



# Norway: An example of an approach to assessment in VET

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# 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

## CHAPTER 4

### National curricula: dilemmas and opportunities

The purpose of this chapter is to illustrate and analyse in more detail the dilemmas and opportunities involved in defining and describing learning outcomes for national curricula. Using examples from vocational education and training in Germany, Greece and Norway, the chapter points to similarities as well as differences in the application of learning outcomes at this level. The lessons from this comparative exercise will eventually inform the 'rules of thumb' provided in the final part (IV) of this handbook. All the three cases cover EQF/NQF level 4 qualifications, addressing retail, e-commerce, automobile mechanics and construction. While the German and Greek cases address the national VET curricula in general, the Norwegian case illustrates the way the subject of mathematics has been integrated into overall VET programmes.

#### 4.1. German framework (national) curricula for retail and e-commerce

In Germany, federal framework curricula (*Rahmenlehrpläne*) orient the content and profile of VET programmes <sup>(19)</sup>. A German framework curriculum is based on the following elements:

- a general part describing the mandate and goals of vocational education and training, notably explaining the concept of *Handlungskompetenz* (competence to act);
- a listing of the different general learning fields and specialisations within the programme <sup>(19)</sup>;
- a detailed description of the different learning fields and the expectations of learners.

<sup>(19)</sup> Resolution of the Conference of Ministers for Education of 12 March 2015 on the [Framework Agreement on Vocational Schools](#) (version of 9.9.2021).

<sup>(19)</sup> This can differ within curricula; for retail, this constitutes a listing of 14 different learning fields with 880 work hours overall within a 3-year programme.

# 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

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