



FINNISH EDUCATION
EVALUATION CENTRE

NATIONAL EVALUATION OF LEARNING OUTCOMES IN VOCATIONAL EDUCATION AND TRAINING



Image: Hanna Tarkiainen

OBJECTIVES OF EVALUATION

The objective of learning outcomes evaluations is to produce information on the level of competence and the achievement of the vocational competence requirements and targeted learning outcomes in the qualification requirements.

In addition, it is examined what kind of capacities VET provides for working life and further studies.

Evaluation also produces information on the quality of VET providers' activity. Learning outcomes evaluations are also used to develop education, support learning and ensure the quality of VET.

PRINCIPLES OF EVALUATION

Evaluation of learning outcomes focuses on the competence produced by vocational upper secondary qualifications and further and specialist vocational qualifications. Evaluations of approximately 3–5 qualifications are launched every year. The aim is to evaluate not only the vocational upper secondary qualification of the field, but also further and specialist vocational qualifications in order to obtain a more extensive overall picture of the quality of education and competence in the field. Data concerning competence is produced both on vocational and on common units. All the VET providers offering the qualification evaluated participate in the evaluation. The providers receive feedback on their results in proportion to national comparative data.

FINEEC's evaluations, including the learning outcomes evaluations in VET, follow the principles of **enhancement-led evaluation**, in which the active participation of the VET providers and the interactive nature of the evaluation are emphasised. The providers that participate in the evaluation can already enhance their activities during the evaluation. The evaluation methods are also developed together with the VET providers.

EVALUATION QUESTIONS

Learning outcomes evaluations examine the following:

1. What is the quality of VET providers' pedagogical activity, what are its strengths and development needs, and what factors promote or prevent the development of learning and competence?
2. How well do students achieve the learning outcomes and vocational competence requirements in the qualification requirements and what are the strengths and development needs of the student's competence?
3. What kind of capabilities does VET provide for working life and further studies, especially for higher education studies?

EVALUATION MATERIAL AND METHODS

Diverse evaluation material is used in the evaluations. The material includes both tailored collections of data and data from already existing data repositories.

Self-assessment of VET providers

Self-assessment of VET providers produces information on the quality of VET providers' pedagogical activity and its strengths and development needs. Self-assessment is implemented by a diverse group of people consisting of representatives of the management, the teachers and working life. In their self-assessments, the VET providers assess their pedagogical activity, such as the personal competence development plan, the development of teachers' and workplace instructors' guidance and assessment competence, competence assessment, the guidance of students and the competence of graduates.

Data from the Koski service

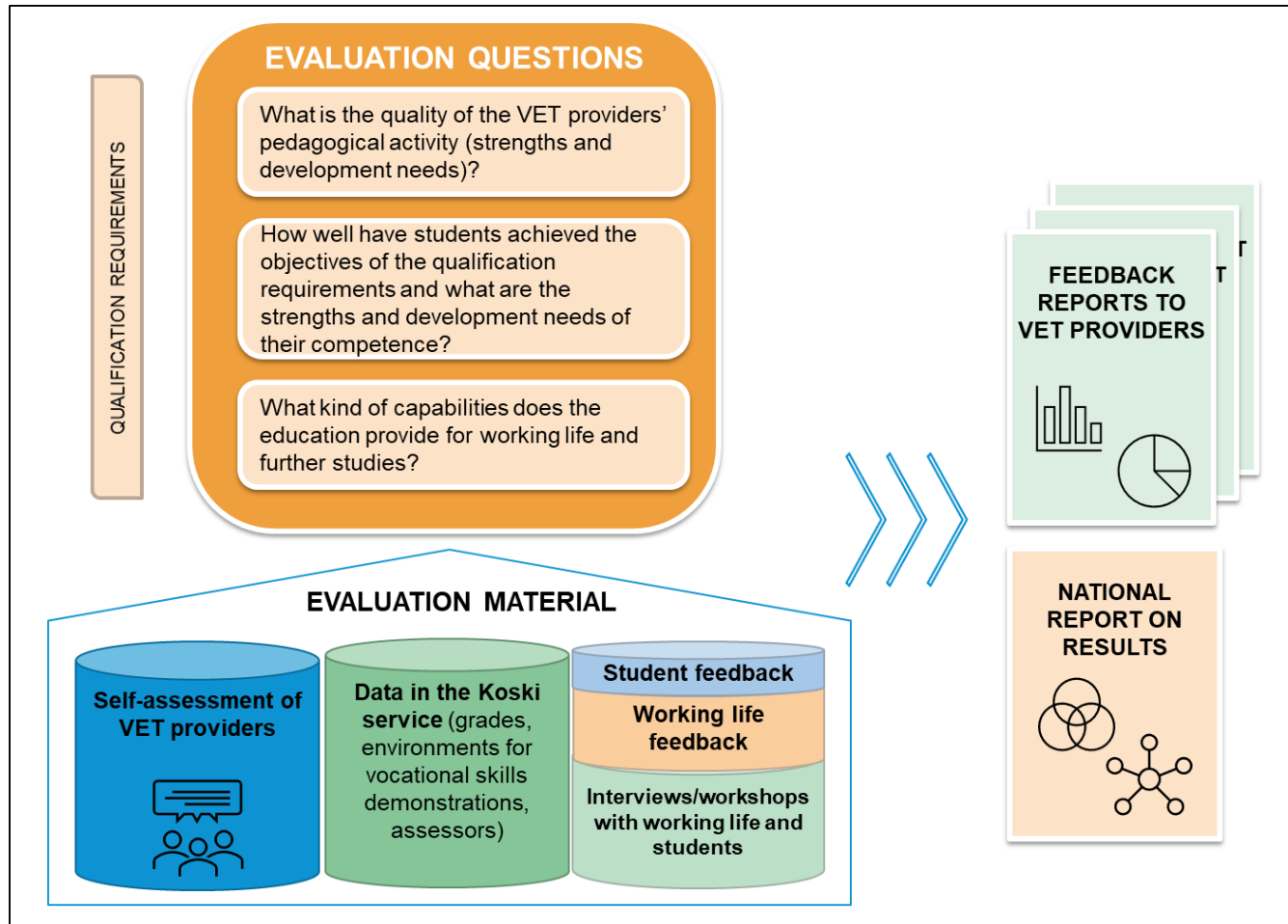
The quantitative data on the student and education are obtained from the Koski service. The data consists of the student's background details, the grades awarded for qualification units and the data on vocational competence demonstrations and assessment of qualification units.

VET student feedback

The national VET student feedback describes how those who have started and those who have completed vocational studies have experienced the provision of education and its effectiveness. Students respond to a survey at the beginning and end of their studies. In the evaluation, the survey data that are related to the progress made by the student in their studies, the pedagogical activities of the VET providers and students' experiences of their own competence are examined.

If necessary, the evaluation material can also be supplemented with interviews with students and working life, discussion events and workshops.

The evaluation setup for the evaluation of learning outcomes in VET



ANALYSIS OF THE RESULTS, REPORTING AND GOOD PRACTICES

The evaluation material is analysed by using different qualitative and statistical analysing methods. When examining and comparing the results, frequency and percentage distributions are also used, as well as different indicators, such as averages and measures of dispersion. The grades awarded for vocational and common units are examined by unit and competence area and according to other background variables such as age, gender, mother tongue and VET provider.

The VET providers receive feedback on their results in proportion to national comparative data. They can utilise the feedback in the development of their activities as part of their monitoring and feedback system. The national report presents the main results of the evaluation and enhancement recommendations and good practices concerning the qualification, aimed at supporting the development of the education and competence in the field both at the level of VET providers and at the national level.

LEARNING OUTCOMES EVALUATIONS 2021–2025

FINEEC has drawn up a plan for the learning outcomes evaluations that will be carried out between 2021 and 2025. The plan is aimed at helping VET providers anticipate the upcoming learning outcomes evaluations and link them to their quality management systems.

2021–2022

Vocational qualification in Electrical Engineering and Automation Technology

Further vocational qualification in Electrical Engineering and Automation Technology

Specialist vocational qualification in Electrical Engineering and Automation Technology

2022–2023

Vocational qualification in Business

Further vocational qualification in First-Level Management

Specialist vocational qualification in Leadership and Business Management

2023–2024

Vocational qualification in Natural and Environmental Protection

Further vocational qualification in Nature-based Services

Vocational qualification in the Wood Industry

Further vocational qualification in the Wood Industry

2024–2025

Vocational upper secondary qualification in Mechanical Engineering and Production Technology

Further vocational qualification in Production Technology

Specialist vocational qualification in Production Technology

Vocational qualification in Safety and Security

Further vocational qualification in the Security Sector

2025–2026

Vocational qualification in Circus Arts

Vocational qualification in Dance

Vocational qualification in Agriculture

Further vocational qualification in Agriculture

Specialist vocational qualification in Agriculture