

ABSTRACT

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This assessment focuses on vocational competence in the upper secondary level Vocational Qualification in Household and Cleaning services. Assessment material was collected from vocational skills demonstrations and from supplementary material describing arrangement of such demonstrations. The results describe grades awarded for vocational skills demonstrations and activities relating to arrangement of skills demonstrations. The assessment focused on students who had started studying towards the vocational qualification in upper secondary vocational education and training (VET) in 2010 and on all units providing such VET programmes. Assessment material was collected over the entire duration of the programmes through to the end of the 2013 spring term. Information on grades and quantitative data on arrangement of vocational skills demonstrations were supplemented with the self-assessments of VET providers and audit visits. In addition, the assessment involved analysing the vocational skills demonstration plans and the descriptions of skills demonstrations approved by the institutional bodies responsible for demonstrations.

The assessment was planned and carried out by an assessment team made up of Ms. Anu Räisänen and Ms. Pirjo Väyrynen, Counsellors of Education, and Ms. Tarja Frisk, Senior Adviser and Ms. Paula Kilpeläinen, Senior Adviser. When conducting audits and analysing materials and results the assessment team drew on the expertise of teachers working in the field.

Assessment of learning outcomes in vocational education and training is development-oriented by nature, emphasising VET providers' active involvement and the interactive nature of assessment. Materials are collected from the activities of the vocational institutions without any uniform nationwide tests. This development-oriented nature is also reflected in the feedback reports submitted to VET providers, which providers can use to compare their own results with national results. The audited VET providers also received a feedback report on the audit.

Assessment of learning outcomes was based on vocational skills demonstrations, thus focusing on vocational competence. The assessment was based on the criteria specified for education and training in the Qualification Requirements. In other

words, the Qualification Requirements functioned as a key starting point for assessment.

Assessment data was collected from all VET providers, 36 (100%) of which all participated in the assessment. The data covered 182 students and 1 058 skills demonstrations. In addition the assessment involved students who receive special support (special needs students). The data covered 1622 skills demonstrations performed by special needs students. The material covered 32 skills demonstration plans (89%) and 970 descriptions of skills demonstration. Self-assessment materials were submitted by 36 providers (100%). The assessment team carried out three audits.

The grade most generally attained by students (46%) for their vocational skills demonstration was 'good' (H2); 43 per cent received excellent grades (K3), while 12 per cent received satisfactory grades (T1). All students performed best in key lifelong learning skills (45% received excellent grades) and poorest in terms of knowledge that forms the basis of the work (63% received satisfactory or good grades). Female students received better grades than males. Some regional differences were also discovered.

Special needs students had fewer excellent and more satisfactory grades than other students. The grade most generally attained by special needs students (44%) for their vocational skills demonstrations was 'good' (H2), 25% received excellent grades (K3), while 33 per cent received satisfactory grades (T1). Less than half of the students (45%) skills demonstrations had been performed without using individually adjusted objectives.

The special characteristics relating to the Vocational Qualification in Household and Cleaning services became evident in arrangement of skills demonstrations. The results of the assessment indicate that VET programmes emphasise a workplace-oriented approach. Approximately 79% of the vocational skills demonstrations were arranged at workplaces. Approximately 52% of special needs students vocational skills demonstrations were arranged at workplaces.

No statistically significant connection was found between pedagogical solutions and resources on the one hand and learning outcomes on the other, although the grades awarded for vocational skills demonstrations depended on the assessors. The assessment thus highlighted challenges in determining the criteria for education and training and their assessment, and in interpreting vocational competencies. The assessment also revealed training needs of workplace instructors, in particular in performing criteria-based assessments. The assessment of vocational skills demonstrations indicated that 72% of the demonstrations do not meet vocational requirements. This poses challenges for other assessment methods and weakens the reliability of skills demonstrations as method of

assessing vocational competence. The assessment also revealed differences in the quality of skills demonstration plans, as well as in the operations of the institutional body responsible for demonstrations.

Considerations relating to the reliability of assessment came to the fore during the course of assessment. In particular, the poor differentiation capacity of the grading scale became evident. To some extent, the weak link between background variables and learning outcomes may also be indicative of problems with the reliability of assessment.

The assessment highlighted the development needs of both VET providers and units providing upper secondary VET in Household and Cleaning services, on the one hand, and educational administration, on the other.