



Review and renewal of qualifications

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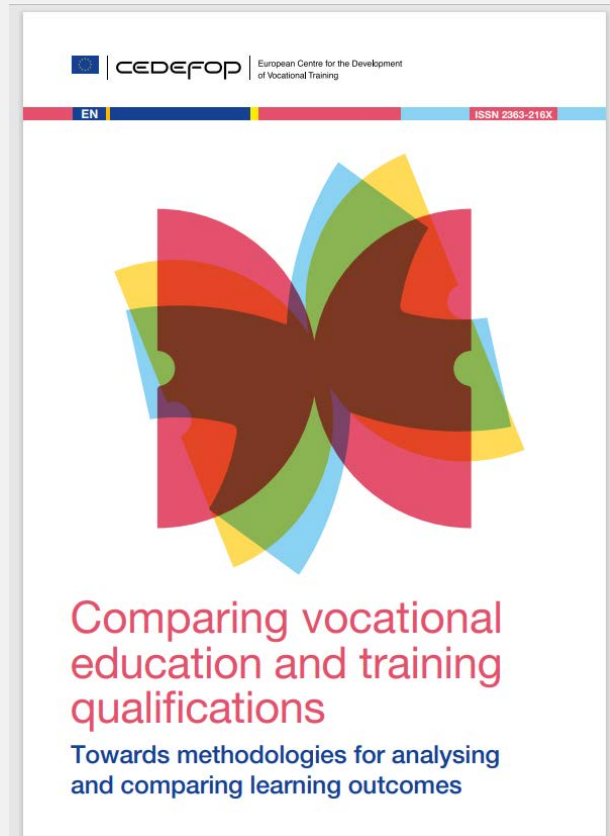
4th Policy Learning Forum on learning outcomes
27-28 June 2022



CEDEFOP

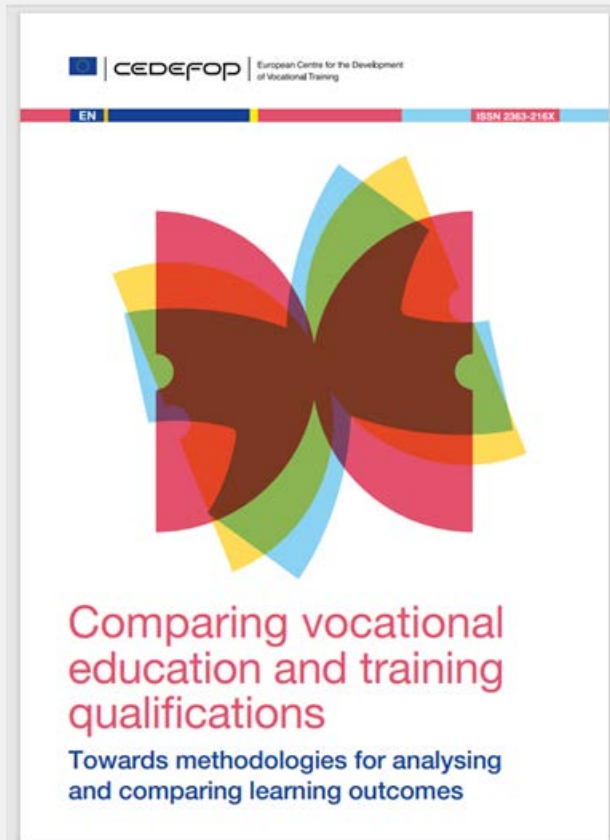
European Centre for the Development
of Vocational Training

The 'Comparing VET-qualifications' study (2018-2021) – our objectives



- ✓ **Research:** develop methodologies supporting national and international research on VET programmes and qualifications
- ✓ **Policy and practice:** create a toolbox relevant to stakeholders involved in developing VET programmes and qualifications, nationally and internationally

The 'Comparing VET-qualifications' study (2018-2021) – our objectives



- Contribute to a better understanding of the **CONTENT** of programmes and qualifications, making it possible to understand what is delivered and how this can be improved.
- To support **cross-border** research, dialogue and learning
- To support research, dialogue and learning **within countries**
- **Comparison + Analysis**

Addressing a research bias (1)



Image by Pexels from Pixabay

Much skills intelligence, including skills forecasting, is about analysing changing **skills demands** - in society, by the labour market and individuals

Less attention paid to **the translation of these skills demands** into curricula, programmes and qualifications.

A key question:

If society and the labour market (for example) asks for more digital, green and transversal skills, how can this be translated into curricula, programmes and qualifications?

Addressing a research bias (2)



Image by Pexels from Pixabay

International comparative research on VET

- ✓ A tendency to focus on the institutions and structures delivering education and training
- ✓ Comparative research on the content of VET curricula, programmes and qualifications is less developed
- ✓ The ongoing **digital** transformation, the **greening** of the economy and the increased focus on **transversal skills and competences** raise fundamental questions on the skills to be delivered by VET in the future

Cedefop

Shifting the research focus



Image by Zaini Izzuddin

The Comparing VET-qualifications project operates within a **broader context** of research by Cedefop

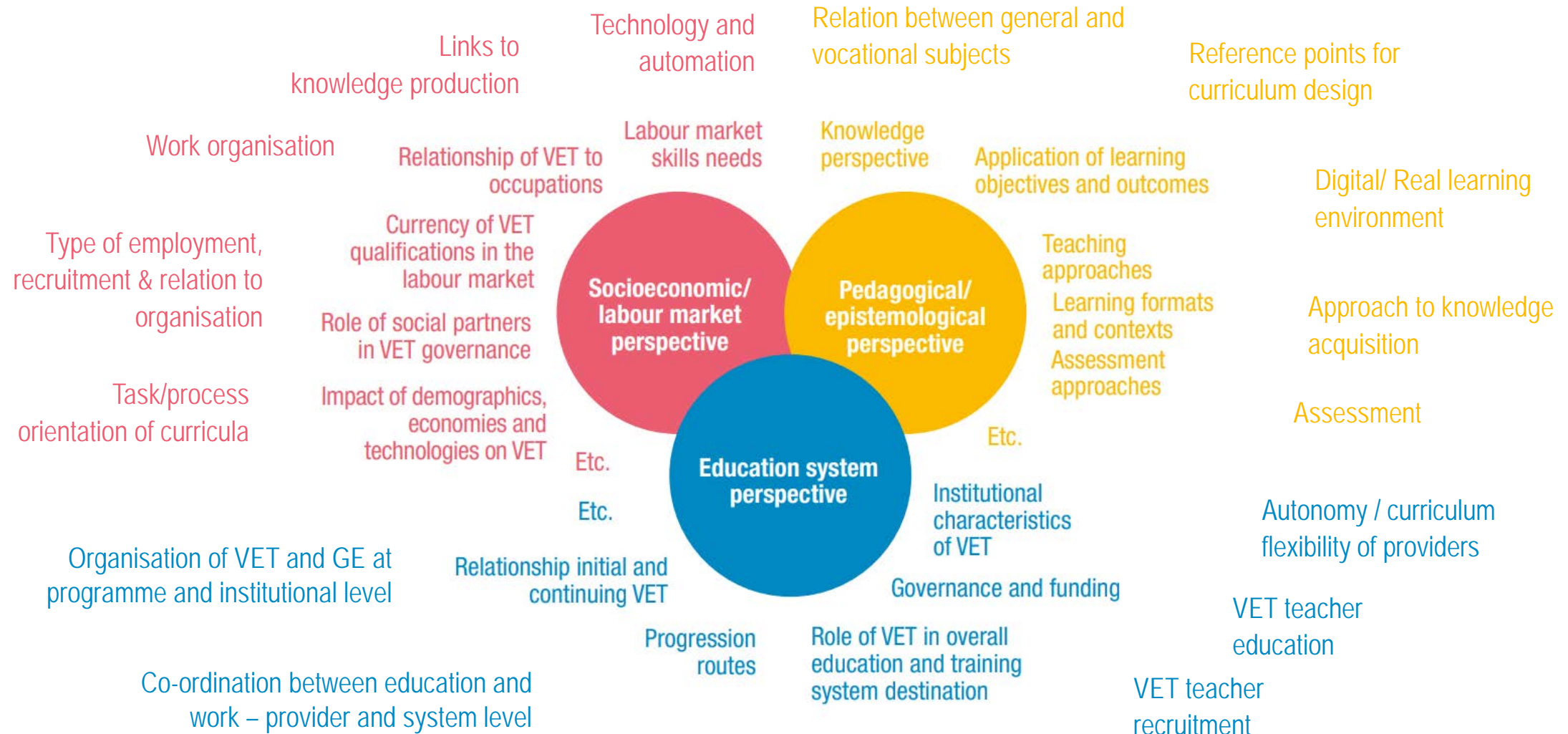
Four strands of VET research

- The work on the **future of VET**
- The work on **learning outcomes**
- The work on **terminology**
- The **pilot studies** on **comparing** qualifications

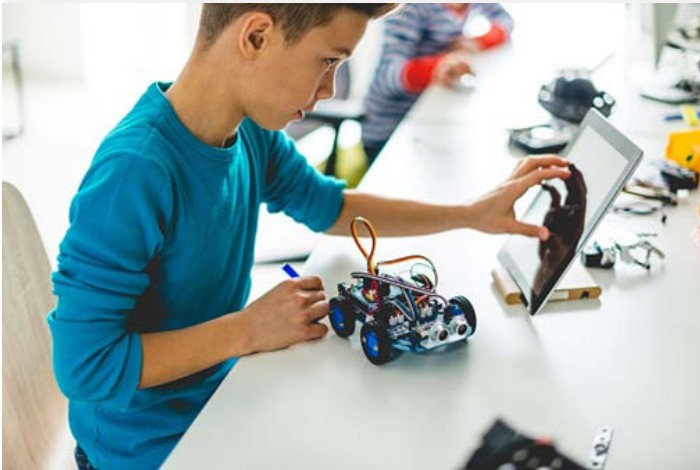
A wide-angle, fisheye photograph of a coastal city, likely Thessaloniki, Greece. The view is from an elevated position, looking down at a large, ornate, white building complex with red-tiled roofs and arched windows. The building is situated on a hillside overlooking the sea. The sky is a clear, bright blue. In the foreground, a curved concrete railing is visible, framing the scene. A blue semi-transparent banner with white text is overlaid on the bottom right of the image.

The FUTURE OF VET IN EUROPE
- Changing nature of VET in Europe (2015-18)
- Future of VET (2020-22)

Expanding the three-perspective model



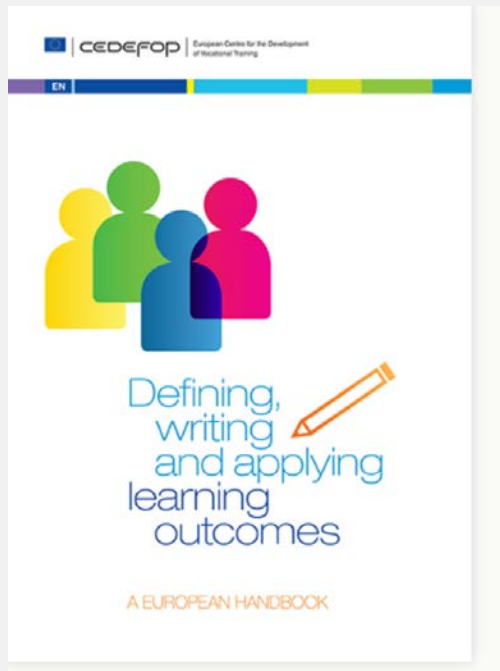
What will **future** VET skills and competences look like?



Images by Pexels from Pixabay

- Do we see **fewer VET qualifications** and a **broadening** or a **narrowing** down of the scope?
- How has the **balance** between occupation-specific skills, general subjects, and transversal skills evolved over time?
- To what extent can we observe an increased emphasis on **transversal skills** in IVET programmes and qualifications? If so, how are these integrated and what do they replace?
- To what extent can we observe an increased emphasis on **general subjects** in IVET programmes and qualifications? If so, how have these been integrated and what do they replace?
- What are the **reasons for the past changes** and which **further changes** can be expected in the near future (5-10 years)?

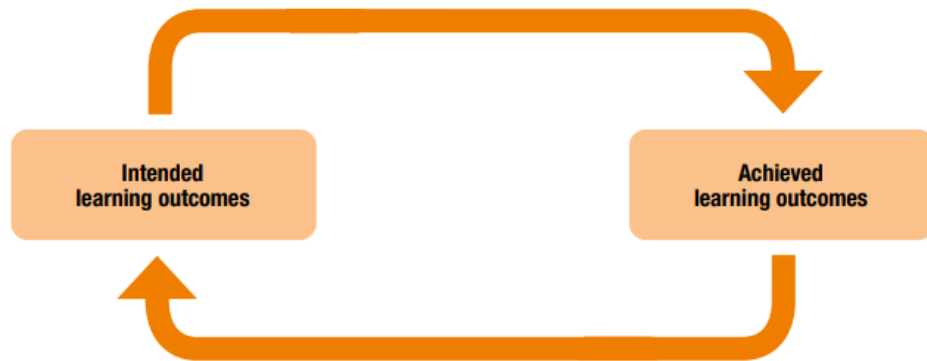
Learning outcomes; key lessons – opportunities and dangers



- ❖ The massive shift towards learning outcomes in describing VET qualifications across Europe gives us access to the expected **content** and **profile** of VET qualifications
- ❖ Differences in **quality** and **granularity** of learning outcomes requires caution in the use of these data

Learning outcomes state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence.

Learning outcomes; the key lessons (1)



Source: Cedefop.

- ✓ Intended and actually achieved learning outcomes must be **distinguished**
- ✓ Applying learning outcomes requires continuous dialogue (**feedback loop**) between intended and actual outcomes.
- ✓ Learning outcomes help to clarify **intentions** and demonstrate actual achievements of learning.
- ✓ **Not all learning**, however, can be fully defined in learning outcomes.

Learning outcomes; the key lessons (2)



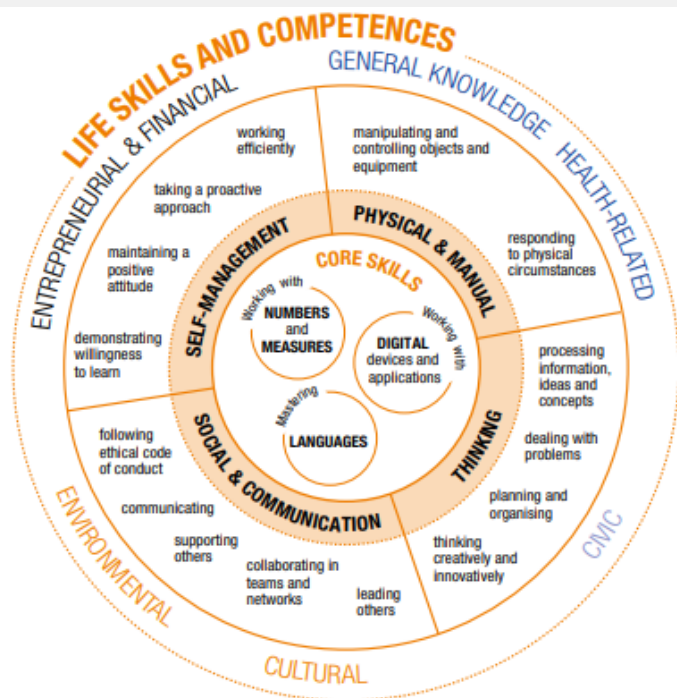
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- ✓ The learning process can **rarely be fully predicted** and described; learning outcomes must remain open to the explorative;
- ✓ Learning outcomes **never operate in isolation** but have to be defined and written within a broader context where learning inputs are considered.
- ✓ Learning outcome statements should be **authentic** and reflect the particular context being addressed.
- ✓ Writing learning outcomes **is not a neutral activity** but requires reflection on the **purposes** addressed, the **interests** involved and the **implications** of available alternatives

DEEPENING TERMINOLOGICAL FOCUS

- Researching implementation of key competences
- 'Unpacking' transversal skills and competences (ESCO and EQF support 2020-21)

Terminological precision matters

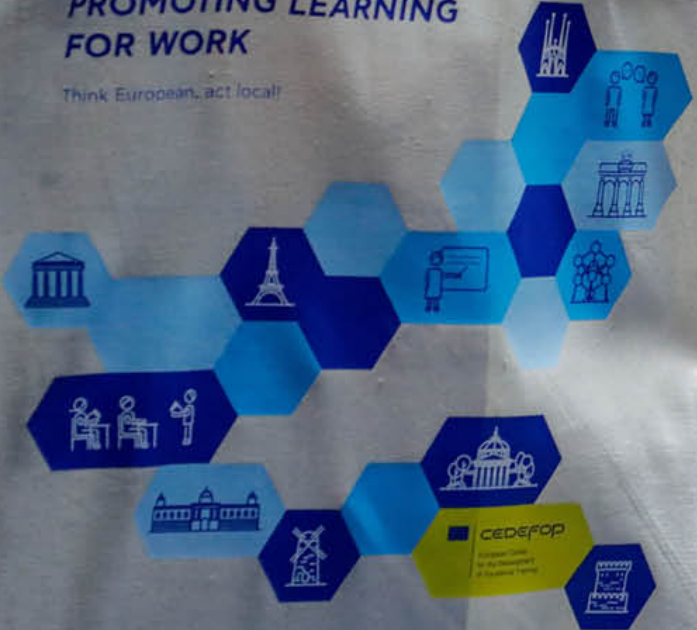


Source: European Commission and Cedefop, 2021.

- ❖ Critical for establishing a **reference point** for analysis and comparison
- ❖ Critical for **review and renewal** of qualifications
- ❖ The work on **transversal skills and competences** illustrate this

PROMOTING LEARNING
FOR WORK

Think European, act local!



Pilot projects on comparing VET qualifications

Comparing 10 VET qualifications in 10 EU countries (2016-17)

Comparing 4 VET qualifications in 26 countries worldwide
(with UNESCO and ETF, 2017)

Lessons from the pilot studies on comparing VET qualifications

Reference point	Healthcare assistant	ICT service technician
ESCO (v1) occupational profile	Healthcare assistant	ICT technician
O*NET	Nursing assistants	Network and computer systems administrators
WSSS (?)	Health and Social Care (WSSS41)	IT Network Systems Administrator (WSSS39)
VQTS	VQTS-based Competence Matrix 'Professional Care' developed in the EU project HCEU	

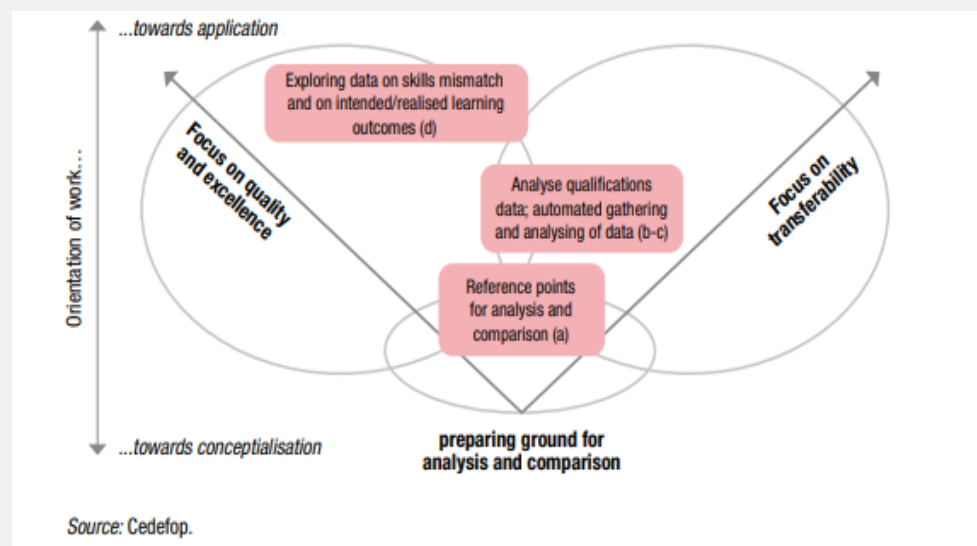
Source: Cedefop.

- Comparison is **possible** and supports mutual learning
- The analysis of the content is **labour intensive**
- The comparison requires **robust reference points**
- Is it possible to **'automate'** the analysis to widen use



The 'Comparing VET qualifications study'
(2018-2021)

The research challenge



- ✓ To build on the **shift to learning outcomes** and allow for a mutual understanding of the content and profile of qualifications
- ✓ To build on the experiences from 2015-17 and strengthen the comparative methodology in terms of
 - ❖ **Validity**
 - ❖ **Reliability**
 - ❖ **Scalability**

The research challenge



Comparing vocational education and training qualifications

Towards methodologies for analysing and comparing learning outcomes

This report brings together the findings of the Cedefop project *Comparing vocational education and training qualifications: towards a European comparative methodology*. Looking into the challenges related to the in-depth analysis and comparison of the content of VET qualifications, the report provides a methodological basis on which both researchers and policy-makers can build.

Four work assignments

- Exploring a reference point for analysis and comparison
- Exploring national data and their sources and the possible use of automated solutions
- Exploring the match/mismatch between qualifications and labour market requirements (the feed-back loop)
- Methodological synthesis – the toolbox

In reviewing and renewing qualifications, do you use the analysis and comparison of learning outcomes? How?

DE: there is a lot of analysis available

DE: BAuA employment survey since 1979 (task based)

DE: Occupation and field screening (companies/trainers etc.)

LT: no renewal process yet: comparing useful in the country and int. Context (need for capacity building)

PT: we compare LO with those of to other countries

NL: implementation of national skills language as reference system for VET and labor market

Q: Need for comparative aspects (Q, EU?)

How can the analysis and comparison of learning outcomes be used in the future to:

a. support national dialogue between VET and the labour market/society?

b. to strengthen dialogue and mutual learning between countries?

NL: need to expand the system to support lifelong learning (adaptiveness)

PT: capacity building - training of teachers and trainers in the operationalization of LO

DE: Guide on how to review Qualifications based on competence-based approaches (LOs), also for trainers (how to operationalise LOs)

DE: Dialogue? Need to adjust to national context (ESCO too aggregated... needs operationalisation)

LT: comparison based on intended LOs (descriptions), but curriculum/what is taught/trained is sth different

Higher emphasis should be put on training of those who are involved in the development of LO, as format how they are formulated often differs among occupations and fields.

Look at occupations!

Cedefop: look at:

*1) purpose of apprenticeship
(intension/ LO)*

*2) Level of discussions
(institutional level/ higher level?)*



Thank you

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