**CONSTRUCTY VET:**

**Middle Management Skills in the Building Sector:**

**Adjustment of the Vocational Education**

**to the Evolution of Company Needs**

Contract: 2015-1-FR01-KA202-015054

**COUNTRY FEEDBACK**

**ON PHASE 4 OF THE PROJECT**

**WARRINGTON - UK**

JULY 2018

# Information about the Experimentations in Warrington

Please insert information about conducted experimentations in your country using the following grid.

Experimentation 1. A08. Working under pressure

|  |  |
| --- | --- |
| Title of training / name of VET track: | A08.LU.40. How to work under pressure and to deal with an emergency. |
| Training provider: | Warrington college |
| Information about the units of learning trained: | 1. To be able to read construction drawings, plan the order of works and order materials on time.*.*  2. Know how to organise and implement a site meeting.  3. Set up a 10 minute PowerPoint presentation based on a theoretical issue (to be discussed) and deliver to the class, along with clear concise verbal instructions.  4. Assess which members of a team are better at certain tasks. This will enable the transference of jobs, should a member drop out, ensuring performance and time is not lost.  5. Assess your own ability to work under pressure and realise poor health symptoms, should they arise. |
| Name of document issued upon completion of the training and assessment: | - |
| Number of trainees: | 4 Full time learners |
| Dates of training: | April/May 2018 |
| (other) | - |

**Only 1 unit was undertaken at Warrington**

# Results of the evaluation of the experimentations

## Key findings

Please insert information about the result of the evaluations of experimentations in your country using the following grid.

Experimentation 1. A08. Working under pressure

|  |  |
| --- | --- |
| Title of training / name of VET track: | A08.LU.40. How to work under pressure and to deal with an emergency. |
| Pre-training survey | Learners were initially enthusiastic and eager to get involved. They all felt that it would benefit them and give them a good insight into management roles and responsibilities. |
| Post-training survey | All learners talked about how they thought the training was a good idea and how they thought it would make a good qualification. There isn’t a specific qualification in this country that covers the units that we intend to implement. |
| Post-assessment survey | Learners had been as honest as possible but as it was a small group, with not much time to carry out the training, the end result was a little underwhelming. |
| Interviews with participants | My students confirmed what I had thought, that it would have been better to have had more time to get involved and complete the training as was initially intended. Unfortunately, we had very little time to get really involved and I feel we could not give the training the time and energy it deserved. |
| Interviews with partners | Not carried out. |
| Other findings | No other findings. |

## Answers to questions in surveys

Please send us the survey’s results in a spreadsheet

Or

If You decided to fill in the survey’s in text, please re-type the results to a spreadsheet.

# Conclusions for the combined evaluation model

*Information about the usefulness of the surveys and interviews, proposals for improvement. This could be based both on the improvements made during the adoption of surveys and interviews to national contexts, and conclusions from conducting the surveys and interviews (what didn’t work).*

*Proposals for improving the combined evaluation model and identification of barriers for its use*.

Please insert information about the conclusions for the combined evaluation model resulting from experimentations in your country using the following grid.

|  |  |
| --- | --- |
| Pre-training survey | A good gauge of learner’s expectations and a way to compare opinions. |
| Post-training survey | My learners provided positive feedback and showed enthusiasm about the training and their expectations were high. |
| Post-assessment survey | This was an honest assessment of the events that had taken place and showed the learners opinions of the training we completed. |
| Interviews with participants | The interview was an informal process, undertaken with the full group. Their feedback was positive considering the restrictions we faced throughout the training. |
| Interviews with partners | - |
| Barriers for using the combined evaluation model | - |
| Proposals for improvement of the combined evaluation model | - |
| Other findings and conclusions | - |