

OECD supports the assessment of learning outcomes in higher education

The importance of assessing learning outcomes was one of the key messages coming out of the [OECD-Singapore Higher Education Futures conference](#).

In his opening address to around 500 participants, the Deputy Secretary-General, Stefan Kapferer, noted that students and their families needed better information on the learning outcomes of higher education institutions in order to make more informed decisions about where they should study.

The [OECD's feasibility study of an Assessment of Higher Education Learning Outcomes \(AHELO\)](#) which was completed in 2013 was designed to establish whether an international survey could be developed to measure learning outcomes in higher education. While there has not been sufficient support from OECD countries to take this work forward and establish AHELO as a full Survey, the feasibility study has sharpened public awareness of learning outcomes as a core part of higher education's mission. Learning outcomes have now become a key element in discussions about higher education performance.

The OECD therefore remains committed to supporting countries in the development or implementation of instruments that measure learning outcomes in higher education. The AHELO feasibility study provided many rich insights into the complexities and challenges in measuring learning outcomes as well as demonstrating the potential benefits to be gained from a deeper understanding of learning outcomes. As a result, the OECD has much to offer in terms of insights and advice for countries embarking on this complex work and encourages countries to continue developing measures of learning outcomes in higher education using instruments that are well-adapted to their needs, priorities and contexts.