



FINNISH NATIONAL
BOARD OF EDUCATION

Policy Learning Forum: The definition and writing of learning outcomes in vocational education and training

Content and profile of learning outcomes
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Theoretical point of departure for the definition and writing of learning outcomes

- ◆ Based on legislation
- ◆ Learning outcomes -based approach has been in use for 20 years in Finland
- ◆ The aim has been to develop a qualification system using the same language with the working life.
- ◆ The qualification requirements have to correspond to working life needs. That is why they are defined and written together in three-partite working groups with representatives from employer and employee sectors as well as VET providers (teachers).



The learning outcomes and purpose

- ◆ National qualification requirements are meant to be broad to make their use possible in all country and in all work places.
- ◆ VET providers make local curricula based on qualification requirements.
- ◆ There is also a possibility for VET providers to form a vocational unit based on local competence needs. There is a national model for that unit.

Broad national qualification requirements

- ◆ make it possible to answer to regional working life needs
- ◆ lead to/require a system based on mutual trust.



The learning outcomes structure

In qualification requirements there are units that consist of

- ◆ Skills requirements
 - ◆ correspond to learning objectives
 - ◆ “to be able to...”, “can...”
- ◆ Assessment targets
- ◆ Assessment criteria
 1. correspond to targeted learning outcomes
 2. use of active verbs
- ◆ Methods for demonstrating competence



Functional analysis of tasks

- ◆ The units of learning outcomes are formed based on **operational entities of working life** (e.g. lunch preparation).
- ◆ Analysis is made in three-partite (employers, employees, VET providers/teachers) working groups with FNBE experts leading the process.
- ◆ Final decision is made by FNBE.



Distinction between learning objectives and learning outcomes

◆ Learning objectives are defined in skills requirements – **“to be able to...”, “can...”**

◆ Learning outcomes are defined in assessment criteria – **use of active verbs**

Skills requirements

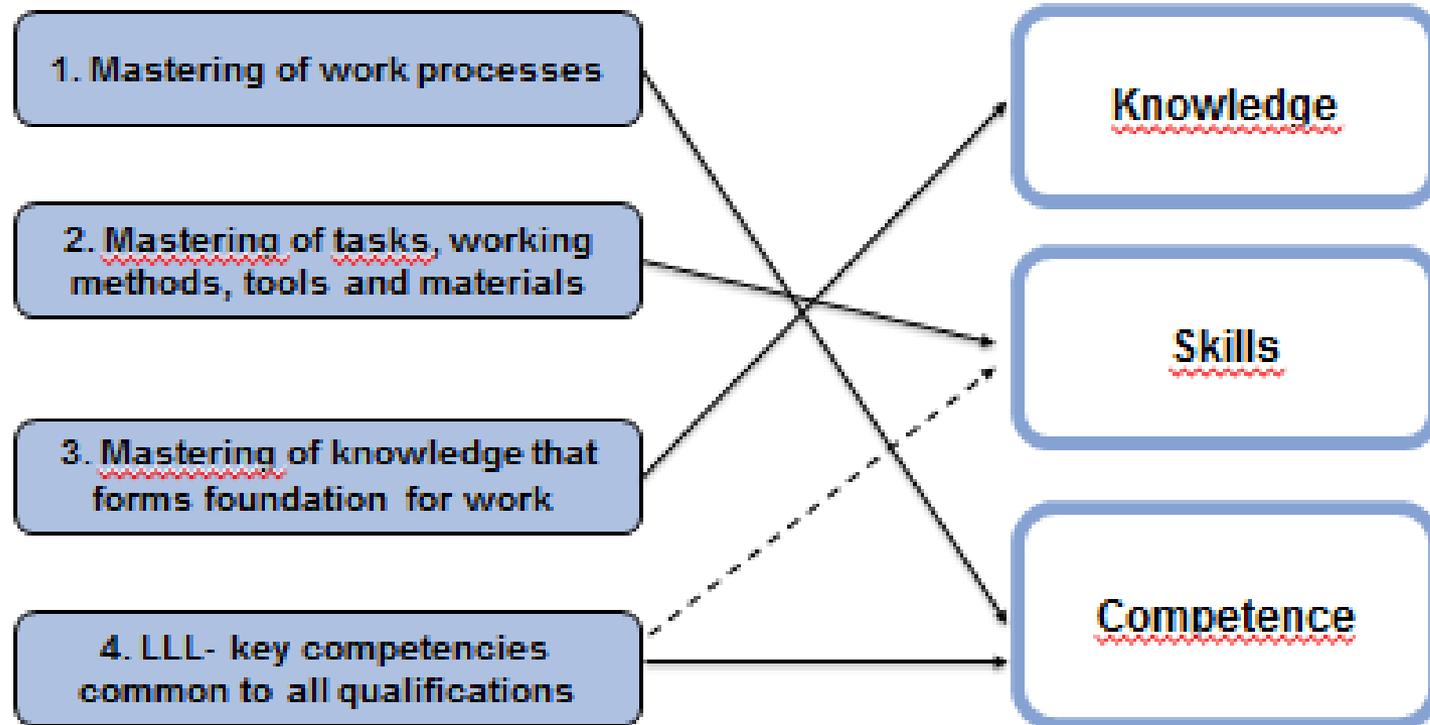
The student or candidate is able to

- ◆ make material and work demand calculations and to fetch the materials according to the list prepared
- ◆ use hand tools and equipment safely
- ◆ make the ordinary installations related to water and drainage systems in accordance with drawings and work descriptions
- ◆ take into account the requirements and guidelines related to work safety
- ◆ carry out the support work belonging to the professional profile of a plumber function at different installation sites and work communities
- ◆ co-operate on the work site with other actors
- ◆ assess his/her own work and its quality
- ◆ to give reports in the way required by the situation.]

TARGET OF ASSESSMENT	CRITERIA OF ASSESSMENT		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of own work and installations of water and drainage systems	under supervision, selects the working method and tools to suit the situation and to ensure a satisfactory result	under supervision, selects the working method and tools to suit the situation and to ensure a satisfactory result	selects the working method and tools to suit the situation and to ensure a satisfactory and economical result
Installation of water and drainage systems in an economical way and with high quality	needs supervision to grasp the next work phase	manages the work tasks and anticipates the following work phases independently	is able to carry out the task smoothly, anticipating future work phases and taking them into account independently
	acts under supervision according to the quality requirements set for the activity	acts according to the quality requirements set for the activity	acts according to quality objectives set and develops his/her own activities to reach them



Finnish targets of assessments vs. learning outcomes described in terms of "KSC"





Learning outcomes and the expression of complexity

- ◆ The assessment criteria are on three levels in vocational qualifications.
 - (in further and specialist vocational qualifications only pass – fail)
- ◆ The main principles for assessment criteria:
 - **Satisfactory 1** – needs guidance in some situations
 - **Good 2** – independency
 - **Excellent 3** – independent and team-oriented way of working, development ideas.
- ◆ Assessment criteria serve learner and teacher in defining the learning objectives for the learner. Teacher gives feedback on learning process.
- ◆ In some social and health care qualifications there are requirements concerning progression in learning. E.g. one unit has to be taken before another.
- ◆ When applying to higher education the grade achieved may have importance.



Balance between occupational specific and transversal skills (1/2)

11 life-long learning key competencies

◆4 of the key competences are obligatory targets of assessment, having their criteria for assessment defined.

- learning and problem solving
- interaction and co-operation
- vocational ethics
- health, safety and ability to function

◆In addition, other 7 key competences are integrated with occupation specific assessment criteria.

TARGET OF ASSESSMENT	CRITERIA OF ASSESSMENT		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Health, safety and ability to function	has a positive attitude to safe work, avoiding risks at work	is responsible for the safety of his/her work	develops his/her work to be safer
	follows the instructions given on work safety; does not cause danger	follows the instructions of the workplace; respects other people in the workplace in his/her work	notices and recognises the dangers related to his/her work and reports them
	uses protective equipment, tools and working methods safely as instructed	ensures the safety of tools and materials; removes faulty tools and takes them for repair	is able to assess the suitability of protection, tools and working methods to the work concerned
Learning and problem solving	calculates working hours and material requirements according to instructions	calculates working hours and material requirements according to instructions; there are still deviations in the realised results	calculates working hours and material requirements according to instructions; carries the work out accordingly
	assesses his/her work under supervision	assesses his/her own work	assesses his/her own work according to the quality requirements
Interaction and co-operation	acts in co-operation with different people	acts constructively in co-operation with different people; takes into account	acts constructively in co-operation with different people; takes into account



Balance between occupational specific and transversal skills (2/2)

From core subjects to Common units

In qualification requirements since 1.8.2015, fragmentary and narrow core subjects were merged into four broader competence-based common units.

Professionally oriented to answer the real labour market needs

Integrated with occupational skills, knowledge and competence

1. Communication and interaction competence, 11 cp (3 cp optional)

(all sections are compulsory)

1. Mother tongue
2. Second national language
3. Foreign language

2. Mathematical and natural scientific competence, 9 cp, (3 cp optional)

(all sections are compulsory)

1. Mathematics
2. Physics and Chemistry
3. Information and communications technology and innovation of it

3. Social and labour market competence, 8 cp, (3 cp optional)

(all sections are compulsory)

1. Social competences
2. Labour market competences
3. Entrepreneurship
4. Maintaining work ability, physical and health education

4. Social and cultural competence, 7 cp (student must choose at least one section)

1. Cultural knowledge
2. Art and culture
3. Ethics
4. Psychology
5. Environmental competences
6. Additional modules from units 1 - 3



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Thank you for your attention!