



Breakout session 3

Learning outcomes impact on assessment - How can we ensure alignment of teaching, learning and assessment?

Insights from our study

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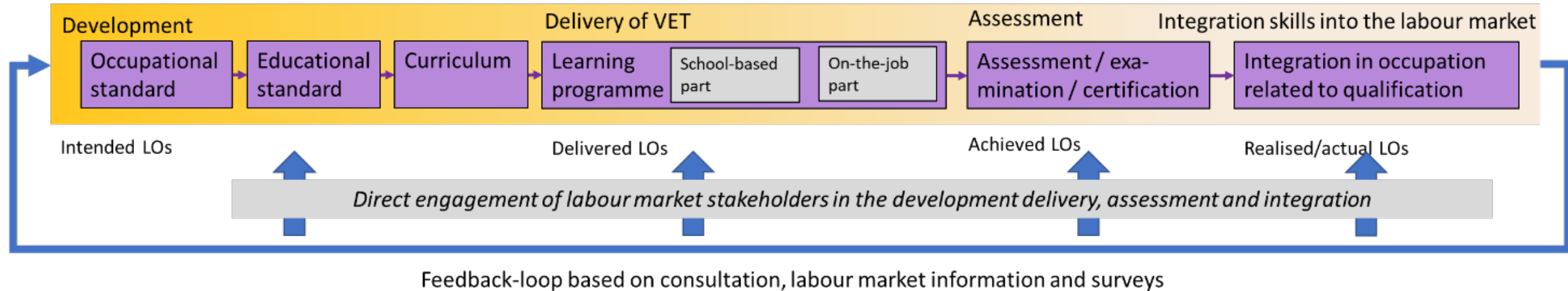
13 June 2025

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Alignment



- **Case studies:**
Bulgaria, France, Ireland, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia, and Finland.

- **Methods:**
 - desk research/literature analysis;
 - interviews with representatives of authorities;
 - online survey;
 - site visits – VET providers (interviews, focus groups, observations).

Alignment requires ...



Ensuring alignment...



Example: **Finland**

- Vocational qualifications structured into units with
- vocational competence requirements and
- assessment criteria structured by levels of achievements linked to grades (1=satisfactory; 5=excellent);
- Assessment method: competence demonstration (practical tasks at the workplace)

..through national regulations and quality assurance mechanisms



Example: **Netherlands**

- Exams created by exam providers, certified by external certifying organisations;
- VET schools:
 - a) purchase exams at a certified provider,
 - b) self-designed exams based on collective agreements and
 - c) external validation of self-constructed exam.

Ensuring alignment...

..through specific (quality assurance) arrangements at VET providers visited

Example: **France**

- Internally developed assessment tool (rubric) for assessment of competence blocks (modules) during training



Example: **Slovenia**

- Collaboration with work-based learning instructors



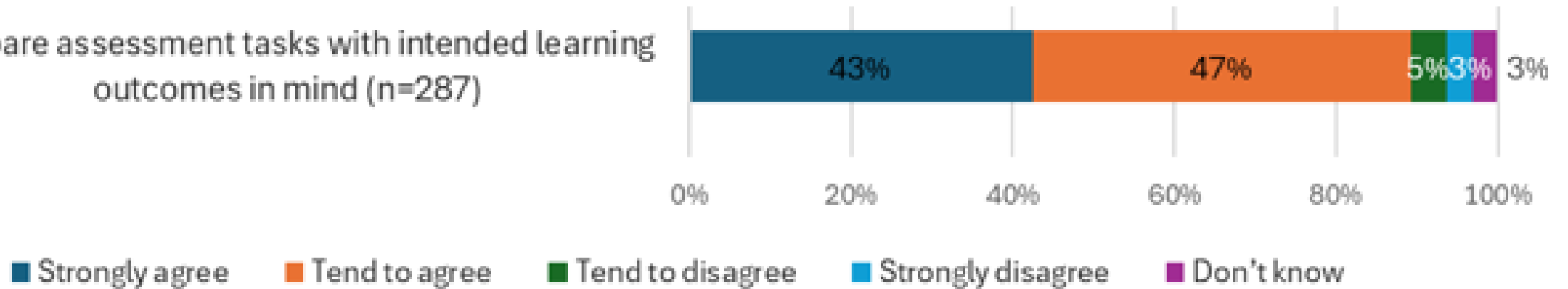
Example: **Portugal**

- Project-based learning approaches – collaboration in defining projects



Teachers and trainers ...

I prepare assessment tasks with intended learning outcomes in mind (n=287)



- ...recognise the importance of aligning learning outcomes with assessment criteria to support lesson planning and student assessment;
- ...indicate that they base their lesson planning rather on learning outcome descriptions from reference documents and not directly on assessment criteria;
- ...use assessment criteria to determine which topics to emphasise to ensure that these match with what will be assessed upon completion of a learning process.

Learners...

Awareness / understanding of alignment?

Example: **Finland**



- Personal competence development plan;
- Competence demonstration plan.

Example: **Ireland**



- Assessment briefs,
- elaborated by teachers and provided to learners.

Improving assessments & alignment

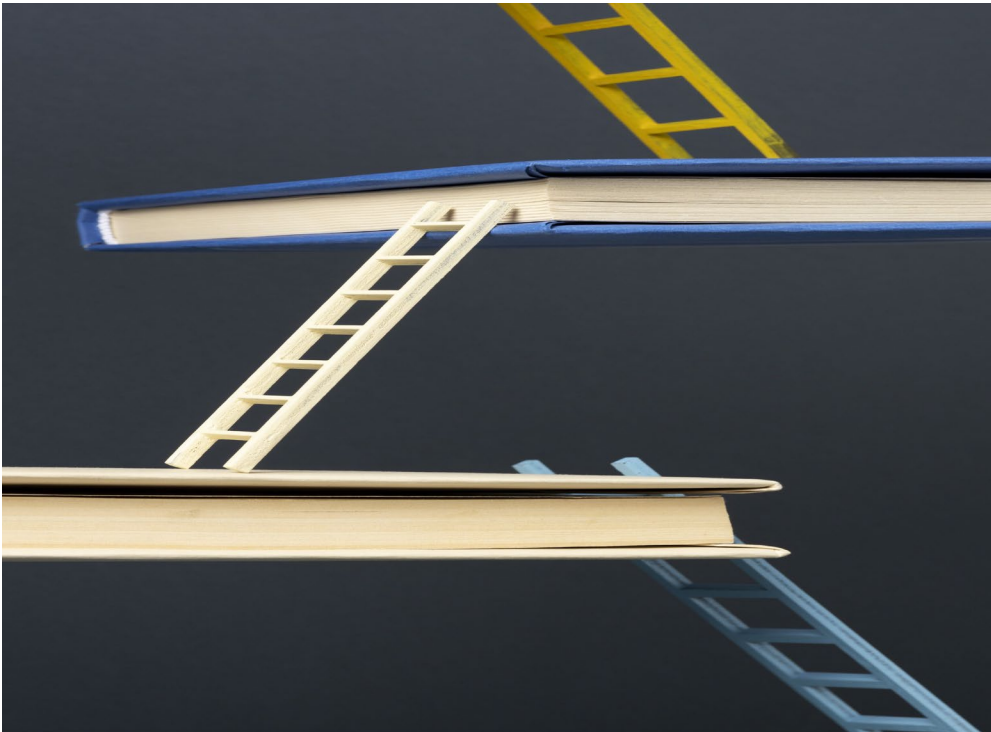


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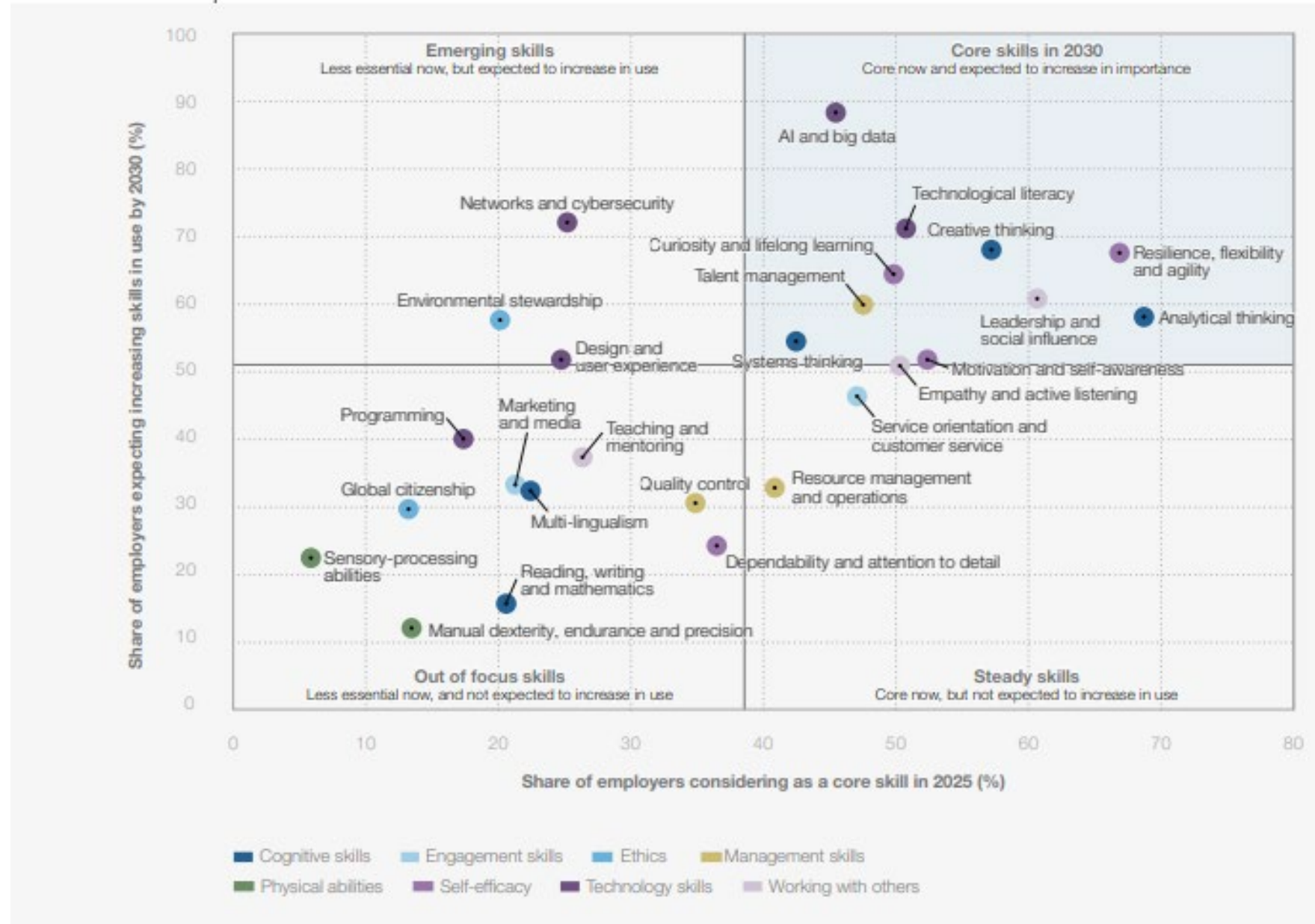
- Improving the **clarity** and **relevance** of **assessment criteria** (need to be understandable, meaningful, regularly updated);
- Strengthening **assessment methods and practices** (avoiding overload of assessment, improving assessment in/of WBL);
- Enhancing **learner-centredness** (fostering engagement and ownership);
- Strengthening the assessment competences of and support for **VET teachers and trainers** (incl. support material/resources, peer collaboration, CPD).

Challenge...

FIGURE 3.6

Core skills in 2030

Share of employers considering skills to be a core skill in 2025 and share of employers expecting skills to increase in importance by 2030.



Source: World Economic Forum, Future of Jobs Report, 2025, p. 35.

Thank you very much for your attention !



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