



# The impact of learning outcomes on **teaching and learning** policy choices ahead



13 June 2025



09.45-13.30 (CET)



Virtual event

*#learningoutcomes #VETlearningoutcomes*





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European Centre for the Development  
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# Learning outcomes across the teacher education continuum

## The case of France

# Perspectives and practices of VET actors in France

- Generally, the competence-based approach (CBA) is seen as a **practical approach to learning because it allows for using the “*mise en situation*”** (real-life situation) of students.
- **The shift from an input-based to an outcomes-based approach centred on competences is still ongoing** among teachers and trainers, and more support educational authorities would be needed for teachers and trainers to fully adopt it.

# Perspectives and practices of VET actors in France

Findings from this study point to the following issues:

- **There is an alignment to some extent of broader policies and institutional practices in the French IVET sector.** Public authorities in teacher training institutions and VET schools acknowledge their role in making sure that teaching and assessment practices are aligned with national policies and frameworks.
- **However, this alignment is not as clearcut when it comes to WBL.** Company managers interviewed did not indicate a specific approach to planning learning and assessment around learning outcomes in the workplace.
- **There isn't a clearly dominant perspective about the benefits of the design and implementation of the CBA among stakeholders.** This is most likely associated to the top-down approach from the MEN regarding implementation of curriculum and/or assessment policies.

# Perspectives and practices of VET actors in France

Findings from this study point to the following issues:

- **At the meso-level, teacher trainers interviewed from general disciplines still expressed some opposition to the CBA**, as some of them (in particular among older generations) are still in the process of learning how to use it.
- This wouldn't be the case among teacher trainers coming from professional branches, as they already use the CBA in their work in the professional sector, but not because they were taught on how to do so – **their practice is centred on using acquired competences in their work contexts.**

# Perspectives and practices of VET actors in France

Also, some points of tension were observed:

- **The clarity and detail of competences in the diploma frameworks:** there is a shared perception among teachers, trainers, and tutors/apprenticeship supervisors interviewed about competence descriptors being insufficient, outdated, or unclear.
- **Pedagogical autonomy:** even though teachers and trainers perceived having pedagogical freedom and autonomy to adapt the diploma frameworks, there is also a perception that the competence descriptors are ‘imposed’ by the MEN.

# Perspectives and practices of VET actors in France

- **Support for VET providers, teachers, trainers, and assessors in relation to the CBA is uneven across actors and levels.** At the initial teacher education (ITE) level, teacher training institutions have progressively shifted from an input-based to a competences-based approach, although there remains a distinction between general and VET subjects.
- **At the VET provider level, public and private providers do not have access to the same resources.** *Lycées professionnels* and public CFAs under MEN supervision may provide guidance and support to teachers and trainers mostly through their work with inspectors within their *académie*. Private CFAs may seek support from inspectors or other actors (e.g. social partners, Ministry of Labour).

# Perspectives and practices of VET actors in France

- **School management interviewed indicated that they seek to provide as much support as possible to teachers and trainers to take up the CBA, especially when it comes to assessment.**
- **They ‘would like to have more time’ to work with teachers/trainers in harmonising assessment practices** (e.g. to have a shared understanding of performance levels), so that the pedagogical staff is on the same page about how to implement competence-based assessments.
- Some of the **main difficulties for school management** to provide support to teachers and trainers is **the lack of time** for providing training opportunities and **the lack of resources** at the school level.

# Perspectives and practices of VET actors in France

- **Perceptions from teachers and trainers in VET schools about support and guidance from national authorities are mixed.** For those working in CFAs, the feeling is there could be more support and guidance on pedagogy and didactics from the *académie* and school management. Teachers working in public VET schools would like to ‘see the inspectors more often’.
- **At the company level, trainers interviewed said that they do not receive enough support for delivering competence-based WBL,** nor do they have opportunities to participate in continuing professional development or resources to apply more learner-centred approaches (but they would like to have them).

# Perspectives and practices of VET actors in France

- **When it comes to WBL, a shared perception among teachers is that the apprenticeships/work placements are far from successful every time.** The awareness of learning outcomes among tutors and apprenticeship supervisors is more the exception than the rule, and this may hinder their integration in the WBL periods.
- **It's worth noting that the relationship between VET schools and companies is key, but nevertheless challenging.** According to interviewees, effective WBL requires better communication and collaboration between teachers and in-company trainers, which is often hindered by logistical and financial constraints.

# Thank you

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