



### Working Group 3

#### Writing learning outcomes in Travel and Tourism sector

Three countries presented their national approaches to writing the learning outcomes (LO) in the tourism and travel sector:

- (a) Greece: overall approach and the example of a hotel receptionist;
- (b) Slovenia: overall approach and the example of a tourism services agent;
- (c) Slovakia: the example of learning outcomes for a local guide qualification.

The presentations were so different in term of approach or qualification presented that we did not discuss similarities or differences in these countries.

The discussion focused on the following questions:

- (1) Where are LO used?
- (2) Why do you use and describe LO?
- (3) What are challenges of assessment? (the question added at request by the participants)
- (4) How are LO actually described?
- (5) What is the approach to transversal LO?
- (6) Who writes and who contributes to writing of LO?

The group discussed the issues in smaller groups which presented their key messages at the end of each round.

The key messages can be summarised as follows:

#### (1) Where are LO used?

LO are used in occupational standards or profiles, in curricula, in VET study programmes, qualification cards. Occupational standards are generally expected (or required) to be renewed every five years. One of the challenges is to keep them updated and training programmes aligned accordingly. The question was raised whether taking into account national contexts and difficulties within countries a common universal approach to LO is at all feasible.

#### (2) Why do you use and describe LO?

LO are expected to serve as a common language between education and the labour market: help learners and their parents to better understand and shape learning (LO approach is welcome by the Parents' Association); help VET providers to develop curricula and training programmes; make employers aware of what persons with qualifications know and are able to do. In practice, this is not often the case. An effective approach is when labour market representatives (mainly, employers) take part in formulating them (the example from Slovakia).

LO as a common denominator can benefit all learners; however, there is a strong tendency to speak separately of qualifications for IVET and non-formal qualifications. The challenge is that LO are predominantly perceived as a result of teaching and learning process while the current context asks for broader perspective of lifelong learning.

### (3) What are challenges of assessment? (the question added at request by the participants)

When speaking about assessment, two aspects need to be separated (for discussion purpose): how to assess whether LO are achieved and, secondly, to what level they are achieved (assigning grades). Selection of assessment methods should be aligned with the LO to be assessed and assessment criteria.

The process of writing LO should be perceived as a journey from writing LO to assessment criteria to assessment methods and then back to reviewing and adjusting the LO.

### (4) How are LO actually described?

LO should be kept simple and short (KISS). Keeping them short is a challenge but also a benefit for learners and employers.

LO should be based on real life situation and be applicable there, this refers both to vocational and transversal LO.

Methodological support is needed (and will be very much appreciated from the EU side) on levelling the LO. However, reference to NQFs (and EQF) can help with levelling LO.

There were different views on whether it is practical to speak separately of LO domains or take more holistic approaches. Separation of knowledge, skills and competences presents a specific challenge to the labour market actors.

### (5) What is the approach to transversal LO?

There is a need to balance specific and transversal LO. In practice, transversal can be integrated into specific LO or are formulated separately. There are several challenges:

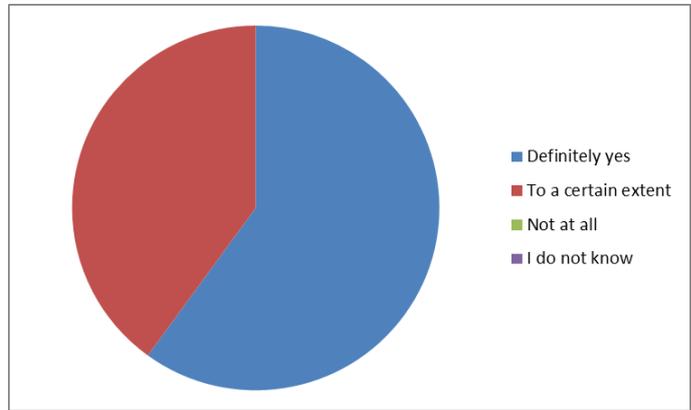
- what is included as transversal LO;
- it is important to go beyond the Bloom's taxonomy and address cognitive, affective and psychomotor groups.

### (6) Who writes and who contributes to writing of LO?

In writing LO, interests of many stakeholders should be taken into account. In most cases, VET and employers (for example, sector councils) are involved in writing LO; in most cases employers are consulted, in some they actually write (formulate) LO for their sectors. The issue was raised that it is rare that trade unions take part in the process; however, employees might provide different insights into LO needed to perform tasks in the workplace.

Coordination of writing of LO at the national level is important. It can ensure common approach but also can help avoid duplication of some qualification and ensure articulation of LO across similar qualifications in different sectors.

At the end of the session, we made a small survey to see whether participants agreed that well-described learning outcomes facilitate communication among employers, learners, VET providers, teachers, trainers, parents:



The result indicates that there is still a way to go to reach common language when speaking about learning and its outcomes.

**Annex**

LO as perceived by various stakeholders

