Certification per units
A project of French Speaking Community of Belgium

ECVET Pilot Projects 2010-2013

2nd seminar (Roma April 2012)

Assessment of Learning Outcomes in the context of Lifelong Learning

Valuing learning outcomes rather than sanctionning failures : an ambitious policy for vocational education in 2012

- **Facts :**
  - ❑ Repetition, delay and early school leaving (drop out) are much too excessive in our educational system, especially in vocational education.
    - In the 11th year (normally for 17th years-old), only 20% of pupils are on time.
    - Rate of repetition is 20 to 25% in 11th year,
  - ❑ Vocational education is organized on a traditional and selective basis :
    - Each course is 50 minutes long,
    - There are exams at fixed periods : Christmas and June,
    - Teachers are forced to evaluate every year and to sanction failure

Valuing learning outcomes rather than sanctionning failures : an ambitious policy for vocational education in 2012

- **An opportunity : the European recommendation of 18 June 2009**

- Aims :
  - To facilitate transfer, recognition and capitalisation of learning outcomes.
  - To increase readability of learning outcomes for the citizen (learner and enterprise) within a system, between stakeholders, between European countries.
  - To promote lifelong learning without borders
  - To increase quality and attractiveness of vocational education and training

Valuing learning outcomes rather than sanctionning failures : an ambitious policy for vocational education in 2012

- **Objectives of the CPU**

- To propose another approach of vocational education : valuing learning outcomes rather than sanctionning failures. This approach makes repetition useless.

- To propose students a more concrete, more motivating curriculum in which it's easier to understand mid term and long term objectives, in which they can be more active, in which they can master their own route,

- To propose an education structure more demanding in its aims and more supple in its organisation

CPU : an ambitious policy for vocational education in 2012

- « Certification per units » (CPU) : an organization of the last two years of compulsory education considered as a whole, cut into 4 to 6 learning outcomes units, where repetition is bannished

- *Units* are described in terms of *Learning outcomes*

  - « Learning outcomes » : what a learner knows, understands and is able to do at the end of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences

  - « Learning outcomes units » (units) : part of a qualification which consists of a coherent set of knowledge, skills and competences which can be assessed and certified

The UAA (Unit), cornerstone of the process

- Units are meant to :
  - Give sense to learning for the student and the teacher and to give sense on the labour market
  - Favour a progressive and varied learning (spiral model)
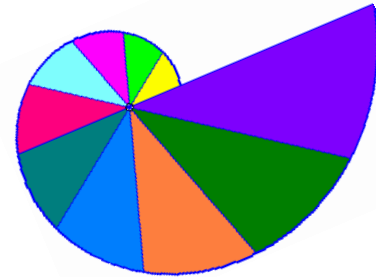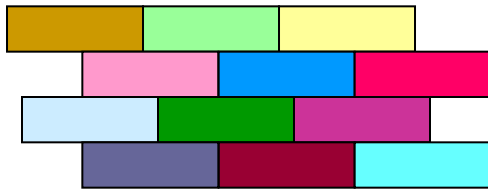
  - Establish a unique schedule (units are to follow each other in a pre-determined order)

A new approach to assessment

- Assessment processes will match up to assessment standards.

- Assessments will not take place at traditional periods (Christmas and June) but at the end of each unit

- Each unit will be successful : there will be no repetition, nor for the year neither for the unit

  - This implies that there will be enough structural learning activities of catching up

  - It will be necessary to advise early reorientation if needed

A new approach to assessment

- Every student will receive a Portfolio containing the Qualification Certificate which will include :
  - The list of the units valued (description of each unit in a clear and brief language for students, parents and employers),
  - The Qualification Certificate
  - A free space for :
    - Assessment of foreign languages
    - Mobility certificates
    - Other certificates (participation in training activities…).

A new approach to assessment

- At the end of every unit, a test is organized to assess the learning outcomes.

- The validation of assessment is conducted by a jury, composed of teachers and people from the economic environment (enterprises).

- Students who succeed receive a certificate of the unit.

- Those who fail the test get a second chance after a personnalized support from the teachers. The support can also come before the test if the teachers feel there's a risk. This is part of the pedagogical liberty of each team.

- The unit can be validated further on several occasions, for example during the validation of the next unit, since the learning path is built in a spiral way.

A new approach to assessment

What is compulsory for the schools ?

- Each unit must be validated.
- The validation is supported by a grid of criteria.
- Each criteria is described by indicators.
- Each criteria has a relative weight in the final assessment.

What depends upon the school's liberty ?

- The building of the test itself by the team (several teachers interfere).
- The support given to the students.

En 5ème année (first year of third degree)			En 6ème année (second year of third degree)		
Title of units	Number of weeks	ECVET points	Title of units	Nbr of weeks	ECVET points
UAA1 **Shampoo, hair care, basic haicut and blow-dry for women**	14	20	UAA4 **Shampoo, hair care, haircut for women and men, beard, moustache and/or side burns for men.**	16	**25**
UAA2 **Shampoo, specific hair care, perm or straightening and touching for women.**	12	18	UAA5 **Shampoo, specific hair care, oxidation dyeing or bleaching (highlights) for women or men.**	12	**25**
UAA3 **Shampoo, hair care, dyeing (semi-permanent or tone on tone) and styling (clips, rollers) for women and men.**	**10**	**12**	**UAA6** **Hairdressing for special occasions.**	**8**	**20**

Some difficulties

- The assessment of a unit is a team work since several teachers are each responsible for a part of learning outcomes and the assessment must be global.

- In the dual system, the assessment can be organized in the school or in the entreprise or in both places.

- It is hard to gather the jury for each unit.

- Integrate general education in an assessment process by units which intends to motivate students to success.

The challenges for tomorrow

- Information and orientation for young people : working now on the second degree (15-16 years) before CPU

- Part of the training should be conducted in companies

- Articulation of general training in vocational training

- Every school builds a plan of implementation of the CPU to specify his particular organization in means of catching up for students with problems and assessment