



MAKE IT Roundtables



MAKE IT National Report

This document aims to guide the final assessment of the piloting activities, concerning the overall quality of the methodologies, materials and results.

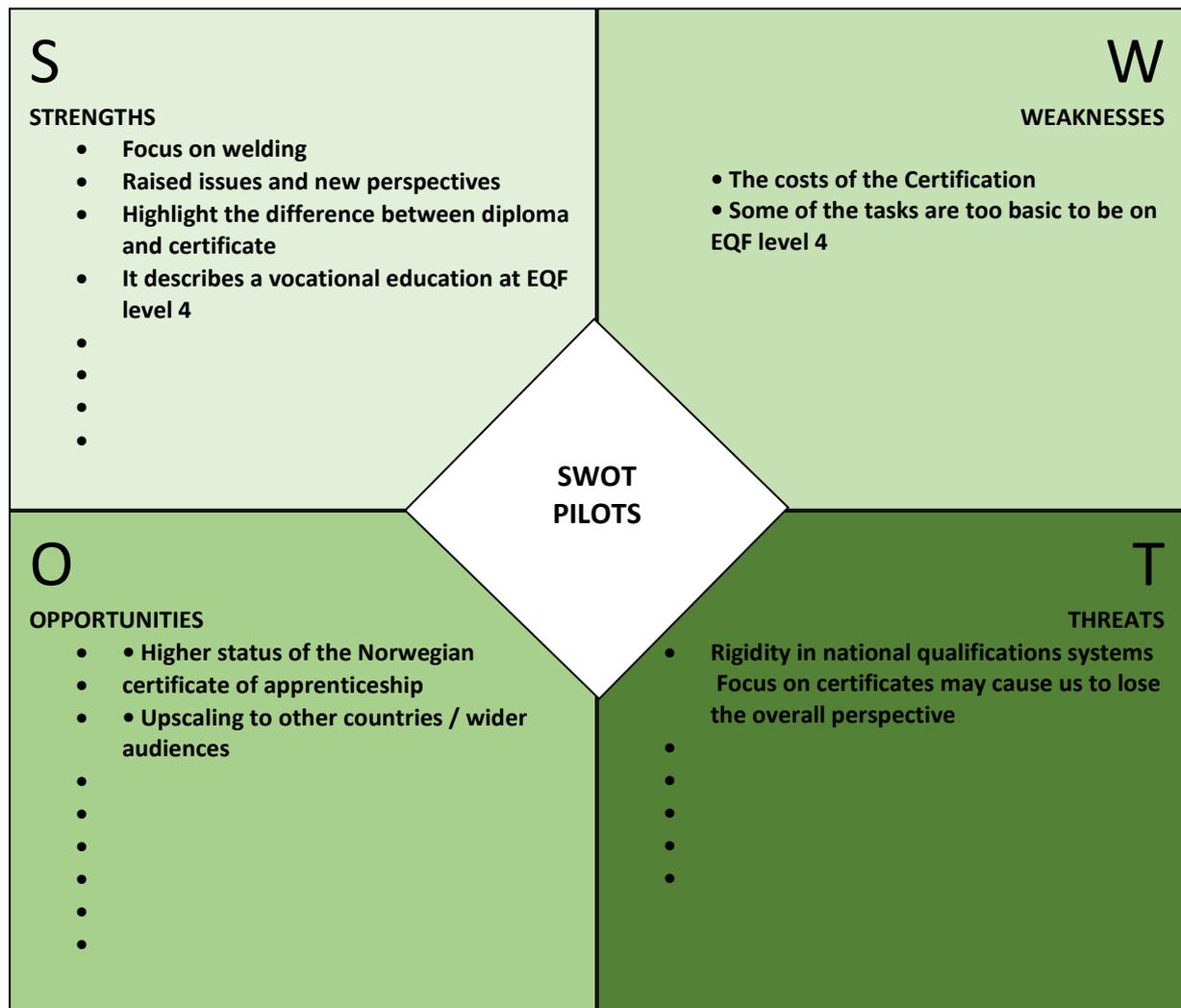
The roundtables sessions should be conducted by the project partner organisations leading the pilot, and which is also responsible for fulfilling this national report. The participants in the roundtables are VET experts.

Country: Norway _____ City _____ Oslo _____

Responsible organisation _____ HIOA _____

Date of the roundtable session 24 /05 / 28 _____ Duration (hours) 2 _____

Module 4 and RPL tools/documents			
List of topics for discussion	No	Yes	Comments
	(indicate if the topic is achieved or not)		(qualitative appreciation)
EWP LOs Standard Pilots			
1. Level of knowledge acquired		x	The students gained knowledge of other materials and techniques
2. Level of engagement		x	"Something new to learn" engaged students
3. Enhancement of skills		x	The students had to work together and was given the opportunity to weld on other materials and in other welding positions than they normally do.
4. Relevance of learning activities and materials, including the kit exercises and case studies		x	Many of the learning activities were relevant, but some of them were too basic (e.g. like the change of gas tube could have been better with more differentiation options). See Piloting report for more details
5. Innovative aspects of learning activities and materials, including the kit exercises and case studies		x	Real logging and audit in the company. Our learning activities were more fun and with deeper involvement the trainees
6. Applicability and usefulness of learning activities and materials, including the kit exercises and case studies		x	Relevant and useful tasks, but they must be edited and adapted to our curricula for upper secondary school in Norway
6. Other			LO's associated with numeracy should be prepared and become part of the EWP
RPL Tools Pilots			
1. Clear understanding of the RPL process and tools		x	The flow chart provided a good overview of how the process was to be carried out and which document to be used
2. Relevance of RPL tools		x	Not all forms are relevant in Norway, see Piloting report for more details.
3. Applicability and usefulness of RPL tools		x	The tool distinguished between those who had welded before and those without welding experience
4. Applicability of the RPL Model for Welding Sector		x	In Norway the public authorities are responsible for the RPL processes, but the tools are relevant.
5. Other			Important tools/documents that improves the recognition of prior learning with the candidates



Final comments:

The consensus between the participants in the Roundtable, was that

We have been through a laborious and thorough process, and have a new EWP LOs based curriculum, aimed to be at EQF level 4. It's well tested and adapted to the welders with several welding diplomas (IW). It may be necessary to adjust taxonomic level of some exercises to meet the competences description for an EQF level 4 education.

We have developed and tested a thorough RPL tool that works well.

Implementing the EWP diploma in Norway will be a political challenge, we have our Journeyman's certificate in welding at EQF level 4, it has a strong position both for the employees (unions), the employers (trade organisations) and the government with a national curriculum of 5348 hours of education and workplace-based training, to become a skilled Welder in Norway.

We are in the process with a content reform for upper secondary education in Norway, all the journeyman's certificate curriculums are to be re modelled and modernised by the fall of 2020. We think the timing is good to inform the government and the national advice board for technical and industrial education, about the new EWP curriculum and its harmonization with EQF level 4.