

# Defining writing and using learning outcomes

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A decorative graphic consisting of several horizontal lines of varying lengths and colors (light blue and white) extending from the right side of the slide.

## France: country of « competences »

- A general agreement agreement on the word of competences and a progressive shift to learning outcomes
- Competences in French have several meanings..but to write and define qualifications , the conception of le Boterf is mostly used

# The reign of learning outcomes?

- Los first used in the field of VET and LLL
- -> implementation of VAE with a new way to write in terms of learning outcomes
- From 2003 – 2006: first generation of qualifications
- But necessity to improve the way qualifications were written (improvement of quality)

# The slow shift to LOs 1

- A rather splitted landscape between VET, general education and HE
- (Los good for VET not for GE, not for academics..)
- Political decisions for HE and GE
- - HE in 2010 Academic degrees must have a professional goal
- -GEDescription of « cycles » for GE ended 2013  
- 2015

# The slow shift to LOs 2

- The problems and the tensions:
- the assessment and the coherence between assessed Los, expected Los
- Identifying Los often leads to transversal skills
- Writing in Los and assessing them is not very compatible with some methods of global assessing or compensation .

# Still a long way forward

- **Necessity to convince the teachers and trainers**
- **( difficult to leave the habit of knowledge – universal knowledge in some cases for a new model of based on contextualised learning outcomes)**
- **Difficulty to build up training programmes adapted to the building of competences**

# A long way forward

- For trainers and teachers, difficult to work on learning outcomes because the discipline is no longer at the center
- How to cope with transversal skills?
- How to keep a balance between the quality of the qualifications and the market? ( many private consultatns to help to the writing of learning outcomes

# Standards in Los but what about assessment?

- Coherence between intended and assessed learning outcomes : the point of tension
- Easy to build standards based on Los to describe activities, learning outcomes...but
- Difficult to lose the habit of starting by the input and not the output
- Assessment and training courses after the standards of Los rather difficult



# International cooperation

- The most important :
- Convince the teachers and trainers that there is possibility to have more openn Los and that everything must not be assessed
- Learning by good practise more than by theory
- Have adapted tools to help a swift change of pedagogy
- ( ERASMUS +?)