

National curricula - dilemmas and opportunities: Presentation of Lithuanian approach

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The main characteristics of national approach

- Country of ***competencies (kompetencija) and learning outcomes***
- **Definition of qualifications:** VET standards (from 1997); currently - sectoral qualification standards (sectoral qualification frameworks, 24 in total, 604 qualifications, 273, level II-IV qualifications)
- The change of methodology of qualifications design by replacing narrow task-based functional analysis with broad **work-processes** permitted definition of 'holistic competences', where *'competences are directly linked to change at the place of work and do not focus on isolated performances or actions, but rather encompass all dimensions of work-processes'* (Tütlys & Spöttl, 2017)
- **Modularisation of curriculum:** initiation in 2007; legitimation in 2010; concept and methodology – in 2012; development and pilot – in 2014; legitimation of full-scale modularization, including CVET and– in 2015
- **Change of final exams system** (from January 2022)

VET curriculum design and learning outcomes

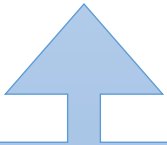
- Designed **nationally** by expert groups on the basis of sectoral qualification standards
- Schools are invited to adjust national programmes when designing school curriculum. **15% of curriculum can be changed**
- **Modules:** introductory (introduction into occupation) and generic, qualification modules, free choice modules, final module (introduction into labour market)
- Modules usually are equal to qualification units and are **work-process oriented**. They are targeted at a **list of competencies**. Each competency is specified in **learning outcomes**. For each learning outcome **learning themes** are proposed. List of **assessment criteria** proposed for each module
- It is recommended that 10% of the programme volume would be dedicated for **key competences** as defined in EC recommendation. National programmes recommend learning outcomes for achieving these competences
- Tensions between **school-curriculum** vs **national** (official curriculum)
- The “**translation**” of prescribed competencies and learning outcomes statements happens at teacher level

Recommendations for formulating LO

Scope, breadth, complexity and depth of LO: Consideration of level of qualification (NQF / EQF), content of qualification (sectoral qualification standard), level of knowledge, skills, attitudes (taxonomies)

- Step 1: Answer the questions: What is needed to acquire competence? What learning outcomes need to be achieved in order to acquire the relevant competence? What a learner needs to know, be able to do? What qualities does a person has to possess? What key competences, transversal skills are needed?
Recommended number of LO: 3-7 for each competency
- Step 2: Classify all learning outcomes to knowledge, skills and transversal skills (key competences)
- Step 3: Compare all formulated LO against chosen taxonomy of learning objectives and national qualification framework level descriptors.
- Step 4: Check the consistency of learning outcomes statement.

Source: KPMPC (2019). Methodology for preparing formal VET programmes



Challenges: alignment of LO to NQF levels, too large focus on psychomotoric LO, neglecting the importance of LO precision, integration of key competences dimensions by situating them

Place of LO in VET curriculum

Programme parameters table

Module (Qualification unit)*	NQF level	Volume in credits	Competencies*	Learning outcomes
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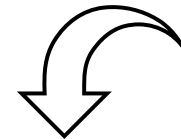
* source: sectoral qualification standard

Module descriptors

Competencies	Learning outcomes	Recommended learning themes
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Assessment criteria

Planning of key competences development at school level



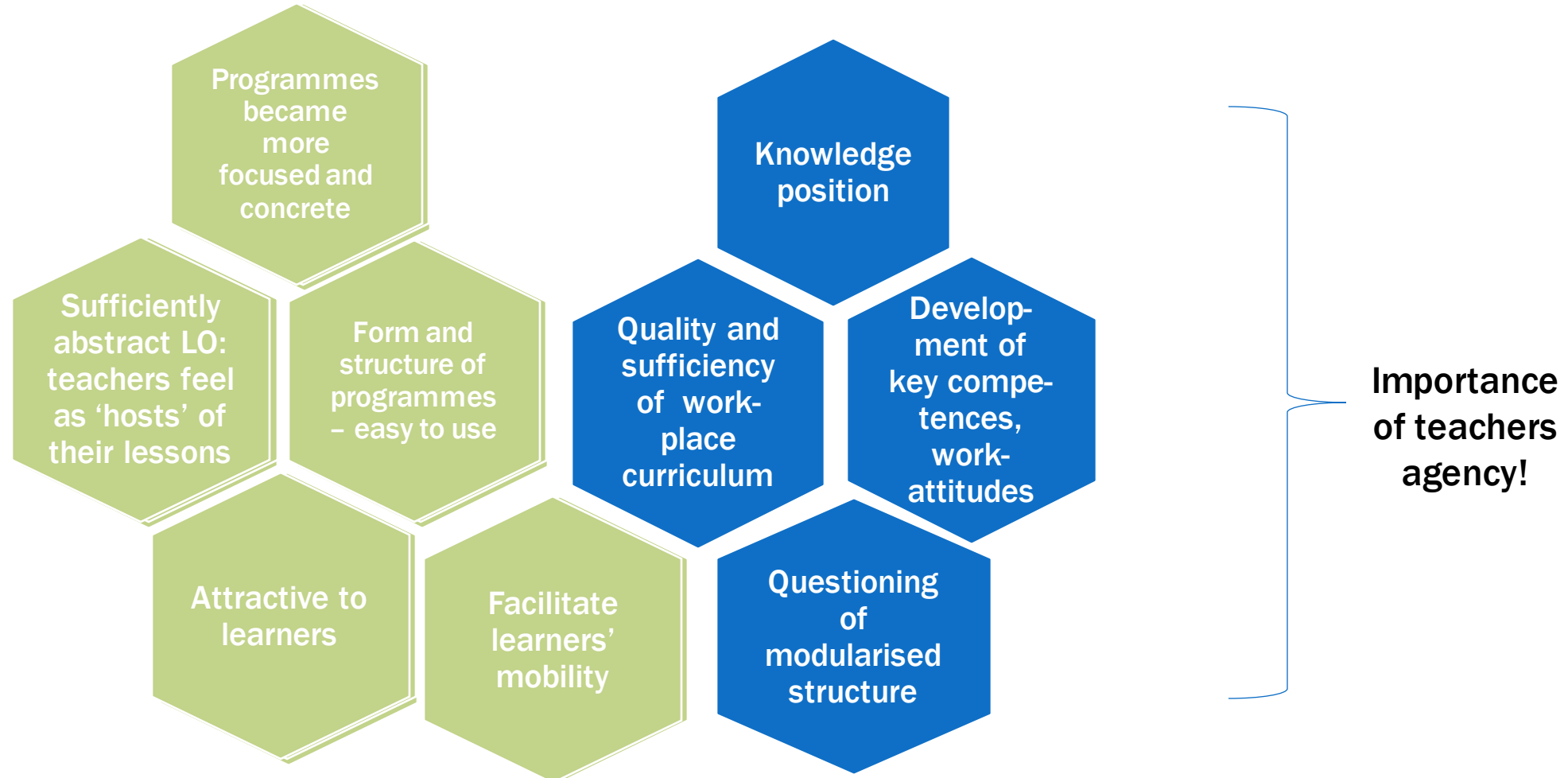
Change of 15% of training
content
Negotiations of content
and delivery with other
VET and GE teachers

Teacher intended
curriculum

Recontextualisation of
recommended LO + key comp.
Planning and sequencing
Design of learning materials
Regular revision

National / school intended
curriculum

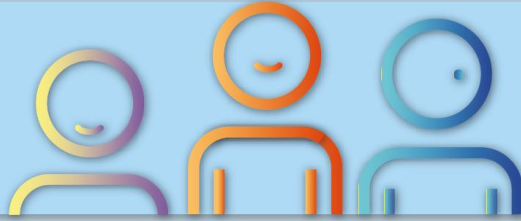
BENEFITS AND UNRESOLVED ISSUES OF MODULARISATION IN LITHUANIA



Concluding comments

- Competence / learning outcomes approach is mainly well received by practitioners due to long tradition, national EU supported projects and related training courses, ECVET experts work
- Teachers differently experience freedom and autonomy in curriculum decisions
- Development of experts (teachers and employers) curriculum design competence and guidance material was and still remains essential. But we need to empower teachers for open and deep interpretation, translation and recontextualisation of sectoral qualification standards and other curriculum documents
- Importance of collecting feedback about intended curriculum (and learning outcomes) quality from practitioners and keeping curriculum dialogue alive
- Procedures to update curriculum and standards must be improved and made more flexible and dynamic
- Response to digital and green transformation also implies changes in standards and curriculum. How to ensure it in quality, timely and future-proof manner?

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Thank you for your attention!