



# **Policy Learning Forum: The definition and writing of learning outcomes for VET qualifications**

**WG 3: Supporting active learning?  
Dilemmas and opportunities in aligning teaching and  
assessment to learning outcomes**

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# Vocational Upper Secondary Qualifications 1.8.2015

- 52 Upper Secondary VET qualifications/120 competence areas - Scope of **180 competence points**

Qualification includes:

- **vocational units** (compulsory and optional) **135 cp**
- **common units** (compulsory and optional) **35 cp**
- **free-choice units** **10 cp**

- Vocational units based on functions of working life
- Fragmentary and narrow core subject units merged into broader competence-based common units
- Flexible learning pathways
- At least **30 competence points** of required competence must be to acquired **by on-the-job learning**



# Finnish Qualification System

Statutes by Parliament, Government and MoEC

National Qualification Requirements by FNBE in  
tripartite cooperation



VET provider's curricula



Individual study plan incl. assessment plan



## How can teachers use learning outcomes to shape and structure the learning process?

VET providers follow the national learning outcomes defined in the national qualification requirements.

The VET providers decide how to reach the targeted learning outcomes.

In competence-based (work-based) qualifications it is up to teachers to decide on domains of learning.

Teachers structure learning processes themselves following the national learning outcomes defined in the national qualification requirements.



# Starting point for teachers: Vocational unit in National Qualification Requirements

## Vocational Unit:

Preparation  
of lunch  
dishes  
40 cp

**What** are the learning outcomes of a unit?

**Who** are the teachers and trainers for the unit ?

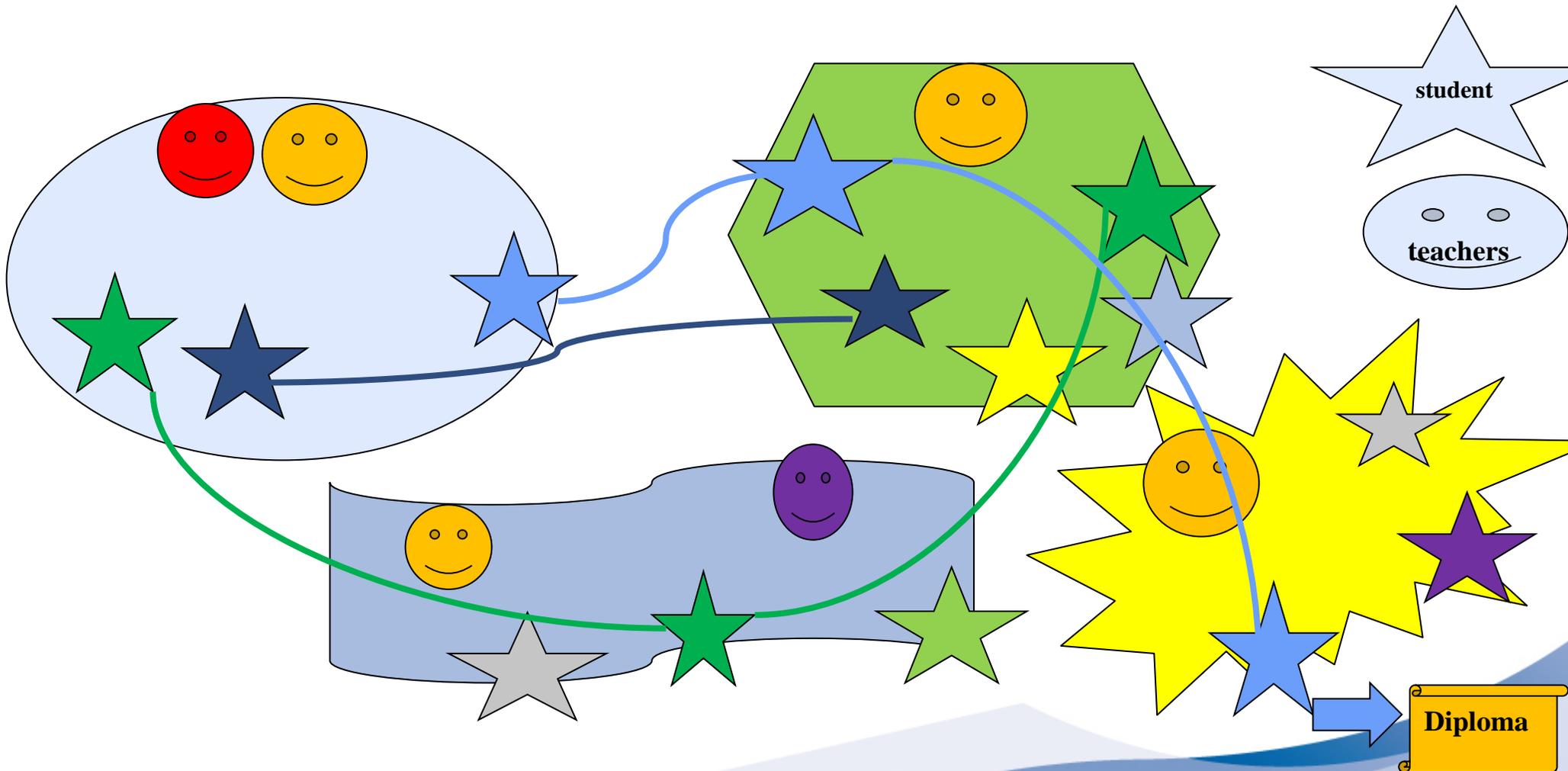
**Where** can the competences required in the unit be achieved (learning environments, on-the-job-learning/work-based learning)?

**How** is learning process shaped and structured (learning methods, individual needs)?



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# Learning environment and competence as starting point for VET providers and teachers



# To what extent can learning outcomes statements in qualifications be aligned with assessment?

Assessment of learning and assessment of learning outcomes **are separated by law.**

Assessment is based on targeted learning outcomes defined in the national requirements for vocational qualifications (about 350 in autumn 2016).

Learning outcomes of each vocational unit are formed and based on **functions in working life.**

Assessment criteria of each unit (three-scale).

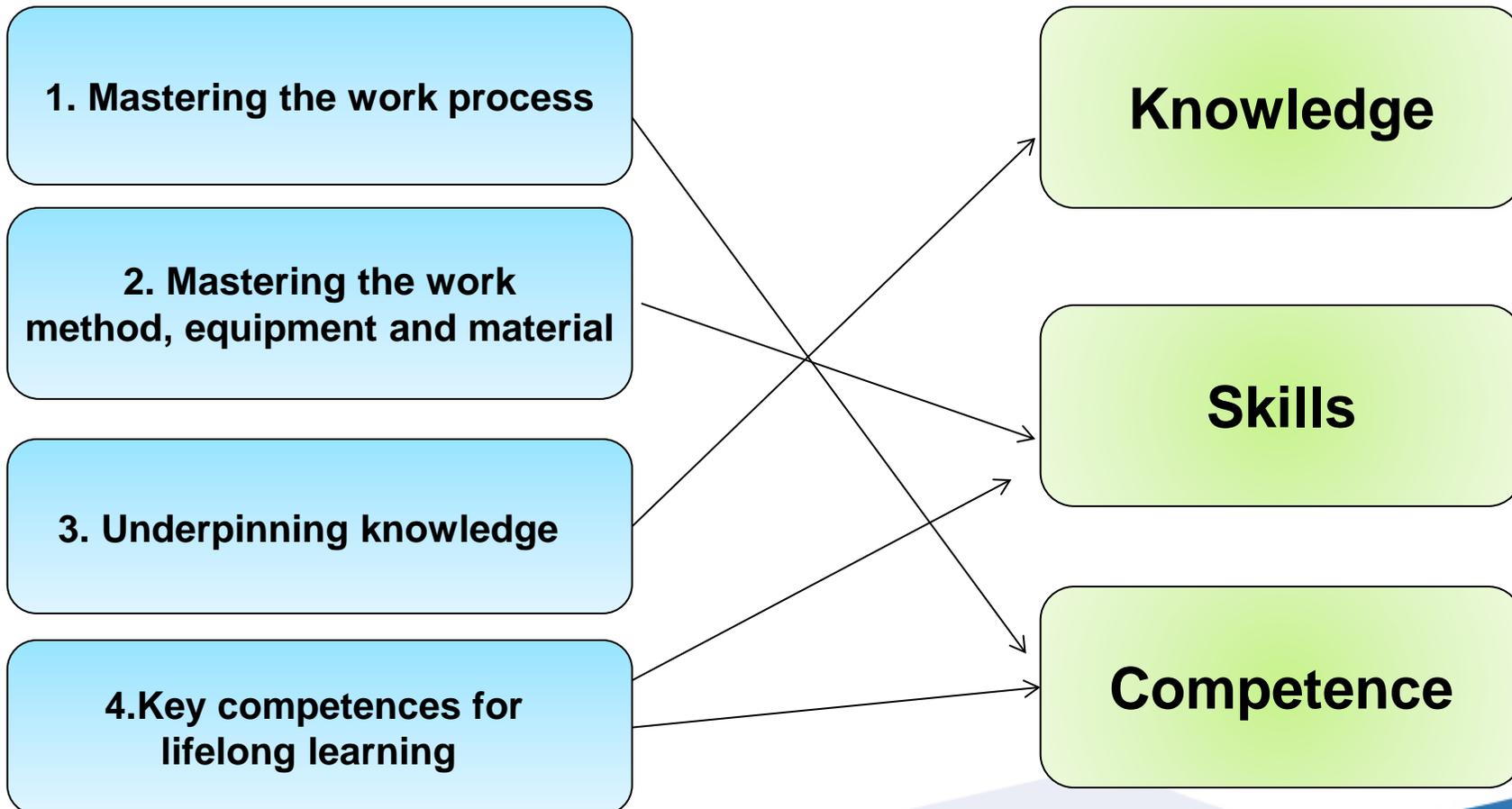
Skills demonstration of each unit at work place.

Social partners assessment including **self-assessment of student.**

Assessment of learning supports learning process and is connected with **feedback and guidance.**



# Finnish targets of assessments vs. learning outcomes described in terms of "KSC"





# Vocational Unit in Hotel, Restaurant and Catering Services VQ

## Preparation of lunch dishes

### Vocational skills requirements

#### The student or candidate

- **receives, stocks and stores** ingredients and other supplies
- **handles and uses** foodstuffs at different.....
- **prepares** lunch dishes....
- **can increase and decrease** recipe quantities
- **adapts dishes to meet** customer ....
- **shedules** their daily work ....
- **lays out** dishes
- **participates** in customer service.....
- **tidies and organises** work.....
- **observes**.....





# Vocational Unit in Hotel, Restaurant and Catering Services: Preparation of lunch dishes

Target of Assessment	Assessment Criteria as Competencies		
<b>1. Mastering the work process</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
Work shift performance  Preparation of lunch dishes and customer service  Maintaining the tidiness and order of the working environment	plan their shift ..... schedules ad pases.....  receives, stocks prepares ....  tidies and organises ....  performs dishware ....		

# Vocational Unit in Hotel, Restaurant and Catering Services: Preparation of lunch dishes

Target of Assessment	Assessment Criteria as Competencies		
<b>2. Mastering the work method, equipment and material</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
Handling raw ingredients  Use of food preparation and baking utensils, equipment.....	Is familiar with the more common..... prehandle....  selects.... prepare .... ....		
<b>3. Underpinning knowledge</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
Knowledge of ingredients and dishes	is familiar with dishes and .....		



# Vocational Unit in Hotel, Restaurant and Catering Services: Preparation of lunch dishes

Target of Assessment	Assessment Criteria as Competencies		
<b>4. Key competences for lifelong learning</b>	<b>Satisfactory 1</b>	<b>Good, 2</b>	<b>Excellent 3</b>
Learning and problem solving skills  Interaction and co-operation  Health, safety and ability to function  Vocational ethics ..... .....			



# How can assessment criteria be written so as to support an active and open learning process?

Teachers are responsible for learning process and it is not defined at national level.

Dilemma whether to write learning outcomes at more general or detailed level in the national qualification requirements.

- a) If LOs are described at more general level there is more room for interpretation.
- b) If description is at more detailed level, might this restrict the use of different learning environments. In addition more detailed description of LOs should be reviewed more often.



# Which are the main challenges faced by teachers when working with learning outcomes?

*“The major challenge is to change thinking away from a science- and subject-based approach – deep-rooted in all of us – towards vocational study structures based on **working life activities and functions**”.*

Subject-based → **based on working life activities and functions**

School-based → **work-based**

Time-based → **competence-based**

Group → **individual learner or team learning**

Teaching → **competences, learning processes**



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# Guiding learning

## Focus on learning and learner (M.Aaltola, 2015)

