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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PHASE IO03**

**Phase Leader: FORMEDIL (IT)**

**METHODOLOGICAL GUIDELINES FOR THE ACTIVITIES TO BE CARRIED OUT BY EACH PARTNER BEFORE 30 JUNE 2017**

**OUTCOME PROPOSED BY THE CCCA-BTP**

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**Contribution:**

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**Paris, 30 June 2017**

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**PRELIMINARY PART: DIRECTORY OF ACTIVITIES, LEARNING UNITS, LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

**(BASE: Final Report of Phase 02)**

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| **ACTIVITIES** | **LEARNING UNITS** | **LEARNING OUTCOMES**  **To be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc.** | **ASSESSMENT CRITERIA**  **Please consider, as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome.** |
| **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Team Leaders**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01TL.LU.01. Social regulation and safety standards in the management of the teams on worksite**  • Knowledge of the Labour Code and of the Collective Agreement in relation to the management of a team on worksite.  • Knowledge of the standards relating to safety and health at work. | **LO1. Regulatory environment and standards of safety on worksite.** | * The parts of the Labour Code and of the Collective Agreement essential to managing a team on worksite are known. * The standards relating to safety and health at work, as well as prevention plans are mastered. |
| **A01TL.LU.02. Organization of the work for a team on worksite**  • Relationship between the procedures to be implemented and the human resources available.  • Modes of adequacy between skills and the individual profiles on the one hand and the tasks to run on the other.  • Control of the tasks performed rules and feedback to workers.  • Autonomy in making decisions and in the organization of the work of the team.  • Ability to anticipate.  • Autonomy in the work and in the project.  • Working according to personal and collective objectives | **LO2. Definition of human resources and principles of organization of work team for the objectives.**  **LO4. Autonomy, flexibility and adaptability.**  **LO6. Exercise of its role of middle management.**  **LO7. Communication by ensuring good understanding of instructions and membership in their execution.** | * The constitution of the team is in line with the requirements of the site, abilities and personalities of individuals. * The procedures can be understood by the team and are usable. * Daily schedules respect dates and deadlines. * Daily schedules are in line with the general schedule and the resources of the company. * Daily schedules are detailed by basic tasks and specify a logical planning. * Control of tasks and performance measures are put in place. * The decisions concerning team are made autonomously. * Evidence of anticipation is given. * Responsibility for decisions lies. * The parameters of building a team for the defined objectives are well taken into account. * The instructions are sent in a way that is clear and understood by the workers. * The workers are advised in the execution of their tasks and activities. * Daily individual objectives are met. * Daily schedules are in line with the general schedule and the resources of the company. * The constitution of the team is in line with the requirements of the site. * The organization of the workstation is rational and does not create noise or disturbance in the work process. * The workstation respect individual and collective safety rules. * Assistance for people to accompany is planned. * It is created a climate of confidence and neutrality to facilitate communication. * Methods of mediation to reassure worried workers are planned. * Misunderstood decisions are identified, clarified and explained. * Listening and taking into account the opinion of each worker are effective. * Relational problems are resolved: individual or collective latent problems are identified and solutions contributing to the harmony of relationships are found. |
| **A01TL.LU.03. Techniques of communication and solving problems within the team and on worksite**  • Information channels on the technical, human and administrative environment of work.  • Preparation and carrying out of meetings.  • Methods and techniques of mediation with the teams, the hierarchy and the subcontractors.  • Empathy and flexibility in managing team.  • Openness, sense of human contact.  • Communication skills.  • Resistance to the stress related to the management of difficult human situations. | **LO3. Techniques of communication and solving problems within the team and on site.**  **LO5. Interpersonal skills to collaborate and lead a team.**  **LO6. Exercise of its role of middle management.**  **LO7. Communication by ensuring good understanding of instructions and membership in their execution.** | * The speech is suited to different audiences and remarks are positive. * The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. * The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. * Relevant and constructive comments of the workers are taken into account. * Decisions made are communicated by ensuring their understanding and adhering to their execution. * The notes are written in plain language, avoiding jargon and without spelling and syntax errors. * The instructions are directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. * The speech is suited to different audiences and remarks are positive. * The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. * The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. * Relevant and constructive comments of the workers are taken into account. * Decisions made are communicated by ensuring their understanding and adhering to their execution. * The parameters of building a team for the defined objectives are well taken into account. * The instructions are sent in a way that is clear and understood by the workers. * The workers are advised in the execution of their tasks and activities. * Daily individual objectives are met. * Daily schedules are in line with the general schedule and the resources of the company. * The constitution of the team is in line with the requirements of the site. * The organization of the workstation is rational and does not create noise or disturbance in the work process. * The workstation respect individual and collective safety rules. * Assistance for people to accompany is planned. * It is created a climate of confidence and neutrality to facilitate communication. * Methods of mediation to reassure worried workers are planned. * Misunderstood decisions are identified, clarified and explained. * Listening and taking into account the opinion of each worker are effective. |
| **A01TL.LU.04. Proximity management function to achieve the production objectives (*wide and not very specific learning unit, but rather a longer VET curriculum composed of several smaller units*)**  • Balancing profitability, respect for deadlines and standards with a healthy team management. | ***Further to the interviews carried out in France, the opinion expressed by the training centre managers and trainers was that this learning unit includes (potentially among others) all the previous ones: LU.01, LU.02 & LU.03. Therefore, its autonomous additional value would be a more systemic combination of the learning outcomes of the Learning Units listed above. Idem concerning the assessment criteria.*** | |

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| **ACTIVITIES** | **LEARNING UNITS** | **LEARNING OUTCOMES**  **To be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc.** | **ASSESSMENT CRITERIA**  **Please take, as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome.** |
| **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Team Leaders**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01TL.LU.05. Team leader as a tutor**  • Act as company tutors.  • Train teams by encouraging individual professionalism at the service of common goals.  • Find synergies between the professional growth of people and productivity. | **LO5. Interpersonal skills to collaborate and lead a team.**  **LO7. Communication by ensuring good understanding of instructions and membership in their execution.**  **LO8. Transmission of technical and organizational knowledge.** | * The instructions are directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. * The speech is suited to different audiences and remarks are positive. * The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. * The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. * Relevant and constructive comments of the workers are taken into account. * Decisions made are communicated by ensuring their understanding and adhering to their execution. * It is created a climate of confidence and neutrality to facilitate communication. * Methods of mediation to reassure worried workers are planned. * Misunderstood decisions are identified, clarified and explained. * Listening and taking into account the opinion of each worker are effective. * Answers to the technical questions are formulated with technical words adapted to the capacities of stakeholders, a clear, concise and complete understanding. * Information or gesture to convey are presented clearly. * Caring for the learner. * Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the learner knowledge and know-how. |

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| **ACTIVITIES** | **LEARNING UNITS** | **LEARNING OUTCOMES**  **To be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc.** | **ASSESSMENT CRITERIA**  **Please take, as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome.** |
| **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01WSS.LU.06. Planning and organisation of human resources**  • Coordination of activities and tasks.  • Assignment of responsibilities.  • Methods of recruitment.  • Building up teams.  • Methods and techniques of delegation, relying on autonomy and the co-responsibility of the staff.  • Time management on worksite.  • Welcome for a new employee within a team on a construction site. | **LO 1. (K1) Planning and organization of human resources.**  **LO 4. (K4) Time management.**  **LO 5 (K5) Methods and techniques of welcome for new employees on worksite.**  **LO 6 (S1) Authority and rigour in the management of human resources, relying on closed and open dialogues.**  **LO 10 (C2) Establishment of clear reporting relationships.** | * The method for estimating labour needs is under control in view of the constraints of the site. * The qualification of employees is coherent with the nature of the site. * In-depth knowledge of the timeline and of construction techniques is demonstrated by a description of the work to be done to workers, team leaders and subcontractors. * Daily schedules provide a good positioning of the teams while respecting the dates and deadlines. * Operating modes are in line with methods of execution. They are understood and useful to teams. * Techniques and organizational options taken are relevant. * Schedules specify a logical chain and respect the contractual commitments. * The priorities are correctly identified. * The scheduling of activities, tasks and singular interventions is properly established. * Coordination rules and the explanation of the sequence of the work are given to teams. * The expectations of new employees are taken into account. * The integration of the new employee plan is clear and accepted as well by the company as by himself. * The assessment of the integration process are communicated and accepted. * The worksite supervisor behaves professionally and he is recognized by employees. * The language used with the staff is professional. * Employees are empowered to the achievement of the objectives and the quality of the work to provide. * The criteria for assessment of the quality of the work are clearly communicated and observed their respect. * The mechanisms at stake among teams are observed, understood, analysed and taken into account in the action. * The levers of motivation are used. * Frames of reference (organizational, administrative, safety, technical standards, rules of art, etc.) are recalled regularly. * A proof of listening to the teams is given. * Comments and decisions regarding site issues, activities, and tasks are likely to soothe and reassure workers to better motivate them. |
| **A01WSS.LU.07. Social and safety regulation for the management of the teams on worksite**  • Labour code.  • Work contract.  • Collective agreement.  • Knowledge and rules for the application of the standards relating to safety and health at work. | **LO 2. (K2) Social regulation.**  **LO1 (TL). Regulatory environment and standards of safety on worksite.** | * Social regulation and especially labour code, work contact and collective agreement essential to good management of teams on worksite are mastered. * The standards relating to safety and health at work, as well as prevention plans are mastered. |
| **A01WSS.LU.08. Strategies, methods and techniques of communication to achieve production objectives and quality control**  • Information channels on the technical, human and administrative environment of work.  • Preparation and carrying out of meetings.  • Production of communication material that facilitates the understanding of the worksite and of the production process.  • Methods and techniques of mediation with the teams, with the hierarchy and with subcontractors.  • Sense of listening and responsiveness, to create confidence.  • Ability to convince and motivate to the objectives defined in the contract documents.  • Building up good interpersonal relationships, while anticipating the behaviour of employees and subcontractors in work situations.  • The quality control of the work of staff, based on objective indicators (technical standards, security, environmental, aesthetic, specifications, etc.). | **LO 3. (K3) Strategies, methods and techniques of communication to achieve production targets.**  **LO 6 (S1) Authority and rigour in the management of human resources, relying on closed and open dialogues.**  **LO 7 (S2) Ability to communicate, the conviction and the creation of the membership, by establishing relationships**  **based on mutual trust.**  **LO 8 (S3) Resistance to pressure and stress.**  **LO 9 (C1) Setting objectives and taking decisions concerning teams.**  **LO 10 (C2) Establishment of clear reporting relationships.** | * Work instructions are sent without ambiguity. * The speech is suited to different audiences and remarks to pass are positive. * The criticisms are made in a justified and positive way; they comprise relevant proposals. * Documents facilitate the understanding of the site and of the activities by workers and team leaders. * The preparation and animation of a meeting allows to transfer and collect information useful to the progress of the construction site. * Constructive comments from employees are taken into account. * Decisions taken are given by ensuring their understanding and adherence of teams in their execution. * The notes are written in plain language, avoiding jargon and without spelling and syntax errors. * The worksite supervisor behaves professionally and he is recognized by employees. * The language used with the staff is professional. * Employees are empowered to the achievement of the objectives and the quality of the work to provide. * The criteria for assessment of the quality of the work are clearly communicated and observed their respect. * The mechanisms at stake among teams are observed, understood, analysed and taken into account in the action. * The levers of motivation are used. * Frames of reference (organizational, administrative, safety, technical standards, rules of art, etc.) are recalled regularly. * Work instructions are sent without ambiguity. * The speech is suited to different audiences and remarks to pass are positive. * The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. * Documents facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. * The preparation and animation of meetings allow to transmit and to collect information useful to the progress of the construction site. * Relevant and constructive comments of workers are taken into account. * Decisions made are communicated by ensuring their understanding by the team, to guarantee their involvement in the execution process. * Stress situations are identified, understood and analysed to diminish their scope. * Comments made by employees related to actual or potential conflicts are taken into account. * The instructions are expressed in a direct, clear way, unambiguous, coherent and intelligible, allowing a good understanding and commitment to the production process. * The location of the points of tension is exhaustive. * Potentially problem situations, such as putting in danger, failure to meet the standards, guidelines or specifications, relational or social conflicts, etc. are identified and improvement solutions are proposed, e.g. outreach teams, vocational training, formal warning, etc. * Feedback is relevant and given in a detailed way, transferable and usable not only by the person concerned, but also by other services of the company. * Corrective actions to be implemented according to the differences noted are well understood by the team. * Accession of the persons concerned to the process of improvement of the results is verified. * A proof of listening to the teams is given. * Comments and decisions regarding site issues, activities, and tasks are likely to soothe and reassure workers to better motivate them. |
| **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01WSS.LU.09. Building and maintaining her/his leadership as worksite supervisor**  • Establishment of the authority, taking into account the complexity of human relationships.  • Assertiveness as a superior hierarchical in a work situation.  • Ability to develop self-reliance and the shared responsibility of employees, while preserving its authority.  • Credibility, clarity and diplomacy in action.  • Good ability for analysis and synthesis.  • Interacting, understanding and motivating workers for planned accomplishments, appealing to the capacity to behave "boss" on the site towards its employees and subcontractors: assigning tasks, creating and developing day deadlines, checking the quality of the work done by transferring employees to a job to another, etc.  • Master professional and managerial stress: Anticipation of conflict and tension situations due to objective and subjective factors.  • Natural management of tension situations. | **LO 3. (K3) Strategies, methods and techniques of communication to achieve production targets.**  **LO 6 (S1) Authority and rigour in the management of human resources, relying on closed and open dialogues.**  **LO 7 (S2) Ability to communicate, the conviction and the creation of the membership, by establishing relationships**  **based on mutual trust.**  **LO 8 (S3) Resistance to pressure and stress.**  **LO 9 (C1) Setting objectives and taking decisions concerning teams.**  **LO 10 (C2) Establishment of clear reporting relationships.** | * Work instructions are sent without ambiguity. * The speech is suited to different audiences and remarks to pass are positive. * The criticisms are made in a justified and positive way; they comprise relevant proposals. * Documents facilitate the understanding of the site and of the activities by workers and team leaders. * The preparation and animation of a meeting allows to transfer and collect information useful to the progress of the construction site. * Constructive comments from employees are taken into account. * Decisions taken are given by ensuring their understanding and adherence of teams in their execution. * The notes are written in plain language, avoiding jargon and without spelling and syntax errors. * The worksite supervisor behaves professionally and he is recognized by employees. * The language used with the staff is professional. * Employees are empowered to the achievement of the objectives and the quality of the work to provide. * The criteria for assessment of the quality of the work are clearly communicated and observed their respect. * The mechanisms at stake among teams are observed, understood, analysed and taken into account in the action. * The levers of motivation are used. * Frames of reference (organizational, administrative, safety, technical standards, rules of art, etc.) are recalled regularly. * Work instructions are sent without ambiguity. * The speech is suited to different audiences and remarks to pass are positive. * The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. * Documents facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. * The preparation and animation of meetings allow to transmit and to collect information useful to the progress of the construction site. * Relevant and constructive comments of workers are taken into account. * Decisions made are communicated by ensuring their understanding by the team, to guarantee their involvement in the execution process. * Stress situations are identified, understood and analysed to diminish their scope. * Comments made by employees related to actual or potential conflicts are taken into account. * The instructions are expressed in a direct, clear way, unambiguous, coherent and intelligible, allowing a good understanding and commitment to the production process. * The location of the points of tension is exhaustive. * Potentially problem situations, such as putting in danger, failure to meet the standards, guidelines or specifications, relational or social conflicts, etc. are identified and improvement solutions are proposed, e.g. outreach teams, vocational training, formal warning, etc. * Feedback is relevant and given in a detailed way, transferable and usable not only by the person concerned, but also by other services of the company. * Corrective actions to be implemented according to the differences noted are well understood by the team. * Accession of the persons concerned to the process of improvement of the results is verified. * A proof of listening to the teams is given. * Comments and decisions regarding site issues, activities, and tasks are likely to soothe and reassure workers to better motivate them. |
| **A01WSS.10. Worksite supervisor as a tutor**  • Act as company tutors.  • Train teams by encouraging individual professionalism at the service of common goals.  • Find synergies between the professional growth of people and productivity. | **LO 3. (K3) Strategies, methods and techniques of communication to achieve production targets.**  **LO 5 (K5) Methods and techniques of welcome for new employees on worksite.**  **LO 11 (C3) Transmission of technical knowledge and methods of work to the teams.** | * Work instructions are sent without ambiguity. * The speech is suited to different audiences and remarks to pass are positive. * The criticisms are made in a justified and positive way; they comprise relevant proposals. * Documents facilitate the understanding of the site and of the activities by workers and team leaders. * The preparation and animation of a meeting allows to transfer and collect information useful to the progress of the construction site. * Constructive comments from employees are taken into account. * Decisions taken are given by ensuring their understanding and adherence of teams in their execution. * The notes are written in plain language, avoiding jargon and without spelling and syntax errors. * The expectations of new employees are taken into account. * The integration of the new employee plan is clear and accepted as well by the company as by himself. * The assessment of the integration process are communicated and accepted. * Answers to the technical questions are formulated with technical words adapted to the capacities of stakeholders, they are clear, concise and give a complete understanding. * Information or gesture to convey are presented clearly. * Caring for the learner. * Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the learner knowledge and know-how. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01TL.LU01**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01TL.LU01. Social regulation and safety standards in the management of the teams on worksite**

DURATION SUGGESTED: **3 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Analysis of situations presented on virtual tools. * Analysis and capitalisation of situations related to health and safety at work and observed in companies. * Preparation of instructions to be forwarded to workers on worksite. * Transmitting Health and Safety approach as a part of sustainable development. * Observing the application of health and security rules in the training centre (classrooms and workshops) as a first opportunity of observation and analysis. * Demonstrating necessary partnerships for health and security at work: Participation of professional organisations accredited for Health and Safety in the Construction sector. * Presentation of new organisational schemes on worksites; of new material and of new components as potential sources of savings in the field of health and safety: Comparisons between old and new situations in terms of ergonomics and money savings.   Learning familiarity with the health and safety topics, especially foot and rolling scaffolding as the most relevant example:   * Individual and collective analysis of statistics related to accidents at work; formulation and conclusions (in large group) on how to adopt a safe behaviour at worksite. * Analysis (in large group) of risks related to improper assembly and improper use of scaffolding. Individual and group work on the scenarios to prevent the risks in question. * Practicing in simulation situations professional gestures and postures to protect themselves on fixed or rolling scaffolding. * Starting from role-playing, accustom her/his team to respect the instructions of assembly, use and dismantling of scaffolding. * Regulations and practices to be applied in the event of an accident: application of theoretical knowledge in simulation (workshops and classroom). | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Observation of work situations and preparation of analysis to be carried out in the training centre. * Interviews with company managers and/or worksite supervisors on how the regulations related to health and safety can be applied on worksite. * Formalising of observations in writing (filling up grids and free comments). | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 4):*   * *Factual and theoretical knowledge in broad contexts within a field of work.* * *A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations.* * *Self-management within the guidelines given by the hierarchy (they are subject to change).* * *Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results.*   Ability to take into account safety and health at work in the following phases:   * To define and mobilize the material and human resources for the work team. * Organize the day-to-day work of a work team * Implement the construction elements. * Monitor and manage the relationships within the work team. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites). * Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites). * Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Virtual resources related to:   * Social regulation (labour code, collective agreements). * Health and safety at work (mainly compulsory wearing, scaffolding | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**   * The jury shall be designated by the competent territorial representative of the organisation certified for the leading of Health and Safety topics in the (French) Construction Sector (called INRS in France). It is made up of professionals of the trade concerned. The evaluation is mainly done by observing the practices implemented on worksite: * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   Evaluation with simulators in classrooms or in real conditions on worksite. |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of risk situations on worksite. * Preparation of the grids for observation of risk situations on worksite. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Grids for observation of risk situations on worksite fulfilled. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of risk situations on worksite. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01TL.LU02**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01TL.LU02. Organisation of the work for a team on worksite**

DURATION SUGGESTED: **5 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with project approach (instead of linear transmission of knowledge). Better knowledge of the self-organisation of each trainer before proposing collective organisational schemes.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of organisational models. * Always taking into account environment, contexts and available means (human and material) when conceiving organisational scenarios. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of organisation. * Work with “mental maps” transformable into Gantt Diagram. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Preparation of instructions to be forwarded to workers on worksite. * Analysis (in larger groups of learners) of risks related to improper organisational decisions. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions. * Envisaging the impact of the decisions taken. * Stressing the importance of the preparation of organisational planning “day per day” before capitalising them.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Observation of work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical organisational schemes in concrete and real work conditions on worksite. * Formalisation of the “day to day planning”. Capitalisation within bigger organisational units further to the observations made in company. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 4):*   * *Factual and theoretical knowledge in broad contexts within a field of work.* * *A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations.* * *Self-management within the guidelines given by the hierarchy (they are subject to change).* * *Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results.*   Ability to implement appropriate organisational schemes in the following phases:   * To define and mobilize the material and human resources for the work team. * Organize the day-to-day work of the work team. Capitalise the day-to-day work organisation in bigger units. * Organize the implementation of the construction elements. * Monitor and manage the relationships with and inside of a work team within the framework of the organisations conceived. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the organisation of work on worksite. * Sketches useful as examples when conceiving scenario for organisational schemes at worksite. * Recommendation sheets. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving organisational schemes in company:   * Sketches. * Technical documentation. * Legal regulations.   Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the organisation of work on worksites. * Working on organizational schemes. * Construction of operating procedures. * Calculation of the means (human, financial and human) necessary for the organisations advocated. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the organisation of work on worksite. * Sketches useful as examples when conceiving scenario for organisational schemes at worksite. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the technical file related to an organizational project which is handed over to it, the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of risk situations on worksite. * Preparation of the grids for observation of risk situations on worksite. * Production of concrete organisational schemes with available soft. * Evidence of use of new techniques and methods of communication (incl. Autocad, Methocad, BIM, etc.) | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Organisational schemes with identification of organisational needs in terms of human and material resources, including equipment. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the organisation of work on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01TL.LU03**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01TL.LU03. Techniques of communication and solving problems within the team on worksite**

DURATION SUGGESTED: **5 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with project approach (instead of linear transmission of knowledge). Better knowledge of the spontaneous communication practices of each trainer before proposing collective individual and collective experiential learning.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices. * Always taking into account environment, contexts and available means (human and material) when conceiving communicational scenarios. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Preparation of instructions and advice to be forwarded to workers on worksite. * Analysis (in larger groups of learners) of risks related to improper communication methods and tools. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions. * Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both **internal trainers** and **external transversal specialist** in communication: importance of external expertise for the communication actions. * Envisaging the impact of the communication methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means). * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite. * Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 4):*   * *Factual and theoretical knowledge in broad contexts within a field of work.* * *A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations.* * *Self-management within the guidelines given by the hierarchy (they are subject to change).* * *Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results.*   Ability to take choose and apply appropriate communication methods and tools at work in the following phases:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the communication on worksite. * Recommendation sheets. * Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external). | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate communication methods and tools with the team of workers.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the communication methods and tools with teams on worksites. * Working on appropriated communication schemes, by blending theoretical knowledge and empiric observations made. * Construction of operating procedures. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the communication practices implemented on worksite:   * Assessment of the quality of the communication when giving information to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the communicational case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of problem solving situations, starting from filmed material. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the communication on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01TL.LU04**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01TL.LU04. Proximity Management Function to achieve the production objectives (*wide and not very specific learning unit, but rather a longer VET curriculum composed of several smaller units*)**

COMMENT: ***Further to the interviews carried out in France, the opinion expressed by the training centre managers and trainers was that this learning unit includes (potentially among others) all the previous ones: LU.01, LU.02 & LU.03. Therefore, its autonomous additional value would be a more systemic combination of the learning outcomes of the Learning Units listed above. Idem concerning the assessment criteria.***

DURATION SUGGESTED: **5 UNITS X 21 HOURS in training centre (spaced days). Work based training to be shared with companies (apprenticeship or other legal forms, according to country regulations)**

UNITS SUGGESTED: ***LU.01, LU.02, LU.03, LU.14, LU.24 (overlapping with LU.02) or LU.25***

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with project approach (instead of linear transmission of knowledge). Better knowledge of the spontaneous practices of each trainer before proposing collective individual and collective experiential learning.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices. * Always taking into account environment, contexts and available means (human and material) when conceiving learning scenarios. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Preparation of instructions and advice to be forwarded to workers on worksite. * Analysis (in larger groups of learners) of risks related to improper implementation of methods and tools. * Practicing simulation starting from role-playing, accustom learners with the reactions of the others to their decisions. * Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both **internal trainers** and **external transversal specialist** in specific fields: importance of external expertise as a component enriching proper training actions. * Envisaging the impact of the activities and actions undertaken (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means). * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical knowledge and models in concrete and real work situations on worksite. * Formalisation of the “right behaviour” and of the “right decisions”, in line with the context, organisational culture and expectations expressed by the head office, according to the global corporate aims and objectives. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 4):*   * *Factual and theoretical knowledge in broad contexts within a field of work.* * *A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations.* * *Self-management within the guidelines given by the hierarchy (they are subject to change).* * *Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results.*   Ability to take choose and apply appropriate behaviour; theoretical knowledge and empiric methods and tools at work in the following phases:   * When defining organisational schemes and choosing the material and human resources for the achieving of assigned goals with the work team. * When organising, putting forward and controlling the day-to-day work of the work team. * When organising the implementation of the construction/production process (considered as a global activity within a more systemic approach). * When monitoring and managing relationships within the work team. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to foresee, organise and communicate together. * Virtual applications related to the organisation of work and to the communication on worksite. * Recommendation sheets. * Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external). | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games, including controlling of operations and final quality of the process outcomes.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate planning, organisation and communication methods and tools with the team of workers.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the planning, organisation and communication methods and tools with teams on worksites. * Working on appropriated planning, organisation and communication schemes, by blending theoretical knowledge and empiric observations. * Construction of operating procedures, including controlling. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of planning, organisation, communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. * Documentation on controlling methods and practices. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the communication practices implemented on worksite:   * Assessment of the quality of the processes conceived and put forwards with teams on worksite. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the systemic and complete case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 2½ to 4½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of problem solving situations, starting from filmed material (if appropriate). | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Organisational and communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the planning, organisation and communication on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01TL.LU05**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01TL.LU05. Team leader as a tutor**

DURATION SUGGESTED: **2 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with project approach (instead of linear transmission of knowledge). Better knowledge of the spontaneous communication practices of each trainer before proposing collective individual and collective experiential learning.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices. * Always taking into account environment, contexts and available means (human and material) when conceiving tutorship. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of tutorship. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions. * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical models and tools for tutorship in concrete and real work on worksite. * Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 4):*   * *Factual and theoretical knowledge in broad contexts within a field of work.* * *A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations.* * *Self-management within the guidelines given by the hierarchy (they are subject to change).* * *Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results.*   Ability to take choose and apply appropriate tutorship methods and tools at work:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Recommendation sheets. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate tutorship methods and tools.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the tutorship in companies of various size and profile. * Working on appropriated schemes for tutorship, by blending theoretical knowledge and empiric observations. * Construction of operating procedures. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of tutorship with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the accompaniment when giving information to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of concepts and problem solving situations, starting from filmed material, related to tutorship. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the tutorship on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01WSS.LU06**

BENEFICIARIES: **WORKSITE SUPERVISORS**

ACTIVITY: **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01WSS.LU06. Planning and organisation of the work of human resources**

DURATION SUGGESTED: **4 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with a strong project approach where a linear transmission of knowledge is practically eliminated in training centre. Better knowledge of the self-organisation of each trainer before proposing collective learning schemes.*  *The EQF level 5 requires that the learner build up his/her own knowledge, whereas the trainer is rather an “Attendant of the increasingly individual and autonomous emergence of knowledge” than a “Teacher specialised in a linear transmission of knowledge”.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of organisational and functional models. * Always taking into account environment, contexts and available means correctly evaluated (human and material) when conceiving learning scenarios. * Including learners in the conception of their training paths by demanding previous productions, evaluations, adjustments of liaison tools with companies, etc. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners and its critical approach. Navigate systematically from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches. * Work with complex “mental maps”. * Systematic choice, analysis and capitalisation of situations presented on virtual tools: case studies. * Preparation of instructions to be forwarded to collaborators on worksite (mainly team leaders). * Analysis (in larger groups of learners) of risks related to improper organisational decisions. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions. * Envisaging the impact of the decisions taken in a larger context, by stressing multi-activity on worksite. * Stressing the importance of the global approach of organisational planning for worksites.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Combining, analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”. * Preparation for project experimentation in company.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Critical observation of work situations and preparation of in-depth analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge (factual and theoretical) acquired in training centre in concrete work situations: Experiencing theoretical planning and organisational schemes in concrete and real work conditions on worksite. * Formalisation of the “day to day planning”. Capitalisation within bigger organisational units further to the observations made in company. * Project experimentation in company. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 5):*   * *Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge.* * *A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations.* * *Management and supervision in contexts of work where there is unpredictable change.* * *Review and develop his/her own performance and others.*   Evaluation criteria:   * Organisational choices respect regulations, specifications formulated by customers, corporate orientations and available means (human, material and financial). * Green aspects (waste treatment & energy saving) are integrated in the organisational and functional models in a realistic and rational way. * The organizational schemes are in line with the implementation schedules. * Organizational schemas present a logical scheduling of tasks. * The operating procedures include the methods of execution that are exploitable by the on-site teams. * Risk situations are foreseen in the organizational schemes. * The daily schedules give a good positioning of the teams in respect of the dates and deadlines. * The identification of the singular points in the organization is exhaustive. * An in-depth knowledge of the chronology and the techniques of implementation is demonstrated by a good understanding of the work to be accomplished by workers, team leaders and sub-contractors. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the organisation of work on worksite. * Sketches useful as examples when conceiving scenario for organisational schemes at worksite. * Recommendation sheets. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games and construction of projects according to instructions and recommendations given by trainers.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving organisational schemes in company:   * Sketches. * Technical documentation. * Legal regulations.   Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the organisation of work on worksites. * Working on organizational schemes. * Construction of operating procedures. * Calculation of the means (human, financial and human) necessary for the organisations advocated. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Office. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the organisation of work on worksite. * Sketches useful as examples when conceiving scenario for organisational schemes at worksite. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the technical file related to an organizational project which is handed over to it, the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours).   Evaluation process may also include:   * Technical interviews. * Professional questionnaires. * Questions further to assessment situations on worksite. |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of risk situations on worksite. * Preparation of the grids for observation of risk situations on worksite. * Production of concrete organisational schemes with available soft. * Evidence of use of new techniques and methods of communication (incl. Autocad, Methocad, BIM, etc.) | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Organisational schemes with identification of organisational needs in terms of human and material resources, including equipment. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the organisation of work on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01WSS.LU07**

BENEFICIARIES: **WORKSITE SUPERVISORS**

ACTIVITY: **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01WSS.LU07. Social and safety regulation in the management of the teams on worksite**

DURATION SUGGESTED: **3 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Analysis of situations presented on virtual tools. * Analysis and capitalisation of situations related to health and safety at work and observed in companies. * Preparation of instructions to be forwarded to workers on worksite. * Transmitting Health and Safety approach as a part of sustainable development. * Observing the application of health and security rules in the training centre (classrooms and workshops) as a first opportunity of observation and analysis. * Demonstrating necessary partnerships for health and security at work: Participation of professional organisations accredited for Health and Safety in the Construction sector. * Presentation of new organisational schemes on worksites; of new material and of new components as potential sources of savings in the field of health and safety: Comparisons between old and new situations in terms of ergonomics and money savings.   Learning familiarity with the health and safety topics, including foot and rolling scaffolding as the most relevant example:   * Individual and collective analysis of statistics related to accidents at work; formulation and conclusions (in large group) on how to adopt a safe behaviour at worksite. * Analysis (in large group) of risks related to improper assembly and improper use of scaffolding. Individual and group work on the scenarios to prevent the risks in question. * Practicing in simulation situations professional gestures and postures to protect themselves on fixed or rolling scaffolding. * Starting from role-playing, accustom her/his team to respect the instructions of assembly, use and dismantling of scaffolding. * Regulations and practices to be applied in the event of an accident: application of theoretical knowledge in simulation (workshops and classroom). | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Observation of work situations and preparation of analysis to be carried out in the training centre. * Interviews with company managers and/or worksite supervisors on how the regulations related to health and safety can be applied on worksite. * Formalising of observations in writing (filling up grids and free comments). | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 5):*   * *Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge.* * *A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations.* * *Management and supervision in contexts of work where there is unpredictable change.* * *Review and develop his/her own performance and others.*   Starting from the specifications for the execution of the worksite, give evidence of:   * Complex and exhaustive integration of social, health and safety prescriptions to the models of execution of the work assigned to teams and subcontractors, as well to the organisational schemes. * Taking into account of transversal aspects and interactivity on worksite when conceiving and communicating social, health and safety prescriptions to teams and subcontractors. * Conformity of operational models to the requirements in terms of social, health and safety prescriptions. * Evaluation of risks of non-observation of social, health and safety prescriptions. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites). * Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites). * Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Virtual resources related to:   * Social regulation (labour code, collective agreements). * Health and safety at work (mainly compulsory wearing, scaffolding | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**   * The jury shall be designated by the competent territorial representative of the organisation certified for the leading of Health and Safety topics in the (French) Construction Sector (called INRS in France). It is made up of professionals of the trade concerned. The evaluation is mainly done by observing the practices implemented on worksite: * Assessment of the quality of the information and the quality of the instructions given to the teams and subcontractors on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   Evaluation with simulators in classrooms or in real conditions on worksite. |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written identification and in-depth analyses of risk situations on worksite. * Preparation and exploitation of the grids for observation of risk situations on worksite. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Grids for observation of risk situations on worksite fulfilled in collaboration with team leaders. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of risk situations on worksite. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01WSS.LU08**

BENEFICIARIES: **WORKSITE SUPERVISORS**

ACTIVITY: **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01WSS.LU08. Strategies, methods and techniques of communication to achieve production objectives and quality control**

DURATION SUGGESTED: **4 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with a strong project approach where a linear transmission of knowledge is practically eliminated in training centre. Better knowledge of the self-organisation of each trainer before proposing collective learning schemes.*  *The EQF level 5 requires that the learner build up his/her own knowledge, whereas the trainer is rather an “Attendant of the increasingly individual and autonomous emergence of knowledge” than a “Teacher specialised in a linear transmission of knowledge”.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational strategies and practices. * Always taking into account environment, contexts and available means (human and material) when conceiving communicational strategies and empiric scenarios. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication and valorisation of work outcomes. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies to prepare more consistent communicational projects. * Preparation of instructions and advice to be forwarded to workers and subcontractors on worksite. * Analysis (in larger groups of learners) of risks related to improper communication strategies, methods and tools. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions, development of methods enabling learners to correct themselves thanks to appropriate observations and feedback. * **Simulations and filmed situations**, including with other trainees present in training centre, to be further analysed with both **internal trainers** and **external transversal specialist** in communication: importance of external expertise for the communication actions, especially to improve: * Speaking in public (internal and external contexts) * Spontaneous communication * Interventions to resolve conflicts * Communications to enforce the obligations * Communications to refuse solicitations * Communications to enforce management decisions without genuinely adhering to them. * Envisaging the impact of the communication strategies and methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means). * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Identification, analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite. * Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 5):*   * *Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge.* * *A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations.* * *Management and supervision in contexts of work where there is unpredictable change.* * *Review and develop his/her own performance and others.*   Ability to take choose and apply appropriate communication methods and tools at work in the following phases:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team.   Particular topics to be assessed:   * The instructions are expressed in a directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. * The listening, the attitude, the comments and the decisions envisaged are likely to soothe and reassure the collaborators. * Interventions and explanations are formulated with the appropriate technical words, in a clear, concise and complete manner. * The information transmitted to the company management, to the customers and to the sub-contractors is relevant, detailed, fair, transferable and usable by different services or persons. * The rationales for the decisions taken are substantiated. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Virtual applications related to the communication on worksite. * Recommendation sheets. * Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external). | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games. Focus on preparation and experimentation of communicational projects and strategies in autonomous way. Distanced exploitation of empiric cases brought from companies.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate communication methods and tools with the team of workers.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the communication strategies, methods and tools with teams on worksites. * Working on appropriated communication and valorisation schemes, by blending theoretical knowledge and empiric observations. * Construction of operating procedures. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Office. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the communication strategies and practices implemented on worksite or by organizing simulations in classrooms (Assessment on File) on the basis of the communicational case study or project (presented in a file). The candidate must perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may vary (from 1.30 to 2½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of problem solving situations, starting from filmed material. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the communication on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01WSS.LU09**

BENEFICIARIES: **WORKSITE SUPERVISORS**

ACTIVITY: **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01WSS.LU09. Building and maintaining leadership as worksite supervisor**

DURATION SUGGESTED: **2 X 14 HOURS in training centre (spaced periods). Work based training to be shared with companies (apprenticeship or other legal forms, according to country regulations)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with a strong project approach where a linear transmission of knowledge is practically eliminated in training centre. Better knowledge of the self-organisation of each trainer before proposing collective learning schemes.*  *The EQF level 5 requires that the learner build up his/her own knowledge, whereas the trainer is rather an “Attendant of the increasingly individual and autonomous emergence of knowledge” than a “Teacher specialised in a linear transmission of knowledge”.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices. * Always taking into account environment, contexts and available means (human and material) when conceiving learning scenarios. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Preparation of instructions and advice to be forwarded to workers on worksite. * Analysis (in larger groups of learners) of risks related to improper implementation of methods and tools. * Practicing simulation starting from role-playing, accustom learners with the reactions of the others to their decisions. * **Simulations and filmed situations**, including with other trainees present in training centre, to be further analysed with both **internal trainers** and **external transversal specialist** in communication: importance of external expertise for the communication actions contributing to the reinforcement of authority. * Envisaging the impact of the activities and actions undertaken (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means). * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.   Specific rules applied to IVET curricula set up together with companies or to CVET curricula:   * Analysis and capitalisation of company needs expressed by learners (in larger groups of learners). * Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.   **Use of “mobile classes” consisting of trolleys with laptops containing:**   * A complete range of useful software during training, * A guide-operating mode to use them, * Internet connection, * Documentary resources considered as indispensable, * Methodological tools for making plans, drawings, questionnaires and writings. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately) in leadership situations. * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical knowledge and models in concrete and real work situations on worksite. * Formalisation of the “right behaviour” and of the “right decisions”, in line with the context, organisational culture and expectations expressed by the head office, according to the global corporate aims and objectives (not to be disconnected from general trends and options). | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 5):*   * *Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge.* * *A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations.* * *Management and supervision in contexts of work where there is unpredictable change.* * *Review and develop his/her own performance and others.*   Evaluation of appropriate behaviour in the situations requiring managerial skills and confirmation of authority to achieve allocated goals, when supervising of all the foreseen activities in order to reach them in time and to budget.  EVIDENCE OF COMPETENCES IN COMMUNICATION   * Choice of appropriate methods and tools, including digital, to be informed and to communicate with internal and external partners. * Dialogue with all concerned stakeholders, including orders to be given to site foremen and tradesmen, supervising of subcontractors. * Production of exploitable documents for descriptions and statements.   EVIDENCE OF AUTHORITY WHEN ACHIEVING  AND CONTROLLING   * Achieving and control of implementations and related final results. * Control the quality of plots, material and products in use during the production process. * Quality of managing of the allotted time. * Quality of managing and controlling of expenses and receipts. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to foresee, organise and communicate together. * Virtual applications related to the organisation of work and to the communication on worksite. * Recommendation sheets. * Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external). | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games, including controlling of operations and final quality of the process outcomes.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate planning, organisation and communication methods and tools with the team of workers.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the planning, organisation and communication methods and tools with teams on worksites. * Working on appropriated planning, organisation and communication schemes, by blending theoretical knowledge and empiric observations. * Construction of operating procedures, including controlling. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of planning, organisation, communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. * Documentation on controlling methods and practices. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the processes conceived and put forwards with teams on worksite. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the systemic and complete case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 2½ to 4½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of problem solving situations, starting from filmed material (if appropriate). | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Organisational and communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the planning, organisation and communication on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**GRID A01WSS.LU10**

BENEFICIARIES: **WORKSITE SUPERVISORS**

ACTIVITY: **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

LEARNING UNIT: **A01WSS.LU10. Worksite supervisor as a tutor**

DURATION SUGGESTED: **2 X 7 HOURS in training centre (continuous or spaced days)**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  ***General rule:*** *Functioning with a strong project approach where a linear transmission of knowledge is practically eliminated in training centre. Better knowledge of the self-organisation of each trainer before proposing collective learning schemes.*  *The EQF level 5 requires that the learner build up his/her own knowledge, whereas the trainer is rather an “Attendant of the increasingly individual and autonomous emergence of knowledge” than a “Teacher specialised in a linear transmission of knowledge”.*   * Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices. * Always taking into account environment, contexts and available means (human and material) when conceiving tutorship. * Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule). * Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of tutorship. * Work with “mental maps”. * Analysis and capitalisation of situations presented on virtual tools: case studies. * Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions. * Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   * Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately). * Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical models and tools for tutorship in concrete and real work on worksite. * Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).  Use of data banks.  Systematic use of digital sources and tools when individual work. | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  *Reminder of what must be assessed (EQF level 5):*   * *Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge.* * *A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations.* * *Management and supervision in contexts of work where there is unpredictable change.* * *Review and develop his/her own performance and others.*   Ability to take choose and apply appropriate tutorship methods and tools at work:   * When defining and choosing the material and human resources. * When organising the day-to-day work. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. * When reporting and developing contacts with hierarchy and customers. |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Recommendation sheets. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Mainly Centre of resources for individual research of appropriate documentation (websites and hard copies).  Workshops for serious games.  Classroom for acquirement of theoretical knowledge (to complete individual research, as required for the EQF Level 4); capitalisation and restitution of results. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Documents to be considered when conceiving appropriate tutorship methods and tools.  Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:   * Research and analysis of press articles related to the tutorship in companies of various size and profile. * Working on appropriated schemes for tutorship, by blending theoretical knowledge and empiric observations. * Construction of operating procedures. | **SPACE** (Office/  Worksite, etc.)  Mainly worksite.  Rarely office (apart from meetings with company heads). | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)   * “Liaison files”: Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together. * Press articles related either to theoretical aspects of tutorship with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving. | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the accompaniment when giving information to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours). |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Written analyses of concepts and problem solving situations, starting from filmed material, related to tutorship. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Communication schemes to be implemented in company taking into account its size, activity, history and social choices. * Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)   * Regular and progressive fulfilment of the “Liaison files” mentioned above. * Research and analysis of press articles related to the tutorship on worksites. |

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**Middle Management Skills in the Building Sector: Adjustment of the Vocational Education to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**PART TWO: DESCRIPTION OF THE EXPERIMENTATION TO SET UP BY THE CCCA-BTP**

**How do we intent to experience the results achieved within the period from September 2017 to March 2018?**

1. **What kind of experimentation seems realistic within our context in terms of training paths? Please describe its main characteristics in terms of level (EQF), learning outcomes planned, training duration and number of hours if relevant, etc.**

Concerning France, we have selected, in coordination with the training centres located finally in three French regions (Aquitaine, Midi-Pyrénées and Pays de la Loire), the training paths to be tested starting September 2017 as a whole curriculum leading to a recognized qualification. Both diploma (Professional Title [understood as a recognised Diploma] of **Team Leader** in the Construction Sector (structure and finishing works) – EQF level 4 and Professional Title [also understood as a recognised Diploma] of **Worksite Supervisor** in the Construction Sector) already exist in France, but they will be improved (learning outcomes, contents and learning methods, including work based and shared with companies) thanks to ConstructyVET.

Exclusively **complete training paths, shared with companies (apprenticeship) and leading to the recognised certifications that already exist will be experienced within the ConstructyVET project in France**. Both diplomas are registered within the National Register of Professional Qualifications (called RNCP) and the diplomas are delivered by the French Ministry of Employment.

The experimentation will last from September 2017 to May 2018.

As we intend to test the whole curricula, we decided to select for the ConstructyVET testing all the units linked to the activities A01 (TL and WSS) for which we are about to work within the framework of Phase 3. Moreover, we will test all the units in line with the activities A02, A03, A05 and A06 (TL and WSS), as they are linked very closely to the global approach of management of human resources for success orientation. It makes **all together 26 units that we will test in France** not as independent components, but as parts of a systemic curriculum (decision taken together with training centre managers and trainers concerned).

**Of course, the other partners can also test the same units**. This will even be useful and enriching, given that the contexts and the configurations of the training paths planned will be different from one country to another. Therefore, in France we opted for the complete initial trainings with a recognition of qualifications at once, but the choice can be different in Poland or in Spain, where rather continuing training without any immediate formal recognition could be privileged, for instance.

1. **What beneficiaries will participate: number and profile in terms of age, professional experience, previous training, etc..? How do we intend to recruit them?**

The experimentation will concern **10 to 15 beneficiaries per training centre**. Given that only apprenticeship is envisaged as a field identified for experimentation**, 40 to 50 enterprises will also participate in the learning process**. The beneficiaries will be recruited among apprentices that are about to finish an inferior level of vocational education (either EQF level 3 to access to the VET path leading to the Professional Title of Team Leader or EQF level 4 to access to the Professional Title of Worksite Supervisor). The recruitment process is currently in progress, in cooperation with the companies that envisage to sign up additional apprenticeship contracts with the young people concerned. The beneficiaries will be of 18 to 22 years old.

1. **What training/learning organisation and training/learning methods do we foresee for the training paths identified above? Please describe, in concrete terms, potential blending of different forms of training/learning (in training centre, in company and e-learning) if any.**

We foresee exclusively apprenticeship as a field of experimentation, given that no continuing training in the domains concerned by ConstructyVET is proposed to date by the training centres involved. In both cases, we foresee the following sharing of learning time that will be of 40 weeks (all together for each learning path) consisting in 10 complementary cycles;

* One week (35 hours) in training centre for theoretical learning, construction of individual projects, accompaniment and control of results. Complementary training to the periods in company.
* Three weeks (3 x 35 hours) in companies for empiric learning with tutors and in consultation with training centres (trainers will visit companies to agree on common learning strategies).

Individual learning with digital tools under supervision of trainers.

The main principle will be the pedagogical functioning with a strong project approach (in training centre) where a linear transmission of knowledge is practically eliminated in training centre. Better knowledge of the self-organisation of each trainer before proposing collective learning schemes. Moreover, the EQF level 5 requires that the learner build up his/her own knowledge, whereas the trainer is rather an “Attendant of the increasingly individual and autonomous emergence of knowledge” than a “Teacher specialised in a linear transmission of knowledge”. We will also try to implement this principle to the EQF 4 training paths.

Other principles for learning in training centre:

* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule).
* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational strategies and practices.
* Always taking into account environment, contexts and available means (human and material) when conceiving communicational strategies and empiric scenarios.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication and valorisation of work outcomes.
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies to prepare more consistent professional projects (simple for the EQF Level 4 and more sophisticated regarding the span of responsibility and autonomy for the EQF Level 5).
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions, development of methods enabling learners to correct themselves thanks to appropriate observations and feedback.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in various specific domains.
* Importance to collaborate with external experts.

Use of “mobile classes” consisting of trolleys with laptops containing:

* A complete range of useful software during training,
* A guide-operating mode to use them,
* Internet connection,
* Documentary resources considered as indispensable,
* Methodological tools for making plans, drawings, questionnaires and writings.

Specific rules applied to IVET curricula set up together with companies or to CVET curricula:

* Identification, analysis and capitalisation of company needs expressed by learners (in larger groups of learners).
* Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents called “liaison files”.

1. **What training centres will be involved?**

The experience will be carried out simultaneously in the following training centres:

* Professional Title (understood as a recognised Diploma) of **Team Leader** in the Construction Sector (structure and finishing works) – EQF level 4.

**Training centres to be involved:** Bordeaux-Blanquefort and Agen (Aquitaine).

* Professional Title (understood as a recognised Diploma) of **Worksite Supervisor** in the Construction Sector (without distinction between structure and finishing works) – EQF level 5.

**Training centres to be involved**: Saint-Herblain-Nantes (Pays de la Loire) and Toulouse (Midi-Pyrénées).

1. **Who will be in charge of the programme and what kind of educational staff will be involved?**

The programme will be supervised and carried out with the involvement of three levels:

* The CCCA-BTP will supervise the global quality of the experimentations to be conceived and implemented (project supervised directly by Marek Lawinski, national project coordinator).
* The implementation in each region involved will be supervised by the regional secretaries general, given that these projects are included to the regional plans of quality development and will contribute to the enlargement of the regional training offer proposed to companies and to younger people:
* Philippe Dreyfus in Pays de la Loire,
* Thierry Kopacki in Midi-Pyrénées,
* Béatrice Tira in Aquitaine.
* Local implementation supervised either by training centre director or by pedagogical deputy director who will be in charge of choosing and preparing appropriate pedagogical staff in training centres (trainers) and in companies (specific awareness raising and training actions intended to company tutors will be conceived and implemented in appropriate training centres).

1. **What assessment procedure and assessment criteria do we intend to put forward?**

The assessment procedures are defined by the French Ministry of Employment that is a competent certification body for the both professional titles concerned. They are quite similar for two levels (EQD and EQF 5) in terms of procedures, given that the difference is perceptible in terms of requirements that must match specific definitions of skills, knowledge and competences proper to each EQF level aimed at. It is important to know that the evaluation of technical and transversal skills (organisational, communicational, digital, legal and administrative) is done in common through the control of conception and execution of a professional project. Therefore, the assessors evaluate the whole project and not separate units. There is a matter of evaluation of learning outcomes as a result of a long and complete training.

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| Professional Title (understood as a recognised Diploma) of **Team Leader** in the Construction Sector (structure and finishing works) – EQF level 4 | Professional Title (understood as a recognised Diploma) of **Worksite Supervisor** in the Construction Sector (without distinction between structure and finishing works) – EQF level 5. |
| What is assessed (EQF level 4):   * Factual and theoretical knowledge in broad contexts within a field of work. * A range of cognitive and practical skills required to generate solutions to specific problems identified in concrete work situations. * Self-management within the guidelines given by the hierarchy (they are subject to change). * Supervision of relatively routine work of others, with some responsibilities for evaluation and improvement of work results. | What is assessed (EQF level 5):   * Comprehensive, specialised, factual and theoretical knowledge within a field of work. Awareness of the boundaries of that knowledge. * A comprehensive range of cognitive and practical skills required to develop creative solutions to specific and abstract problems identified in concrete or abstract work situations. * Management and supervision in contexts of work where there is unpredictable change. * Review and develop his/her own performance and others. |
| Ability to take choose and apply appropriate communication methods and tools at work in the following phases:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. | Evaluation of appropriate behaviour in the situations requiring managerial skills and confirmation of authority to achieve allocated goals, when supervising of all the foreseen activities in order to reach them in time and to budget.  EVIDENCE OF COMPETENCES IN COMMUNICATION   * Choice of appropriate methods and tools, including digital, to be informed and to communicate with internal and external partners. * Dialogue with all concerned stakeholders, including orders to be given to site foremen and tradesmen, supervising of subcontractors. * Production of exploitable documents for descriptions and statements.   EVIDENCE OF AUTHORITY WHEN ACHIEVING  AND CONTROLLING   * Achieving and control of implementations and related final results. * Control the quality of plots, material and products in use during the production process. * Quality of managing of the allotted time.   Quality of managing and controlling of expenses and receipts. |

1. **How do you intend to evaluate the efficiency of the programme? Please be as pragmatic as possible when listing relevant qualitative and qualitative indicators.**

The programme will be evaluated with the following direct indicators:

* Number of beneficiaries of the experimental paths.
* Number of company tutors involved (and potentially trained).
* Number and quality of visits in company done by training centre trainers.
* Quality of monitoring in training centres.
* Equipment (physical and digital) dedicated to the programme in training centres and in the companies involved.
* Number of trainees having succeed in final evaluation.
* Number of trainees employed further to the initial training.

1. **Additional remarks, information or suggestions on the experimentation your plan.**

The information given above is a result of a strong collaborative work undertaken with secretaries general (regional head managers) from Aquitaine, Midi-Pyrénées and Pays de la Loire, training centre directors and trainers. This work was about the contents, pedagogical methods (current and to be conceived) and managing tools for the setting up of the training paths for worksite supervisors and team leaders. The necessary data were collected during collective interviews, organized as one-day workshops gathering 4 interlocutors in Nantes, coming from 2 training centres (Pays de la Loire Region) and 7 other persons in Agen coming from 3 other training centres (Aquitaine Region). Moreover, interviews were carried out with pedagogical advisors specialised in the training paths of EQF Levels 4 and 5 in the CCCA-BTP.

Otherwise, we consider that the proposal made by Wojciech Stechly (IBE) concerning the validation, the recognition and the certification of learning outcomes (Phase 4) is very good. In fact, we fully agree with the idea that each partner should select a determined number of units to be tested. At the same time, it will be necessary to determine the educational framework in which this testing should be embedded in each of our countries.