessors and procedures in the qualification units where the conditions differ from those of the common unit are specified in the qualification-specific plans for the implementation of assessment of competence.

### **3.4 Personalisation of the competence demonstration**

#### **Guidance, support and special support**

In qualification programmes, personalisation of the competence demonstration includes guidance of the planning and implementation of the competence demonstration and introduction to the qualification requirements, demonstration and assessment of competence. Qualification guidance sessions related to preparing for the competence demonstration and assessment of competence will be arranged for the student. The first guidance sessions take place at the beginning of the studies. At PerhoPro, an education expert is responsible for the guidance process and introduction to these matters. Guidance is given at the beginning of the studies and during the studies both individually and in groups.

The student's specific needs for guidance and support are taken into account when planning the competence demonstration. The student's specific needs and procedures are agreed on in the workplace in the context of the planning of the competence demonstration and introduction to assessment. If the student has a decision on special support or the student needs special support in the demonstration of competence, the special needs teacher and teacher, together with the workplace instructor, will plan the necessary forms of support needed at the workplace. The teacher and student update the need for guidance and support in the PCDP.

#### **Adjustment of the assessment of competence**

Adjustment of the assessment of competence refers to an arrangement whereby the assessment of competence according to the qualification requirements of the vocational qualification of a student receiving special support is changed by preparing an individual assessment of competence for the student. The student's personal goals and capabilities should be taken into account here.

The decision to adjust the assessment of competence is made by the education provider with the consent of the student and the guardian or legal representative of a minor student. An official decision will be made on the decision and it is eligible for appeal.

Adjustment will only be made after the student has been offered a wide range of support measures, but despite the support measures undertaken, the student does not meet satisfactory level (T1) assessment criteria. The adjustment scale for vocational qualifications

and instructions are set out in the qualification-specific plans for the assessment of competence.

The vocational competence requirements of further vocational qualifications and specialist vocational qualifications cannot be adjusted.

### **3.5 Cooperation with students, working life and other parties**

The teacher or education expert will plan the student's competence demonstration together with the student. The plan will be specified in the workplace together with the workplace representative. If necessary, other experts may also participate in the planning of the assessment of the student's competence. The practices and actors in the cooperation are described in more detail in qualification and training-specific competence assessment plans. Perho Culinary, Tourism and Business College cooperates with employers to implement the demonstration and assessment of competence in a smooth and appropriate manner from the perspective of the student and working life.

### **3.6 Feedback on competence development**

Assessment of the student's competence development guides and encourages students in qualification programmes to complete the qualification or qualification units. The assessment provides the students with information on how well the learning outcomes they have achieved meet the vocational competence requirements and competence objectives defined in the qualification or training requirements. The assessment is based on the vocational competence requirements and competence objectives defined in the qualification requirements. The feedback given to the student also develops the preconditions for self-assessment.

Before the competence demonstration, the teacher ensures the student's readiness for the competence demonstration, that is, whether the student has achieved the vocational competence requirements of the unit or units of the qualification and/or the competence objectives of the various units to the extent that the student can demonstrate skills in a competence demonstration. Ensuring preparedness is a process in which the teacher and/or workplace representative provide the student with regular and varied feedback on the development of the student's competence. The follow-up and documentation of competence development is described in more detail in the qualification-specific plans for the implementation of assessment of competence.

The student is informed about the qualification-specific feedback procedures at the beginning of the studies, in connection with the personalisation for each qualification unit, and in introduction sessions relating to competence demonstrations.

## 4. Implementation of the assessment of competence and decision on assessment

Vocational Education and Training Act, sections 53-56

### 4.1 Induction of competence assessors

The requirements for competence assessors include that the assessors must have completed assessor training and be up-to-date with the assessment of the qualification or qualification unit concerned. Induction training for assessors is organised systematically and in various forms. Perho Culinary, Tourism and Business College organises general training sessions for assessors. In addition, written assessment guidelines are available for the various qualifications. If necessary, the assessors will also receive personal induction. In addition, for assessors representing working life, the induction material is available on the Ohjaan.fi pages. Teachers always familiarise representatives of working life with the assessment of individual competence demonstrations.

### 4.2 Assessment of competence in competence demonstrations

The students demonstrate their competence by performing work assignments in real work situations and work processes according to the qualification requirements. In so far as the student is unable to demonstrate vocational competence required for a qualification unit in the competence demonstration, the demonstration of vocational competence is to be individually supplemented in other ways, in accordance with the qualification requirements.

The student's competence is assessed using different assessment methods. Special characteristics of each sector and qualification will be taken into account in the assessment, in accordance with the qualification requirements.

Competence will be assessed by qualification unit.

For the common units, competence can be assessed as part of the competence demonstration.

The student's competence is assessed by comparing it with the vocational competence requirements, competence targets and criteria defined in the qualification and training requirements.

The assessment covers all vocational competence requirements and competence targets of the units of qualification or training.

The competence demonstration assessment procedures are described in more detail in the qualification-specific plans for the implementation of assessment of competence.

### 4.3 Assessment of competence in other types of competence demonstration

If, for justified reasons, the students cannot demonstrate their skills in competence demonstrations in practical work assignments in the workplace, they can demonstrate their competence in other ways. The demonstration of other competence is planned and recorded in the student's PCDP. For the common units of the qualification, a teacher qualified for the task will assess competence. The competence demonstration and

assessment procedures for other competence are described in the qualification-specific plans for the implementation of assessment of competence.

#### **4.4 Student self-assessment**

The students are given the opportunity for self-assessment of their performance so that they can develop their self-assessment skills. The student's self-assessment is not a method of demonstrating vocational competence in accordance with the qualification requirements. Self-assessment does not affect the assessment of competence or the grade given for it. If self-assessment is a qualification-specific vocational competence requirement, it will be assessed as part of the vocational competence.

#### **4.5 Decision on the assessment**

The assessors discuss the competence demonstrated by the student and together form a view of the student's competence and level (grade). The competence assessors make the assessment decision on the student's competence for each unit of the qualification in the assessment discussion. The decision on the assessment must be unanimous and confirmed by assessors' signatures and date (electronically or on paper).

The student will be informed of the assessment decision, together with the reasons for it, within two weeks, as a rule, immediately after the assessment decision has been taken.

The teacher decides on the assessment of the qualification's common units.

The assessment scale, process and procedures for each qualification are described in detail in the plan for the implementation of assessment of competence.

#### **4.6 Documentation of competence assessment and assessment decision (assessment decision and reasons for it and retention of assessment material)**

(Assessment material, archival plan of the education provider, other legislation, in particular Act 1705/2009 and Decree 1766/2009)

The teacher or education expert shall record the assessment decision and, where appropriate, the reasons for the assessment decision in Wilma. The assessment decisions are saved in the student administration system. The student will be informed about the assessment decision in Wilma or otherwise, for example at the end of the assessment discussion. The assessment decision will be documented in Wilma no later than two weeks after the assessment decision. The documents related to the assessment will be stored in accordance with the archive formation plan of Perho Culinary, Tourism and Business College, and qualification-specific guidelines.

#### **4.7 Transfer of data to the National Register for Study Records (Koski)**

The transfer of data from the Student Administration System (MultiPrimus) to the National Register for Study Records (Koski) is carried out as instructed by the Finnish National Agency for Education. The designated contact person, the KOSKI administrator, is responsible for the data transfer.

## 5. Retake of assessment

At Perho Culinary, Tourism and Business College, the student will be given the opportunity to retake the competence demonstration or other demonstration of skills. The education provider organises the opportunity to re-demonstrate competence, if the competence demonstration failed. If a student has unsuccessfully tried to retake the failed competence demonstration or raise the grade given, the teacher will conduct an assessment discussion and instruct the student to acquire additional competence.

The student will be informed of the possibility of retaking the assessment when the competence demonstrations are planned, in the guidance counselling discussions and when informed about the assessment decision.

## 6. Raising the grade

Students have the opportunity to raise a grade, even if the grade is 'pass'. Raising a 'pass' grade is only possible in units of the qualification and other modules for which a grade is given. A fee will be charged for raising a 'pass' grade when the person has received a certificate of completing the qualification. The fee is EUR 150.

The student will be informed of the possibility of raising the grade when the competence demonstrations are planned, in the guidance counselling discussions and when informed about the assessment decision.

## 7. Review of the assessment

At Perho Culinary, Tourism and Business College, a student can submit a written request to the assessors for a review of assessment within 14 days of being informed about the results of the competence assessment.

The assessors must decide on the review of the assessment without undue delay.

### Student orientation

- The teacher-reviewer familiarises students with the review of the assessment and the corrective procedure.
- The teacher-reviewer familiarises the competence assessors with the corrective procedure of assessment.

### Informing the students

- In connection with the competence demonstration, the teacher-assessor will inform students of the procedures for reviewing the assessment.

#### Assessment decision

- The assessors will decide on the assessment of competence in the assessment discussion.

#### Informing about the assessment decision

- The assessing teacher informs the student of the assessment decision together with the reasons.

#### Student guidance in drafting a request for review

- If necessary, the assessing teacher will guide the student in making a request for review of assessment.

#### Submitting a request for review of assessment

- The student sends a written request for review of assessment, with reasons, to the teacher-assessor.

#### Processing of a request for review of assessment

- The assessing teacher agrees with the working life assessor a time for processing the request for review of assessment. The assessors will process the request for review of assessment and check it (e.g. the time when the request for review was submitted, and its content).
- If the request has not been received within the time limit (14 days from the date of notification of the assessment decision + 7 days, if the decision was notified by letter, e-mail or equivalent without acknowledgement of receipt) to the assessors, or if the student requests a review of an assessment other than that decided by the assessors, the request for review will not be accepted for processing.

#### Deciding on the review of the assessment

- The assessors decide on the review of the assessment. Decision options:
  - (a) The assessors amend the assessment decisions in accordance with the student's request, or
  - (b) The assessors find the request for review of the assessment to be unfounded, in which case the decision shall state the reasons on which it is based.
- The decision is drawn up in writing and confirmed by the assessors with their signature (on paper or electronically) + date. The teacher-assessor or other representative of the education provider notifies the student of the decision.

The student accepts the decision or applies for rectification of the decision received from the assessors.

## 8. Rectification of assessment

If the student does not agree with the assessors' decision, the student may submit a written request to the working life committee for rectification of the decision to revise the assessment. The rectification shall be requested within 14 days of being notified about the decision. Students in qualification programmes request rectification of competence assessment primarily from the working life committee responsible for the field of competence of the qualification. Rectification of the assessment of the qualification's common units and parts thereof is to be requested from the working life committee of the education, training and guidance sector.

Application for rectification from the working life committee

- The student may terminate the process or apply for a rectification of the assessors' decision within 14 days (+ 7 days if the decision was notified by letter, e-mail or similar without acknowledgement of receipt) from the date on which he or she was notified of the decision on review of the assessment.
- The request for rectification of the assessment is to be sent to the working life committee responsible for the qualification or qualification unit.

Requesting clarification from the assessors

- The working life committee requests a clarification of the request for rectification of assessment or a similar report from the assessors who made the assessment decision. After receiving the assessors' statement, the working life committee will make a decision on the matter. Decision options:

(a) The assessment decision was manifestly incorrect -> the working life committee requires a new assessment and, for justified reasons, requires the education provider to appoint new assessors, or

b) The request for rectification of the assessment is unfounded -> the matter is closed.

- In both options, the reasons on which the decision is based must be given. The decision will be sent for information to the education provider/contact person for the qualification.

New assessment decision

- In the case of option 1 in section 10, the education provider will organise a new assessment discussion and the assessors will make a new assessment decision on the qualification unit in question or the unit for which the student requested rectification of assessment. Before the decision is made, the student will be consulted, but this does not mean re-demonstration of competence.

The new assessment decision shall state the reasons on which it is based and may be the same as the original assessment decision or differ from it. The decision is drawn up in writing and the assessors authenticate it with their signature (on paper or electronically) + date.

Informing about the decision

- The decision taken by the assessors will be sent for information to the student and the secretary of the working life committee. The decision is final.

## 9. Certificates of completed qualification

(Regulation of the Finnish National Agency for Education OPH-54-2018)

Certificates and their attachments for demonstrated competence will be issued to the student in accordance with the regulation issued by the Finnish National Agency for Education to providers of vocational education (OPH-54-2018). These certificates include:

- Certificate of completed qualification
- Certificate of completed vocational unit
- Certificate of the student's competence (adjusted)
- Certificate of participation in a qualification programme (transcript of study record)

A certificate of completed qualification will be issued to the student when he/she has passed all required units of the qualification in accordance with the qualification requirements.

The certificate shall be issued taking into account the time of the verification of assessment after the competence demonstration for the last qualification unit. The certificate of a vocational upper secondary qualification is accompanied by a transcript of the study record in accordance with the qualification requirements of the vocational upper secondary qualification. At the student's request, the student will also be issued an international certificate supplement for international use.

A certificate of completed vocational qualification unit will be issued to the student for vocational qualification units when he/she has achieved the objectives defined in the personal competence development plan and has completed the qualification unit or units in accordance with them.

A certificate of completed vocational qualification units will also be issued at the student's request or if he or she is considered to have terminated studies before completing the qualification.

If the competence assessment of the vocational upper secondary qualification has been adjusted, the student receives a certificate of competence.

The information recorded in the certificates and their annexes complies with the national regulations and guidelines in force. The certificates will be dated on the date of issue of the certificate.

## 10. Confidentiality and data protection

(Personal Data Act (523/1999), Act on the Openness of Government Activities 621/1999), Act 531/2017, Chapter 11)

The data protection register of the student administration system explains which data the student register contains. Link

[https://perho.fi/wp-content/uploads/2018/05/Opiskelijarekisteri\\_tietosuojaseloste.pdf](https://perho.fi/wp-content/uploads/2018/05/Opiskelijarekisteri_tietosuojaseloste.pdf)

The information related to the assessment is confidential and may only be used by persons whose activities are related to the assessment information (the student him/herself, his or her guardian, the teacher responsible for the assessment in question, the staff of the study services, directors of fields of vocational education and training and the principal)

## 11. Follow-up, assessment and improvement of the competence assessment implementation plan

(Act 531/2017, section 126)

The overall follow-up, assessment and improvement of the competence assessment implementation plan is carried out regularly as part of the development of the processes, pedagogical activities and quality work of Perho Culinary, Tourism and Business College once a year. Pedagogical management is responsible for the follow-up, assessment and improvement of the general part of the competence assessment implementation plan.

Qualification-specific teams, education experts and the persons responsible for the qualifications are responsible for the up-to-date status and development of qualification-specific units.

Feedback on competence assessment is received from the ARVO feedback at the initial and final stages of studies. In addition, other feedback from students, collected for each qualification, is used in the development of the qualification-specific assessment implementation plans.