Warsaw, 30 June 2017



**METHODOLOGICAL FRAMEWORK FOR PHASE 3 IN POLAND**

**National Leader: Institute for Educational Research (IBE)**

**PRELIMINARY PART: DIRECTORY OF ACTIVITIES, LEARNING UNITS, LEARNING OUTCOMES AND 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 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.** |
| **A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANISATION**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **IBE** | **A09.LU.41.** Factors affecting operations of companies in construction sector | Discuss internal and external factors influencing the operations on construction site | - Explains the risks related to cooperants failure to deliver goods or services  - Explains the legal and financial limits for construction site operations  - Provides a considered and balanced review that includes a range of factors  - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments. |
| Explain the influence of selected internal and external factors to collaborators | - Identifies the influence of selected factors on procedures and work organization on selected position,  - Provides a detailed account including reasons and causes for the influence  - Adjusts the message to the recipient |
| **A09.LU.42.** Company mission, strategy, values and policy and its implementation in practice | Communicate the company policies to workers/collaborators. | - Communicates according to rules of effective communication  - Provides a detailed account including reasons and causes for the company policy  - Adjusts the message to the recipient |
| Introduce actions/routines implementing company policy on site | - Identifies activities/positions to be affected by the policy  - Lists potential risk for the policy implementation  - Proposes actions/routines necessary to implement a new policy  - Undertakes actions for sustaining the routine in the organization |
| Modify/adjust the work plan accordingly to identified risks and limits | - Identifies events/circumstances requiring work plan modification/adjustment  - Defines the required modifications and their implementation  - Prepares a modified work plan |
| Communicate the modifications of work plan to collaborators and superiors | - Communicates according to rules of effective communication  **-** Provides a detailed account including reasons and causes for the work plan modification  **-** Adjusts the message to the recipient |
| **A09.LU.43.** Ethics on construction site – rules, consequences and techniques | Assess if a decision is in line with the relevant codes/rules | - Describes the company's mission, strategy and values,  - Describes relevant ethical codes/rules to the situation  - Describes relevant legal codes/rules  - Analyzes conflict between the possible decision and the codes/rules  - Formulates deontological assessment based on analysis |
| Assess the consequences in time of possible decisions for stakeholders | - Describes the consequences of possible decisions for stakeholders (society, contractors, company, workers, etc.)  - States possible personal gains and losses related to alternative decisions  - Analyzes the positive and negative consequences of possible decisions over time  - Formulates consequential assessment based on the analysis |
| Evaluate the decision to be made | - Compares the results of the deontological and consequential assessments  - Provides an evaluation of possible decision(s) [possibly alternatives]  - Formulates a justification for choosing the most ethical decision |



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

BENEFICIARIES: **Team leaders and worksite supervisors**

ACTIVITY: **A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANIZATION**

PARTNER IN CHARGE OF THE TASK: **IBE**

LEARNING UNIT: **A09.LU.41.** **Factors affecting operations of companies in construction sector**

Expected KSC:

* Discuss internal and external factors influencing the operations on construction site
* Explain the influence of selected internal and external factors to collaborators

DURATION SUGGESTED: **ca. 4-5 h training + 1-2 h assessment**

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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) |
| 1. Lecture about modern construction companies, types of factors influencing operations on construction site  * Classification of factors, * Organization of work in company (big vs small) * Explaining the influence  1. Work in groups (or case study) based on previous experience (experience from site, students project etc) – if applicapble  * Application of the classification (linking experience with theory) * Training of evaluation techniques – using arguments, weighting them etc.   **Ca. 4-5 hours** | | The training does not need to take place in company, but practitioners participation is essential. | **Possible e-learning materials to be prepared during the training process.**  Some lectures of related content available online in English (eg. [Here](https://www.coursera.org/learn/construction-project-management/lecture/YqsLW/potential-project-risks)). However for the project they are needed in Polish, so these examples are of limited use. | | - Explains the risks related to cooperants failure to deliver goods or services  - Explains the legal and financial limits for construction site operations  - Provides a considered and balanced review that includes a range of factors  - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments.  - Identifies the influence of selected factors on procedures and work organization on selected position,  - Provides a detailed account including reasons and causes for the influence  - Adjusts the message to the recipient |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Projector, printouts, blackboard, flipcharts for workgroup, tables in island setting. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Classroom, tables, chairs, enabling work in groups. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **SPACE** (Office/  Worksite, etc.) | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  - One or two assessors needed, competent in the field.  - The assessment can be written or oral.  - Depending on the case it can take a form of data response questions (especially when related to identification of factors).  - The evaluation can also take a form of oral examination – either linked to group work or previous experience (this would depend on the group of learners assessed)  - It is also possible to test some of the competences via an online tool.  - for the assessment purpose – concrete tools need to be developed (questions, case studies etc.) – however these need to be correlated with the training contents and will be developed further in the project.  - the written assessment should take 1-2 hours, depending on the level of required knowledge (e.g. reflecting EQF 4 or 6)  - the oral assessment should take no more than 20 minutes per participant.  The training and assessment will be evaluated with following aspects in mind (as the most relevant):   * 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 |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Written or oral proof of understanding. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Solved online questionaire, if applicable. | |

BENEFICIARIES: **Team leaders and worksite supervisors**

ACTIVITY: **A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANIZATION**

PARTNER IN CHARGE OF THE TASK: **IBE**

LEARNING UNIT: **A09.LU.42. Company mission, strategy, values and policy and its implementation in practice**

Expected KSC:

* Communicate the company policies to workers/collaborators.
* Introduce actions/routines implementing company policy on site
* Modify/adjust the work plan accordingly to identified risks and limits
* Communicate the modifications of work plan to collaborators and superiors

DURATION SUGGESTED: **ca. 4 or 6 hours training + 1.5 hours assessment**

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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)   1. Short introductory presentation 2. Workshop on communication and link between company mission, strategy, values, policy and implementation of projects.   For students the training can be shorter, since some of the outcomes might be out of reach for people without experience.  Ca. 4 hours | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   1. Short introductory presentation 2. Workshop on communication and link between company mission, strategy, values, policy and implementation of projects. 3. Discussion about experience on implementing new routines.   Ca. 6 hours | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  - Communicates according to rules of effective communication  - Provides a detailed account including reasons and causes for the company policy  - Adjusts the message to the recipient  - Identifies activities/positions to be affected by the policy  - Lists potential risk for the policy implementation  - Proposes actions/routines necessary to implement a new policy  - Undertakes actions for sustaining the routine in the organization  - Identifies events/circumstances requiring work plan modification/adjustment  - Defines the required modifications and their implementation  - Prepares a modified work plan  - Communicates according to rules of effective communication  - Provides a detailed account including reasons and causes for the work plan modification  - Adjusts the message to the recipient |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Projector, printouts, blackboard, flipcharts for workgroup, tables in island setting.  Possibly also a camera with a screen/projector. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Classroom, tables, chairs, enabling work in groups. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Same as in training centre. | **SPACE** (Office/  Worksite, etc.) | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  - One or two assessors needed, competent in the field.  - The evaluation of communication skills needs to be oral and in group.  - Observation of workgroup can be used here.  - The ability to change workplans will in most cases require testing in writing, however this will depend on how complicated the plan was.  - The assessment altogether should take no more than 1,5 hours per participant (oral examination ca. 30 minutes, written ca. 1 h).  The training and assessment will be evaluated with following aspects in mind (as the most relevant):   * 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 |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Modified workplan  Proof of communication skills | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Same as in training centre. | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) | |

BENEFICIARIES: **Team leaders and worksite supervisors**

ACTIVITY: **A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANIZATION**

PARTNER IN CHARGE OF THE TASK: **IBE**

LEARNING UNIT: **A09.LU.43. Ethics on construction site – rules, consequences and techniques**

Expected KSC:

* Assess if a decision is in line with the relevant codes/rules
* Assess the consequences in time of possible decisions for stakeholders
* Evaluate the decision to be made

DURATION SUGGESTED: **ca. 4h training + 1h assessment**

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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)   1. Introductory presentation:    1. Presenting ethics as a practical tool for making better and safe decisions    2. Introducing ethical concepts 2. Work in groups:    1. Part 1 – deontological reasoning practice    2. Part 2 – consequentional reasoning practice    3. Part 3 – presentation and attempt to evaluate given decision.   **Ca 4 hours** | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)   1. Introductory presentation: 2. Presenting ethics as a practical tool for making better and safe decisions 3. Introducing ethical concepts 4. Work in groups: 5. Part 1 – deontological reasoning practice 6. Part 2 – consequentional reasoning practice 7. Part 3 – presentation and attempt to evaluate given decision. | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation)  Part of the introduction can be done via e-learning. | | **TOPICS TO BE ASSESSED**  **Anticipated scope.**  - Describes the company's mission, strategy and values,  - Describes relevant ethical codes/rules to the situation  - Describes relevant legal codes/rules  - Analyzes conflict between the possible decision and the codes/rules  - Formulates deontological assessment based on analysis  - Describes the consequences of possible decisions for stakeholders (society, contractors, company, workers, etc.)  - States possible personal gains and losses related to alternative decisions  - Analyzes the positive and negative consequences of possible decisions over time  - Formulates consequential assessment based on the analysis  - Compares the results of the deontological and consequential assessments  - Provides an evaluation of possible decision(s) [possibly alternatives]  - Formulates a justification for choosing the most ethical decision |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Training materials, proper for the group.  Projector, printouts, blackboard, flipcharts for workgroup, tables in island setting. | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.)  Classroom, tables, chairs, enabling work in groups. | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.)  Training materials, proper for the group.  Projector, printouts, blackboard, flipcharts for workgroup, tables in island setting. | **SPACE** (Office/  Worksite, etc.)  Classroom, tables, chairs, enabling work in groups. | | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.**  - One or two assessors needed, competent in the field.  - Both written and oral assessment is possible.  - Because of the target group preferably oral, however for logistical reasons written examination would be better.  - Depending on the group sizes a specific solution will be chosen.  - Assessment duration – up to 1 hour, with min. 20 minutes of oral examination per participant.  The training and assessment will be evaluated with following aspects in mind (as the most relevant):   * 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 |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Oral or written statement confirming the understanding of difference between deontological and consequential ethics (not necessarily with the use of these words).  Oral or written statement presenting a reasoning, weighting different arguments and making an ethical evaluation. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.)  Oral or written statement confirming the understanding of difference between deontological and consequential ethics (not necessarily with the use of these words).  Oral or written statement presenting a reasoning, weighting different arguments and making an ethical evaluation. | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) | |

**STUDY CASE: POLAND**

Two cities: Warsaw and Gdansk

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.**

* We will organize training for:
  + employees of construction companies and
  + 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?**

* We will have groups of workers from employers, we have already contacted big construction companies in Poland, 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.**

* 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?**

* 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?**

* 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?**

* 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.**

* 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.**

* At this point the experimentation plan is still formed, the details of the training (materials for training and assessment are under development)