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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 4: SETTING UP EXPERIMENTAL VET PATHS, INCLUDING COMBINED EVALUATION**

**WHAT IS PLANNED?**

1. **What kind of experimentation seems realistic within your 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.**

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| P1. CCCA-BTP - FR | 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. |
| P2. FORMEDIL - IT | 15/ 20 employed people involved in the mics training paths for each and 15/20 student in high educational training ( post diploma) |
| P3. CENFIC - PT | This experimentation must be made with small groups – 4 to 5 PAX, maximum – because this is a kind of public that is mostly practical, and if they feel themselves inside a classroom along with many more, they will not contribute with their knowledge. Despite we can’t right now tell you precisely how many hours per Learning Units are the most efficient, we believe that this training should be of short term, i.e. not more than one day, because both the trainee and the company that he/she works are willing to get him/her at the worksite, it must be our objective to show to all the stakeholders that it is really important to think and act on the future having these matters in mind. |
| P4. FLC - ES | The training action to be experimented clearly aims to foster an attitude change in the target group and the crafts under their responsibility.  Therefore, the methodologies, strategies and techniques used in training should also be different. In this type of training, it has been widely contrasted that the use of group techniques is of great importance as they serve to achieve cohesion and dynamism during training.  On the other hand, considering that the target group will be focused on **employees** who have to combine their attendance at the course with their professional activity, it is advisable to schedule a training action of average length. Thus, the training should not be too short because this impedes addressing the contents adequately, nor too long as the beneficiaries normally have great difficulties attending, particularly due to their job duties.  Thus, the **training proposed will have a length of 15 to 20 hours**, which will be sufficient to put into practice **Dynamic Group Techniques** and practice for each of the three L.U. |
| P5. FLC ASTURIAS - ES | The training action to be experimented is not merely informative, as it also clearly aims to foster an attitude change in the target group.  The processes of attitudinal based learning are different from those of conceptual or procedural learning. Therefore, the methodologies, strategies and techniques used in training should also be different. In this type of training, it has been widely contrasted that the use of group techniques is of great importance as they serve to achieve cohesion and dynamism during training.  On the other hand, considering that the target group will primarily consist of **employees** who have to combine their attendance at the course with their professional activity, it is advisable to schedule a training action of average length. Thus, the training should not be too short because this impedes addressing the contents adequately, nor too long as the beneficiaries normally have great difficulties attending, particularly due to their job duties.  Thus, the **training proposed will have a length of 40 hours**, which will be sufficient to put into practice **Dynamic Group Techniques**. |
| P6. IFAPME - BE | At the beginning, we planned to organize the experimentation for TL in a brand-new section called “COEN – coordination and management” but we could not open it for this school year.  So, we plan now to organize it in our section “master crafts training person” in the frame of the GTC course 🡪 “management of technical execution in building sites” EQF 5. It will cover to or 3 days on the units planning and organization 🡪 Team leaders  For the unit organization for WS, the experimentation will take place in further training for employees or workers EQF 6 |
| P7. WARRINGTON COLL. - UK | For **A08.LU.40 How to work under pressure and to deal with an emergency**, we feel a realistic experimentation would be to include the LO’s in the level 3 Carpentry & Joinery apprenticeship and diploma courses. The level 3 is our most advanced trade course and these learners should be able to complete the required units with ease. A lot of the companies and stakeholders we work with, look to further train their apprentices into site management roles, so their cooperation will be certain and they will also be of great help with on-site experience and training. The training will be limited to an option of either a full intensive day’s learning or spread over 4 or 5 days with a couple of hours training per day. |
| P8. BZB - DE | In Germany the training of the TL and WSS, the number of hours and the level of the examination are nationally regulated and standardized. This means that there is only limited scope to implement additional IT content. However, the Training and Examination Regulation is open enough to handle existing content with IT help. Example: Cost calculation. The hours are 280 hours for TL and 690 hours for WSS. Learning outcomes see Nb 3. |
| P9. IBE - PL | * Training will be organized for:   + Employees of construction companies,   + Pupils & students. * The training for pupils/students will be limited to one day or two days - this will be related to training on levels 3/4 EQF (pupils) or 6 EQF (students) * The training for employees will not be related to an existing qualification with an EQF level, however the level of complexity will be close to EQF 5/6 |

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

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| P1. CCCA-BTP - FR | 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. |
| P2. FORMEDIL - IT | Employed people with minimum 3 years of experience and young people in post diploma high educational school ( age 19-25) |
| P3. CENFIC - PT | Regarding the number of participants, it was answered above, and – from the survey done at IO1 of ConstructyVET – the previous training is not relevant for these professionals, so, we believe that they must be choosen from the most experienced/”charismatic” WS/TL from each company so that they can “send the right message” to their peers inside their working environment that this kind of transversal training is important for their evolution and of the company in terms of a more efficiency on dealing with problems and leadership issues and so on. The recruitment must be done contacting the companies through their HR manager if it exists or through the owner of the company on the SME’s, having in mind what was told above. |
| P4. FLC - ES | The experimental phase of the first training course is expected to take place in the period between September 2017 and January 2018 and will preferably address the job profile of worksite supervisors. The second training course will address the job profile of team leaders, the experimental phase taking place between February and June 2018. To attract participants, the following dissemination and communication strategies will be used:   1. Highlighted news on FLC’s Institutional website and posts on FLC’s social media. 2. Inclusion of the training courses in the Internal Training Plan of FLC to facilitate the participation of its own employees. 3. Dissemination of the training activities among the members of the FLC organization and the trainers and trainees (with professional relation with the FLC). |
| P5. FLC ASTURIAS - ES | We foresee the **participation of 30 employees of the construction sector**, distributed in **two groups** of 15 participants each.  The experimental phase of the first training course is expected to take place in the period between September 2017 and January 2018 and will preferably address the job profile of worksite supervisors. The second training course will address the job profile of team leaders, the experimental phase taking place between February and June 2018. To attract participants, the following dissemination and communication strategies will be used:   1. Highlighted news on FLC’s Institutional website and posts on FLC’s social media. 2. Inclusion of the training courses in the Internal Training Plan of FLC to facilitate the participation of its own employees. 3. Dissemination of the training activities among the members of the “Confederación Asturiana de la Construcción” (CAC-ASPROCON”). This Employers Association represents and defends the interests of the companies of the Construction Sector in Asturias. |
| P6. IFAPME - BE | We imagine planning the two experimentations between December 2017 and April 2018 and we plan to train 20 TL and 10 WS.  For WS, recruitment will be organized trough mailings and for TL, we already have the public in our master craftsperson training, we will add some modules in their training path, related to our project. |
| P7. WARRINGTON COLL. - UK | We will use our level 3, apprentice and diploma learners for this experiment and those courses consist of no more than 20 -30 students. Participants will need to be interested and willing and we would need to contact employers and seek their approval too. The proposed learning outcomes will be included in the study hours of no more than 10-15 learners per classroom and the age range will be 18 to 25 years old. The LO’s for A08 are relatively few, compared to other learning organisations involved, so we will conduct this experiment towards the end of college term, probably April to July 2018. |
| P8. BZB - DE | At the moment (July 2017), 12 participants are registered for the current courses. Participants (age: 22 – 45) are qualified trainees for building construction and road construction with at least 5 years of professional experience (including apprenticeship).  The course will start in September 2017. The participants are recruited by means of cover letters, advertisements in trade journals and on the BZB homepage. Some participants find their way through the recommendation of friends and colleagues. |
| P9. IBE - PL | * Groups of workers from employers, big construction companies in Poland already contacted, the scope of training (how many people) will be subject to further negotiations. The assumption is to train at least 10-20 employees and ca. 30 students/pupils * Pupils will be selected from vocational schools in selected city (Gdańsk, Warszawa, Grudziądz or other – to be confirmed) and students will be recruited from Politechnika Warszawska. |

1. **What training/learning organisation and training/learning methods do you 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.**

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| P1. CCCA-BTP - FR | 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”. |
| P2. FORMEDIL - IT | For employed people in company and training centre – blended training , ( classroom in circular composition – face book- whatsapp- forum – enterprise with tutorship)  For young people in the training centre and stage ( in traditional class with the use of pc – internet connession- use of software) |
| P3. CENFIC - PT | Reporting again to the IO1 of ConstructyVET, having in mind that these professionals are usually people that are much more “practical” biased than theoretical, we believe that this training must be face-to-face, not e-learning or even b-learning. This kind of groundbreaking training – in terms of the renewed look at the Building Construction Sector from the point of view of the transversal skills – needs that people “take a look at the eyes of the teacher” so that they can advertise it inside the companies both to their peers and up and down the hierarchy. Besides, the IT resources of this public are often too low to get the most efficient results out of these Learning Units. |
| P4. FLC - ES | For the implementation of the training, we propose the use of a **blended-learning methodology**. The success of this training modality lies in the fact that it allows to combine the advantages of e-learning and those of face-to-face / classroom training.  Blended-learning allows the removal of space-time barriers. Furthermore, as it combines different methods and techniques, a more profound learning as well as a full development of knowledge, skills and attitudes is favored.  Of the 20 hours proposed for training, 10 hours will be assigned to the face-to-face / classroom sessions and 30 hours will be allocated to e-learning.  For the study of the topics / contents included in the e-learning modality, FLC will make available its e-learning platform. Through the platform, the students will have access to the contents, will be able to ask the tutor questions, exchange opinions with the other participants, consult additional documentation, undertake the assessment activities, etc.  The face-to-face sessions will be divided into two sessions with a duration of two and a half hours each. |
| P5. FLC ASTURIAS - ES | For the implementation of the training, we propose the use of a **blended-learning methodology**. The success of this training modality lies in the fact that it allows to combine the advantages of e-learning and those of face-to-face / classroom training.  Blended-learning allows adapting the participant’s learning pace to his / her individual needs and facilitates the removal of space-time barriers. Furthermore, as it combines different methods and techniques, a more profound learning as well as a full development of knowledge, skills and attitudes is favoured.  Of the 40 hours proposed for training, 10 hours will be assigned to the face-to-face / classroom sessions and 30 hours will be allocated to e-learning.  For the study of the topics / contents included in the e-learning modality, FLC will make available its e-learning platform. Through the platform, the students will have access to the contents, will be able to ask the tutor questions, exchange opinions with the other participants, consult additional documentation, undertake the assessment activities, etc.  The face-to-face sessions will be divided into four sessions with a duration of two and a half hours each. |
| P6. IFAPME - BE | What training/learning organisation and training/learning methods do you 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.  Blended learning for planning and plans reading  Vocational training for the master crafts person, combined with training in the VET Centre  For TL, we are in a dual training system, so we can envisage combining in-company learning and theoretical learning at TC  For both, the idea is to discuss the real work situation, taking each participant and working conditions into account, to provide the course.  Role play will take a key role, as well as practical cases (problems solving) |
| P7. WARRINGTON COLL. - UK | The learning will take place at Warrington College and the proposed courses run one day per week, for the apprentices and three days per week for the diploma students. Both sets of learners only undertake 2 hours of theory study per week, so this is when the learning will take place. This will mostly be carried out with lectures and assessments of learning but with time being limited, sections of the learning will need to be carried out online (distance learning) and on site (work based). The work based learning will need to be recorded, with method statements, pictures and testimonies provided by employers. Instead of there being a limit to how many teaching or learning hours there are, we will place a date restriction, by when all assignments and criteria are met. Our learners have a lot to undertake in their normal program of study and it would be unfair to add more to their workload, without allowing them extra time to complete. |
| P8. BZB - DE | The courses will take place at BZB Krefeld. They are carried out during working hours (in the afternoon, twice a week), on Saturdays and during the winter period, even on a full day basis. The learning contents and examinations are standardized (framework of craft chambers). The following contents and learning outcomes are relevant:   * Construction Engineering * Vocational and Work Pedagogical Part * Cross-disciplinary part consisting of:   + Construction management   + staff management and   + personnel management   The training mainly consists of the theoretical processing of the content (practical experience is already provided by the participants, see above). All contents are didactically prepared by each lecturer for the target group. That means, they know not only the theoretical side, they are also able to explain, implement and monitor them. The lecturers work a lot with concrete case studies from the practice. In this way the participants can lead a team.  One challenge is to integrate IT content into existing, standardized training. This is currently partly achieved by the practical and concrete integration of IT technology. Example: Calculation of costs is done with an Excel program (or compatible open-source software), as well as the fundamentals of CAD technology (reading of CAD plans). The IT fundamentals, for example of Windows or Office applications, are carried out by the lecturers in small groups outside the course. E-learning components developed by BZB (see part 1) are also used.  Not all IT options are exhausted. For this reason, special courses for TL and WSS will be provided supplementary and after completion of the course. This ensures a comprehensive IT basic education and advanced IT-related training. For example: CAD and BIM.  BZB always strives to contribute to the development of the course and to contribute its own experience. Participants and companies are asked about their experiences and requirements regularly and periodically. As a rule, proposals are considered and implemented, but this often takes a long time, so patience is required. |
| P9. IBE - PL | * Because of the choice of units, the methods will be mainly presentation/lecture and workshop with trainers. * The training groups will be limited in size to achieve learning goals and allow assessment on the same day (in some cases oral examination will be used) * Some of the trainings might be organized in-company venues, however this will not be on construction site (no need for that). * E-learning will be considered, as a supporting learning tool as well as for assessment purposes. |

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

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| P1. CCCA-BTP - FR | 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). |
| P2. FORMEDIL - IT | Will be involved the training centres belonging to Formedil system : Mantova, Padova, Verona, Vicenza, Verona, Trieste e Gorizia, Udine e Pordenone, Reggio Calabria, Latina, L'Aquila, Bari, Chieti e Teramo, Piacenza, Cremona, Bergamo. |
| P3. CENFIC - PT | All the training centres that are involved should work on the practical application of this Units – probably the best is to keep everyone with their theme, because there is more experience with it. |
| P4. FLC - ES | The experimentation phase will be carried out in any of the two training centers that FLC has in Madrid: Móstoles and Madrid (Sede). |
| P5. FLC ASTURIAS - ES | The experimentation phase will be carried out in any of the two training centers that FLC has in Asturias: Ribera de Arriba and Gijón. |
| P6. IFAPME - BE | It will take place in our TC from Grâce-Hollogne. |
| P7. WARRINGTON COLL. - UK | Warrington and Vale Royal College will be the main training centre involved, with the learners also working with their respective companies and using e-learning facilities in their own time. |
| P8. BZB - DE | The training takes place at BZB Krefeld. The TLs are examined by the professional associations, in this case by the Berufsförderungswerk der Bauindustrie (BFW). The examination for WSS is carried out by the Chamber of Crafts (HWK), in this case by the HWK Düsseldorf. |
| P9. IBE - PL | * Vocational Schools, Technical university, * Company facilities and trainers from the industry. * Concrete information to be confirmed, the talks are in progress. |

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

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| P1. CCCA-BTP - FR | 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). |
| P2. FORMEDIL - IT | The reference point for the experimentation will be: Rossella Martino at national level, Diego Degisi, Giovanni Rodriguez, Massimo Consolini, Emanuele Agostini, Mario Zinni, Cristina Bianchi for the local experimentation and the staff of the training schools involved. |
| P3. CENFIC - PT | Both of us, involved in the project from the beginning are going to work on it, in fact that’s our main work outside transnational projects – the trainer/trainers will be people that has both the technical and the pedagogical preparation for it. |
| P4. FLC - ES | For the implementation of the experimental phase will have the following staff:   * Luis Manuel Barrios Espadas. And one of the trainers at the FLC, * E-learning tutor: During the e-learning phase of the course (if any because may be used only one of the other two Learning Units that are only in person classes), the tutor will carry out the following tasks: * Methodological organization of the content. He / She will work closely with the classroom teacher to present the content in a didactic manner and will propose learning and assessment activities adapted to each profile (Worksite supervisors and Team Leaders). * Management of the e-learning platform: enrollment of students, distribution of these in groups, administration of forums. * Correction of the proposed exercises and feedback to the students. * Offer guidance to students during the online learning sessions (if any), answering questions and solving problems that may arise. He / she will respond in less than 48 hours so that the students feel that their learning needs are addressed in a prompt and adequate manner. * Motivate and encourage the students to participate actively. * Monitor the students' learning progress and issue progress reports. |
| P5. FLC ASTURIAS - ES | For the implementation of the experimental phase will have the following staff:   * Luis Javier Alonso Méndez, Sandra Alba García, María Guerra Solís and Marta Suárez Cumbreño: Staff already involved in the ConstructyVET Project. * Teacher for the face-to-face / classroom sessions: External consultant, with a broad teaching experience, specialized in Human Resource Management Programs. Expert in human resource development, leadership and coaching. * E-learning tutor: During the e-learning phase of the course, the tutor will carry out the following tasks: * Methodological organization of the content. He / She will work closely with the classroom teacher to present the content in a didactic manner and will propose learning and assessment activities adapted to each profile (Worksite supervisors and Team Leaders). * Management of the e-learning platform: enrollment of students, distribution of these in groups, administration of forums. * Correction of the proposed exercises and feedback to the students. * Offer guidance to students during the online learning sessions, answering questions and solving problems that may arise. He / she will respond in less than 48 hours so that the students feel that their learning needs are addressed in a prompt and adequate manner. * Motivate and encourage the students to participate actively. * Monitor the students' learning progress and issue progress reports. |
| P6. IFAPME - BE | The programme will be supervised and carried out as follows:   * Centre IFAPME will supervise the experimentations to be conceived and implemented (L. Beckers – project leader and entrepreneur in construction and E. Portier, architect and principal trainer in construction sector). * Centre IFAPME Trainers will implement the training courses in their classes. Trainers are professional in their sector and work every day in the field. * Pedagogical adviser will take care of the evaluation of the implementation. |
| P7. WARRINGTON COLL. - UK | The program of study will be arranged by Warrington and Vale Royal College - Carpentry & Joinery Dept. The lecturers who will deliver the units will be Lee Moorhouse, Ben Whitfield and Elliot Humphreys. |
| P8. BZB - DE | Responsible for the content is the HWK Düsseldorf. These are coordinated with the Central Association of the German Building Industry (ZDB). The lecturers know these contents and the examination requirements and train the participants accordingly. The lecturers are usually independent entrepreneurs or freelancers. |
| P9. IBE - PL | * The programmes will be prepared by a professional trainer and teachers, as well as training materials, * The trainings will be conducted by trainers and teachers/lecturers, * The main responsibility will be on trainers, who will deliver the trainings / workshops, * School teachers/instructors and lecturers will be involved in order to allow for multiplication of the trainings after the project ends |

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

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| P1. CCCA-BTP - FR | 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.   |  |  | | --- | --- | | 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. | |
| P2. FORMEDIL - IT | Sap – role playing, questionnaire, observation, drawing a project.  Written test with multiple choice, oral discussion, practical test on case studio. |
| P3. CENFIC - PT | The assessment criteria are being developed right now, so we can’t give an educated answer, but we believe that it must be done using role-playing or any other methods aside regular tests on paper or computer, this transversal themes are much more easy to assess simulating real life situations. |
| P4. FLC - ES | Assessment should never be considered as a “one-off” single activity but as a systematic process of gathering information that is developed in parallel to the learning process. In particular, for this training action, two types of assessments will be carried out according to the following criteria:   * At the beginning of the training. After the opening of the course, in which the teacher will explain the objectives to be achieved and the methodology that will be used, each one of the participants will be asked to put forward their knowledge and attitudes (expectations and motivation). The data collected from this informal interview will serve as an initial assessment in order to verify that the following criteria are met:   + Relevance: adequacy of the contents to the context of the group of learners.   + Actuality: adequacy of the objectives to the real needs and expectations of the participants. * During the training. Resolution of exercises, practical case studies and analysis of readings and / or video clips in order to verify that the following criteria are met:   + Sufficiency: extent to which the training action is meeting the identified learning needs.   + Student satisfaction. |
| P5. FLC ASTURIAS - ES | Assessment should never be considered as a “one-off” single activity but as a systematic process of gathering information that is developed in parallel to the learning process. In particular, for this training action, two types of assessments will be carried out according to the following criteria:   * At the beginning of the training. After the opening of the course, in which the teacher will explain the objectives to be achieved and the methodology that will be used, each one of the participants will be asked to put forward their knowledge and attitudes (expectations and motivation). The data collected from this informal interview will serve as an initial assessment in order to verify that the following criteria are met:   + Relevance: adequacy of the contents to the context of the group of learners.   + Actuality: adequacy of the objectives to the real needs and expectations of the participants. * During the training. Resolution of exercises, practical case studies and analysis of readings and / or video clips in order to verify that the following criteria are met:   + Sufficiency: extent to which the training action is meeting the identified learning needs.   + Student satisfaction. |
| P6. IFAPME - BE | Case studies will be the basis of the evaluation of the modules. It will be assessed by a trainer and an external expert. |
| P7. WARRINGTON COLL. - UK | As stated in the methodological guidelines, each LO will have its own individual assessment. This will be assessed by the tutors and fed back to each student individually. Our Lo’s include such topics as:   * Preparing a Gantt chart (calendar) of the timeframe of a construction job. * Pricing a certain area of works on a major construction site, including materials and labour. * Understanding symbols used in construction drawings.   These are all activities that can be assessed by any of our construction trade tutors and rated as Pass, Merit or Distinction, depending on the standard of work. |
| P8. BZB - DE | The examination is made in writing, but also includes a practical part in the form of a project work. Participants must work out a plan of a self-made construction site within 30 days. Topics include building site preparation, construction sites organisation, personnel employment, material calculation etc. The HWK provides a checklist (but this is not publicly available). The project work must meet several requirements for building construction and civil engineering, for example:   * Construction site plan for a safe and rational construction process - to scale * Construction schedule and construction site schedule * Building on this:   + Material requirements plan   + Equipment requirement plan * Construction book for several consecutive days * Structure of the site organization * Measures for work safety, in particular hazard analysis of the construction measures * Reporting * Organization of waste disposal * Cost calculation (material, personnel)   **Within** the course the learner's success is checked regularly and sporadically by every lecturer. |
| P9. IBE - PL | * The assessment criteria used will be the same as proposed in phase 2. However after preparation of detailed programmes and assessment plans, the scope will be reviewed. It will probably be impossible to assess all criteria in the foreseen time * The methods of assessment will be mostly oral and writing. The observations will be used to some extent, however as a rule it will not be a basic assessment method, because trainees might still be learning during the observation. |

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.**

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| P1. CCCA-BTP - FR | 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. |
| P2. FORMEDIL - IT | * Number of beneficiaries. * Number of enterprises. * Number of trainees satisfied. * Practical of what learned * Interviews to the referent of the experimentation. |
| P3. CENFIC - PT | The companies and the trainees must be accompanied and asked if they notice any improvements regarding this matters. As indicatorssome axamples are: number of demands for more training on the matters from the companies that were involved (to assess the efficiency of the dissemination of what was teached), number of demands for training on the matters from companies that weren’t involved (to assess if the companies involved are disseminating the information), level of satisfaction of the trainees and from their hierarchy, etc. |
| P4. FLC - ES | In order to analyze the impact of the training received, in the medium / long term (2/6 months), a deferred post-assessment will be undertaken. This type of assessment makes it possible to verify the extent to which the attitude change that was expected for the participants was really achieved. The following indicators will be used:   * Effectiveness: relation between the objectives initially established and those actually achieved. * Transfer: practical application of what was learned to the job. * Attitude change: level of awareness with regard to the contents addressed.   To carry out this analysis, two sources of direct information will be used, whenever possible:   * Interview with the participants’ superiors in order to verify the attitude change that has taken place. * Questionnaire administered to the participants with the objective of assessing the efficiency and transfer of the training. |
| P5. FLC ASTURIAS - ES | In order to analyze the impact of the training received, in the medium / long term (2/6 months), a deferred post-assessment will be undertaken. This type of assessment makes it possible to verify the extent to which the attitude change that was expected for the participants was really achieved. The following indicators will be used:   * Effectiveness: relation between the objectives initially established and those actually achieved. * Transfer: practical application of what was learned to the job. * Attitude change: level of awareness with regard to the contents addressed.   To carry out this analysis, two sources of direct information will be used, whenever possible:   * Interview with the participants’ superiors in order to verify the attitude change that has taken place. * Questionnaire administered to the participants with the objective of assessing the efficiency and transfer of the training. |
| P6. IFAPME - BE | The programme will be evaluated with the following indicators:   * Quality of monitoring in the training centre. * Equipment (physical and digital) dedicated to the programme * Number of trainees / employees having succeed the evaluation. * Satisfaction surveys of participants. |
| P7. WARRINGTON COLL. - UK | The efficiency of the programme will be evaluated in 3 ways:   * The outcome of the assessment process and whether or not the learning was successful, enjoyable and useful. * Feedback given from stakeholders about the students and if they progressed on to using their new skills for their companies, maybe in a managerial role. This would need to be given time to be implemented, maybe 6 months. * A group feedback session with the lecturers at Warrington College, involved in the delivery, who did not take part in this experimental phase. This could give us fresh ideas and new strategies to improve what we have already undertaken. |
| P8. BZB - DE | Currently, the efficiency of the program needs to be reviewed in two ways:  1. by the formal standardized final examination, which, however, contains only small IT components,  2. through internal, informal tests that deal only with IT content.  The second type is tested outside regular course, partly through integrated e-learning programs (programmed feedback of the system). These programs have been developed by BZB itself and these are already being used.  It is planned to offer special additional courses for TL and WSS in the future, which deal with a completed content, for example CAD or BIM Prerequisites are then advanced IT knowledge from the pre-courses or through personal experience. In the course of the regular training the participants will see that they have only a limited development perspective in the construction sector in the medium and long term without any sound IT knowledge. . In the area of master training, the IT integration. |
| P9. IBE - PL | * The following aspects will be taken into account in the follow-up evaluation after the trainings:   + The relation of training contents and goals with expected learning outcomes;   + The quality of materials, location, trainer performance, assessment (etc.)   + Verification of the time for training and assessment   + How will the innovations be implemented in practice, is there a mechanism for multiplication of the results in the future   + Tbc. * The stakeholders will be asked for additional feedback using:   + Participants surveys   + Interviews with relevant stakeholders   + Selected project documents could additionally be analysed. |

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

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| P1. CCCA-BTP - FR | 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. |
| P2. FORMEDIL - IT | No additional remarks. |
| P3. CENFIC - PT | Right now, we aren’t yet working on it, so honestly we can’t give you an answer. |
| P4. FLC - ES | No additional remarks. |
| P5. FLC ASTURIAS - ES | No additional remarks, information or suggestions on the experimentation phase. |
| P6. IFAPME - BE | Under construction. |
| P7. WARRINGTON COLL. - UK | No additional remarks, as we haven’t begun the learning phase yet. |
| P8. BZB - DE | NO |
| P9. IBE - PL | At this point the experimentation plan is still formed, the details of the training (materials for training and assessment are under development). |