

List of appendixes

Appendix 1: Interview guide upper secondary level 2 (Vg 2), Sales, Service and Security programme, students

Appendix 2: Interview guide upper secondary level 2 (Vg 2), Sales, Service and Security programme, teachers

Appendix 3: Interview guide initial apprenticeship, apprentice

Appendix 4: Interview guide mid-point apprenticeship, apprentice

Appendix 5: Interview guide mid-point apprenticeship, workplace trainers/managers

Appendix 6: Interview guide training completion, apprentice

Appendix 7: Approval from the Norwegian Social Science Data Services (NSD)

Appendix 1

Interview guide, students upper secondary level 2 (Vg 2), Sales, Service and Security programme (SSS)

Intro

The interviews we are doing with teachers and students at Vg2 following the Sales, Service and Security programme (SSS) at your school is part of a big national research project looking at different aspects of the standards of professional and vocational training and education in Norway. We are doing similar interviews at several other schools in various counties and in different vocational programmes. The project as a whole is being carried out by a group of researchers from several institutions. Some of them will be working especially on this part of the project.

The interviews we are doing in schools are focusing on particular aspects of the learning environment, course and module contents and factors of importance to teaching and getting a trade certificate, vocational qualifications or higher education admissions certificate. It's obviously important with regard to these questions to hear the experiences of students. That's why we attach such a lot of importance to these interviews.

But not just that. We do not just want to hear about your experience of the teaching and modules at school, we also want to explore experiences of on-the-job training – apprenticeships – and from students who opt for alternative education paths than apprenticeships after Vg2. So instead of asking others we'd like to get back to you, our interviewees. By keeping track of students as they progress, we'll obtain some very interesting information about different experiences from different students in different programmes and modules. That's why we hope you'll think this might be interesting and give us permission to note your name and mobile number so we can call you back sometime after the summer to arrange another interview during the autumn. We'd also like to visit you again at a later stage of your educational progress.

Obviously, we'll only do the survey with your permission, and you can withdraw whenever you like if you decide it's not for you. We also have to keep to very strict ethical rules designed especially with surveys like this in mind. All names are kept strictly confidential, and will only be known by the research staff. Information in the reports will all be anonymous.

We can note down your name, telephone number and email address on the consent form after the interview. In that way you'll get a taste of what it's like to participate, and you can decide whether you'd like to continue or not.

Do you mind if we record the interview? (Absolutely essential: How the recording is kept)

Current situation

- First of all we'd like you to tell us what you're thinking of doing at Vg2.
 - Apprenticeship contract or something else? Which trade or subject?
 - Do you have a apprenticeship contract already? (We'll get back to this later, but it's useful to know something about the current situation.

Choice of programme/module

Let's start at the "beginning", the reason for your choice of programme/module at upper secondary school:

- Did you take at the Vg1 Service and Transport programme here [name of place] at this school?
- Why did you choose the Service and Transport?
- What was the alternative?

- Follow-up on reasons for choice (many say “don’t know”, etc.).
 - Did you know the school already? Did you know anything about the programme or subject? If you did, where did you get the information?
 - Do you know someone who works in a shop or as a security guard for example? What do your parents do?
 - Did the school results play a role?
- Would you have moved somewhere else if you hadn’t been accepted here?

Experience of Vg1 (first year of upper secondary)

- What was it like starting Vg1 and studying the Service and Transport programme? Was it like you’d imagined? Did it meet your expectations?

Vg1 Service and Transport programme is quite a wide-ranging programme. It can include trade subjects like sales, office work, tourism, transport and logistics and security. But the programme is divided into what’s called “common programme subjects” with *planning, management and supervision* and *communications and service* and a separate subject for “in-depth study project”.

- Did you like the programme subjects at Vg1?
 - What was the most interesting subject in your opinion? What were you most motivated to study?
 - What did you learn most from? Why?
- What kind of response were you getting for your work? Did the teacher’s response increase your interest and motivation to study?
- In the common programme subjects planning, management and supervision and communications and service, you were given a mark for classwork at Vg1.
 - What were the marks awarded for? Did you have any mid-term tests?
 - Did it make any difference to you having marks for classwork?
- Then there’s the Vg1 in-depth study project
 - What did you choose? (*we know the options because we’ve interviewed the teachers, but there are important differences: at school or in a firm?*)
 - Did you get what you wanted? Did you choose different things?
 - How did you like the in-depth project at Vg1?
- For students who did their in-depth study project at a firm)
 - Did the firm make you feel welcome? What sort of arrangements were in place for your on-the-job training?
 - Did you get a positive response?
 - Did your interests or motivation to study different subjects (sales, office, security, etc.) change at all while you were at Vg1? If they did, can you tell us why?
 - Did the Vg1 in-depth study project make any difference to your choice of Vg2?
- Classroom/student environment Vg1
 - What was the environment in your class like at Vg1? What was it about the environment that encouraged you to learn or not learn very much?
 - Were there many different interests and motivation to study?
 - Did you notice differences in interests and motivation to study in the different subjects, different schools, classrooms or where the teaching was more practical?
- Teachers
 - How did you get on with your teachers? How did your Vg1 teachers affect your achievements in vocational subjects?
 - Did the teachers have any effect on the school you chose to do your Vg2?
 - What is the most important quality of a good teacher?
 - Can you remember actual situations when a teacher praised your work or achievements?

Transition to Vg2

When you were at Vg1 you had to get an idea of what you wanted to do at Vg2. In your case, you chose the Sales, Service and Security programme.

- When did you make your decision? Were there any alternatives (tourism, computer science, etc.)?
- What made you choose SSS? What was the decisive reason? (give the student a nudge if necessary by mentioning interests, friends, acquaintances, school results, exam marks)
- If you hadn't been accepted at this school would you have moved somewhere else?
- Did you think of different ways forward in your education, for example an apprenticeship / become an apprentice straight after Vg1?

Experiences of Vg2 and the SSS programme

- What was it like studying sales, service and security? Was it like you'd imagined? Did it live up to your expectations?

The Vg2 module sales, service and security module isn't as wide-ranging as the Vg1 programme, but it does include few subjects: sales, security and office and administration. There's the same distinction here between "programme subjects" with marketing and sales, security and economics and administration and a separate subject for the "in-depth study project".

- Common programme subjects
 - Which were the main recognised trade subjects in the programme (sales, security, office and administration)?
 - What do "marketing and sales" and "security" subjects consist of and what do you do in the "economics and administration" subject? What did you do in the various subjects?
- What was the most interesting thing about the programme subjects?
 - What were you most motivated for? Why?
- How did you document your work in the programme subjects?
- How did you use the curriculum at Vg2? In what way and to what extent would you say the module followed the curriculum? Do you know what's in the curriculum?
- Do you know anything about how the multi-subject exam in programme subjects is organised?
 - Are you aware of how the exams are marked and what the teachers look for in particular?
 - Do you get to show what you've learned in the exam do you think?
 - What sort of impact will this exam have on a possible apprenticeship or supplementary studies at Vg3?
- What did you choose to do for your Vg2 in-depth study project?
 - Did you get what you wanted? Did you choose different things?
 - Did you like doing the project? What appealed to you most, and why?
 - Did you get any response and assessment of your project? Who responded?
 - How important was the project for your choice of a recognised trade or apprenticeship?
- For students on a work placement as part of the Vg2 in-depth study project
 - Did the firm make you feel welcome? How was the training organised?
- You are given classwork marks for your in-depth study project. How is this supposed to be done? What is the assessment based on? What part do you, the teacher and/or firm play in

- the assessment?
- Some general questions:
 - What has had the most effect on your ability to learn at Vg2 so far?
 - Have you managed to show what you're really good at and your strongest points?
 - What do you think of your own performance?
 - Do you think you will have any use for what you've learned in school if and when you start working in a firm? Why/why not?
 - The common core subjects are Mathematics, Norwegian, English, science and social studies
 - What was the most interesting thing about these subjects? Why?
 - How important do you think these subjects are when you're taking a vocational course?
 - Is there any connection between these common core subjects and programme subjects?
 - Do the common core subjects explore themes or problems in the programme subjects?
 - How are common core subjects assessed? How do you know if you are doing well in the common core subjects?
 - Vg2 student environment / class environment
 - Is there a good team spirit in your class?
 - Is there wide variation in students' interests and motivation to learn?
 - Do you help each other in the various subjects?
 - Are there differences in students' interests and motivation to learn different subjects, different schools, classrooms, etc, where the lessons may be more practical, etc.?
 - What did you feel about working with others on various tasks, in the workshops for example?
 - Vg2 teachers
 - Have your Vg2 teachers been important for your development as a student? In what way?
 - How important are teachers in the different parts of Vg2: programme subjects, in-depth projects and common core subjects?
 - Did the teachers have any impact on the choices you made after Vg2? In what way?

The road ahead

A: Students applying for apprenticeships

- When did you decide to apply for an apprenticeship?
- How easy is it to get an apprenticeship
 - Specific criteria (firm, place?)
 - Already landed a contract?
- What are you looking forward to when you start your apprenticeship? Is there anything you are dreading?
- Do you think you have a good academic basis to start on an apprenticeship at a firm?
- What does a "sales assistant" do?
- Is there a trade/profession you know? Is there a career you identify with?
For example, when you see a salesperson in a shop or come across this type of work in other connections, do you sort of think "this is what I want to do"?
- What are the prospects for sales employees in terms of pay, job security?
- In what type of retail business can you see yourself working as a salesperson? Why?
- What about the status of this type of work? Any thoughts?
 - What do your family or friends think of you being a sales assistant?
 - What sort of opinion do people have of a sales career?
 - Do these opinions/viewpoints affect you?
- Many students drop out before getting a certificate or they move over to general studies.

What are your thoughts about that?

- Are you thinking of getting more qualifications later?
- Why do you think the subject attracts only almost only girls?

B: Students opting for supplementary programmes or something else

- When did you decide not to apply for an apprenticeship? What were the reasons?
- What are your plans now?
 - Why supplementary programmes? What do you expect of these programmes?
 - Education plans looking ahead?
- Are you thinking of applying for an apprenticeship/trade certificate later?

Any other questions? Anything you'd like to comment? Thank you for participating!

Appendix 2

Interview guide, teachers upper secondary level 2 (Vg 2), Sales, Service and Security programme (SSS)

Intro

The interviews we are doing with administration staff, department heads, teachers and students at your school are part of a comprehensive national research project looking at the quality of vocational education and training in Norway. We are interviewing people at several other schools in various counties and in different study programmes as well. The project as a whole is being run by a group of researchers attached to several different institutions. Some of them will be working on this part of the project in particular.

The school interviews are designed to explore specific issues to do with the learning environment, assessment and marking practices, programme contents, and factors affecting teaching, learning and attainment of a trade certificate, vocational qualifications or admissions certificate to higher education. It is obviously important regarding these topics to hear what students have to say about their experiences, but we also want to hear about the experiences and opinions of teachers. We will be interviewing teachers in the common core subjects and programme subjects.

The investigation will of course only be done with your consent, and you have the right to withdraw at any point in time if you no longer want to participate. There are very strict ethical rules designed especially with studies like this in mind. Personal names will be kept strictly confidential, to which only the study researchers have access. Information in reports etc. will be anonymised. Is it OK with you if we record the interview?

Background

- Can you start by telling us something about your educational background and work experience?
- Which subjects do you teach?
- What is the main reason you became a vocational teacher?
 - What is it about the profession that makes interesting to you?

Organization and educational content of Vg2

SSS: marketing and sales, security, economics and administration

- What is given greatest emphasis? How many lessons are given in the various subjects?
- Where do the teachers teach, and how do the lessons proceed? How much is done in workshops and how much in classrooms? Anywhere else?
- How are the programme subjects and thematic areas allocated among the teachers? Do different parts of the curriculum have different teachers?
- What are the reasons for the adaptive changes being done locally?
 - Teachers' skills and qualifications? Specialization at Vg1? School equipment?
 - Students' wishes?
 - Local employment needs/expectations?
- Can you tell us something about how the in-depth study project works?
 - Which subjects are prioritised? What are the students' preferences?
 - Study at school or in a workplace?
- What impact do you think the in-depth study project has on students' career choices, improvement in vocational skills and creation of a trade/professional identity?
- What are the department's experiences and what do personnel think of the local adaptations?

- What are the positive things and what are the weaknesses/challenges?
- How do you assess your local adaptations in relation to the curriculum and competence objectives?
 - Who drafted the curriculum/teaching plan?
- Do you have students/apprentices following alternative models, that is, other than the 2 + 2 model?
- What are the core skills students need to acquire in your opinion?
- What is your assessment of the framework put in place at the school to ensure a good education? Do you have access to the equipment you need, etc.?
- In what way are students involved in the planning of the programme/ choice of assignments (student participation)?
- Do you think the teacher's professional background has any influence on students' career choices and vocational interests? If so, how is this influence brought to bear?

Students

- What is your assessment of students' motivation and skills?
- How would you describe the learning/class environment?
 - What do you do to make sure the learning environment for students is satisfactory?
- Are students given sufficient challenges in the work they have to do at school?
- How common would you say it is that students have a clear idea of what they want to do when they reach Vg1? How many students know what they want to do by Vg2, relatively speaking?
- Can you try and describe how students change in their approach to learning from Vg1 to Vg2?
- How many students complete the programme? What are the challenges?

Feedback and assessment

- Are there procedures for feedback and response to assignments?
- What are the assessment criteria for feedback and assessment of various assignments? (Can you give us some examples?)
- How were these criteria drafted? Who was involved? What was the influence of the teaching plan on efforts to produce a set of assessment criteria?
- In what way do you work on pupils' self-assessments in the various subjects?
- Are other students involved in these assessments?
- Who gives you response and feedback about the in-depth study projects, and how do they do so?
- What are the assessment criteria for the in-depth study project? Do employees and workplaces use the same criteria as the school?
- How are classwork assessments done in relation to the in-depth study project? Do students play any role in this, and if so, what is it? Employees' role? What are the challenges you as a teacher face with this type of assessment?

Mid-term assessments

- How are mid-term assessments done? Examples of systematic procedures/forms to fill in/preparations
- What is the benefit of mid-term assessments in your opinion
 - for students?
 - for teachers?

Final assessment: Classwork assessment and multi-subject practical exam

- What are the final assessments based on? What criteria apply?
- Is there any connection between the formative assessment and classwork mark? If so, how does it work?
- How are multi-subject practical exams carried out? How are decisions made concerning the division of work and preparation of assessment criteria?
- Are there any guidelines saying how these tests/exams should proceed (from the county authorities for example)?
- What is the connection between Vg2 exam and trade exams?
- Who are the external examiners for these tests/exams?
- What is your opinion of this type of examination (multi-subject practical exam)?

Common core subjects

- Do common core subject and programme subject teachers work together?
- What does this collaboration consist of?
- What do you think of the expectations to the vocational directing of the learning content of common core subjects?
- What do you take the notion of "vocational directing of the learning content" to mean?

Contact with employers

- What sort of contact do you have with employers and workplaces today?
- How would you describe your connections and alliances with workplaces and employers?
- What is being done to obtain apprenticeships and places for students doing their in-depth study project?
- What is your understanding of the suitability of Vg2 subjects to the workplace?
 - Sales and office skills, for example?
 - Industrial machine mechanic in relation to industrial fitter, for example?
 - Future of the plumbing trade? Tin plate worker etc.?

Vocational identities

- How do you see your role as a bearer of tradition / role model in Vg2 subjects?
- How do you see your role as a standard bearer of a professional identity?
 - How are professional identities catered to in the wider subjects?
- Which parts of the programmes/assignments do you think help forge a professional identity among the students? In what way?
- What causes students to decide to enrol in a supplementary programme qualifying them for admission to higher education?

Any other questions? Anything you would like to comment? Thank you for participating!

Appendix 3

Interview guide, initial apprenticeship, apprentices

Intro

Before the summer you were interviewed by a researcher about your experiences of school and your plans moving forward. I'm calling today to hear what you're doing now and how you're getting on working at a firm (or elsewhere). We only need to talk very briefly about how things have gone since the first interview.

Hope this is OK with you and that you still want to help us do this study. We'll only proceed with your permission, and you can withdraw at any time. A set of very strict ethical rules have been devised for this type of study. Personal names are kept strictly confidential; only the researchers have access to them. Personal information in the reports is completely anonymised. Is it OK with you if we record the interview?

Current situation

- Where are you now (workplace)?
 - How long have you been there? When did you start?

Transition from school to work

The last time we spoke, before the summer, you had applied/not applied for an apprenticeship:

- Did you get the apprenticeship you'd applied for?
- Did anyone help you with the application?
 - Who? Training Office's role
- What did you think of the procedure?
 - Tiring or all right?
- Is this the same workplace as the one you did your in-depth study project at?

First impressions of the firm

- What's the best thing about being an apprentice (and the worst)?
 - Is it fun, interesting to go to work?
- How are you getting on now?
- What sort of work are you given? What's a typical day at work like?
Do you work mostly alone or with others? Has anyone been given special responsibility for you? Is it easy to ask for help if you need it?
- How is this different from going to school?
 - Did you feel prepared for the work you've been given up to now?
- Have you changed your opinion of this line of business/occupation since you became an apprentice?
 - If you have, in what way?
 - For example, is sheet metal work OK or do you sometimes wish you'd taken welding or trained as an industrial machine mechanic? Why?

Plans moving forward

- What are the plans for your apprenticeship? What do you think about the plans? Is the apprenticeship something you're looking forward to?
- Do you want to complete your apprenticeship and get a trade certificate?
- Do you want to continue in this business when you've got your trade certificate?

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- Why/why not? What other options are there? Further education?

Contact for the next interview

- We're planning to look at how workplace training actually takes place, and listen to the experiences of apprentices and workplace trainers. So we'd like to get in touch with you in a year's time for a new talk, and with your workplace trainer as well. Hope this is OK with you. What we need now is the name of your trainer, so that we can call him or her to find out whether the firm wants to take part in the study:
- Name and contact information of the firm and workplace trainer

Any questions? Anything you'd like to add, comment? Thank you for participating!

Appendix 4

Interview guide mid-point apprenticeship, apprentice

Intro:

Looking back: The last time we spoke you were doing... What has happened since then? Talk about how s/he got an apprenticeship and what the Training Office did to help.

- What did you expect of the apprenticeship?
- Did the firm give you a nice welcome and take care of you? Can you describe your first day at work? Did they give you easy or difficult jobs in the beginning? Was there anything you missed?
- Have you been training anywhere else?
- Are you in touch with the Training Office now? Is the Training Office organising any training for you? If it is, can you tell us what it is?

Organisation of work and learning

- Can you describe a typical day at work?
- What sort of work have you been doing most of so far?
- Have you been doing a variety of jobs, or more or less the same thing?
- Who decides what your duties are going to be? Do you get to choose any of the duties yourself?
- Do they involve you when they plan your duties for that day or that week?
- Do you work mostly on your own or together with others? Who?
- What's your opinion of the different ways of working?
- Have you been on a course since you started the apprenticeship? Who organised it?

Learning and motivation

- What sort of tasks do you like best?
- What are the most interesting tasks? Why? (give examples if you can)
- Do you know what is expected of you? By your workplace trainer/co-workers/customers?
- What is important, what really matters in this line of work? What do the best people here think is important?
- Do you feel you're learning the most important things in this line of work?
- Who do you learn from? What do you learn from them?
- Can you remember a time when you learned something you didn't know?
- How would you describe your motivation to go to work?
- What made you want to learn more?
- Have there been any difficult situations? How did you tackle them?
- Do you get any response to the work you do?
- Has your apprenticeship changed in any way, do you think? If it has, how and in what way?
- Do you use what you learned at Vg1 and Vg2? Could you mention any examples?
- Has the firm prepared a training plan for you?
- Do you make a record of what you have learned?
- Does the firm show any interest in the training plan? Are you learning what's actually in the plan?

Work environment

- Are you enjoying working at the firm?
- Can you give us some examples of the good things/less good things?
- Who are your role models?

- How do you get on with your co-workers? What do like/what's boring?
- Do your co-workers have a trade certificate?
- Are your days at work stressful with not enough time to go round, or does the clock tick slowly?

Supervision and guidance

- Are there any arrangements for supervision, courses etc., – how do they work?
- Is there anyone you can go to if you have problems or think something is unfair?
- What do you do if you're stuck?
- How do you know if you've done a good job?
- Who tells you how you're doing? In what way?
- Can you remember any particular time when you were praised by a co-worker/workplace trainer for something you'd done?
- Do you often speak to your workplace trainer? What sort of things do you talk about?
- Have the assessment interviews been useful, for example half-yearly interviews? Who's involved, and how are the interviews done?

Social affiliation

- Do you think apprenticeships in your experience have changed in any way? If so, how?
- Do you feel at home in the career you've chosen? Why/why not? Has this feeling changed since you started your apprenticeship? Try thinking back to Vg1 and Vg2.
- Do you feel at home in this firm? Why/why not? Would you say there have been any changes in the firm since you started as an apprentice?
- Do you talk a lot about your work/workplace to friends and family?
- What are important qualities in your line of work? And in your subject?
- What is important to you in your choice of career?
- Are you interested in doing different things in the workplace? In what way?
- What are the qualities of a "real" office and administrative worker? Do you feel you have those qualities? Why/why not?
- Can you imagine working in the same line of business for many years to come? Why/why not?
- Are you beginning to see yourself as a skilled sales assistant/office and administrative worker? Is there anything lacking?
- Are you planning to take a trade certificate? Would you say a trade certificate is important and useful in this line of work? Why/why not?
- Do any of your co-workers have a trade certificate? Do the skilled and unskilled workers have different duties?
- How do think the unskilled workers look at you with a trade certificate?
- Would you like to pursue further education? In the same line of work or a different field altogether?
- Would you urge your friends to start vocational training in office and administration work? Why/why not?
- What do you think about the occupation's status, place in society?

The road ahead

- (If you're planning to take the trade certificate exam afterwards) what do you want to do next?
- How do you rate your chances in the job market? Do you think it would be easier to get a job in another field?
- Would you like to keep on working in this field if you get the opportunity? Why/why not?
- What is important to you in choice of career and workplace?

Any other questions? Anything you would like to comment? Thank you for participating!

Appendix 5

Interview guide mid-point apprenticeship, workplace trainers/managers

Intro:

- What is your job/position and your main responsibilities in this firm?
- How long have you been here?
- Can you tell us something about the firm (line of business, number of employees, history, economic health, type of work)?
- Why are you a training establishment?
- What are the advantages or benefits of being a training establishment?
- Have you a lot of experience of taking in apprentices?
- What is it important to look for when you're thinking of employing an apprentice?
- What do you as a firm expect of an apprentice?
- How do you feel about your role as the supervisor of the apprentice?

Plan for work and learning

- What preparations have you made for the apprentice? Could you run through the plans from the preparations, the apprentice's first day, and through to the trade exam?
- What sort of duties do you let the apprentice have? Varied duties, increasing degree of difficulty?
- How much do you let the apprentice take part in the planning, performance and assessment of assignments/duties?
- What are your thoughts about the apprentice's ability to learn and develop skills?
- How would you characterise "ideal" progress in an apprentice? How should s/he concentrate on developing?
- Who does the apprentice work with closest? Random/rotation/particular reasons for?
- What in your opinion has stimulated learning, positive experiences? Or the opposite?
- How would you describe the 'workplace culture'/social environment in the firm?
- Do you work differently with the apprentices as the trade exam is approaching?

Supervision/guidance

- Has the apprentice in your opinion needed substantial support, supervision and guidance? Has this changed during the apprenticeship?
- What type of response, guidance and support is the apprentice given? How is this response communicated to the apprentice?

The apprentice

- How would you assess the apprentice's performance?
- What are the important qualities in your line of work? What sort of qualities do you look for in people who want to work in this firm? How would you describe the apprentice in terms of these qualities?
- What does an apprentice need to become a good skilled worker? Breadth/depth
- Work alongside a good coach/teacher/supervisor?
- How to learn the proper attitudes, manners, etc.?
- Are you clear about forming the apprentice in a particular way, in line with the trade, occupation, firm?
- What do you think of the apprentice's development of social skills (ability to work with others, arrive at work on time in the morning, greet customers, etc.)?

The road ahead

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- What will happen with the apprentice when s/he gets his/her trade certificate?
 - Is it OK that we contact you for a next interview around the time of the trade exam?

Any other questions? Anything you would like to comment? Thank you for participating!

Appendix 6

Interview guide training completion, apprentice

Intro

(Recapitulate about the project). Looking back: The last time we talked, you were... What has happened since then? Where are you heading now?

Looking back on the apprenticeship periode

- How did the apprenticeship shape up in your opinion? What was good/less good?
- What do you like doing most of all? What's the most interesting thing? Why? (examples if possible)
- Have there been difficult situations? How did you tackle them?
- What about your motivation to go to work every day since the last interview?
- Has the apprenticeship changed at all? If so, how and in what direction?
- Looking back at your time at school – what do you think about it now? What did you get out of it, what would you have done differently?
- What are the most important aspects in this line of work, what is it that really matters? What do the best people here believe are the important things?
- Have you've learned the most important things in this *occupation*, do you think?
- What characterises the best workers here? Who are they and why do you pick them out in particular?

Trade exam

Depending on whether the exam was taken or not:

- Did/do you know how the trade exam would/will be carried out?
- Can you describe what you've been doing in preparation for the exam? (how you practised)
- How (and where) did the exam take place?
- How difficult was it?
- Do you think the exam assignment matched what you learned during this apprenticeship? Can you explain?
- Did you get to show what you're good at and your skills in the exam?
- Are you satisfied with how the exam was assessed/graded? How was the assessment carried out?

Role of the trade certificate and vocation

- Have any of your co-workers a trade certificate?
- What difference do you think a trade certificate can make to your career?
- Would you be given other duties/more pay if you stay on at the firm, than an unskilled worker?
- What can you do in this line of work that an unskilled worker can't?
- What do you think of the skilled jobs market you've qualified yourself for?
- Do you know anything about the trade union for people in this line of work?

Social affiliation

- Do you feel at home in the vocation you have chosen? Why/why not? Have you changed your opinion since you started on your apprenticeship? Try thinking back to Vg1 and Vg2.
- Do you feel at home in this firm? Why/why not? Would you say it has changed since you started as an apprentice?
- What's important to you in your choice of career?
- Are you interested in the work you get to do? In what way?

-
- What characterizes a “real” skilled worker? Do you feel like a “real” skilled worker? Why/why not?
 - Can you imagine working in the same line of business or industry many years ahead? Why/why not?
 - Are you beginning to look at yourself as a skilled worker? Is anything missing?
 - Do you want to go back and study more? In another field of work or the same one?
 - Would you recommend this vocational programme to your friends? Why/why not?
 - What’s your opinion of the status of this line of work, its place in society?

Any other questions? Anything you would like to comment?

Thank you for participating!

Appendix 7

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



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Fax: +47-55 58 96 50
nsd@nsd.uib.no
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Asgeir Skålholt
NIFU Nordisk institutt for studier av innovasjon, forskning og utdanning
Postboks 5183 Majorstuen
0302 OSLO

Vår dato: 06.07.2012

Vår ref:30272 / 3 / MSS

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 21.03.2012. All nødvendig informasjon om prosjektet forelå i sin helhet 19.06.2012. Meldingen gjelder prosjektet:

30272	<i>Kvalitet i fag- og yrkesopplæringen</i>
Behandlingsansvarlig	<i>NIFU Nordisk institutt for studier av innovasjon, forskning og utdanning, ved institusjonens øverste leder</i>
Daglig ansvarlig	<i>Asgeir Skålholt</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://www.nsd.uib.no/personvern/prosjektoversikt.jsp>.

Personvernombudet vil ved prosjektets avslutning, 31.12.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen


Bjørn Henriksen


Marie Strand Schildmann

Marie Strand Schildmann tlf: 55 58 31 52
Vedlegg: Prosjektvurdering

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