



Suggested Measures in Norwegian White Paper for reform in Vocational Colleges on a tertiary level (level 5)

Structure – Vocational colleges in a wider educational perspective

- 1.** propose an evaluation of the quality improvement measures in the White Paper starting five years or later after they are launched. The evaluation can form the basis for further development of education and the use of terminology in the vocational college sector (level 5).
- 2.** open for vocational colleges to be classified as Higher Vocational Education.
- 7.** introduce an annual dialogue meetings concerning vocational colleges between the Ministry and the Regions.
- 13.** carry out a review of regulations with the intention of removing unnecessary administrative obstacles so that accredited university colleges and universities should be able to seek approval for studies at the vocational college level (level 5).
- 20.** propose changing Vocational College Act § 1 so that it is evident that vocational colleges are classified at the level above upper secondary education.
- 29.** propose to facilitate promoting the use of learning technology in vocational colleges.
- 30.** propose an exemption in Vocational College Act to open for vocational college studies of up to three years. (Now limited to 2 years)

Financing

- 3.** Gather existing four different funding of vocational colleges into one joint funding allocated to the counties, and eventually regions.
- 4.** suggest a funding consisting of an 80% basic funding and 20% performance-based funding, with an open budget for the performance-based funding.
- 5.** facilitate so that more people take studies in vocational colleges.
- 6.** propose to establish funds with the intention of developing and improving the quality of studies where the vocational colleges can apply.
- 14.** prioritize vocational colleges accredited within a specific discipline when allocating development funds.

Governance, organization and management

- 8.** propose changing the Vocational College Act with in order to clarify that it is the board of the vocational college that has the ultimate responsibility for all activities at each vocational college.
- 9.** propose the enactment of that at least two board members must be affiliated with relevant employment and workplace, preferably with regional ties.
- 10.** proposes the introduction of voting rights for representatives of students and staff in the vocational college board and that the board should have at least seven members.
- 11.** propose the enactment that the Board for vocational colleges can hire the rector.



Educational quality, basis for knowledge and visibility

15. propose to establish a quality award for vocational colleges
16. propose to introduce study barometer for vocational colleges (impression of quality from a student perspective)
17. carry out regular candidate surveys among all who have completed studies in vocational colleges.
18. obtain new knowledge about vocational colleges education concerning relevance and quality through an employer survey.
19. strengthen knowledge and information about vocational colleges studies in public career guidance services.
32. ensure a good system for information on vocational college staff qualifications.
33. mapping competence needs of vocational colleges as a basis for assessing the competency requirements for the teaching staff.
34. take measures to raise the educational and pedagogical competence of vocational college teachers.
35. ask "Universiell" to undertake a survey on the needs of vocational colleges have in supporting students with various disabilities and examine appropriate measures.
36. include vocational college students in the next survey of living conditions among students.
37. strengthen the knowledge base of the completion rate in vocational college studies through a dropout survey.

Admission to vocational colleges studies

21. propose to open up for requirements of other completed vocational college studies or relevant work experience - in addition to the requirement of completed upper secondary education for admission to vocational college studies.
22. propose to open that there may be requirements for authorization (in specified professions) as part of the entrance requirements for college educations where relevant. (Often relevant within health care.)
23. propose to set general provisions on assessment of prior learning in public regulations.
24. suggest an age of least 23 years for admission to vocational college studies on the basis of assessment of prior learning.
25. developing a guide for assessment of prior learning to set standards for exemptions for subjects that are a part of a vocational college study.
26. propose to establish national admission regulations for vocational colleges studies.
27. propose to introduce a national system for admission to vocational college studies.
28. suggest that admission to vocational college studies are made visible on the same site as the coordinated admissions to universities and university colleges.



Transitions between vocational colleges and universities/university colleges in Norway and abroad

- 39.** give NOKUT (Norwegian Agency for Quality Assurance in Education), in cooperation with SIU (The Norwegian Centre for International Cooperation in Education) the task of organizing the development of Europass Certificate Supplement for vocational college studies in accordance with the new provision of Europass.
- 40.** propose changing the Vocational College Act so that it can open for awarding degrees for vocational college studies of one year or more, and consider "Vocational College Candidate" as a degree designated for vocational college education (level 5).
- 41.** present a proposal amending the Vocational College Act to change the designation for normal study and learning from vocational college credits to study credits (the same term used in Norwegian education for bachelor, master and phd degrees – which again qualifies for ECTS)
- 42.** remove the requirement of a major Norwegian language course in Upper Secondary School for general admission to studies in Universities and University Colleges, for students with completed two-year vocational college studies.
- 43.** propose additional points for vocational college education for admission to universities and university colleges.
- 44.** follow up universities and university colleges in processing exemption applications from Vocational College graduates, and will emphasize that these cases should be treated according to the Public Administration Act. (Act relating to procedure in cases concerning the public administration that requires all matters to be well informed, and with the right for the individual to appeal the decision.)
- 45.** examine transitional arrangements within the fields of maritime vocational college education and in business administration.
- 46.** support the follow-up of the report on recognition of technical vocational college graduates in engineering under the auspices of the National Council for Technological Vocational College Education and the National Committee for Technical Vocational College Education.
- 47.** Consider making available cooperative funding for vocational colleges and university colleges / universities in Norway who intend to find good transition arrangements between their educations.
- 48.** give NOKUT (Norwegian Agency for Quality Assurance in Education) a task to prepare a guidance for institutions and schools seeking to find transitional arrangements between vocational college education and university and university college education in Norway.

Student rights

- 12.** propose a right to the use of student welfare organization for vocational colleges that have more than 50 students, and offering training of at least 60 credits.
- 31.** introduce the right to study and possibly school funding for stays abroad as part of the Norwegian vocational college education.
- 38.** ensure that National Diploma and Grade Portal include vocational college education.