



**Middle Management Skills in the Building Sector:  
Adjustment of the Vocational Education to the Evolution of Company Needs**  
Agreement N°: 2015-1-FR01-KA202-015054

**ConstructyVET, 5<sup>th</sup> Transnational Meeting  
Bordeaux-Blanquefort Training Centre, 26 October 2017  
Minutes, agenda and signature sheets**

Elaborated on 19 December 2017 Version 1	Approved on xxxxxxxxxx. Version <i>n</i>
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**List of attendees**

**P1 - CCCA-BTP-BTP (France)**

Paola Bolognini, International Project Researcher  
Marek Lawinski, International Project Manager  
Béatrice Tira, Secretary General, Nouvelle Aquitaine Region  
Céline Sanhaji, Pedagogical Director, Training Centre, Bordeaux-Blanquefort  
Florent Torregaray, Trainer, Training Centre, Bordeaux-Blanquefort  
Arnaud Feuvrier, Trainer, Training Centre, Bordeaux-Blanquefort,  
Camille Delas, Trainer, Training Centre, Morcenx,  
Julien Bucau, Pedagogical Director, Training Centre, Pau,  
Laetitia Gachot, Trainer, Training Centre, Périgueux,  
Philippe Godin, Pedagogical Director, Training Centre, Agen,  
Tatiana Sare, Translator

**P2 - FORMEDIL (Italy)**

Rossella Martino, Director & International Project Manager  
Antonella Linari, International Project Assistant

**P3 - CENFIC (Portugal)**

Renato Florentino, Project Manager  
Francisco Sanches, International Project Technician

**P4 - FLC (Spain)**

Luis Manuel Barrios, International Project Technician

**P5 - FLC Asturias (Spain)**

Marta Suarez, International Project Researcher  
Marta Hevia Fano, International Project Manager

**P6 - IFAPME (Belgium)**

Jacques Wilkin, Director, International Project Researcher  
Laetitia Beckers, International Project Researcher

**P7 – Warrington Collegiate (UK)**

Olwen Dolan, International Project Researcher  
Lee Moorhouse, International Project Technician

**P8 – IBE (Poland)**

Wojciech Stechly, International Project Researcher

Malgorzata Laskowska-Pomorska, International Project Researcher

**P9 – BZB (Germany)**

Frank Bertelmann-Angenendt, International Project Manager

Agenda topic	Presentation of the results of Phase 3: Methodological guidelines for the planned Learning Units (R. Martino and A. Linari, Formedil, IT)
<p><b><u>Main achievements to date:</u></b></p> <p>The final report of Phase 3 is practically finished thanks to all the contributors. It will contain the following parts:</p> <ul style="list-style-type: none"> <li>➤ Learning units regrouped by activities</li> <li>➤ Teaching and supporting methods suggested in training centre, incl. duration. Concrete exploitation of learning situations identified in workplace (evidence based learning).</li> <li>➤ Teaching and supporting methods suggested in company, incl. duration. The tools will be adjusted to the specificities of learning activities (split in one or several learning units).</li> <li>➤ E-Learning suggested specifically for technical and theoretical contests (less for transversal skills).</li> </ul> <p><b><u>Work Plan updated:</u></b></p> <p>The very final report of Phase 3 will be available on <b>31 January 2018</b> (in English).</p> <p>Activities addressing young people/ apprentices: A1, part of A6, A7, A8 e A9.</p> <p>Activities addressing adults: A2, A3, A4, A5, part of A6 and part of A7.</p>	
<p><b><u>Decisions taken:</u></b></p> <p>Learning situations must be based on the reality observed in companies and at worksites: identification of regularities and repetitions as a basis of training (organise learning situations taken from reality rather the invent them in a theoretical way).</p> <p>Young people/ apprentices: In all the descriptions the training center is the common place where to deliver training by promoting a practical approach with simulation, the use of virtual tools, case study, and role playing.</p> <p>Adults: In the case of training for employed or unemployed workers, the use of participatory methodology based on participants' experience and debate is more recurrent.</p> <p>The duration of each training unit is from a minimum of 2.5 h up to 36 h excluding the L.U. A06. LU 24 (120H), A06. LU 25 (68H) A06. LU 26 (184H) A06. LU 27 (42H). Isolated learning units can be combined into larger modules depending on potential beneficiaries and company needs identified, to support sustainable professional inclusion.</p> <p><u>Learning units regrouped by activities: Topics to be assessed</u></p> <p>The topics to be assessed will be linked to the factual and theoretical knowledge in large contexts, to the range of cognitive and practical skills within a field of work, depending of the activities and the related learning units.</p> <p>Assessment will be done in many ways according to the feature of knowledge and skill to assess. There could be exercises, questions, discussion and even self-assessment for some learning units.</p> <p><u>Productions required from learners</u></p> <p><b><u>In the training centre</u></b></p> <ul style="list-style-type: none"> <li>• Written analysis of a problem and research on the topic to be assessed</li> <li>• Practical case study</li> <li>• Creation of some documents , file excel, power point</li> <li>• Small video or presentation to be published on YouTube.</li> </ul>	

**In the company**

- Grid of observation
- Internship report
- Portfolio.

**E learning**

- Regular and progressive fulfilment of the “Liaison files”
- Research of press article related to the topics to be assessed
- Visualization of a conference
- Forum group discussion
- Exercises related to the content.

For the training activities that require the certification of skills, a mandatory final test is required in relation to qualifying standards or a law.

**Related documents:**

**Annex 1:** Presentation of IO3- Report (Slides), R. Martino, Formedil, October 2017

Agenda topic	<b>Testimony: implementation of the project in Aquitaine (Southern France, 5 training centres concerned)</b> B. Tira and the project regional staff, BTP CFA Aquitaine, FR
<p><b><u>Presentation, key points:</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of work situations as a basis of the pedagogical methods put forward in the Aquitaine Region: Theoretical framework for professional didactics and results observed:             <ul style="list-style-type: none"> <li>- Gap between real situations (as observed at worksite) and previous prescriptions (given by head office or taught in training centres).</li> <li>- Methods of empiric observation of complex work based situations for educational purposes.</li> </ul> </li> <li>• From observation to educational standards for middle management at worksites:             <ul style="list-style-type: none"> <li>- Confrontation of existing educational standards with the evolution of the functions of worksite supervisor and team leader.</li> <li>- Conception of grids of observation (available in French): tests with restraint panels. Interviews enabling trainers to understand the evolution of work situations and of the profile of learners.</li> <li>- Empiric observation of worksite supervisors and team leaders at work.</li> <li>- Formalisation of observation and conception of appropriate contents, as well as teaching/learning methods.</li> <li>- Enrichment of existing educational standards.</li> </ul> </li> </ul>	

**Conclusions:**

Proposed learning structure for the complex concept of team leader and worksite supervised: embedded within the following components of their combined activities:

- Knowledge of material (technical),
- Costs to be respected,
- Standards and rules to be respected,
- Co-activity to be implemented,
- Scheduling of Operations, Tasks and their Duration

Available skills to be activated:

- Respect for safety and health at work
- Respect of the labour legislation,

- Compliance with quality standards (profession and implementation),
- Motivation of the team,
- Assessment of the quality of the team's skills.

Hypothesis of work situation models and training engineering for team management:

- Starting from the values of teamwork,
- Working in competence,
- Emphasizing the practical application of soft skills.

**Related documents:**

**Annex 2:** *Présentation du projet ConstructyVET BTP CFA Aquitaine, 26 octobre 2017* (slides in French).

Agenda topic	<b>Model for combined evaluation and recognition of learning outcomes (Phase 4)</b> W. Stechly, M. Pomorska – IBE, PL
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**Presentation-key points:**

**What is phase 4?**

- Preparing and planning experimentations
- Conducting experimentation and testing of the model
- Developing 1st version of the model
- Agreeing on the model and reporting

**Final outcome:** Analytical framework with a set of tools for increasing quality of learning, qualifications significance and stakeholders satisfaction with learning outcomes. Helping in evaluation of training based on learning outcomes.

**Selecting assessment methods for learning outcomes:**

- Usually for a learning outcome more than one method of assessment can be used,
- Assessment should show the difference between ‘knowing how to do something’ and ‘doing it’,
- If the outcome is about ‘talking’, the assessment should involve talking, and if the outcome is about ‘doing’ something, the assessment should involve doing it (not just talking about how it should be done),
- Rule of thumb: for practical learning outcomes select practical assessment methods.
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**Conclusions-decisions:**

**General framework for the model planned:**

- Soft skills – innovative approach to assessment needed: Measuring AND Evidencing;
- Learning outcomes approach;
- Focus on the impact on learners and stakeholders satisfaction.

**What will be evaluated:**

- Learning outcomes
  - New skills
  - Choice of assessment methods
  - Quality of assessment
- Environment impact
  - Learners and employers satisfaction
  - Usefulness of new skills on jobs
- Training provision
  - Choice of training methods and pedagogical tools

- Organization of learning process and appropriate training paths.

**Assessment – things to do:**

- Planning assessment,
- Analyzing the results [e.g. pass rate], the process [using surveys] and the appropriateness of the methods selected,
- Reporting,
- Improving.

**Surveys and interviews:**

- **3 surveys (3 x number of trainees):**

- “Pre-training survey”;
- “Post-training survey”;
- “Post-assessment survey”

- **2 interviews:**

- With 8 training participants (two focus groups);
- With 6 partners (employers, subcontractors, etc.) [ two focus groups, only those who had to do with trainees] – 2 to 3 months after the training.

**Surveys – things to do:**

- Translate and adjust if needed,
- Insert learning outcomes,
- Conduct, collect and analyse.

Advise: if you do the surveys in google forms, you will be able to collect and analyze easier. Trainees can fill them out via mobile phones.

**Your contribution before January 15th, 2018**

**1. Comments on the methodology documents and questions,**

**2. Translations and language issues:**

- Comments,
- send the name of the „Model for combined evaluation and recognition of learning outcomes” in your language and
- national (or internal) definitions of what is assessment,

**3. Changes and improvements in the surveys and interviews scenarios:**

- e.g. additional survey for trainers, different questions because of specific context,
- change of 1 word is important!,
- additional questions.

**Annex 3:** Model for combined evaluation and recognition of learning outcomes (slides presented by IBE).

<b>Agenda topic</b>	<b>Setting up of the experimental VET paths, including combined evaluation (Phase 4)</b> M. Lawinski and W. Stechly
<p><b>Preparation of this phase in three smaller groups by fulfilling the grids with the following items:</b></p> <ul style="list-style-type: none"> <li>● Units (or blocks of units) chosen for experimentation,</li> <li>● Publics concerned and recruitment methods,</li> <li>● Venue(s) of experimentation,</li> <li>● Sessions planned: number and dates,</li> <li>● Trainers to be involved: names and profiles,</li> <li>● Supervising methods, monitoring planned,</li> </ul>	

<ul style="list-style-type: none"> <li>• Pedagogical methods and tools planned,</li> <li>• Practical exploitation of work situations in the learning process,</li> <li>• Duration,</li> <li>• Financing,</li> <li>• Potential financial costs for beneficiaries.</li> </ul> <p>Evaluation in three parts (see agenda topic above):</p> <ul style="list-style-type: none"> <li>• Evaluation of planned learning outcomes.</li> <li>• Evaluation of the satisfaction of learners and companies.</li> <li>• Evaluation of the training process (in the training centre).</li> </ul>
<p><b>Decision:</b></p> <p>Each partner will finalise the grid (see annex 4) and will send it to <a href="mailto:marek.lawinski@cca-btp.fr">marek.lawinski@cca-btp.fr</a> <b>before January 15th, 2018</b>. The information transmitted will be capitalised and communicated to the partners <b>before January 31<sup>st</sup>, 2018</b>.</p>
<p><b>Annex 4: Grid for the preparation of experimental VET paths, including combined evaluation.</b></p>

<p>Agenda topic</p>	<p><b>Administrative and financial issues</b> M. Lawinski, CCA-BTP, FR</p>
<p><b>Key points:</b></p> <p>The project is progressing towards its last phase, which requires a particular attention regarding:</p> <ul style="list-style-type: none"> <li>• The achievement of all the outcomes as foreseen,</li> <li>• The use of the budget (global and per partner),</li> <li>• The scheduling of the communication activities (per partner).</li> </ul>	
<p><b>Decisions:</b></p> <ul style="list-style-type: none"> <li>• Revising and updating of the budget if necessary (by each partner, in line with the work load declared within the time sheets for each period).</li> <li>• Planning of the communication actions in each partner country (especially Infodays in line with the budget foreseen for them).</li> <li>• Translation of the main productions achieved into national languages, especially in case where specific budget is foreseen.</li> </ul>	
<p><b>Annex 5: Budget (updated on 23 October 2017).</b></p>	




**FINAL TRANSNATIONAL MEETING**  
**IBE, WARSAW (PL), Górczewska 8 – Thursday 28 June 2018 (9 AM – 5 PM)**

**Followed by ConstructyVET FINAL CONFERENCE**  
**IBE, WARSAW (PL), Górczewska 8 – Friday 29 June 2018 (9:30 AM – 1:30 PM)**

## Annex I. Meeting Agenda



- 8:45      **Departure from the hotel**
- 9:00      **Welcome** (CFA-BTP Blanquefort)
- 9:30      **Presentation of the results of Phase 3: Methodological guidelines for the planned Learning Units**  
*Rossella Martino*
- Presentation of the report of Phase 3
  - Discussion
  - Validation
- 10:30     **Testimony: implementation of the project in Bordeaux**  
*Béatrice Tira and local project staff (translation FR-EN provided)*
- Conditions identified locally to conceive training paths intended to managers (worksite supervisors and team leaders).
  - Methods experienced to identify and update company skills needs and to adjust existing VET paths (EQF level 4).
  - Experimentations planned until June 2018.
  - Discussion
- 11:30     **Coffee break**
- 11:45     **Model for combined evaluation and recognition of learning outcomes (Phase 4)**  
*Wojciech Stechly*
- Presentation of the methodology proposed
  - Contribution expected from the partners
  - Scheduling of the work planned
- 13:00     **Lunch**
- 14:00     **Setting up of the experimental VET paths, including combined evaluation (Phase 4)**  
*Marek Lawinski & Wojciech Stechly*

- Global contractual framework
- Work in three groups to finalise national plans of action
  - (1) IBE – Warrington Collegiate – BZB
  - (2) FLC – FLC Asturias – IFAPME
  - (3) CCCA-BTP – Formedil - Cenfic
- Plan of action and expected contractual results
- Final restitution of the results (30 June 2018).

**16:00**      **Administrative and financial issues. Evaluation of the meeting.**  
*Marek Lawinski*

**17:00**      **End**

**20:00**      **Social dinner (City Centre of Bordeaux)**

#### **Friday 27 October 2017**

**9:00**      **Departure from the hotel**

**9:30**      **ConstructyVET INFODAY (CFA-BTP Blanquefort)**









**12:30**      **Lunch**

**14:00**      **Reforme Meeting (CFA-BTP Blanquefort)**

**17:00**      **End**



**Annex II. List of Participants**

	Name	Organization	e-mail	Place	Signature
1.	Berbers Laetitia	Centre ippime Lège H-V	laetitia.berbers centreippime.be	Be	
3.	Jacqueline Klein	" "	jacqueline.willem centreippime.be	Be	
4.	Florent TOUREGNOT	CFA BTP Gironde - Blanquefort	flornt.touregnot cca-btp.fr	France	
5.	Amand FEURNIER	CFA BTP Gironde - Blanquefort	amand.feurnier cca-btp.fr	France	
6.	Camille DELAS	BTP CFA des LANDES	camille.delas@cca-btp.fr	France	
7.	Julien BUCAU	BTP CFA PYRENEES Atlantique PAU	julien.bureau@cca-btp.fr	FR	
8.	GACHOT Laetitia	BTPCFA Périgouroux	laetitia.gachot@cca-btp.fr	France	
9.	SAMMATI Céline	BTPCFA Blanquefort	celine.sammati@cca-btp.fr	France	

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ConstructyVET Technical meeting

26<sup>th</sup> of October: 9AM – 5AM

ORGANIZATION / PLACE of the MEETING:

BTP CFA GIRONDE –

26 Avenue du Port du Roy, 33290 Blanquefort



BTP CFA  
AQUITAIN

Association régionale des CFA du BTP d'Aquitaine

10.	Estia Altiaga	Adj. Dir. Delegation	CFA Agers		
11.	Mis P. Barrio	International project	FLC		
12.	MARTA E. SUÁREZ CUMBREÑO	PROJECT - RESEARCH / TEACHER	FLC - ASTURIAS		M. Suárez Cumbreño
13.	Lydia Herie Fano	International projects	FLC - Asturias		
14.	Rafael Fontanillo	Vocational training	CONFLIC		
15.	Francisco Sanchez	vocational training	CEMFIC		
16.	Antonella Linari	technical national project	Foruscoll		
17.	Ponelle Blanks	International project coordination	Rondip		
18.	Tatiana SARRÉ	Translation	CECA-BTP		
19.	Franck Terklaumont Agriculture	Proj. Manager	SGS Roffred		

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