

Norges teknisk-naturvitenskapelige universitet
Fakultet for samfunns- og utdanningsvitenskap

VITNEMÅL

Ola Normann

født 17. mai 1814

er den 17. juni 2019 tildelt graden

Bachelor i pedagogikk

Studieprogram: Pedagogikk

Vitnemålet er utstedt 8. juli 2019.



dekan



fakultetets saksbehandler

Generell informasjon om graden

Bachelor i pedagogikk er tildelt i henhold til «forskrift om grader og yrkesutdanninger, beskyttet tittel og normert studietid ved universiteter og høyskoler» av 16.12.2005. Normert studietid for utdanningen er 3 år og den har et omfang av 180 studiepoeng. Et fullført studieår er normert til 60 studiepoeng. Bachelor i pedagogikk er en kvalifikasjon som inngår i første syklus i Nasjonalt kvalifikasjonsrammeverk for livslang læring, fastsatt av Kunnskapsdepartementet 15.12.2011.

Studieprogrammets målsetting, innhold og organisering

Bachelorgraden i pedagogikk ved NTNU består av emner i pedagogikk på 105 studiepoeng (inkludert ex.fac), fellesemner (ex.phil, ex.fac og perspektivemne) og valgfrie emner på 60 studiepoeng.

Bachelorprogrammet omfatter ulike arbeidsformer som forelesninger, diskusjoner, seminarer, øvinger og veiledning.

Gjennom en systematisk innføring i pedagogikkfagets disipliner har kandidaten fått bred kunnskap om, og innsikt i, ulike prosesser knyttet til oppdragelse, undervisning, læring, danning og utdanning. Kandidaten kan relatere pedagogikkens grunnleggende begreper til samfunnsmessige problemstillinger omkring oppdragelse, oppvekst og utdanning. Etter en fullført bachelorgrad i pedagogikk kan kandidaten arbeide selvstendig, kritisk og analytisk med ulike typer oppgaver. Og hun/han kan tilegne seg ny kunnskap og kritisk vurdere teorier og forskningsresultater. En bachelorgrad i pedagogikk fra NTNU kvalifiserer for arbeid i oppvekst – og utdanningssektoren og for arbeid i annen offentlig og privat virksomhet.

Kandidatens læringsutbytte

En student som har fullført utdannelsen forventes å ha oppnådd følgende læringsutbytte, definert i kunnskap, ferdigheter og generell kompetanse:

Kunnskap

- ha kunnskap om og forståelse for pedagogikkens grunnleggende begreper og fagområdets tradisjoner og egenart
- ha kunnskap om og forståelse for sentrale problemstillinger, teoretiske innfallsvinkler og metodiske tilnærminger i pedagogikk
- ha kunnskap om teorier, sentrale temaer og problemstillinger innenfor det pedagogiske fagfeltet

Ferdighet

- kunne skape oversikt og trekke ut essenser fra store og komplekse tekster
- kunne søke, behandle og vurdere faglig kunnskap og informasjon kritisk
- kunne anvende faglig kunnskap på praktiske og/eller teoretiske problemstillinger, gjennom å formulere og avgrense en problemstilling, relatere den til faglig kunnskap og litteratur, samt belyse den på en metodisk relevant måte

Generell kompetanse

- kunne formidle faglig kunnskap, informasjon, teorier, ideer og problemstillinger innenfor det pedagogiske fagfeltet
- kunne analysere pedagogisk fagstoff og trekke egne slutninger
- kunne oppdatere seg om sentral kunnskap innen fagområdet pedagogikk, samt planlegge og gjennomføre arbeidsoppgaver og mindre prosjekter som strekker seg over tid

Grunnlag for vitnemål

Norges teknisk-naturvitenskapelige universitet

Navn: **Normann, Ola**
 Grad: Bachelor i pedagogikk
 Studieprogram: Pedagogikk

Fødselsnr.: 170514 00000
 Oppnådd grad: 17.06.2019

Emne		Termin	Studie-poeng	Karakter	Karakter- ¹⁾ fordeling
					A B C D E
Valgfrie emner					
REL113N	Tru og tradisjon (Høgskolen i Molde)	2018 høst	15	Innpasset	
REL114N	Religions- og livssynsundervisning i eit fleirkulturelt samfunn (Høgskolen i Molde)	2018 høst	15	Innpasset	
REL111N	Bibelen - tekst og tolking (Høgskolen i Molde)	2019 vår	15	Innpasset	
REL112N	Religion og livssyn (Høgskolen i Molde)	2019 vår	15	Innpasset	
Fellesemner					
EXPH0003	Examen philosophicum for humaniora og samfunnsvitenskap	2018 høst	7,5	B	<div><div></div><div></div><div></div><div></div><div></div></div>
MFEL1010	Innføring i medisin for ikke-medisinere	2018 høst	7,5	Bestått	
Pedagogikk - fordypning					
PED1001	Pedagogisk filosofi og idéhistorie	2017 høst	15	C	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1002	Pedagogisk psykologi og utviklingspsykologi	2017 høst	15	C	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1003	Didaktikk	2018 vår	15	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1006	Pedagogisk sosiologi	2018 vår	7,5	B	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1007	Utdanningshistorie og utdanningspolitikk	2018 vår	7,5	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1005	Innføring i vitenskapsteori og forskningsmetode	2018 høst	7,5	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1015	Deltakelse og mestring i ulike grupper og læringsmiljø	2018 høst	7,5	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED1014	Mediepedagogikk og mediekompetanse	2019 vår	7,5	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED2002	Barne- og ungdomskulturer	2019 vår	7,5	A	<div><div></div><div></div><div></div><div></div><div></div></div>
PED2900	Bacheloroppgave i pedagogikk	2019 vår	15	C	<div><div></div><div></div><div></div><div></div><div></div></div>
Norge i rødt, hvitt og blått					

Sum: 180,0

8. juli 2019

Tore Bogen Lian

saksbehandler

1) For en forklaring på karakterfordelingen, se siste side.

Navn: **Normann, Ola**
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Studiepoeng- og karaktersystem

Studieåret varer normalt 10 måneder. Et fullt studieår er beregnet til 1500 - 1800 arbeidstimer og 60 studiepoeng.

Det norske karaktersystemet består av to karakterskalaer: en skala med karakterene bestått og ikke bestått og en gradert bokstavkarakterskala fra A til E for bestått og F for ikke bestått. For den graderte skalaen gjelder følgende kvalitative beskrivelser:

A	Fremragende	Fremragende prestasjon som klart utmerker seg. Kandidaten viser svært god vurderingsevne og stor grad av selvstendighet.
B	Meget god	Meget god prestasjon. Kandidaten viser meget god vurderingsevne og selvstendighet.
C	God	Jevnt god prestasjon som er tilfredsstillende på de fleste områder. Kandidaten viser god vurderingsevne og selvstendighet på de viktigste områdene.
D	Nokså god	En akseptabel prestasjon med noen vesentlige mangler. Kandidaten viser en viss grad av vurderingsevne og selvstendighet.
E	Tilstrekkelig	Prestasjonen tilfredsstiller minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
F	Ikke bestått	Prestasjon som ikke tilfredsstiller de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og selvstendighet.

Karakterskalaen er brukt absolutt. Det vil si at vurderingene er kriteriebaserte.

Karakterfordeling

Karakterfordelingen viser fordeling i prosent for emner med gradert karakterskala A – F. Strykkarakter inngår ikke i fordelingen. Alle resultater fra de siste fem år tas med i beregningen. Fordelingen vises også for emner som har vært aktive i mindre enn fem år. Det er en forutsetning at det finnes minst 10 godkjente resultater i løpet av perioden.

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualification (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name(s): Normann
- 1.2 Given name(s): Ola
- 1.3 Date of birth (day/month/year): 17-05-1814
- 1.4 Student identification number or code: 111111

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language):
Bachelor i pedagogikk
The title bachelor is protected by law in Norway.
- 2.2 Main field(s) of study for the qualification:
Education
- 2.3 Name and status of awarding institution (in original language):
Norges teknisk-naturvitenskapelige universitet, a public university. The quality assurance system was evaluated and approved by the Norwegian Agency for Quality Assurance in Education in 2014.
- 2.4 Name and status of institution administering studies:
See section 2.3
- 2.5 Language(s) of instruction/examination:
Norwegian

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification:
First Cycle/Level 6, Norwegian Qualifications Framework for Lifelong Learning
- 3.2 Official length of the programme:
3 years (180 ECTS credits).
- 3.3 Access requirements:
Higher Education Entrance Qualification (successful completion of upper secondary education - see point 8)

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 Mode of study:
Full-time or part-time.
- 4.2 Programme requirements:
The three-year Bachelor's programme in Education comprises a minimum of 180 ECTS credits, at least 60 of which must have been taken at this institution. The bachelor's degree is composed of courses in pedagogy that amount to 105 credits, common courses and elective courses of 60 credits.

The bachelor's programme comprises various work methods such as lectures, discussions, seminars, exercises

and academic supervision.

Through a systematic introduction to the academic disciplines of pedagogy, the candidate has acquired broad knowledge of, and an insight into, various processes relating to upbringing, teaching, learning, cultural and academic skills, and education. The candidate can relate the fundamental concepts of pedagogy to social problems concerning upbringing, childhood and education. After completing a bachelor's degree in Education, the candidate can work with various kinds of tasks in an independent, critical and analytical manner and is able to acquire new knowledge and critically assess theories and research findings. A bachelor's degree in Education qualifies for work in the early childhood and education sector, and for work within other public and private enterprise.

The candidate's learning outcomes

A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge

- have knowledge and an understanding of fundamental principles behind education and the traditions and characteristics of the subject area
- have knowledge and an understanding of central problems, theoretical viewpoints and methodical approaches in education
- have knowledge of theories, central themes and problems within the subject area of education

Skills

- be able to create overview and extract the essence of large and complex texts
- be able to seek, process and assess academic knowledge and information critically
- be able to apply academic knowledge to practical and/or theoretical problems by formulating and delimiting a research question, relating it to academic knowledge and literature in addition to illuminating it in a methodically relevant manner

General competence

- be able to disseminate academic knowledge, information, theories, ideas and problems within the subject area of education
- be able to analyze educational subject matter and draw his or her own conclusions
- be able to keep up to date with central knowledge within the subject area of education in addition to planning and carrying out work assignments and smaller projects that extend over time

4.3 Programme details

Name: Ola Normann

Course		Semester	Credits	Grade	Grade distribution				
					A	B	C	D	E
Elective Subjects									
REL113N	Faith and Tradition (Molde University College)	2018 autumn	15	Recognized					
REL114N	Religious Education in a Pluralistic Society (Molde University College)	2018 autumn	15	Recognized					
REL111N	The Bible - Text and Interpretation (Molde University College)	2019 spring	15	Recognized					
REL112N	Religion and World Views (Molde University College)	2019 spring	15	Recognized					
Common Courses									
EXPH0003	Examen philosophicum for Humanities and Social Sciences	2018 autumn	7.5	B					
MFEL1010	Medicine for Non-Medical Students, Introduction	2018 autumn	7.5	Passed					
Pedagogics - Specialization									
PED1001	Educational Philosophy and the History of Ideas	2017 autumn	15	C					
PED1002	Educational and Developmental Psychology	2017 autumn	15	C					
PED1003	Pedagogical Knowledge and Curriculum Theory	2018 spring	15	A					
PED1006	Educational Sociology	2018 spring	7.5	B					
PED1007	History of Education and Educational Policy	2018 spring	7.5	A					
PED1005	Introduction to the Philosophy of Science and Educational Research Methods	2018 autumn	7.5	A					
PED1015	Participation and Mastering in Different Groups and Learning Environment	2018 autumn	7.5	A					
PED1014	Media Education and Media Literacy	2019 spring	7.5	A					
PED2002	Children and Youth Culture	2019 spring	7.5	A					
PED2900	Bachelor Thesis in Education	2019 spring	15	C					
Norway in Red, White and Blue									
			Total: 180.0						

Credit system and grading

The academic year normally runs from mid-August to mid-June and lasts for 10 months. Courses are measured in "studiepoeng", considered equivalent to the European Credit Transfer System standard (ECTS credits). The full-time workload for one academic year is 1500 - 1800 hours of study / 60 "studiepoeng".

The Norwegian grading system consists of two grading scales: one scale with the grades pass or fail and one graded scale from A to E for pass and F for fail. The graded scale has the following qualitative descriptions:

A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

The assessment is criterion referenced.

Grade distribution

The distribution of grades is shown by the percentage for courses using the graded scale A – F. Fail (F) is not included in the distribution. All results from the last five years are included in the calculation. The distribution is also shown for courses that have been active for less than five years. There has to be at least 10 approved results during the period.

4.4 Grading scheme and, if available, grade distribution guidance:
See section 4.3

4.5 Overall classification of the qualification (in original language):
Not applicable

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:
The Bachelor's degree gives admission to a Master's programme if the candidate has received a passing degree in courses corresponding to 80 credits in the subject area of the relevant Master's degree and has fulfilled the other requirements for admission, as specified in the programme catalogue for the Master's programme.

5.2 Professional status:
The degree does not entitle the holder to practice any licenced profession.

6 ADDITIONAL INFORMATION

6.1 Additional information:
Not applicable.

6.2 Further information sources:
Norwegian University of Science and Technology: <http://www.ntnu.edu/>
NOKUT - Norwegian Agency for Quality Assurance in Education: <http://www.nokut.no/en/>

7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date: 8 July 2019
Date of original qualification: 17 June 2019

7.2 Signature:



Tove Bogen Lian
Faculty Officer

7.3 Capacity:

7.4 Official stamp



NTNU
Norwegian University of
Science and Technology

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Higher education in Norway: Legislature

The Ministry of Education and Research has the overall responsibility for higher education in Norway. Higher education is offered by four types of higher education institutions: university (*universitet*), specialized university institution (*vitenskapelig høyskole*), accredited university college (*akkreditert høyskole*), and university college with accredited study programmes (*høyskole med akkrediterte studier*). The differences between the types of higher education institutions are related to their self-accrediting authority.

All public and private higher education in Norway is subject to the Act Relating to Universities and University Colleges (Lov 2005-04-01 nr 15). An institution's right to award specific degrees and the prescribed lengths of study are codified in Regulation concerning degrees and titles (FOR 2005-12-16 nr 1574). The awarding of master's degrees is regulated by the Regulations on requirements for awarding a master's degree (FOR 2005-12-01 nr 1392).

Since 2002 Norway has adhered to the objectives of the Bologna Process in the European Higher Education Area. Most of the elements have been implemented through the reform of the Norwegian higher education system carried out in 2003. Central to the reform has been a transition from the former degree system to the bachelor's, master's and doctoral degree structure, with a few exceptions.

Norwegian higher education qualifications make up the levels from 6 to 8 of the Norwegian Qualifications Framework for Lifelong Learning (NQF) from 2011, which is the national overarching qualifications framework¹. It describes the levels of qualifications as defined by the total learning outcomes in terms of the knowledge, skills and general competence that graduates at various levels should have achieved².

NQF was referenced to the European Qualifications Framework (EQF) in 2014.

Quality assurance and accreditation of institutions and programmes

The Norwegian Agency for Quality Assurance in Education (NOKUT) is an autonomous governmental agency which provides external supervision and control of the quality of Norwegian higher education, as well as of all tertiary vocational education³. NOKUT accredits new study programmes, controls the existing ones, and provides a cyclic evaluation of the institutions' quality assurance systems for educational provision.

An accredited higher education institution is granted the right to offer educational provision, without having to apply to NOKUT for specific programme accreditation, in accordance with the authority that its institutional category implies:

- a) Universities may without external accreditation establish study programmes at all levels.
- b) Accredited university colleges have to apply for the accreditation of programmes at master and doctoral levels.
- c) In those fields where specialized university institutions and accredited university colleges have the right to award doctorates or corresponding degrees, they may themselves decide which study programmes and disciplines the institution shall provide.

University colleges without institutional accreditation must apply to NOKUT for accreditation of study programmes at all levels.

Lists of all accredited institutions, as well as of all accredited study programmes at the university colleges without institutional accreditation are available on www.nokut.no

Admission requirements

The Higher Education Entrance Qualification is the successful completion of Norwegian upper secondary education with some specified courses. The Certificate of Upper Secondary Education and Training (*Vitnemål for videregående opplæring*) is based on 13 years of schooling.

Admission may also be gained by means of other qualifications recognized as being on a par with the Higher Education Entrance Qualification, such as recognition of prior learning and work experience.

Some fields of study have additional entrance requirements.

Academic credit system

All Norwegian higher education institutions use a system of credits (*studiepoeng*) for measuring study activities considered equivalent to the European Credit Transfer and Accumulation System (ECTS). 60 ECTS credits (*studiepoeng*) are allocated to the workload of a full year of academic study, equivalent to 1500-1800 hours of study. 30 ECTS credits are normally allocated to one semester's full-time study. The academic year normally lasts for 10 months and runs from August to June.

¹ National generic learning outcomes descriptions' levels for the bachelor's, master's and doctoral degrees were defined by the Instructions on the Norwegian Qualifications Framework for Higher Education in 2009.

² Learning outcomes for a specific NQF level show the minimum of what each learner should know, understand and be able to do after completing a learning process.

³ Tertiary vocational education (TVE), level 5 in the NQF (EQF), is provided by *fagskoler*, which are considered as tertiary vocational education institutions. TVE is based on upper secondary education and training or equivalent competence. Courses have duration of from six months to two years. All provisions must be accredited by NOKUT.

Degrees and qualifications

NQF (EQF) Level 6: Bachelor (1st cycle)

Bachelor's degree is awarded after three years of full-time study (180 ECTS). Some bachelor's degrees, in the field of music and performing arts, consist of four-year bachelor's programmes (240 ECTS).

Teacher education for primary and lower secondary school, years 1-7 and years 5-10 has been a four-year professional programme (240 ECTS) prior to its reform on 1 January 2017, when it became a five-year integrated master's degree.

University college graduate (*høyskolekandidat*) is a two-year degree (120 ECTS), a short cycle degree within the first cycle. Holders of this degree may in some cases continue their studies in a bachelor programme and thus obtain a bachelor's degree.

NQF (EQF) Level 7: Master (2nd cycle)

Master's degree is normally obtained after two years of study (120 ECTS), following the completion of a bachelor's degree. A master's degree programme includes independent work (normally a thesis) of between 30 and 60 ECTS.

Experience-based master's degree has a scope of 90 or 120 ECTS (including independent work of at least 20 ECTS).

Integrated master's degree is a five-year study programme (300 ECTS) which results in a master's degree, with no intermediate bachelor's degree. An exception is

the Master of Architecture programme at the Oslo School of Architecture and Design, which has a scope of 330 ECTS.

In the fields of medicine, psychology and theology, **professionally oriented degrees/qualifications** of six years' duration (360 ECTS) are awarded; in the field of veterinary science - after 5 ½-6 years. They have retained the title/degree *candidata/candidatus* from the former degree system.

NQF (EQF) Level 8: Doctoral degree (3rd cycle)

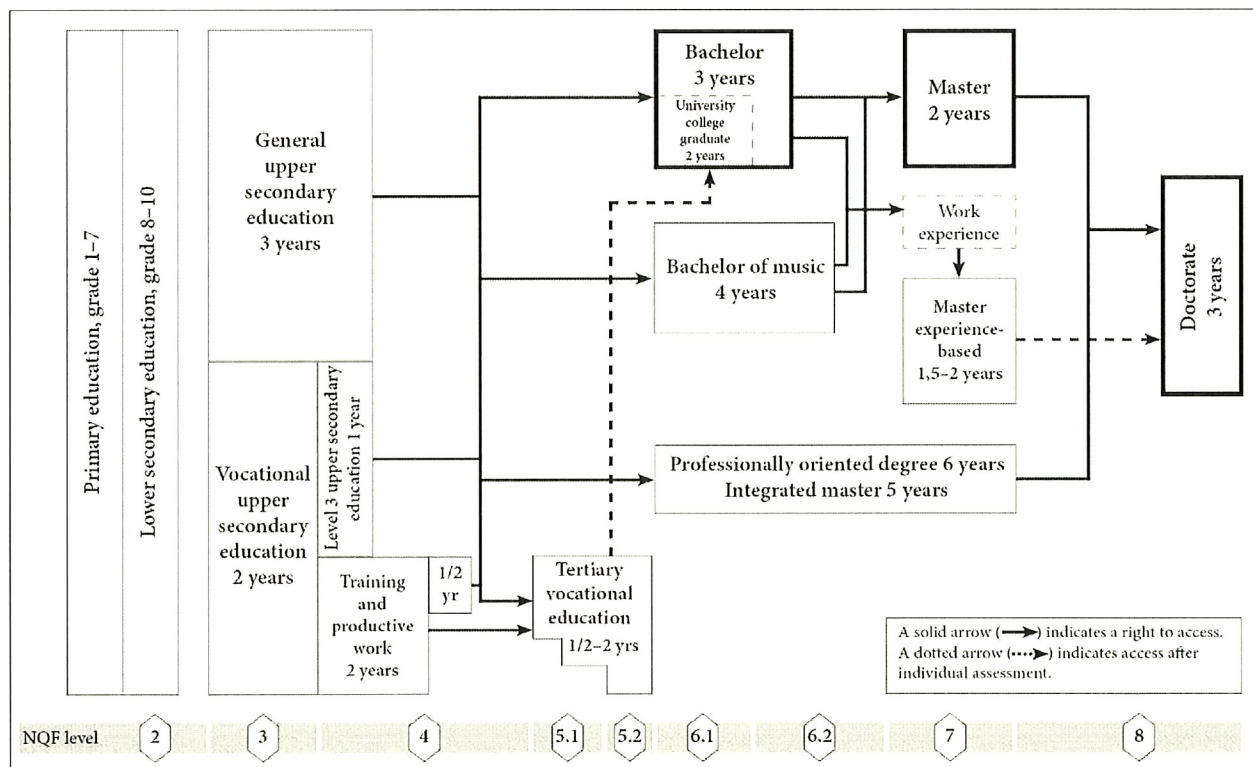
Philosophiae doctor (*ph.d.*), is awarded after three years of study, following the completion of a master's degree or a five to six-year professionally oriented degree/qualification.

Doctor philosophiae (*dr. philos.*) is conferred on graduates who have qualified for a doctoral degree on their own, without formal research training.

Diploma, artistic development programme (*kunstnerisk utviklingsprogram*) is a three-year programme in the field of creative and performing arts. Replaced on 1 February 2018 by the new doctoral degree *ph.d. i kunstnerisk utviklingsarbeid*.

Descriptions of the educational qualifications are given in the Norwegian Qualifications Framework for Lifelong Learning at www.nokut.no/nkr

The Norwegian Education System



NOKUT, April 2018