Norway: An example of an approach to assessment in VET

Jostein Kvisterøy, Cedefop expert
Norwegian Curriculum

- The Norwegian curriculum is based on learning outcomes written as **competences** the student should have at the end of the course.
  - The apprentice shall be able to carry out product control before, during and after completion (learning outcomes in aluminium construction)
- VET usually consists of **two years in school** and **two years as an apprentice**.
- VET is divided into **ten different education programs**.
- The learning outcomes were written so they can be **tested** in an examination.
National VET curricula - translating labour market demand into VET supply

- National VET curricula stand out as **key instruments** for coordinating and governing VET.
- The need to articulate how **labour market demand** can be translated into VET **supply** – in the form of **teaching** and **learning**
- The last 25 years have seen a change
  - A **systematic application** of the learning outcomes approach
  - A gradual move from the “**teaching curricula**” to the “**learning curricula**” - drawing attention to the outcomes rather than the inputs
Comparison of national VET curricula

- The comparison of German, the Norwegian and Greek (2013) curricula illustrates the potential implications.

- The expectations towards the German and Norwegian learners are indicated by verbs like read, reflect, make work, explain and use – underlining the need to be able to work independently and take responsibility.

- The expectations towards the Greek (2013) auto mechanic is indicated by the ability to describe knowledge focussing on the ability to recall and reproduce taught content.
Trade and journeyman examinations in Norway

- The trade and journeyman examination is given as a test based on the **learning objectives** in the education program.
- The test is made by an **assessment board**, consisting of at least two skilled workers in the education program.
- You must have **completed** the education program or document **at least five years** of working experience.
- Before the exam the test taker is interviewed, and the place of examination is **inspected** to ensure all equipment is available.
- The assessment board is present at the start and end of the examination.
- The candidate must ensure to **document their work** as part of the examination.

Evaluation of the assessment

- Education programs with a strong tradition have a clear idea of what a skilled worker is.
- Education programs with a less clear view of what a skilled worker is and an open curriculum the test is more often adapted to the specific company.
- There are trade offs in the use of the workplace versus a test station.
- The feasibility of testing all the learning outcomes within the specified time frame.

Thank you