

3rd International Workshop on Curriculum Innovation and Reform

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**SESSION 1: ENSURING LINKS BETWEEN CURRICULUM AND
ASSESSMENT POLICIES – EVIDENCE FROM GERMANY AND
THE NETHERLANDS
- *THE GERMAN CASE***



Content

Why Germany selected?

Aspects Addressed:

- (1) State of the art of curriculum and assessment reforms introducing learning outcomes in initial VET
- (2) Alignment of standards, curricula and assessment
- (3) Implications to learners' assessment
- (4) Linking curriculum with assessment policies: strengths, weaknesses and challenges
- (5) Benefits for the learner



Why Germany selected?

- object of observation: dual system of IVET with two learning places (enterprise and vocational school)
- most objectives of the training regulations of IVET are formulated as learning outcomes
- they describe which task the apprentice has to be able to do as result of the training (competence oriented)
- strong influence of enterprises and unions (social partners) on all matters of IVET
- example for summative competence oriented assessment
 - interim assessment: skills and knowledge related to the skills assessed
 - final exam: competences assessed, after skills and knowledge developed further into competences

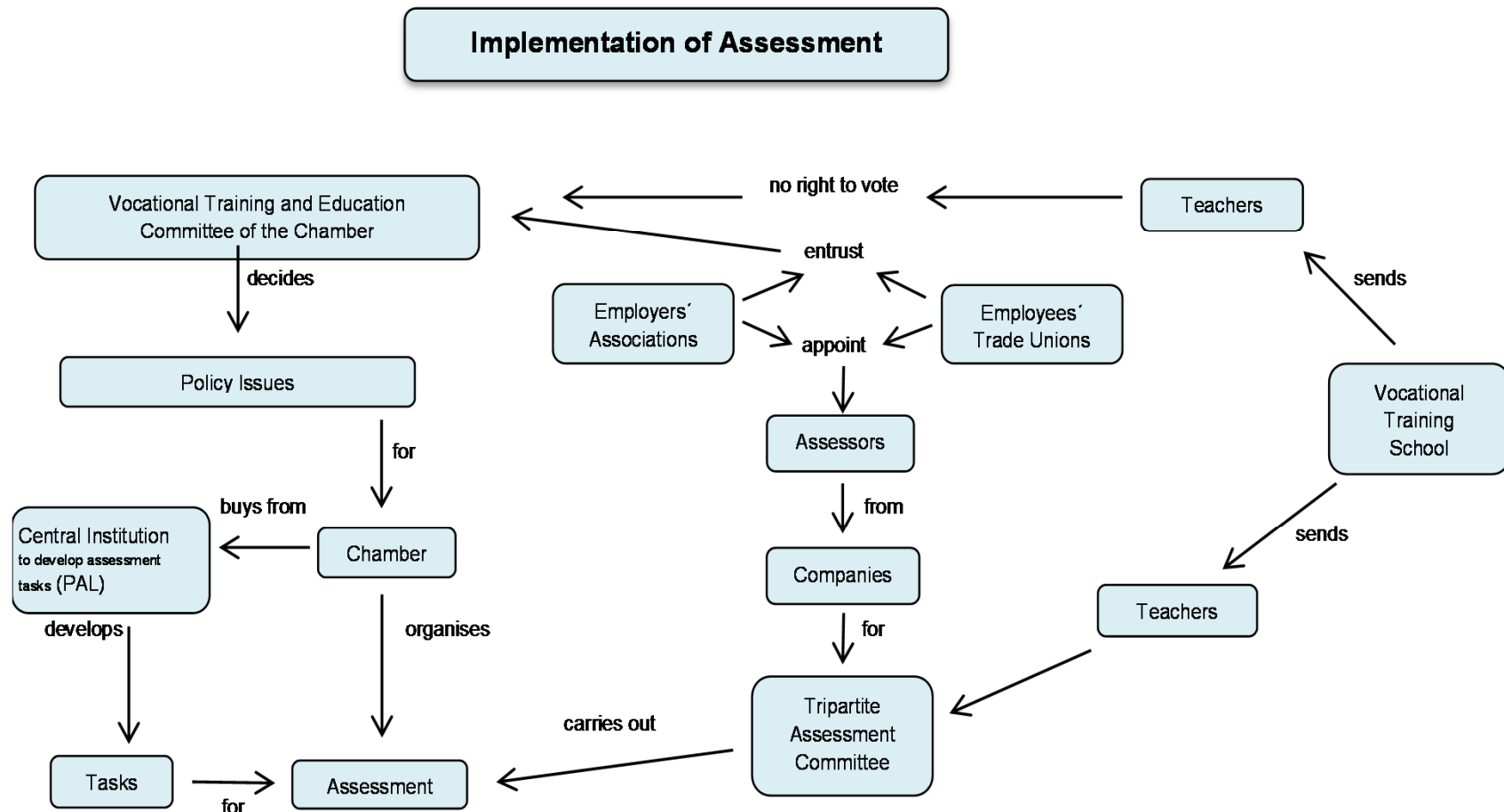


State of the art of curriculum and assessment reforms introducing learning outcomes in IVET

- Part enterprise training: reform in 1969 to describe objectives of IVET regulations as learning outcomes (what the learner is able to do after training)
- Part vocational school: since 1996 teaching focuses on the work processes of enterprises
 - approach of action orientated learning
 - most objectives by now described as learning outcomes (what the learner should be able to do)
 - syllabus organised by learning fields which follow work processes (industrial occupations) and typical customer orders (crafts) respectively
- Four movements shaping the VET policy: action orientation, process orientation, competence orientation and permeability



Stakeholders involved





Alignment of standards, curricula and assessment

- assessment based on learning outcomes of the training regulation, and where needed on the curriculum of the vocational school
- summative assessments only assess samples of all learning outcomes acquired, which are not representative for all objectives of the apprenticeship training
- being a sample the assessment tasks must be constructed new each year and cannot be tested in advance. So the tasks are typical for the occupational demands, but do not meet the criteria of validity and reliability in any way
- in most cases assessment tasks are worked out by a central organisation (e.g. PAL), so the standard is the same all over the country
- assessment is done by a tripartite jury organised by the chamber; assessors appointed by the employers' organisation, by the unions and by the vocational school



Example

Assessments: journeyman's examination in the state recognized training occupation electronics technician, specialising in energy and building technology

Assessment	Practical Task	h	Written Task	h	Oral	min
interim	Work order	10	Tasks related to the practical work	2	Questions in work process	10
final ¹	Simulated typical order by a customer	16	Design or change of a design of an electrical installation	2	Questions on typical customer order	20
			Analysis of the functions and the design of an electrical installation	2		
			Task on economy and social issues	1		
¹ additional voluntary oral exam, only if the other assessments are insufficient						



Implications to learners' assessment

- summative competence oriented assessment:
 - Since 2003 (the EQF learning outcome category) “knowledge” is not separately tested any more
 - Knowledge questions (written or oral) are now always in relation to the practical task
 - Result of action orientation and the approach to assess competences (and not of the debate on learning outcomes)



Linking curriculum with assessment policies: strengths, weaknesses and challenges

- Objectives of the training regulation are the basis for developing summative assessment tasks
- Objectives describe learning outcomes (NQF: professional competence consisting of knowledge and skills and personal competence comprising social competence and autonomy)
- The objective descriptions do not indicate the level and the complexity the tasks related to the described qualifications should have (which learning outcomes, but not which level)
- Formative assessment in IVET would require the training programme to be modularised what would run against the holistic concept of ability to act (principle of dual system).



Benefits for the learner

- better tuning between syllabus of the school and programme of enterprise training
- even assessment on theory of IVET very application related, so learner with practical competence would (still) be successful
- additional voluntary oral exam to make up for unexpected poor performance
- final exams as summative assessment being stressful, formative assessment (of modularised IVET) would be a relief

Thank you for your interest !

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