Trends in VET Assessment

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'*The Future of VET – the way forward*'
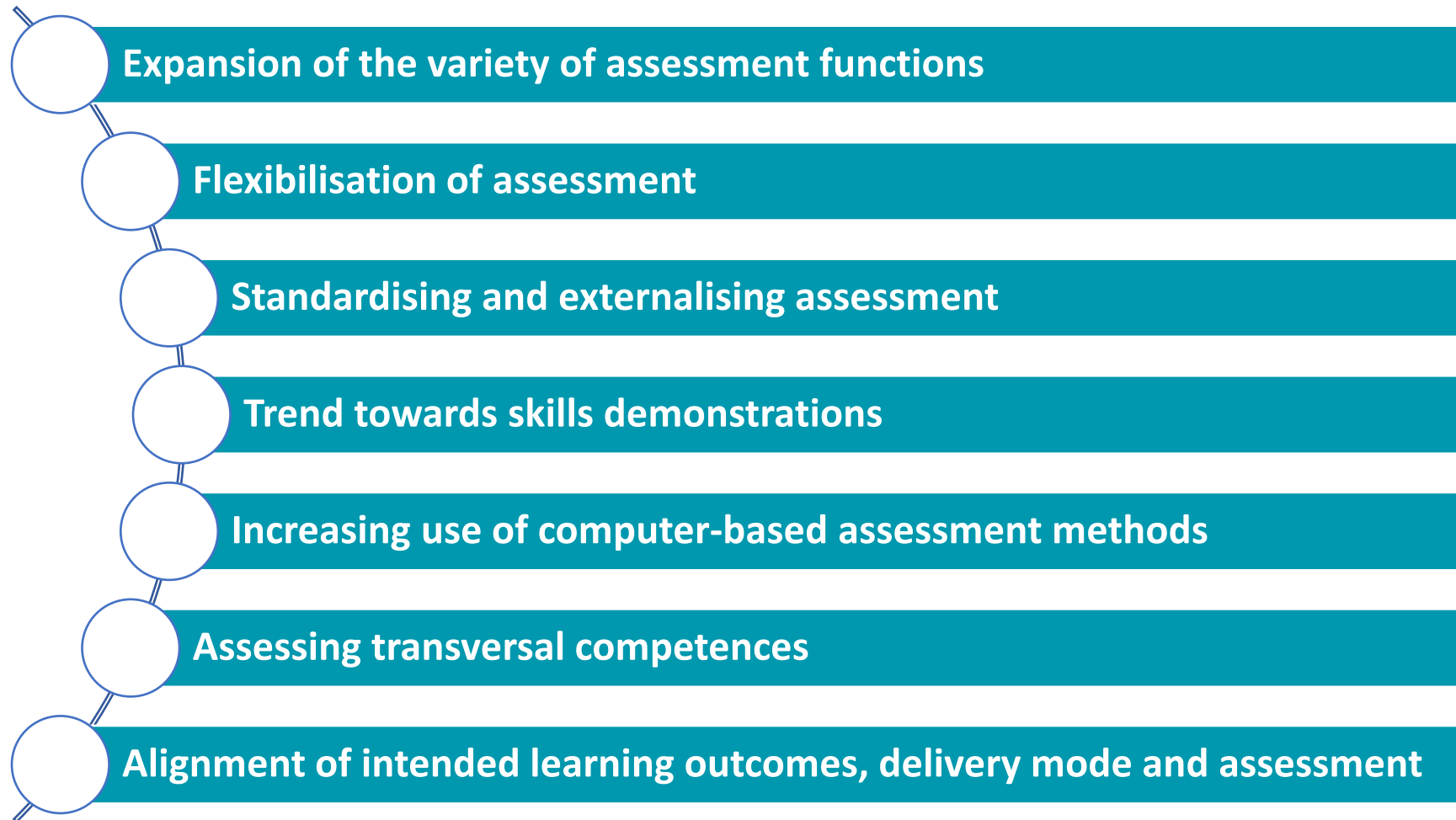Cedefop Conference
Parallel Session 2: 'Testing for learning
or teaching to the test? The future of
assessment'
5-6 December 2022

Trends – some insights

- Expansion of the variety of assessment functions
- Flexibilisation of assessment
- Standardising and externalising assessment
- Trend towards skills demonstrations
- Increasing use of computer-based assessment methods
- Assessing transversal competences
- Alignment of intended learning outcomes, delivery mode and assessment

Standardising and externalising assessment

Increase of standardisation and externalisation

__ country-specific - depends on role and function of assessment

__ usually mixed forms

__ mainly focus on general subject knowledge: high level of reliability, to strengthen the value and image of VET and the parity of esteem with GE

__ examples of standardised and external <u>VET</u> examinations*:*

Poland:
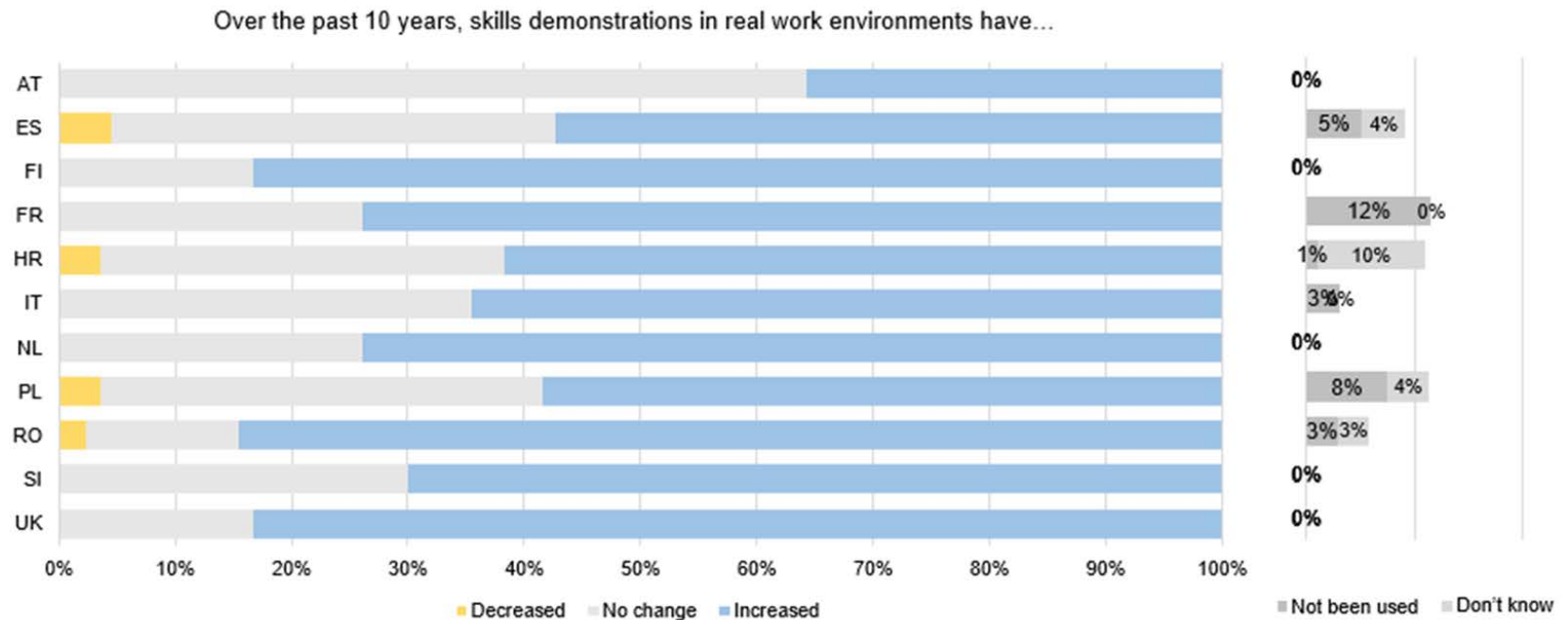mandatory for learners in VET schools since 2010

Croatia:
general care nurses (since 2015) and IT technicians and salesperson (2017-2019);
initially in theoretical subjects; national skills exams for the general care nurse qualification: developed and piloted in 2018

Trend towards skills demonstrations

Changes related to the use of skills demonstrations in real work environments

Over the past 10 years, skills demonstrations in real work environments have...

	Decreased	No change	Increased	Not been used	Don't know
AT				0%	
ES				5%	4%
FI				0%	
FR				12%	0%
HR				1%	10%
IT				3%	3%
NL				0%	
PL				8%	4%
RO				3%	3%
SI				0%	
UK				0%	

Source: VET provider survey. Data from selected countries. n = 893.

Trend towards skills demonstrations

Romania:
skills demonstrations introduced in 2017

Finland:
vocational skills demonstrations (since early 2000s; 2018 reform - main assessment method in VET): performing job-relevant work tasks in as authentic an environment as possible, ideally as part of in-company learning phases

Challenges

__ limited possibilities to carry out the assessment in an authentic situation (e.g. in very specialised fields)
__ companies and work situations can be very different, to some extent unpredictable, subject to constant change through various influences that cannot always be controlled

>>> reliability, validity, comparability?

Increasing use of computer-based assessment methods

Changes related to the use of digital assessment or other computer-assisted tests

Over the past 10 years, digital assessment or other computer assisted tests have...
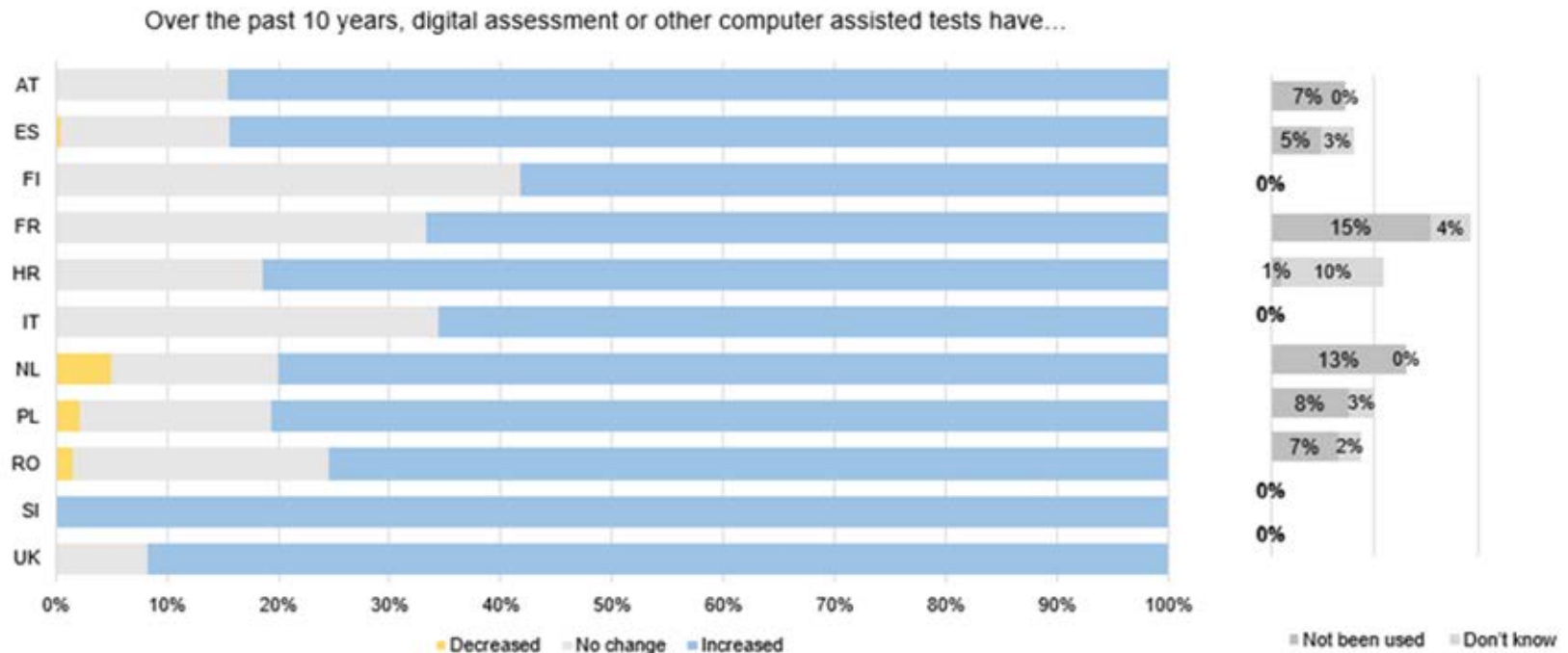
Source: VET provider survey. Data from selected countries. n = 893.

Increasing use of computer-based assessment methods

Germany:

ASCOT+ ('Technology-based Assessment of Skills and Competences in VET'): projects developing digital measuring instruments for professional and cross-professional competencies in three professional fields and testing them as teaching and learning media and in exams - aim to develop instruments that are suitable for assessment in an authentic workplace simulation

Mix of advantages and challenges

__ standardised, (partially) automated assessment for a large number of candidates using complex tasks, resource -saving
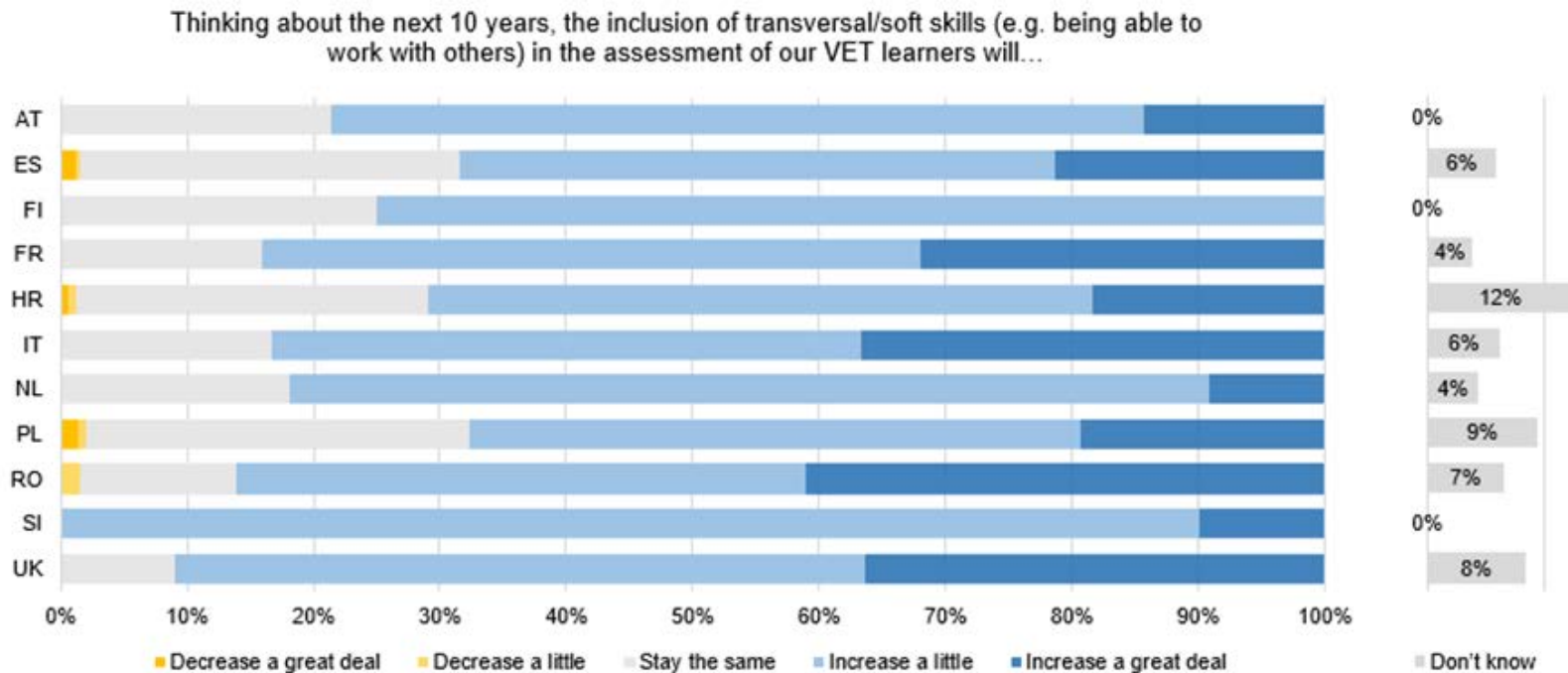
>>> sufficient for all areas?

>>> inequality and fairness (accessibility and connectivity)?

>>> trustworthiness?

Increased emphasise on assessing transversal competences

Expected change in the inclusion of transversal skills in VET assessment

Thinking about the next 10 years, the inclusion of transversal/soft skills (e.g. being able to work with others) in the assessment of our VET learners will…

Country	Don't know
AT	0%
ES	6%
FI	0%
FR	4%
HR	12%
IT	6%
NL	4%
PL	9%
RO	7%
SI	0%
UK	8%

Legend: Decrease a great deal · Decrease a little · Stay the same · Increase a little · Increase a great deal · Don't know

Source: VET provider survey. Data from selected countries. n = 893.

Increased emphasise on assessing transversal competences

Poland:
Pilot projects for including personal and social competences as well as problem solving in external VET assessments (virtual and augmented reality)
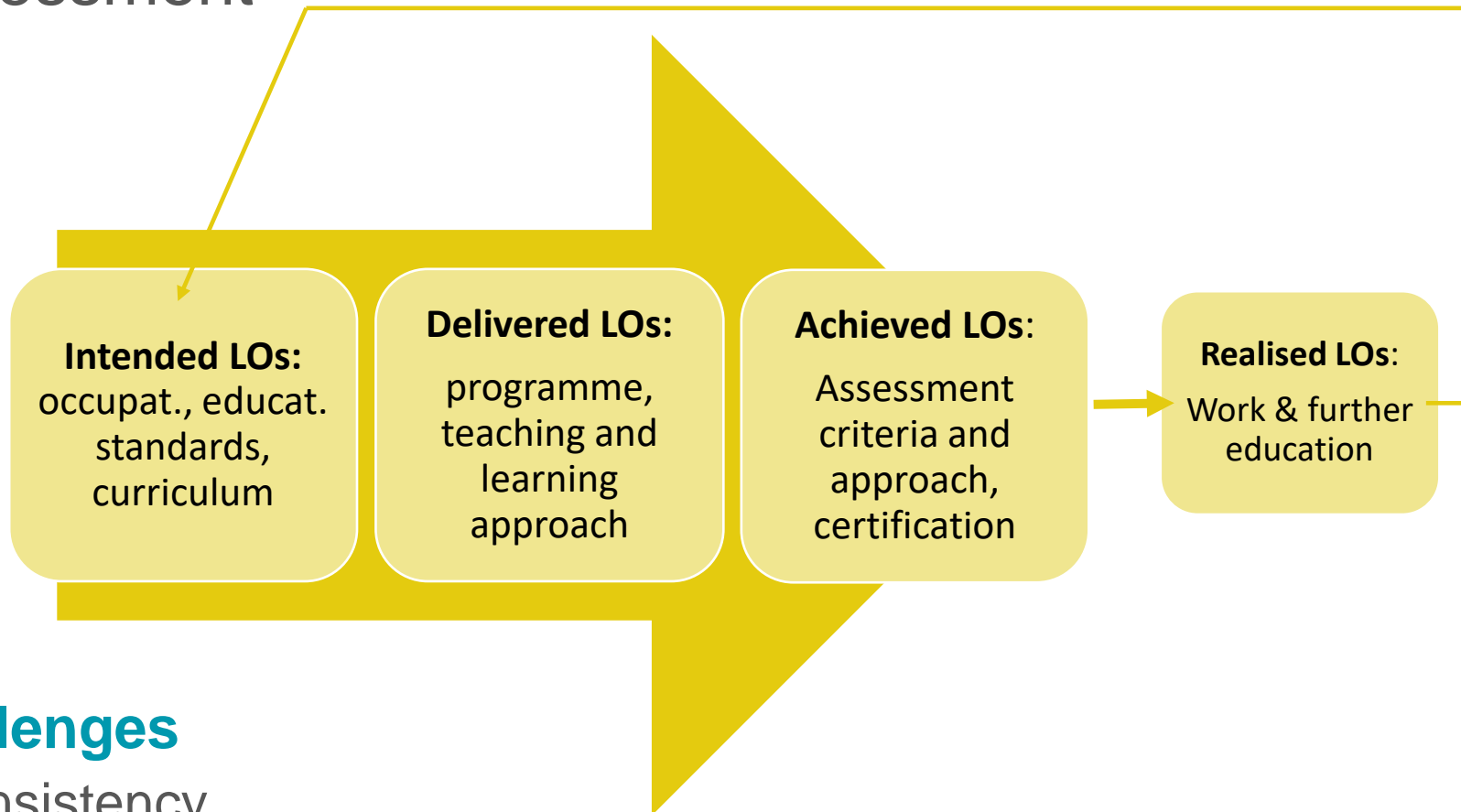
Austria:
Wide range of transversal competences assessed with the diploma thesis as part of the partially standardised competence-oriented upper secondary school-leaving exam in Colleges for Higher VET

TRANSVAL-EU
www.transvalproject.eu

Challenges

__ no common clear understanding of what transversal competences are

__ formulating clear and concrete assessment criteria and performance descriptions

__ conducting assessment of such complex competences in a transparent and reliable way, independently and outside the work context

Alignment of intended LOs, delivery mode and assessment

Intended LOs:
occupat., educat. standards, curriculum

Delivered LOs:
programme, teaching and learning approach

Achieved LOs:
Assessment criteria and approach, certification

Realised LOs:
Work & further education

Challenges
__consistency

__flexibility (room for interpretation and adaptation)

__facilitating or narrowing down learning

__tensions…

Thank you for your attention!

Itsenäisyyspäivä

Día de la Constitución

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