



1975-2015



Cedefop Workshop on the quality assurance of certification in IVET Thessaloniki, 26-27 March 2015

SUMMARY AND KEY MESSAGES FROM WORKSHOP SESSION # 1

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Setting the scene: The Application of Learning Outcomes Based Requirements in Vocational Skills Demonstrations in Finland
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WORKSHOP SESSION 1 ,Implications of the learning outcomes approaches to ensuring quality of the certification process‘

Workshop questions:

- To what extent are learning outcomes standards a key requirement to ensure the quality of the certification process? What else is important?
- Which are the strengths and challenges when using learning outcomes standards in the certification process in your country?
- How can these challenges be addressed?



A variety of different country examples.....

Ireland

Different types of LO descriptions
(reflecting domain requirements)
Decentralisation – standards written at a
high level, details set at provider level
Provider networks

Portugal

Company tutors present at exams
Catalogue with 275 qualifications
being described in LO
Cooperation with sector councils

Finland

Learners as subjects, not objects
VSD as preparation for future occupation

Netherlands

Combined responsibility for
assessment
Unique exam/work project for
each learner (‘win-win’
situation)

Latvia

Exam requirements set based on
occupational standards
No assessment criteria
Challenge: training of (voluntary) assessors

Norway

Involvement of social partners in
developing learning outcomes
Entirely workplace-based
assessment: from two days up to
one week



Which are the ~~strengths~~ keys for success and challenges when using learning outcomes standards in the certification process in your country?

Keys to success, solutions:

- Development of LO-based standards on a broad basis (balanced group of stakeholders) > conception of LO
- Link between LO-based standards and assessment criteria
- Capacity building – training, networks of providers
- Assessors (training, funding) in particular: (voluntary) assessors from the world of work
- Funding/resources → funding model

Challenges:

- Learning outcomes-based approaches are expensive (in particular: highly individualised assessment)
- Missing support structures
- Development of standards lags behind the development of actual requirements



Which are the ~~strengths~~ keys for success and challenges when using learning outcomes standards in the certification process in your country?

Keys to success – examples of solutions:

- Networks of providers to account for missing support structures
- Shared responsibility in assessment (workplace – school)
- Unique exam/work projects to create a ,win-win‘ situation for employers
- Commitment at all levels (political will, teachers‘/trainers‘ commitment)

Challenges:

- Ensure quality and willingness of (voluntary) assessors
- Methods: assessing theoretical knowledge through practical exams – integrated or separate approach? (influenced by how LO are perceived)



To be further discussed/explored ...

- Terminological aspects: e.g. learning outcomes-based ,standards'; ,competence'; translation issues.
- The influence of system characteristics
(decentralisation ←-----→ centralisation)
- Training and quality of teachers, trainers, assessors
as a recurring theme
- The need to share experience at European level
- platform for exchange. Caution with
,best practice examples'

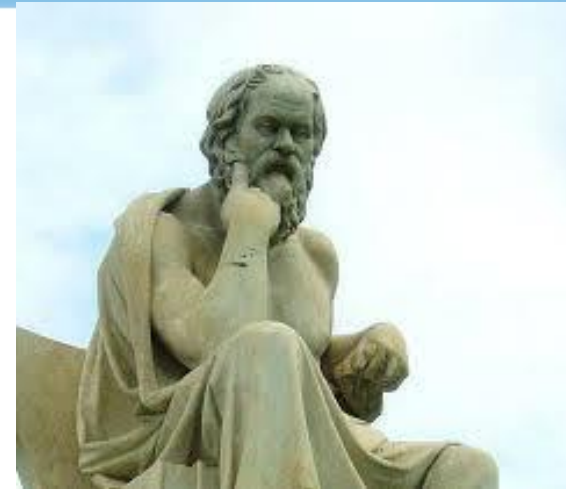


Participant's quote: ,It's an evolution, not a revolution for us.'



Some food for thought ...

- *„Assessment for WHAT? , – purpose of assessment*
Assessment for learning vs. assessment of learning
Formative vs. summative assessment
- Interplay between learning outcomes and assessment criteria
Is it *„learning outcomes influence assessment criteria‘ or ,assessment criteria influence learning outcomes‘?*
Is there a risk that the pressure to *„demonstrate skills‘* sacrifices professionalism?
Million-euro question: What are incentives to prevent teaching/training/ learning *„to the test‘?*
- Mind the difference between expected/intended learning outcomes and actual learning outcomes
Both in the provision of learning AND in discussing it





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