



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH

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Defining and writing of learning outcomes in VET qualifications

Cedefop 13. October 2016





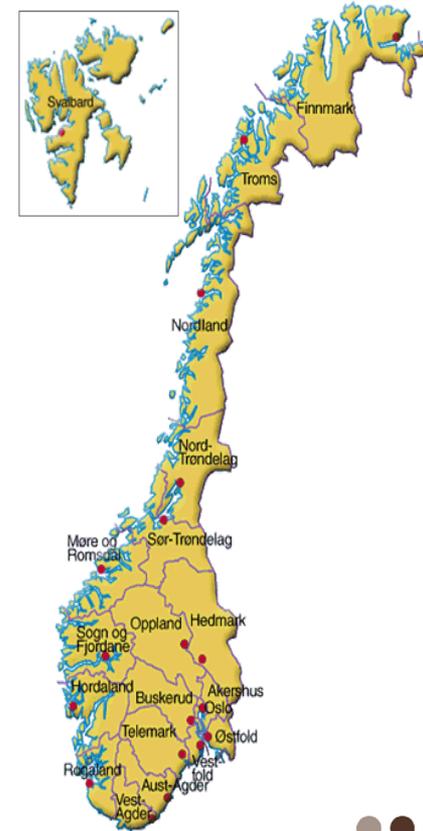
Principles

- **The Norwegian Parliament** (Stortinget) and the **Government** define the objectives and decide the framework for the educational sector.
- **The Ministry of Education and Research** is responsible for carrying out national educational policy.
- *Education for all* is a basic precept of Norwegian educational policy.
- Children and young people must have an equal right to education, regardless of where they live, **gender, social, ethnic and cultural background** or any special needs.
- All public education in Norway is free of charge.



Norway

- Key figures:
 - System of government:
Constitutional monarchy, parliament democracy
 - 5 200 000 inhabitants
 - Area: 385 186 km²
 - Education system:
 - Primary school (age 6–13)
 - Lower secondary school (age 13–16)
 - Upper secondary education and training (age 16–19)





Administrative levels

State/nation:

- Ministry of Education and Research
 - The Norwegian Directorate for Education and Training
- The County Governor, National Education Offices (18)

- Municipalities (428)
 - The compulsory School; Primary and Lower Secondary Levels
- Counties (19)
 - Upper secondary Education and Training





Upper Secondary Education and Training

- A right to three years' upper secondary education and training
 - Higher education
 - Vocational qualifications
- No "dead ends" in the education system
- Supplementary programme for general university admissions certification
- The Follow-Up Service





Upper secondary – Education Programmes

Programmes for VET (47 %):

- Building and Construction
- Design, Arts and Crafts
- Electrical Trades
- Health Care, Childhood and Youth Development
- Agriculture, Fishing and Forestry
- Restaurant and Food Processing
- Service and Transport
- Technical and Industrial Production

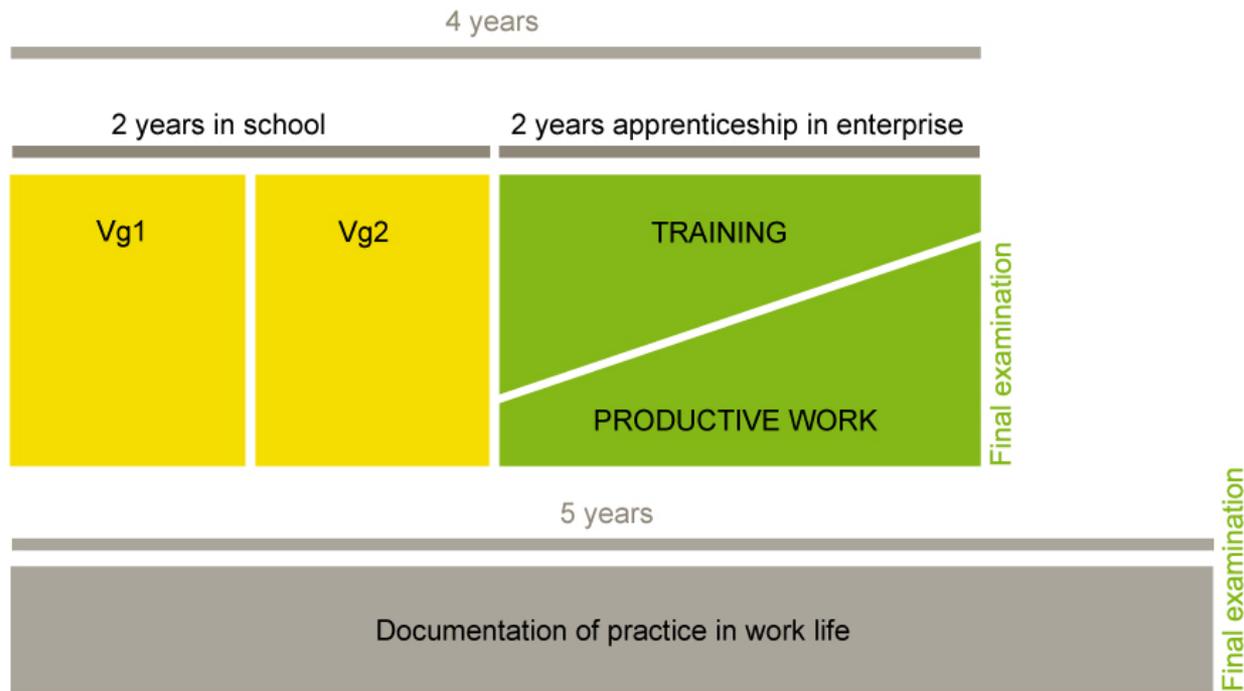
Programmes for general studies (53 %):

- *Art, Design and Architecture*
- *Media and Communication*
- *Music, Dance and Drama*
- *Sports, and Physical Education*
- *Specialization in General Studies*



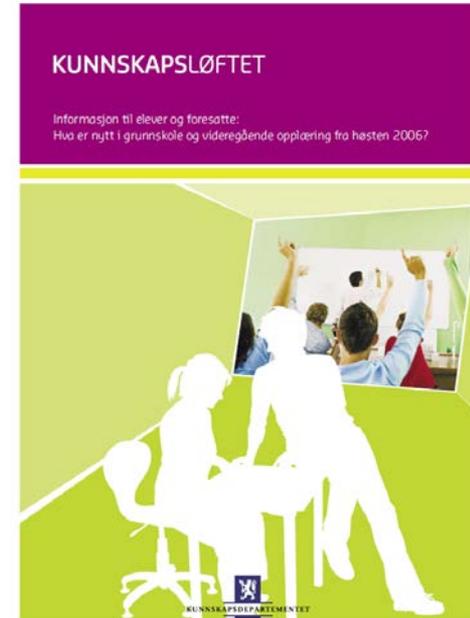


Upper secondary VET: Alternative paths to a VET qualifications



Curriculum – The Knowledge Promotion (2006)

- **The Core Curriculum** (*Foundation and Values; Political Consensus*)
- **Quality Framework**
- **Subject Curricula**
 - Framework regulating the **distribution of periods and subjects**
 - Based on Learning Outcomes





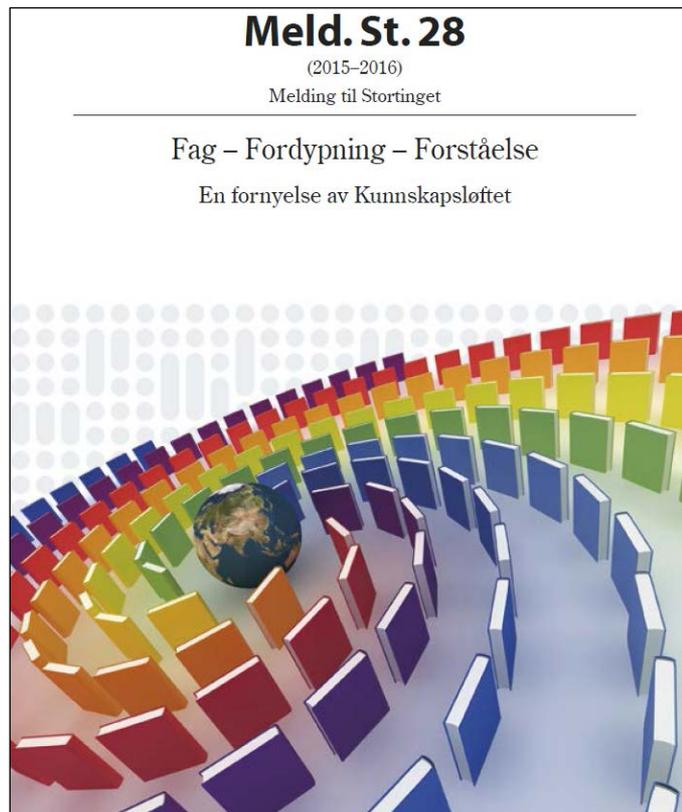
Aspects that must be dealt with

- To ensure that all learners actually learn what they need
- One out of four 15 year-olds leaves compulsory school with inadequate basic skills
- One out of four pupils discontinues upper secondary education/training and leave without formal qualifications



White Paper no 28 (2015-2016) to the Norwegian parliament

- Renewal of the Knowledge Promotion Reform
- Purpose: ensure that learners are furnished with the knowledge and skills that are relevant for a changing society
- Challenge: to give priority to the most important learning outcomes





The Renewal of the Curriculum

- The Core Curriculum which expresses the common values for the education system
- New common interdisciplinary themes
- Common Basic skills for all learners





Prioritized interdisciplinary themes

- Democracy and Citizenship
- Sustainable Development
- Public Health and Life Skills





Curriculum renewal

- Definition of competence for the subject renewal:

Competence is acquiring and applying knowledge and skills to master challenges and solve tasks in known and unknown contexts and situations. Competence means understanding and having the ability to reflect and think critically.

- Curriculum - less comprehensive and the learning outcomes shall be given clearer priorities





Improved curricula

- Cooperate with relevant stakeholders and experts
- Broad involvement to ensure local ownership of the renewed curriculum
- Shared responsibility - school owners, school leaders, teachers and trainers





Implementation





– The Norwegian Curriculum

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Thessaloniki, 13th Oct. 2016





The Norwegian way of developing a curriculum

Learning outcomes /Competence aims

Transversal skills/Basic skills

Supporting documents for the development of the curriculum

- Guidelines to Curriculum Development

- Framework for Basic Skills

- Guides for Teachers and Instructors



Basic structure of a National curriculum

- Purpose
- Main subject areas
- Learning outcomes /Competence aims
- Transversal skills/Basic skills
- Assessment



Defining Competence/Learning Outcomes

We define Competence as **the ability to solve problems and master complex challenges in various situations.**

Learning Outcomes/ Competence aims

will express **what the learner should be able to master after a learning period.**

- Learning outcomes are expressed after Vg1, Vg2 and Vg3 in vocational education programs
- The learning outcomes must be important, useful and understandable for the learner



Examples of Learning Outcomes

CURRICULUM FOR HEALTH WORK

VG3 / IN-SERVICE TRAINING AT A TRAINING ESTABLISHMENT

The aims of the studies are to enable the apprentice to

- plan, carry out and evaluate prevention and rehabilitation in nursing and care work
- implement and give reasons for measures chosen for illnesses and injuries, together with other occupational groups
- perform basic nursing care
- care for the seriously ill and dying
- comply with current existing rules and regulations for hygiene at the workplace
- plan and carry out measures that promote enjoyment and contribute to better quality of life
- evaluate the factors that can encourage physical and mental health



The learning outcomes provide local freedom

The learning outcomes provide **local freedom** when it comes to

- selecting specific **content**
- **and how education and training should be organized** and the **methods** to be used.

Training in subjects must be adapted

- to the individual needs
- to groups of pupils within the class
- to local conditions



Domains of Learning

- articulated and addressed in Learning Outcomes

The Learning Outcomes can include both

- knowledge
- skill aspects
- attitude dimensions
- the ability to reflect upon the practice



The Learning Outcomes are designed differently

- Some Learning Outcomes *apply knowledge* and are expressed through verbs such as
 - *to use*
 - *to explain*
 - *to construct*
- Some are about *to apply skills* and are expressed through verbs such as
 - *to make*
 - *to demonstrate*
 - *to treat*
 - *to build*
- Other Learning Outcomes *act to develop understanding* through verbs such as
 - *to reflect on*
 - *to understand*
 - *to discuss*

How is Progression expressed in the curriculum?

The progression in the Learning Outcomes is expressed in different ways related to

- taxonomy, as different verbs
- contextualised complexity

How do we support the Curriculum Groups?

Guidelines to Curriculum Development

Based on the White Paper no. 30 (2003–2004) Culture for Learning

The guidelines are made to support the curriculum groups

- Experts/ Relevant stakeholders who are set to develop and revise the curriculum

Guide to Curriculum Development describes

- core principles of the national curriculum
- key terminology and central aspects of the curriculum
- regulations for final assessment

A Guide to Curriculum Development

for use by curriculum panels appointed by the Norwegian Directorate for Education and Training





How do we support Teachers and Instructors?

Guides with

- Examples of teaching and training plans
- Reflection questions about the planning of teaching and training work



Basic skills / Transversal skills

In 2004 a Parliamentary decision stated that five basic skills are to be integrated into all-subject-specific curricula in compulsory and secondary education.

These were

- reading
- writing
- oral skills
- numeracy
- digital skills

Basic skills are defined as **tools for learning and developing in a subject/area**

These skills are basic in the sense that

- they are fundamental for learning in all subjects



Basic Skills in The Curriculum

In each subject/area specific curriculum there are:

- a text for each basic skill that describes what the skill implies in the subject/area
- basic skills integrated into the learning outcomes descriptions



Example, Basic skills in a Curriculum

Example from Curriculum for Cookery VG3 / in-service training at a training establishment

Basic skills

Basic skills are integrated into the competence aims for this course in areas where they contribute to the development of and are a part of the basic subject competence. In Cookery, basic skills are understood as follows:

- ***Being able to express oneself orally or in writing in Cookery involves*** keeping working plans, writing recipes, using professional terminology, communicating with colleagues in one's own and in other departments, presenting menus for guest and giving an account of and substantiating own choices.
- ***Being able to read in Cookery involves*** utilising professional literature and information, understanding manuals and work plans and descriptions, and knowing recipes and taking and understanding orders.
- ***Numeracy in Cookery involves*** modifying recipes, estimating quantities, counting energy and nutritional value, using measurements and weights in practice, doing simple price estimates and calculations when using basic preferred numbers, and evaluating profitability.
- ***Digital skills in Cookery involves*** using information, documenting own work and using digital equipment in the kitchen.



Examples

Basic skills integrated in Learning Outcomes

Curriculum for Cookery VG3 / in-service training at a training establishment

Menu

The aims of the training are to enable the apprentice to

- select and combine raw materials for meals and menus that satisfy demands for good culinary experiences and nutrition, and which meet sensory and aesthetic standards
- **prepare and calculate menus** for different seasons of the year, events and groups
- **compose menus** and meals based on the guests' wishes and needs
- plan specialised diets based on the guests' wishes and needs
- **present menus for guests**
- **use professional terminology when preparing a menu**

How do we support the Curriculum Groups?

The Norwegian Framework for Basic Skills

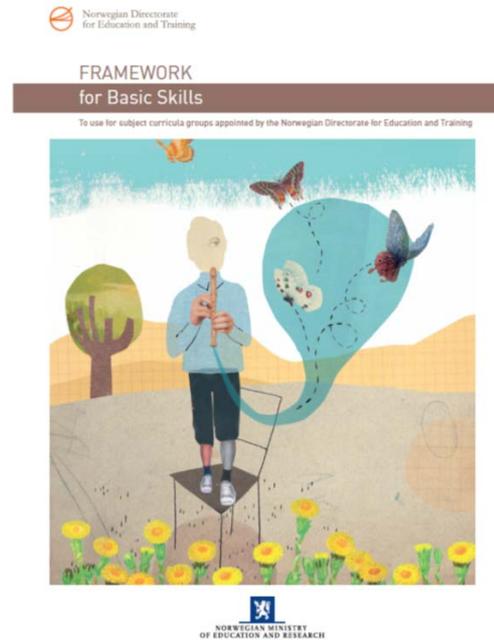
Issued by the Ministry of Education and Research in January 2012

Target groups

- the subject curricula groups that are set to develop subject/area curricula

The framework's objectives is

- to be a tool for integrating the basic skills into subject/area curricula
- to be a tool for clarifying and ensuring common progression in basic skills within the curricula
- to be a tool for promoting a common understanding of the basic skills





Assessment

The Learning Outcomes descriptions are the basis for assessing the learner`s achieved learning outcome in the different subject and/or education programs.

To qualify as a skilled worker you have to pass a comprehensive final exam which is assessed by social partners.

Thank You !



Vocational Training Councils

- one council for each VET programme
- members from employers' and employees' national sector organisations
- main functions:
 - develop the content of the education programme
 - monitor competence needs in working life based on broader occupational analysis and research on the labour market.

Who takes part in the review and renewal of learning outcomes

The Norwegian Directorate for Education and Training appoint **curriculum groups** consisting of **experts; experienced teachers** and **representatives from the work-places/industry**. (The social partners appoint these.)

- VET institutions will be involved in curriculum development and will have influence on the learning outcome descriptions.