



## Case Study Denmark 2009: Competence assessment in the education for construction building in wood / carpenters

### The case study, the story

The case is about the specific test materials developed for the process of VPL in relation to the education of carpentry.

The materials were developed by Skive Teknisk Skole/ Skive Technical College in Jutland late 2007 prior to the new requirements about VPL.

The educational program is part of the Danish main stream VET-system.

The material of this case is for the VET basic course at the level of upper secondary education for young people, but also addressing adults with work experience. This reflects that the material was developed at a school primarily with young students, age 17 – 25, and only few adults applying.

The education starts with a flexible basic course, which can last from 10 – 60 weeks depending of the actual competences of the applicant.

The VET main course is a mix of school periods (a total of 30 weeks) and periods of work placement. The education is finalized with a journeyman's test.

To become a carpenter you have special subjects in which you learn to use and maintain tools and machinery. You learn to make drawings, build wood constructions and estimate materials and quality.

The material of this case is being used during the first two weeks when the students enter the school. It is mandatory and the aim of developing the materials was to have a standardized material which reflects the descriptions of learning outcomes in the specific educational program. The aim is to get a clear picture of "where the student stands" and get a qualified basis for making an individual study plan within the first two weeks.

### Evidence, material, content

*The webpage of Skive technical College in English:*

*<http://www.skivets.dk/dokumenter/downloads/Skive%20Technical%20Institute.pdf>*

*The webpage of the Ministry of Education describing the vocational education and training system in English:*

*<http://www.eng.uvm.dk/Uddannelse/Upper%20Secondary%20Education/Vocational%20Education%20and%20Training.aspx>  
[http://www.eng.uvm.dk/~media/Files/English/Fact%20sheets/080101\\_fact\\_sheet\\_vocational\\_education.ashx](http://www.eng.uvm.dk/~media/Files/English/Fact%20sheets/080101_fact_sheet_vocational_education.ashx)*

*The specific education is described in Danish:*

*[http://www.uq.dk/Uddannelse.aspx?article\\_id=udb-traefag](http://www.uq.dk/Uddannelse.aspx?article_id=udb-traefag)*

*A version of the material translated into English is provided as a pdf-file at: <http://www.dfs.dk/media/119611/carpentry.pdf>*

*The evaluation by The Danish Evaluation Institute, in Danish <http://www.eva.dk/projekter/2008/kompetencevurdering-i-erhvervsfaqliqe-uddannelser>*

The work of developing the material was a shared responsibility of the subject teachers, the counsellor and the head of the educational programme. These are also the assessors of the written assignments and the practical exercises.

The material is revised on the basis of new ideas and exchange of experience with other similar schools and programmes. It has been widely accepted as one of the better approaches and most in depth systems. A recent evaluation of the VPL practice in the VET-system has mentioned the test material from Skive as an example of good practise.

Unique to this material is that it meets the expectations and needs of the students. They want to have the result of the VPL presented in numbers and %. The spreadsheet shows exactly how many points they have earned with each assignment, and the predefined rating is easy to understand. If you have a point sum above 211 = a basic course shorter than 20 weeks, point sum between 101 and 210 = a basic course of 20 weeks, and finally point sum between 0 and 100 = a basic course of 40 weeks.

The written assignments count 50% and the practical exercises count 50%, in which also is included observation and assessment of personal competencies, attitudes, maturity and study readiness. Thereby need for special pedagogical support, e.g. mentorship, special courses in Danish etc, is also identified – by the staff.

The professional level of the test material is high in order to secure that the high level students also are challenged. The students are told to do as much as possible and it is their actual performance that is being assessed.

The VPL process is concluded with individual feed back, approx. 20 minutes pr. student, and this part of the process is viewed as essential. Each student knows exactly why and on what their individual study plan is based. In resources 2 teachers are following the 40 students pr. semester during these first two weeks. An extra person is needed when the individual wrapping up of the VPL is taking place.

At a practical level the VPL results in streaming the students. Most of the students are boys between 17 and 22 years, most of them directly from lower secondary school, some have some work experience. Generally the school can organise a fast track and a track with the students needing more time and/or special support. For schools with more student volume it is possible to differentiate to an even higher degree.

**Main source: Interview with Head of educational program:  
Svend Stabell Jørgensen, Skive Tekniske Skole, DK  
Contact info: +45 99 14 92 07  
ssj@skivets.dk**