

**Middle Management in the Building Sector**

*Agreement Nº: 2015-1-FR01-KA202-015054*

**Vocational Training for Team Leaders**

**and Worksite Supervisors:**

**Guidelines for Pedagogical Methods and Tools**

*Project Intellectual Output O3*

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi20KG8iMXWAhXDORoKHXxWCGIQjRwIBw&url=https://fr.123rf.com/images-libres-de-droits/petit_bonhomme.html&psig=AFQjCNHbU3bbx-JFBlUZ9-LuI6NtnMFJfg&ust=1506591384082916)

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**IFAPME (Belgium), BZB (Germany), FLC (Spain), FLC Asturias (Spain),**

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**INTRODUCTION**

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjJz_7y7sLWAhVEtxoKHXUhCmMQjRwIBw&url=https://fr.123rf.com/clipart-vecteurs/power_point.html&psig=AFQjCNG5aOKxpSDJRyEoXawpl6oCwGeIuQ&ust=1506515802666952)Within the previous phases of the project, the partners identified company needs in terms of knowledge, skills and competence, especially transversal and soft, in line with the evolution of the jobs of Worksite Supervisor and Team Leader. After that, common definitions of each concept, such as “skills”, “knowledge”, “competence”, “activity”, “task”, “learning unit” and “learning outcome” were adopted after the 3rd technical transnational meeting held in Liège in October 2016. This basis was taken into consideration during the second phase of the project and which priority was to determine the training modules that will define the formative itinerary of the worksite supervisor and the team leader in the partner countries.

All the phases of the project are linked, so the aim is global and the mutual influences are present along the whole production process. This statement is also observable in the link between the Intellectual Outcome 2 (IO2) and the Intellectual Outcome 3 (IO3). Therefore, it is shown by the usefulness of the concepts developed in Intellectual Outcome 2 and applied to identify the better pedagogical methodology and assessment method to warranty the acquisition of each Learning Outcome at the end of the formative action (to fill the skill gap in demand by companies).

The training modules that meet the company needs in the partner countries, related mainly to soft skills, can combine various learning units, proposed as a Project Intellectual Outcome 02 (see Report 02 available on <http://constructyvet.eu>). These learning units derive from the learning outcomes to be reached as stipulated within the conclusions drawn from the first stage of the project (analysis of company needs, presented within the Report 01, also available on the project website).

**Scheme 1: From Activities to Assessment Criteria**

ACTIVITIES

A01. Management/Team Building for Success Orientation

A02. Mentoring/Coaching

A03. Developing Leadership Autonomy

A04. Working Risk Prevention

A05. Management/Conflict Resolution/ Negotiation

A06. Organisation/Planning

A07. Digital Competence

A08. Work under Pressure

A09. Identification with Organisation

LEARNING OUTCOMES

LEARNING UNITS (likely to be assembled for larger TRAINING MODULES)

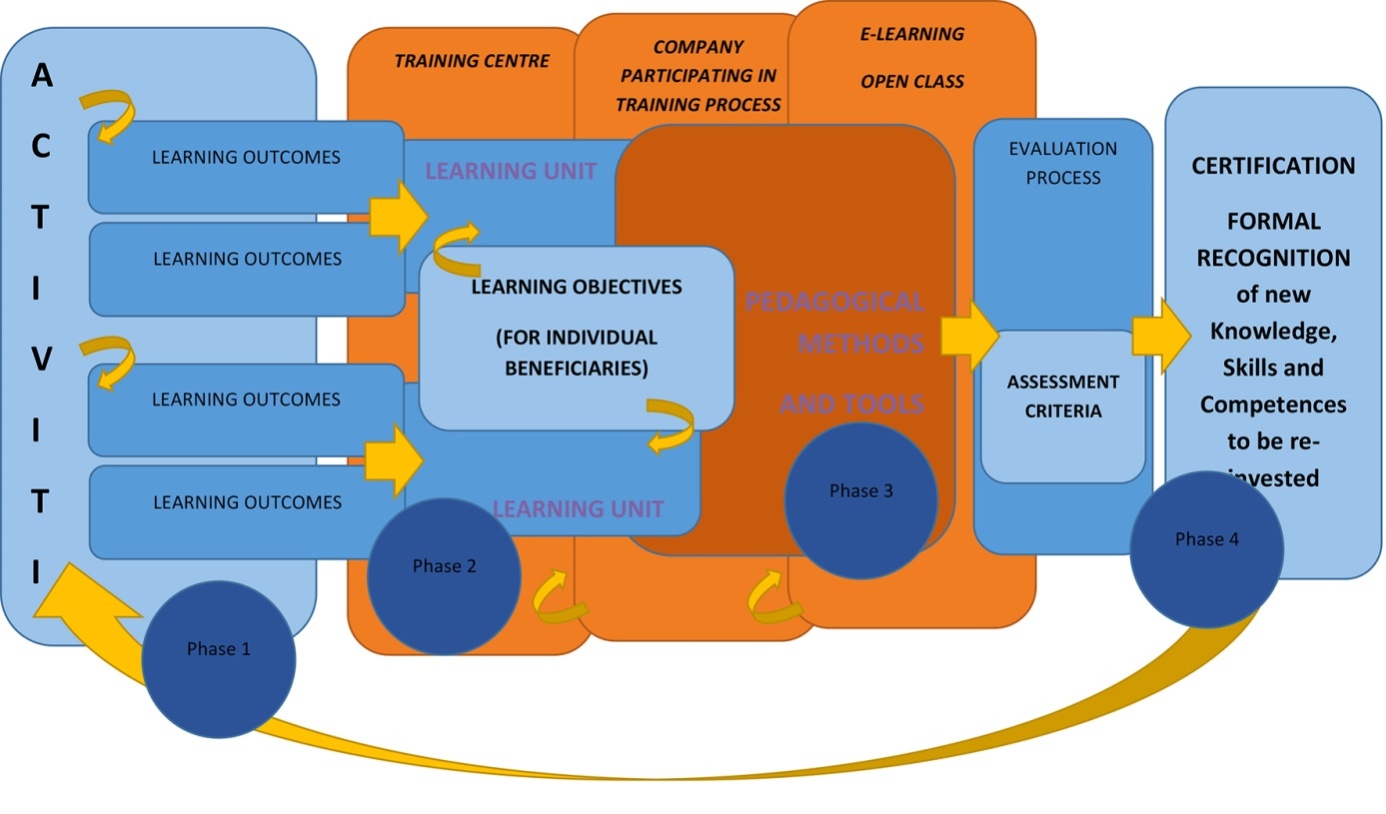
ASSESSMENT CRITERIA

The goals of the Phase 03, carried out by Formedil (IT), were the conception and the implementation of a transnational common methodology for the training units as identified in the Phase 02, carried out under the responsibility of the FLC (ES). The partners agreed on the fact that they intend, through the planned learning units, to move from the logic of the thematic separate modules to the logic of learning activities matching skills needs expressed by construction companies and formalised in Phase 01, achieved under the responsibility of the BZB (DE). These learning activities lead to specific learning outcomes to be assessed according to specific and clear criteria.

Each learning unit constitutes a basis for the elaboration of the methodological framework enabling the partners to conceive *specific training modules* adjusted to their specific contexts. The partners agreed on the fact that they intend, through the planned learning units, to move from the logic of the thematic separate modules to the logic of learning activities matching skills needs expressed by construction companies.

Therefore, the learning units could be considered either as autonomous modules or as parts of more complex training paths: already existing or to be set up as initial or continuous training. They can be organized only in the training centre or shared with a company. They can also include e-learning.

**Scheme 2: Global Concept of Learning Process recommended by the Partners**



METHODOLOGICAL APPROACH

Before going into the work, the partners completed the directory of activities, learning units, learning outcomes and the assessment criteria using the results of the final report of phase 2. After the approval of this section, partners had to fill a sheet for each learning unit attributed to them and to collect further information on:

* **Teaching and supporting methods to achieve the learning outcomes** aimed at and that can be realized in training centres, in the companies participating in the training process and/or by e-learning.  
  To achieve this, it was suggested to describe current methods or to carry out investigations (with appropriate two or three interviews) on what should be put forward in terms of pedagogical methods and tools to make the Learning Unit aimed at efficient.
* **Material and virtual tools as supports to the pedagogical methods** identified in each training context (training centre, company and/or e-learning).
* **Space in which the learning activity aimed at will take place** (in total or partially) with a justification why.
* **Identification of the productions to claim from the learners** as outcomes and testimonies of their new knowledge, skills and competences (that can be produced in training centre, in company and/or via e-learning).

This work enabled Formedil (IT) to elaborate **proposals in terms of methodology of teaching and learning suggested for each activity**. This common methodology, adjustable to each national context, is the main output of Phase 03.

Finally, the partners had to explain when and how they intended make the experimentations by answering the following questions:

* **What kind of experimentation seems realistic** within their context in terms of training paths, in terms of level (EQF), learning outcomes planned, training duration and number of hours if relevant, etc.?
* **What beneficiaries will participate:** number and profile in terms of age, professional experience, previous training, etc.? How do they intend to recruit them?
* **What training/learning organisation and training/learning methods** do they foresee for the training paths identified? Description, in concrete terms, of potential blending of different forms of training/learning (in training centre, in company and e-learning) if any.
* **What training centres will be involved** in the experimentation phase?
* **Who will be in charge of the programme** and what kind of educational staff will be involved?
* **What assessment procedure and assessment criteria** do they intend to put forward?
* **How do they intend to evaluate the efficiency of the programme**? Description of relevant qualitative and qualitative indicators.

Each partner coordinated one or two specific activities and corresponding learning units, as shown below.

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **PARTNER IN CHARGE** | **NUMBER OF LEARNING UNITS** |
| A01TL. TEAM BUILDING FOR SUCCES ORIENTATION (TEAM LEADERS)  A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM FOR SUCCES ORIENTATION (WORKSITE SUPERVISORS) | CCCA-BTP / FRANCE | 5  5 |
| A02. MENTORING / COACHING | FORMEDIL / ITALY | 3 |
| A03. DEVELOPING LEADERSHIP / AUTONOMY | CENFIC / PORTUGAL | 3 |
| A04. WORKING RISKS PREVENTION | FLC / SPAIN | 3 |
| A05. MANAGEMENT / COMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES / PROBLEM SOLVING | FLC Asturias / SPAIN | 4 |
| A06TL. ORGANIZATION AND PLANIFICATION  A06WSS. ORGANIZATION AND PLANIFICATION | IFAPME / BELGIUM | 2  2 |
| A07. DIGITAL COMPETENCE | BZB / GERMANY | 12 |
| A08. WORKING UNDER PRESSURE | WARRINGTON / UNITED KINGDOM | 1 |
| A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANIZATION | IBE / POLAND | 3 |
| **TOTAL NUMBER OF LEARNING UNITS PROPOSED** | | **43** |

After that, the results were sent to Formedil (IT) for compilation, analysis and proposals of a common methodological approach. These tasks were fulfilled between July and October 2017.

They allowed to propose a common methodological model, adjustable to each national situation, based on the following principles:

* **Learning units regrouped by teaching activities (modules)**
* Activities addressing rather young people/ apprentices (A1 and a part of A6, A7, A8 and A9).
* Activities addressing rather adults (A2, A3, A4, A5, part of A6 and a part of A7).
* **Teaching and supporting methods suggested in training centre, incl. duration**

Young people/apprentices

* Training centres are considered by all the partners as the common place to deliver training by promoting a practical approach with simulation, the use of virtual tools, case studies and role playing.
* Concerning apprentices, formative exploitation of work situations is considered as particularly adapted to their profile and expectations.

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.
* The duration 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).
* **Teaching and supporting methods suggested in company, incl. duration**

Young people/apprentices

Introspective observation of the behaviour and the practice of what is learned in the training centre, in order to formalize the right behaviour to be adopted. Some work is done inside the building site, the work done should provide specific cases to be discussed and analysed in training centre.

Adults

Demonstrative methodologies are often used and on-site training is not explicitly mentioned by the partners and, where reported in practice, it retraces the same logic that was held in the training centre or, in the case of safe workplace, the training theoretical and practical combination with an agreement between training centre and company with organization of lessons within the company.

* **E-Learning suggested**

E-Learning is a support useful for every learner (young people or adult). E-Learning has been mainly used for technical theoretical contents. It is also used as support of social networks, when they are also exploited as a learning equipment.

The survey carried out demonstrates that for some learning units it is feasible to suggest a common methodological base of teaching/learning, whereas for some others it was necessary to suggest a specific methodology. This is particularly true for broad spectrum activities, such as team management for work site supervisors and for team leaders. Besides, **the difference has to be made between training shared with companies and training delivered full time in training centres**.

**PART ONE**

**COMMON METHODOLOGICAL BASE**

**FOR LEARNING UNITS PROPOSED**

ACTIVITY AO1 for Team Leaders: Team Building for Success Orientation

* **A01TL.LU01 Social Regulation and Safety Standards in the Management of the Teams on Worksite** (Duration suggested: 24 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Analysis of situations presented on virtual tools.
* Transmitting Health and Safety approach as a part of sustainable development.
* Observing the application of health and security rules in the training centre (classrooms and workshops) as a first opportunity of observation and analysis.
* Demonstrating necessary partnerships for health and security at work: Participation of professional organisations accredited for Health and Safety in the Construction sector.
* Presentation of new organisational schemes on worksites; of new material and of new components as potential sources of savings in the field of health and safety: Comparisons between old and new situations in terms of ergonomics and money savings.
* Individual and collective analysis of statistics related to accidents at work; formulation and conclusions (in larger groups) on how to adopt a safe behaviour at worksite.
* Analysis (in larger groups) of risks related to improper assembly and improper use of scaffolding. Individual and group work on the scenarios to prevent the risks in question.
* Practicing in simulation situations professional gestures and postures to protect themselves on fixed or rolling scaffolding.
* Starting from role-playing, accustom her/his team to respect the instructions of assembly, use and dismantling of scaffolding.
* Regulations and practices to be applied in the event of an accident: application of theoretical knowledge in simulation (workshops and classroom).

In addition, if training shared with companies

* Analysis and capitalisation of situations related to health and safety at work and observed in companies.
* Preparation of instructions to be forwarded to workers on worksite.

**IN COMPANY** (if training shared with companies)

* Observation of work situations and preparation of analysis to be carried out in the training centre.
* Interviews with company managers and/or worksite supervisors on how the regulations related to health and safety can be applied on worksite.
* Observations in writing (filling up grids and free comments).

**E-LEARNING**

Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company (if relevant).

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites).
* Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry.
* Virtual resources related to Social regulation (labour code, collective agreements) and to Health and safety at work (mainly compulsory wearing, scaffolding, etc.).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of risk situations on worksite.
* Preparation of the grids for observation of risk situations on worksite.
* Grids for observation of risk situations on worksite fulfilled.
* **A01TL.LU02. Organisation of the Work for a Team on Worksite** (Duration suggested: 40 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving organisational scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule).
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of organisation.
* Work with “mental maps” transformable into Gantt Diagram.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Analysis (in larger groups of learners) of risks related to improper organisational decisions.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Envisaging the impact of the decisions taken.
* Stressing the importance of the preparation of organisational planning “day per day” before capitalising them.

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of organisational models.
* Preparation of instructions to be forwarded to workers on worksite.
* 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.

**IN COMPANY** (if training shared with companies)

* Observation of work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical organisational schemes in concrete and real work conditions on worksite.
* Formalisation of the “day to day planning”. Capitalisation within bigger organisational units further to the observations made in company.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Virtual applications related to the organisation of work on worksite.
* Sketches useful as examples when conceiving scenario for organisational schemes at worksite.
* Recommendation sheets.
* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together (if training shared with companies).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of organisational schemes on worksite.
* Preparation of the grids for observation of organisational models on worksite.
* Production of concrete organisational schemes with available software.
* Evidence of use of new techniques and methods of communication (incl. Autocad, Methocad, BIM, etc.)
* **A01TL.LU03. Techniques of Communication and Solving Problems within the Team on Worksite** (Duration suggested: 40 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving communicational scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners (if relevant).
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Analysis (in larger groups of learners) of risks related to improper communication methods and tools.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in communication: importance of external expertise for the communication actions.
* Envisaging the impact of the communication methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means).

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of organisational models.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication.
* 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.
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite.
* Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Virtual applications related to the organisation of work on worksite.
* Sketches useful as examples when conceiving scenario for organisational schemes at worksite.
* Recommendation sheets.
* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together (if training shared with companies).
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of organisational schemes on worksite.
* Preparation of the grids for observation of communicational models on worksite.
* Analysis of communicational models on worksite: Working on appropriated communication schemes, by blending theoretical knowledge and empiric observations made.
* Research and analysis of press articles related to the communication methods and tools with teams on worksites.
* **A01TL.LU04. Proximity Management Function to achieve the production objectives**

To be considered as a wider VET curriculum composed of several smaller units listed: LU.01, LU.02, LU.03, LU.14 and LU.25.

(Duration suggested: 5 units x 24 hrs in training centre, spaced days)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving communicational scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners (if relevant).
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Analysis (in larger groups of learners) of risks related to improper communication methods and tools.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in communication: importance of external expertise as a component enriching proper training actions.
* Envisaging the impact of the communication methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means).

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of managerial models.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication.
* 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.
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite.
* Formalisation of the “right managerial behaviour”, in line with the context, organisational culture and expectations expressed by the head office, in accordance with global corporate aims and objectives.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Virtual applications related to the organisation of work on worksite.
* Sketches useful as examples when conceiving scenario for organisational schemes at worksite.
* Recommendation sheets.
* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together (if training shared with companies).
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).
* Documents to be considered when conceiving appropriate planning, organisation and communication methods and tools with the team of workers.
* Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of organisational schemes on worksite.
* Preparation of the grids for observation of communicational models on worksite.
* Analysis of communicational models on worksite: Working on appropriated communication schemes, by blending theoretical knowledge and empiric observations made.
* Research and analysis of press articles related to the communication methods and tools with teams on worksites.
* Research and analysis of press articles related to the planning, organisation and communication methods and tools with teams on worksites.
* Working on appropriated planning, organisation and communication schemes, by blending theoretical knowledge and empiric observations.
* Construction of operating procedures, including controlling.
* **A01TL.LU05. Team leader as a tutor** (Duration suggested: 16 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving tutorship.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners (if relevant).
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of tutorship.
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Analysis (in larger groups of learners) of risks related to improper communication methods and tools.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in communication: importance of external expertise for the communication actions.
* Envisaging the impact of the communication methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means).

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of models for tutorship.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication.
* 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.
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite.
* Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees aimed at (EQF Level 4).
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Sketches useful as examples when conceiving scenario for tutorship in company.
* Recommendation sheets.
* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together (if training shared with companies).
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Research and analysis of press articles related to the tutorship in companies of various size and profile.
* Working on appropriated schemes for tutorship, by blending theoretical knowledge and empiric observations.
* Analysis of formal procedures related to tutorship.

ACTIVITY AO1 for Worksite Supervisors: Management of Human Resources and Team Building for Success Orientation

* **A01WSS.LU06. Planning and Organisation of the Work of Human Resources** (Duration suggested: 32 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means correctly evaluated (human and material) when conceiving learning scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners and its critical approach. Navigate systematically from practice to reflexivity.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches.
* Work with complex “mental maps”.
* Systematic choice, analysis and capitalisation of situations presented on virtual tools: case studies.
* Preparation of instructions to be forwarded to collaborators on worksite (mainly team leaders).
* Analysis (in larger groups of learners) of risks related to improper organisational decisions.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Envisaging the impact of the decisions taken in a larger context, by stressing multi-activity on worksite.
* Stressing the importance of the global approach of organisational planning for worksites.

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of organisational and functional models.
* Including learners in the conception of their training paths by demanding previous productions, evaluations, adjustments of liaison tools with companies, etc.
* Combining, analysis and capitalisation of company needs expressed by learners (in larger groups of learners).
* Analysis of the experience made by learners in company and its integration in the VET paths set up in training centre thanks to the exploitation of virtual or hard copy documents.
* Preparation for project experimentation in company.

**IN COMPANY** (if training shared with companies)

* Critical observation of work situations and preparation of in-depth analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge (factual and theoretical) acquired in training centre in concrete work situations: Experiencing theoretical planning and organisational schemes in concrete and real work conditions on worksite.
* Formalisation of the “day to day planning”. Capitalisation within bigger organisational units further to the observations made in company.
* Project experimentation in company.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company (if relevant).
* Use of data banks.
* Systematic use of digital sources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together.
* Virtual applications related to the organisation of work on worksite.
* Sketches useful as examples when conceiving scenario for organisational schemes at worksite.
* Recommendation sheets.
* Sketches.
* Technical documentation.
* Legal regulations.
* Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills:
* Research and analysis of press articles related to the organisation of work on worksites.
* Organizational schemes.
* Operating procedures.
* Calculation of the means (human, financial and human) necessary for the organisations advocated.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of risk situations on worksite.
* Preparation of the grids for observation of risk situations on worksite.
* Production of concrete organisational schemes with available soft.
* Evidence of use of new techniques and methods (incl. Autocad, Methocad, BIM, etc.)
* Organisational schemes with identification of organisational needs in terms of human and material resources, including equipment.
* Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres.
* Research and analysis of press articles related to the organisation of work on worksites.
* **A01WSS.LU07. Social and Safety Regulation in the Management of the Teams on Worksite** (Duration suggested: 24 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Analysis of situations presented on virtual tools.
* Transmitting Health and Safety approach as a part of sustainable development.
* Observing the application of health and security rules in the training centre (classrooms and workshops) as a first opportunity of observation and analysis.
* Demonstrating necessary partnerships for health and security at work: Participation of professional organisations accredited for Health and Safety in the Construction sector.
* Presentation of new organisational schemes on worksites; of new material and of new components as potential sources of savings in the field of health and safety: Comparisons between old and new situations in terms of ergonomics and money savings.
* Individual and collective analysis of statistics related to accidents at work; formulation and conclusions (in larger groups) on how to adopt a safe behaviour at worksite.
* Analysis (in larger groups) of risks related to improper assembly and improper use of scaffolding. Individual and group work on the scenarios to prevent the risks in question.
* Practicing in simulation situations professional gestures and postures to protect themselves and the others.
* Starting from role-playing, accustom her/his team to respect the instructions of assembly, use and dismantling of scaffolding.
* Regulations and practices to be applied in the event of an accident: application of theoretical knowledge in simulation (workshops and classroom).

In addition, if training shared with companies

* Analysis and capitalisation of situations related to health and safety at work and observed in companies.
* Preparation of instructions to be forwarded to workers on worksite.

**IN COMPANY** (if training shared with companies)

* Observation of work situations and preparation of analysis to be carried out in the training centre.
* Interviews with company managers and/or worksite supervisors on how the regulations related to health and safety can be applied on worksite.
* Formalising of observations in writing (filling up grids and free comments).

**E-LEARNING**

Individual work in line with instructions given in training centres and moderated by the observations made in company.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation published by accredited organisations and related to social, health and safety regulations (available on appropriate websites).
* Virtual applications diffused by appropriate professional organisations and institutes specialised in health and safety at work in the construction industry.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written identification and in-depth analyses of risk situations on worksite.
* Preparation and exploitation of the grids for observation of risk situations on worksite.
* Grids for observation of risk situations on worksite fulfilled in collaboration with team leaders.
* **A01WSS.LU08. Strategies, Methods and Techniques of Communication to achieve production objectives and quality control** (Duration suggested: 32 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving communicational strategies and empiric scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication and valorisation of work outcomes.
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies to prepare more consistent communicational projects.
* Analysis (in larger groups of learners) of risks related to improper communication strategies, methods and tools.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions, development of methods enabling learners to correct themselves thanks to appropriate observations and feedback.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in communication: importance of external expertise for the communication actions, especially to improve:
* Speaking in public (internal and external contexts)
* Spontaneous communication
* Interventions to resolve conflicts
* Communications to enforce the obligations
* Communications to refuse solicitations
* Communications to enforce management decisions without genuinely adhering to them.
* Envisaging the impact of the communication strategies and methods adopted (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means).
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational strategies and practices.
* Preparation of instructions and advice to be forwarded to workers and subcontractors on worksite.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of communication.
* 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.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical communication models and tools in concrete and real work on worksite.
* Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees.
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together.
* Virtual applications related to the communication on worksite.
* Recommendation sheets.
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).
* Press articles related either to theoretical aspects of communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Research and analysis of press articles related to the communication strategies, methods and tools with teams on worksites.
* Working on appropriated communication and valorisation schemes, by blending theoretical knowledge and empiric observations.
* Construction of operating procedures.
* Written analyses of problem solving situations, starting from filmed material.
* Communication schemes to be implemented in company taking into account its size, activity, history and social choices.
* Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres.
* **A01WSS.LU09. Building and maintaining leadership as worksite supervisor** (Duration suggested: 32 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Always taking into account environment, contexts and available means (human and material) when conceiving learning scenarios.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule).
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches.
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Analysis (in larger groups of learners) of risks related to improper implementation of methods and tools.
* Practicing simulation starting from role-playing, accustom learners with the reactions of the others to their decisions.
* Simulations and filmed situations, including with other trainees present in training centre, to be further analysed with both internal trainers and external transversal specialist in communication: importance of external expertise for the communication actions contributing to the reinforcement of authority.
* Envisaging the impact of the activities and actions undertaken (experiential analysis of positive and negative aspects, always in line with contexts and available mental, organisational and material means).
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.
* Analysis and capitalisation of company needs expressed by learners (in larger groups of learners).

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices.
* Preparation of instructions and advice to be forwarded to workers on worksite.
* 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.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately) in leadership situations.
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical knowledge and models in concrete and real work situations on worksite.
* Formalisation of the “right behaviour” and of the “right decisions”, in line with the context, organisational culture and expectations expressed by the head office, according to the global corporate aims and objectives (not to be disconnected from general trends and options).

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees.
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to foresee, organise and communicate together.
* Virtual applications related to the organisation of work and to the communication on worksite.
* Recommendation sheets.
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).
* Press articles related either to theoretical aspects of planning, organisation, communication with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving.
* Documentation on controlling methods and practices.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Organisational and communication schemes to be implemented in company taking into account its size, activity, history and social choices.
* Identification and preparation of case studies taken from concrete situations observed in companies for their future presentation in training centres.
* Written analyses of problem solving situations, starting from filmed material (if appropriate).
* Research and analysis of press articles related to the planning, organisation and communication methods and tools with teams on worksites.
* Working on appropriated planning, organisation and communication schemes, by blending theoretical knowledge and empiric observations.
* Construction of operating procedures, including controlling.
* **A01WSS.LU10. Worksite Supervisor as a Tutor** (Duration suggested: 16 hrs)

**IN TRAINING CENTRE**

If full time training in training centre

* Taking into account environment, contexts and available means (human and material) when conceiving tutorship.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners. Passing from practice to reflexivity and not the contrary (fundamental work-based learning rule).
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches of tutorship.
* Work with “mental maps”.
* Analysis and capitalisation of situations presented on virtual tools: case studies.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.

In addition, if training shared with companies

* Mixing learners coming from the companies having various profiles and different size, to demonstrate better the variety of communicational practices.
* Inductive iterative methods if training based on spaced days, professional practice foreseen in between: tackling similar topics several times, but each time with a higher degree of complexity.

**IN COMPANY** (if training shared with companies)

* Introspective observation of his/her own behaviour in work situations and preparation of analysis to be carried out in the training centre by both trainees and trainers (simultaneously or separately).
* Implementation of the knowledge acquired in training centre in concrete work situations: Experiencing theoretical models and tools for tutorship in concrete and real work on worksite.
* Formalisation of the “right behaviour”, in line with the context, organisational culture and expectations expressed by the head office.

**E-LEARNING**

* Individual work in line with instructions given in training centres and moderated by the observations made in company, starting from theoretical background adapted to the general skills of the trainees.
* Use of data banks.
* Systematic use of digital resources and tools when individual work.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Documentation (either hard copy or virtual) enabling learners, training centres and companies involved in the training process to communicate together.
* Press articles related either to theoretical aspects of tutorship with teams on worksite or to the analysis of concrete examples of communication on worksite, focused of conflicts and problem solving.
* Video camera for filming simulations built upon real situations reported by learner or brought by trainers (internal and external).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of concepts and problem solving situations, starting from filmed material, related to tutorship.
* Tutorial schemes to be implemented in company taking into account its size, activity, history and social choices.
* Identification and preparation of case studies taken from concrete situations observed in companies (if relevant).

ACTIVITY AO2: Mentoring / Coaching

* **A02.LU.11. Communication** (Duration suggested: 8 hrs)
* **A02.LU.12. Interview Management Techniques** (Duration suggested: 8 hrs)
* **A02.LU.13. Capacity Building Processes** (Duration suggested: 8 hrs)

**IN TRAINING CENTRE**

* Classrooms organised in a circular way to help the discussion and to promote collective work.
* The teacher/trainer will prepare a clear and schematic synthesis of what said in the participants’ debate and he will speak about the covered topics.
* Inductive methods and organisation of learning process by mixing work in small and in larger groups, by taking into account the work experience of learners and its critical approach. Navigate systematically from practice to reflexivity.
* Using examples from real professional life and contexts, avoiding general and exclusively theoretical approaches.
* Practicing simulation starting from role-playing, accustom her/himself with the reactions of the others to her/his own decisions.
* Envisaging the impact of the decisions taken in a larger context, by stressing multi-activity on worksite.
* Stressing the importance of the global approach of organisational planning for worksites.
* Preparation for experimentation in company.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources related to mentoring/coaching.
* Training contents available on e-learning platforms that allow distance learning using methodologies of synchronous sessions - in which trainees and trainer use both multimedia and Internet.
* Asynchronous sessions - in which trainees and trainer use multimedia and Internet at different times.
* Debates could be carried out through social networks (close groups made up of trainers who could be administrators and the class).

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Sketches useful as examples when conceiving scenario for interviews.
* Recommendation sheets.
* Interactive kiosks/terminals available in resource centres to perform appropriate research while developing his/her digital skills.
* Research and analysis of press articles related to the mentoring, coaching, setting up of interviews and methods of evaluation of capacity building processes.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Preparation of the grids for interviews.
* Preparation of schemes with identification of organisational needs capacity building processes.
* Identification and preparation of case studies taken from concrete situations observed in companies.
* Research and analysis of press articles related to mentoring / coaching methods.

ACTIVITY AO3: Developing Leadership Autonomy

* **A03.LU.14. Leadership Processes** (Duration suggested: 8 hrs)
* **A03.LU.15. Optimization of Teams** (Duration suggested: 8 hrs)
* **A03.LU.16. Communication Models and Emotional Leadership** (Duration suggested: 8 hrs)

**IN TRAINING CENTRE**

* Use active methods, anchoring the training in the professional reality of the trainees, using the dynamics of groups.
* Start with brainstorming in order to understand and feel the needs of the trainees and create learning situations.
* Emphasize the importance of the knowledge they will acquire, the practical usefulness and the personal and collective rewards that will follow.
* Use the expository method only for brief expository sessions), privileging techniques of participatory exposure.
* Use the demonstrative method (motivating, presenting, guiding and empowering the trainee).
* Use the Interrogative method (applied to explanatory or demonstrative content), through dialogue or debate, using questions directed to reasoning and creative questions.
* Elaborate conditions for implementation of learning outcomes in concrete work situations.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources related to leadership autonomy.
* Training contents available on e-learning platforms that allow distance learning using methodologies of synchronous sessions - in which trainees and trainer use both multimedia and Internet.
* Asynchronous sessions - in which trainees and trainer use multimedia and Internet at different times.
* Debates could be carried out through social networks (close groups made up of trainers who could be administrators and the class).

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* PC with Internet connection.
* Data show.
* Video and Camera if filmed sessions.
* YouTube or similar.
* Hard copies with theoretical information, systematized, on the themes (in a schematic and illustrative way).

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Identification and preparation of case studies taken from concrete situations observed in companies.
* Portfolio illustrative of the acquired competences.

ACTIVITY AO4: Working Risk Prevention (Health and Safety)

* **A04.LU.17. Health and Safety at Work: General Risks and Prevention** (Duration suggested: 20 hrs including 15 hrs theoretical and 5 hrs practical in appropriate workshop or in company)
* **A04.LU.18. Safety in Construction** (Duration suggested: 25 hrs including 15 hrs theoretical and 10 hrs practical in appropriate workshop or in company)

**IN TRAINING CENTRE**

THORETICAL: combines master class, supported by presentations, which involves the handling of specific materials of a technical type, legislation, etc.

* Inductive methods:
* The trainer will explain the theoretical part of the course based on the particular experience of the students and mainly on the skills that must be acquired for the development of their professional activity. Therefore, the presentation of the contents should answer the basic questions of what, why, for what, how and when.
* The trainees should understand and assimilate the different knowledge delivered in the course in line with their own experience made in company or in appropriate workshops allowing simulations. This will make the learning process more understandable, motivating and participative.
* Active and participative methods:
* In order to gather the students’ experiences, as far as possible, the content development will be carried out through the use of participatory techniques that facilitate the teaching-learning process.
* This approach aims to develop a common experience or to establish a common reference point for participants to contribute their particular experience through it in order to enrich and broaden the collective experience.

PRACTICAL: analysis of real or simulated practical situations of risks or accidents at work, which serve as a guiding thread throughout the entire training action, and which will articulate the delivery of theoretical contents as well as the implementation of practical learning activities.

**E-LEARNING**

REMOTE TRAINING SCHEME ONLY FOR COMPLETING THEORETICAL PARTS DELIVERED IN TRAINING CENTRE. The mixed training is a progressive learning method, where the student combines the benefits of non-face-to-face training with the pedagogical power of the face-to-face classes.

* Use of virtual simulators related to health and safety at work (if available).
* Discussion forum: where the students can express their doubts or expose the concerns corresponding to that part of the course. This forum will be answered by the trainers or by the students themselves, but always with the supervision of the trainers.
* Blog (where students and tutors can edit information about the course) related to news and websites.
* FAQ's: frequently asked questions on the curriculum.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Training Material, organized in Didactic Units composed of: Goals, Integrated and sequential set of knowledge, Summaries.
* Criteria for elaboration of contents, designed in a gradual way to allow the acquisition of knowledge in a simple way.
* Reinforcement points, such as: "Remember", Summaries, Examples and Images (pictures, drawings, diagrams and concept maps).
* Elements facilitating learning:
* Compendium of previous knowledge.
* Introductions, which link courses and didactic units to each other and introduce the student to the following concepts to study.
* Annexes, which complement information.
* Bibliography.
* Didactic Guide.

**PRODUCTIONS REQUIRED FROM LEARNERS**

Topic closely linked to the evaluation process leading to compulsory certificates in the field of health and safety.

Besides, application of the training theoretical contents to the practical worksite situations (i.e. showing the correct use of the auxiliary equipment).

* **A04.LU.19. Emergency Plans and First Aid** (Duration suggested: 15 hrs including 10 hrs theoretical and 5 hrs practical in appropriate workshop)

**IN TRAINING CENTRE**

Theory and practice form an indivisible set integrating simultaneously both perspectives. This will facilitate the student's application of learning to their work reality, in order to modify both their aptitude and their attitude to safety and health in the workplace.

THEORETICAL: Combines the masterly presentation, supported by presentations, which involves the handling of specific materials of a technical type, legislation, etc.

PRACTICAL: Presents real or simulated practical cases, for example: risk or emergency situations, which serve as a guiding thread throughout the entire training action, and which will be backing up the delivery of theoretical contents as well as the performance of practical activities involving the application of them.

**E-LEARNING**

REMOTE TRAINING SCHEME ONLY FOR COMPLETING THEORETICAL PARTS DELIVERED IN TRAINING CENTRE.

* Use of virtual simulators related to health and safety at work (if available).
* Discussion forum: where the students can express their doubts or expose the concerns corresponding to that part of the course. This forum will be answered by the trainers or by the students themselves, but always with the supervision of the trainers.
* Blog (where students and tutors can edit information about the course) related to news and websites.
* FAQ's: frequently asked questions on the curriculum.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Didactic material, including tools for practical exercises.
* Theoretical and practical handbooks with a clear, simple and easy-to-use structure.

**PRODUCTIONS REQUIRED FROM LEARNERS**

Topic closely linked to the evaluation process leading to compulsory certificates in the field of health and safety.

Besides, application of the training theoretical contents to the practical worksite situations (i.e. showing the correct use of the auxiliary equipment).

ACTIVITY AO5: Management / Communication, Conflicts Resolution and Negotiation Techniques/ Problem Solving

* **A05.LU.20. Emotion, Conflict and Performance** (Duration suggested: 14 hrs)
* **A05.LU.21. Developing Emotional Balance** (Duration suggested: 14 hrs)
* **A05.LU.22. Resolving Conflict Situations** (Duration suggested: 14 hrs)
* **A05.LU.23. Negotiation Styles and Techniques** (Duration suggested: 14 hrs)

**IN TRAINING CENTRE**

To create situations that encourage learning, offering a research approach that allows the students to discover concepts by themselves (by applying the so-called "discovery learning" that has proved to be one of the most effective methods for meaningful learning).

* Fostering conceptual progress through a clear presentation of the objectives in line with specific motivation of each participant.
* Creation of situations fostering confidence among the participants and the trainer.
* Learning from practical situations that can be applied on the job, thus allowing the transfer of knowledge.
* The participant is considered as an active agent and as the protagonist in the construction of his/her skill, in line with concrete work situations.

Professional posture of the trainer:

* Assumes an analyst / facilitator role, guiding students and encouraging their participation.
* Will raise open questions to facilitate group interaction and exchange of opinions.
* Will conclude each session with an analysis of the different contributions made by the participants, also sharing his / her own reflections.

Mean to be used:

* Filmed role-playing on the resolution of a conflictive situation, followed by a group analysis.

**E-LEARNING**

Opportunity to create virtual spaces to communicate.

* Schedule the work plan, combining individual and collective tasks. Plan the activities in detail, publicly communicating the assessment criteria and the deadlines for the tasks assigned.
* Foster the collaborative activities to be carried out in the classroom.
* Provide guidance and resources so that the students can undertake activities with autonomy.
* Provide virtual tutoring and continuous feedback to each participant on the assessment results and on each of the practical activities undertaken.
* Continues follow-up and monitoring of the participants’ learning to verify their progress and degree of compliance.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Theoretical / practical handbook that will serve to document each learning unit and motivate the student to study. This handbook should:
* Clearly outline the objectives of each learning unit and introduce the topic to be addressed.
* Have a clear, simple and easy to use structure.
* Have an appealing presentation with an attractive and easy to read typography.
* Present a good arrangement of illustrations to break with the monotony of content exposure.
* Include a selection of examples and self-assessment questionnaires.
* Use of a video and analysis on behalf of the participant on his/her ability to empathize.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Analysis and reflections on emotions and facial expressions.
* Keys to decode body language gestures.
* Specific characteristics of emotional intelligence: empathy.
* Analysis of practical case study related to specifics topics of each learning module.

ACTIVITY AO6 for Team Leaders: Organisation and Planning

* **A06TL.LU24. Organisation and Planning of Work with Team** (Duration suggested: 120 hrs)
* **A06TL.LU25. Monitoring the Work Progress with Team** (Duration suggested: 60 hrs)

A training model based on work based learning is proposed, where the learners discover a concept starting from the reality, examples and counterexamples, by practicing, observation and comparison of the activities and tasks.

**IN TRAINING CENTRE**

* Inductive method, where the skills will be acquired in a “workshop-class” by observing, testing, measuring, analysing, based on business practices, and in the classroom, by synthetic sequences, the acquisition, after the practical exercise, of transferable knowledge resulting from the "experience" at the workplace, as well as by analysis of problems encountered in the company.
* Group work will be fostered, mainly where the number of participants is important.
* Measuring progress through iterative and ever more complex activities.
* Demonstrative practice carried out by a model, often the trainer, or one or more learners already initiated in a company, mastering the professional gestures in front of the whole group: practical demonstration for visualizing and decomposing professional practices.
* Role playing calling on for spontaneity and free expression.
* Case studying to get closer to the complexity of real situations.

**IN COMPANY**

Observation, experimentation, manipulation, evaluation when achieving specific production activities:

* Establishment of time-based standards.
* Planning of activities and tasks (logical sequencing).
* Based on the drawings and working phases, establishment of the working materials and equipment list available and to rent.
* Establishment of a Gantt chart (including good orders, materials needed, etc.).

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company.
* Reading and interpreting construction plans/drawings.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* In order to carry out practical work activities, supports and teaching materials are required. They will be chosen according to the pedagogical objectives set by the trainer. The trainer may use:
* Real equipment for practice and case studies.
* Measuring and control instruments.
* Simulated hardware or systems (usually from computer software) allowing to visualize operation models or to understand concrete functioning of operations.
* The syllabus remains a classical support and is very useful for learners, if it respects certain conditions: structured, not definitely fixed support, which must be able to be updated according to the learning opportunities.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of real situations on worksite.
* Preparation of the grids for observation of real situations on worksite.
* Grids for observation of real situations on worksite fulfilled.
* Complete GANTT chart based on a given working situation and including all the documents needed.
* Training diary and internship reports.

ACTIVITY AO6 for Worksite Supervisors: Organisation and Planning

* **A06WSS.LU26. Organisation and Planning of Work on Worksite** (Duration suggested: 120 hrs)
* **A06WSS.LU27. Monitoring the Work Progress on Worksite** (Duration suggested: 60 hrs)

A training model based on work based learning is proposed, where the learners discover a concept starting from the reality, examples and counterexamples, by practicing, observation and comparison of the activities and tasks adjusted to their higher level of autonomy and responsibility.

**IN TRAINING CENTRE**

* Inductive method, where the skills will be acquired in a “workshop-class” by observing, testing, measuring, analysing, based on business practices, and in the classroom, by synthetic sequences, the acquisition, after the practical exercise, of transferable knowledge resulting from the "experience" at the workplace, as well as by analysis of problems encountered in the company.
* Group work will be fostered, mainly where the number of participants is important.
* Measuring progress through iterative and ever more complex activities.
* Demonstrative practice carried out by a model, often the trainer, or one or more learners already initiated in a company, mastering the professional gestures in front of the whole group: practical demonstration for visualizing and decomposing professional practices.
* Role playing calling on for spontaneity and free expression, focused on the management of human resources in specific work situations, including calculation of productivity factors.
* Complex case studying linked to real situations.

**IN COMPANY**

Observation, experimentation, manipulation, evaluation when achieving specific production activities:

* Establishment of time-based standards.
* Planning of activities and tasks (logical sequencing).
* Based on the drawings and working phases, establishment of the working materials and equipment list available and to rent.
* Establishment of a Gantt chart (including good orders, materials needed, etc.).
* Establishment of activities to be given to team leaders.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company.
* Reading and interpreting construction plans/drawings.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* In order to carry out practical work activities, supports and teaching materials are required. They will be chosen according to the pedagogical objectives set by the trainer. The trainer may use:
* Real equipment for practice and complex case studies.
* Measuring and control instruments.
* Simulated hardware or systems (usually from computer software) allowing to visualize operation models or to understand concrete functioning of operations.
* The syllabus remains a classical support and is very useful for learners even if at higher level, if it respects certain conditions: structured, not definitely fixed support, which must be able to be updated according to the learning opportunities.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written analyses of real situations on worksite.
* Preparation of the grids for observation of real situations on worksite.
* Grids for observation and analysis of real situations on worksite fulfilled.
* Complete GANTT chart based on a given working situation and including all the documents needed.
* Training diary and internship reports.
* Reports based on personal and complex reflection.

ACTIVITY AO7: Digital Competence

* **A07.LU.28. The basics of the operating system Windows, the text processing Word and the e-mail program Outlook** (Duration suggested: 16 hrs in training centre)
* **A07.LU.29. Construction site management with support of Microsoft programs** (Duration suggested: 16 hrs in training centre)
* **A07.LU.30. Advanced operating system Windows and Microsoft Office programs** (Duration suggested: 24 hrs in training centre)
* **A07.LU.31. The basics for using internet** (Duration suggested: 16 hrs in training centre)
* **A07.LU.32. Using the Internet safely - Application possibilities and limits** (Duration suggested: 16 hrs in training centre)
* **A07.LU.33. Using Internet for technical and business development in practice** (Duration suggested: 16 hrs in training centre)

The learning units proposed can be easily customisable and grouped together to create larger modules, but in this case it is highly recommended to privilege discontinuing training.

**IN TRAINING CENTRE**

* Each learning unit can be split in several 4 hour sequences that can be organised as continuing or discontinuing training.
* Discontinuing training should be privileged to enable learners to experience their learning outcomes in concrete work situations without direct intervention of trainers.
* Learning based in the creation of situations (to be solved) by the learners themselves: case studying.
* The trainers (experienced in the construction sector) intervene as resource and support. They do not suggest solutions immediately, but invite learners to find them by themselves first.
* Learning by doing to gradually get used to using internet, including search engines, downloading and uploading documents and data bases with data protection.
* Learning by doing to gradually get used to selecting and using various IT applications adjusted to appropriate work situations.
* Learning by doing to gradually get used to protect her/himself against malware of any kind, with a progressively developed capacity of critical review of contents (emails, blogs, forums, etc.).

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company for information or instruction purposes.
* Dialogue via email or other virtual means with trainer (or virtual coach) based of concrete productions and leading to problem solving.
* Video conferencing system (for example: Adobe Connect, Skype or Teamview).

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Internet connection, adapted usage rights for lecturer and participant; headset.
* Documents: list of case studies for different problem solving situations, forms to be fulfilled, sketches or photos (if relevant), prefabricated texts, tables and graphics for answering questions, pattern solutions.
* PC or notebooks with adjusted Software: Current MS Windows version, Current MS Office version, especially MS Word.
* Databases, working with Microsoft systems, basics of project planning and mind maps, working with Microsoft environment.
* E-mail- and synchronous communication with a TeleCoach International® (if relevant).
* Video-projector.

**PRODUCTIONS REQUIRED FROM LEARNERS**

Examples of the productions (required according to the specific learning objectives):

* Printable Word documents produced.
* Emails with attachments to different addresses sent.
* Various databases created.
* Grids, timesheets, schemes, work flow plans and mind maps created.
* Advanced formatted Word documents.
* Excel sheets for calculation.
* PowerPoint presentations.
* Examples of a right use of Outlook.
* **A07.LU.34. The basics for dealing with social media** (Duration suggested: 12 hrs in training centre)
* **A07.LU.35. Using social media for technical and business development** (Duration suggested: 12 hrs in training centre)

The learning units proposed can be easily customisable and grouped together to create larger modules, but in this case it is highly recommended to privilege discontinuing training. Given that social media are constantly on the move and are developing rapidly, pedagogical methods must therefore be continuously updated and developed in a short time.

**IN TRAINING CENTRE**

* Each learning unit can be split in several 4 hour sequences that can be organised as continuing or discontinuing training.
* Discontinuing training should be privileged to enable learners to experience their learning outcomes in concrete work situations without direct intervention of trainers.
* Learning based in the creation of situations (to be solved) by the learners themselves: case studying.
* The trainers (experienced in social networking) intervene as resource and support. They do not suggest solutions immediately, but invite learners to find them by themselves first.
* Learning by doing to gradually get used to using internet, including search engines, downloading and uploading documents and data bases with data protection.
* Learning by doing to gradually get used to selecting and using various IT applications adjusted to appropriate work situations, by progressively knowing the scope of various applications and their limits.
* Learning by doing to gradually get used to protect her/himself against malware of any kind, with a progressively developed capacity of critical review of contents (emails, blogs, forums, etc.).
* Learning by doing to gradually know time and costs for social networking.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company for information or instruction purposes.
* Dialogue via email or other virtual means with trainer (or virtual coach) based of concrete productions and leading to problem solving.
* Basics of social networking and knowledge of current browsers.
* Communication through social media.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Internet connection, adapted usage rights for lecturer and participant; headset.
* Smartphones, PC or notebooks with adjusted Software: Current MS Windows version, Current MS Office version, especially MS Word, as well as several appropriate applications.
* E-mail- and synchronous communication with a TeleCoach International® (if relevant).
* Access to the platforms like Twitter, XING, Facebook or YouTube.
* Structural features
* Applications, limitations and dangers of social media
* Video conferencing system (for example: Adobe Connect, Skype or Teamview).
* Video-projector.

**PRODUCTIONS REQUIRED FROM LEARNERS**

Examples of the productions (required according to the specific learning objectives):

* Proves of efficient and critical communication through various social media.
* Documents, videos or other presentations produced and published on various social media.
* **A07.LU.36. The basics for dealing with Auto-CAD** (Duration suggested: 16 hrs in training centre)
* **A07.LU.37. Read and understand CAD drawings** (Duration suggested: 16 hrs in training centre)
* **A07.LU.38. The basics for dealing with BIM** (Duration suggested: 16 hrs in training centre)
* **A07.LU.39. Read and understand BIM files** (Duration suggested: 16 hrs in training centre)

The learning units proposed can be easily customisable and grouped together to create larger modules, but in this case it is highly recommended to privilege discontinuing training.

Auto-CAD and BIM trainings are very personal and ordinary time consuming, given that the majority of participants usually have no prior knowledge. Some programs are not comparable to Microsoft Office environment. Therefore, the participants must be familiar with the Windows features. Moreover, they have to master some prerequisites, like ALLPLAN to follow BIM.

BIM is active in Europe since several years as a planning and execution tool at all levels and for all sectors involved. It will become a standard tool for the construction industry and subcontracting branches.

**IN TRAINING CENTRE**

* Each learning unit can be split in several 4 hour sequences that can be organised as continuing or discontinuing training, with an interactive progression and ever more complex case studies.
* Discontinuing training should be privileged to enable learners to experience their learning outcomes in concrete work situations without direct intervention of trainers and to foster reflection and understanding of the processes.
* Learning based in the creation of situations (to be solved) by the learners themselves: case studying. The purpose is to be skilled in problem solving of real work situations and not only mastering the tool.
* The trainers do not suggest solutions immediately, but invite learners to find them by themselves first: learning by doing.

**E-LEARNING**

* Individual work consisting in exploitation of digital resources, in line with instructions given in training centres and moderated by the observations made in company for information or instruction purposes.
* Dialogue via email or other virtual means with trainer (or virtual coach) based of concrete productions and leading to problem solving.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Internet connection, adapted usage rights for lecturer and participant; headset.
* Smartphones, PC or notebooks with adjusted Software. Current MS Windows version
* Video-projector.

SPECIFICALLY FOR AUTO-CAD:

* Current Auto-CAD version explanations as hard-copies (if relevant).
* Prefabricated CAD files (partly with errors).

SPECIFICALLY FOR BIM:

* Ground plans, cuts, views and description of a detached house.
* BIM software, including BIM viewers and BIM models.
* Prefabricated CAD- and BIM-files, partly with errors.

**PRODUCTIONS REQUIRED FROM LEARNERS**

Examples of the productions (required according to the specific learning objectives):

* Presentation of preselected information.
* Grids for observation and analysis of work situations in company.
* 2D drawings and sketches, digital documents and models.

ACTIVITY AO8: Working under Pressure

* **A08.LU.40. How to work under pressure and to deal with an emergency** (Duration suggested: 16 hrs in training centre)

**IN TRAINING CENTRE**

Use active methods, anchoring the training in the professional reality of the trainees, using the dynamics of groups enabling the participants to recognise what are positive and negative pressures, as well as to recognise the signs of when stress can cause illness.

* Start with brainstorming in order to understand and feel the needs of the trainees and create learning situations.
* Emphasize the importance of the knowledge they will acquire, the practical usefulness of techniques to gain resilience to pressure.
* Use the expository method only for brief expository sessions), privileging techniques of participatory exposure.
* Use the demonstrative method (motivating, presenting, guiding and empowering the trainee) on how to prioritise and to evaluate lots of tasks at once.
* Use the Interrogative method (applied to explanatory or demonstrative content), through dialogue or debate, using questions directed to reasoning and creative questions enabling the trainees to understand better what happens to their mind and body when they overload it with stress and how to protect themselves against pressure.
* Elaborate conditions for implementation of learning outcomes in concrete work situations.

**E-LEARNING**

Opportunity to create virtual spaces to communicate.

* Schedule the work plan, combining individual and collective tasks. Plan the activities in detail, publicly communicating the assessment criteria and the deadlines for the tasks assigned.
* Foster the collaborative activities to be carried out in the classroom.
* Provide guidance and resources so that the students can undertake activities with autonomy.
* Provide virtual tutoring and continuous feedback to each participant on the assessment results and on each of the practical activities undertaken.
* Continues follow-up and monitoring of the participants’ learning to verify their progress and degree of compliance.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Theoretical / practical handbook that will serve to document each learning unit and motivate the student to study. This handbook should:
* Clearly outline the objectives of each learning unit and introduce the topic to be addressed.
* Have a clear, simple and easy to use structure.
* Have an appealing presentation with an attractive and easy to read typography.
* Present a good arrangement of illustrations to break with the monotony of content exposure.
* Include a selection of examples and self-assessment questionnaires.
* Use of a video and analysis on behalf of the participant on his/her ability to empathize.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Analysis and reflections on emotions and expressions when stress and pressure.
* Analysis of practical case study related to specifics topics relating to stress and pressure.

ACTIVITY AO9: Integration and Globalisation / Identification with the Organisation

* **A09.LU.41. Factors affecting operations of companies in construction sector** (Duration suggested: 8 hrs in training centre)
* **A09.LU.42. Company mission, strategy, values and policy and its implementation in practice** (Duration suggested: 8 hrs in training centre)
* **A09.LU.43. Ethics on construction site: rules, consequences and techniques** (Duration suggested: 8 hrs in training centre)

**IN TRAINING CENTRE**

Use active methods, anchoring the training in the professional reality of the trainees, using the dynamics of groups enabling the participants to recognise what is positive and negative in the environment affecting companies.

* Brainstorming and debate on in order to understand modern construction companies, types of factors influencing operations on construction site, their classification and interactions among them.
* Use the expository method only for brief expository sessions), privileging techniques of participatory exposure.
* Case studies based on previous experience or projects.
* Workshop on communication and link between company mission, strategy, values, policy and implementation of projects.
* Use the Interrogative method (applied to explanatory or demonstrative content), through dialogue or debate, using questions directed to reasoning and creative questions.
* Discussion about experience on implementing new routines.
* Work in groups: deontological and consequential reasoning practice; evaluation of decisions taken.
* Elaborate conditions for implementation of learning outcomes in concrete work situations.

**E-LEARNING**

* Opportunity to create virtual spaces to communicate.
* Preliminary information done via e-learning.

**MATERIAL AND VIRTUAL TOOLS TO BE USED**

* Theoretical / practical handbook that will serve to document each learning unit and motivate the student to study.
* Tables in island setting.
* Camera with a screen or projector.

**PRODUCTIONS REQUIRED FROM LEARNERS**

* Written or oral proof of understanding, reasoning, weighting different arguments and making a positive self-evaluation.
* Plans of actions in work situations.[](http://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjH-7Tyi8XWAhWBtxoKHdB4A2IQjRwIBw&url=http://www.3d2b.com/blog/tele-services/channel-development/channel-partner-marketing-tips.html&psig=AFQjCNEEAClpT_5iFT2U6wemsVGxWrCZZQ&ust=1506592302937858)

**PART TWO**

**SUGGESTED ASSESSMENT METHODS**

|  |  |  |
| --- | --- | --- |
| **LEARNING UNITS** | **TOPICS TO BE ASSESSED** | **METHODS & TOOLS SUGGESTED** |
| **A01TL.LU.01. Social regulation and safety standards in the management of the teams on worksite** | Ability to take into account safety and health at work in the following phases:   * To define and mobilize the material and human resources for the work team. * Organize the day-to-day work of a work team * Implement the construction elements. * Monitor and manage the relationships within the work team. | The jury shall be designated by the competent territorial representative of the organisation certified for the leading of Health and Safety topics in the (French) Construction Sector (called INRS in France). It is made up of professionals of the trade concerned. The evaluation is mainly done by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   Evaluation with simulators in classrooms or in real conditions on worksite. |
| **A01TL.LU.02. Organization of the work for a team on worksite** | Ability to implement appropriate organisational schemes in the following phases:   * To define and mobilize the material and human resources for the work team. * Organize the day-to-day work of the work team. Capitalise the day-to-day work organisation in bigger units. * Organize the implementation of the construction elements. * Monitor and manage the relationships with and inside of a work team within the framework of the organisations conceived. | When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the technical file related to an organizational project which is handed over to it, the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1 ½ to 4 ½ hours). |
| **A01TL.LU.03. Techniques of communication and solving problems within the team and on worksite** | 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. |
| **A01TL.LU.04. Proximity management function to achieve the production objectives** | Ability to take choose and apply appropriate behaviour; theoretical knowledge and empiric methods and tools at work in the following phases:   * When defining organisational schemes and choosing the material and human resources for the achieving of assigned goals with the work team. * When organising, putting forward and controlling the day-to-day work of the work team. * When organising the implementation of the construction/production process (considered as a global activity within a more systemic approach). * When monitoring and managing relationships within the work team. |
| **A01TL.LU.05. Team leader as a tutor** | Ability to take choose and apply appropriate tutorship methods and tools at work:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. |
| **A01WSS.LU.06. Planning and organisation of human resources** | Evaluation criteria:   * Organisational choices respect regulations, specifications formulated by customers, corporate orientations and available means (human, material and financial). * Green aspects (waste treatment & energy saving) are integrated in the organisational and functional models in a realistic and rational way. * The organizational schemes are in line with the implementation schedules. * Organizational schemas present a logical scheduling of tasks. * The operating procedures include the methods of execution that are exploitable by the on-site teams. * Risk situations are foreseen in the organizational schemes. * The daily schedules give a good positioning of the teams in respect of the dates and deadlines. * The identification of the singular points in the organization is exhaustive. * An in-depth knowledge of the chronology and the techniques of implementation is demonstrated by a good understanding of the work to be accomplished by workers, team leaders and sub-contractors. | The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the workers-trainers on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the technical file related to an organizational project which is handed over to it, the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 1.30 to 2½ hours).   Evaluation process may also include:   * Technical interviews. * Professional questionnaires. * Questions further to assessment situations on worksite. |
| **A01WSS.LU.07. Social regulation for the management of the teams on worksite** | Starting from the specifications for the execution of the worksite, give evidence of:   * Complex and exhaustive integration of social, health and safety prescriptions to the models of execution of the work assigned to teams and subcontractors, as well to the organisational schemes. * Taking into account of transversal aspects and interactivity on worksite when conceiving and communicating social, health and safety prescriptions to teams and subcontractors. * Conformity of operational models to the requirements in terms of social, health and safety prescriptions. * Evaluation of risks of non-observation of social, health and safety prescriptions. | The jury shall be designated by the competent territorial representative of the organisation certified for the leading of Health and Safety topics in the (French) Construction Sector (called INRS in France). It is made up of professionals of the trade concerned. The evaluation is mainly done by observing the practices implemented on worksite:   * Assessment of the quality of the information and the quality of the instructions given to the teams and subcontractors on site. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the application of the instructions by workers.   Evaluation with simulators in classrooms or in real conditions on worksite. |
| **A01WSS.LU.08. Strategies, methods and techniques of communication to achieve production objectives and quality control** | Ability to take choose and apply appropriate communication methods and tools at work in the following phases:   * When defining and choosing the material and human resources for the work team. * When organising the day-to-day work of the work team. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team.   Particular topics to be assessed:   * The instructions are expressed in a directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. * The listening, the attitude, the comments and the decisions envisaged are likely to soothe and reassure the collaborators. * Interventions and explanations are formulated with the appropriate technical words, in a clear, concise and complete manner. * The information transmitted to the company management, to the customers and to the sub-contractors is relevant, detailed, fair, transferable and usable by different services or persons. * The rationales for the decisions taken are substantiated. | When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the communication strategies and practices implemented on worksite or by organizing simulations in classrooms (Assessment on File) on the basis of the communicational case study or project (presented in a file). The candidate must perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may vary (from 1 ½ to 2 ½ hours). |
| **A01WSS.LU.09. Building and maintaining leadership of worksite supervisor** | 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. | When the training leading to a certification and/or qualification level, the jury shall be designated by the competent territorial representative of the Ministry responsible for employment (in France). It is made up of professionals of the trade concerned.  The evaluation is done either by observing the practices implemented on worksite:   * Assessment of the quality of the processes conceived and put forwards with teams on worksite. * Assessment of the reaction to the understanding of the instructions given. * Assessment of the candidate's reaction to the reactions of workers in problem solving situations.   … or by organizing simulations in classrooms as follows (Assessment on File):   * On the basis of the systemic and complete case study (presented in a file), the candidate must, on the last day of training, perform the work requested. The requirements may vary depending on the number of credits to be obtained. The time of the test may also vary (from 2½ to 4½ hours). |
| **A01WSS.LU.10. Worksite supervisor as a tutor** | Ability to take choose and apply appropriate tutorship methods and tools at work:   * When defining and choosing the material and human resources. * When organising the day-to-day work. * When organising the implementation of the construction/production process. * When monitoring and managing relationships within the work team. * When reporting and developing contacts with hierarchy and customers. |
| **A02.LU.11. Communication** | Ability to:   * Trace elements of interpersonal communication. * Make use of principles and techniques of management and motivating. * Manage efficiently interpersonal communication. * Combine individual and group communication techniques as well as work contexts to improve individual and collective performance. * Motivate individuals and groups through various work stages. | Teacher and technical advisor should use the following tools:   * Multiple choice questionnaire. * Case simulation. * Debate on a specific topic suggested.   Evaluation process may also include:   * Technical interviews. * Questions further to assessment situations on worksite (if any). |
| **A02.LU.12. Interview management techniques** | Ability to:   * Carry out orienteering interviews with appropriate techniques. * Carry out motivational interviews with appropriate techniques. |
| **A02.LU. 13. Capacity building processes** | Ability to:   * Identify skills, knowledge and competences with appropriate methods. * Assess skills, knowledge and competences with appropriate methods, techniques, tests and assessment grids. * Apply and interpret performance indicators. * Combine technical skills in in order to assess worker and group progress, thus determining the limits. |
| **A03.LU.14. Leadership Processes** | REGARDING TEAM LEADERS  Ability to:   * Identify key differences in the various styles of Leadership. * Select among the various styles of leadership the best suitable one according to work situations and contexts. * Encourage each worker in achieving of the objectives identified. * Split and share the tasks to achieve the objectives, by enunciating a sequence of tasks, organizing timelines and delineating timings. * Apply motivational techniques, aiming to develop the team's potential by implementing an optimized work culture. * Position the team leader company and at worksite with attributions related to initiative and proactivity.   REGARDING WORKSITE SUPERVISORS  Ability to:   * Critically relate the key differences in the various styles of leadership. * Apply different forms of leadership, considering the characteristics of the teams as well as considering the company strategy. * Encourage the role of each collaborator in achieving of the objectives specified. * Apply motivational techniques in a flexible and creative way, aiming at developing the team's potential, implementing an optimized work culture that meets the expectations of top management and organization; * Design, plan, execute, control and evaluate the steps necessary to achieving of the objectives. * Define the role of middle management in the company and specify initiative and proactivity that it is expected. * Promote understanding of potential reasons behind the change (if any). | Training assessment grid that covers the learning outcomes identified, as well as their practical implementation in work situations (transfer towards professional practice).  Potential use of ECVET methodology. |
| **A03.LU.15. Optimization of teams** | REGARDING TEAM LEADERS  Ability to:   * Adapt strategies and work plans, listening for suggestions and taking advantage of the talents of team members. * Invest in the relationship between team members and dialogue on the potentials and constraints. * Adapt techniques of motivation, personal and social influence and conflict resolution. * Apply reinforcement strategies, assuming the role of facilitator. * Apply objective and clear communication techniques. * Apply self-evaluation mechanisms to improve performance in different activities and tasks. * Give feedback to both the team members and the superiors. * Interpret with the team the importance of improvement action plans. * Motivate team members through effective models of collaboration.   REGARDING WORKSITE SUPERVISORS  Ability to:   * Select and adapt strategies and work plans in an articulate way, listening for suggestions and taking advantage of the talents of team members. * Apply supervisory techniques. * Apply reinforcement strategies to team leaders, guaranteeing them high levels of motivation with impact on the workers. * Apply creative methods that reflect the importance of teamwork, like  self-assessment tools, to mobilize the teams. * Evaluate and give feedback to team leaders and workers. * Define objective means and methodologies necessary for the achievement of planned results. * Set up a clear controlling. | Training assessment grid that covers the learning outcomes identified, as well as their practical implementation in work situations (transfer towards professional practice).  Potential use of ECVET methodology. |
| **A03.LU.16. Communication models and Emotional Leadership** | REGARDING TEAM LEADERS  Ability to:   * Apply assertive and inspiring communication strategies, listening for suggestions and taking advantage of the talents of team members. * Provide feedback to promote mutual trust that allows to avoid risks and deviations from initial objectives. * Recognise initiative and creativity of workers by including them in the creation of functional models. * Demonstrate an emotional self-mastery and empathy by finding an emotional balance. * Involve team in change processes by collecting suggestions on how to manage new situations. * Promote self-evaluation mechanisms. * Analyse and synthetize information and effectively communicate it to the team.   REGARDING WORKSITE SUPERVISORS  Ability to:   * Select and apply effective communication models to adapt them to the teams. * Take advantage of the talents of the team members. * Conceive and execute team-building activities to promote a relationship based on mutual trust. * Demonstrate knowledge of the actions fostering initiative and creativity of the teams. * Use interpersonal communication strategies that have a positive impact on the team, with emotional self-mastery and empathy, through a right emotional balance. * Conceive solutions for the team facing change. * Lead the joint elaboration of improvement actions plans through organizational effectiveness. | Training assessment grid that covers the learning outcomes identified, as well as their practical implementation in work situations (transfer towards professional practice).  Potential use of ECVET methodology. |
| **A04.LU.17. SAFETY AND HEALTH AT WORK. GENERAL RISKS AND PREVENTION** | Ability to:   * Identify the activities pertaining to work safety and health in the basic normative framework that regulates the construction sector. * Recognize the occupational risks of a general character in work environments, as well as the prevention systems. * Distinguish the different preventive concepts (the concept of risk in contrast with the concept of danger). * Infer with autonomy and responsibility the occupational risks in construction works, basing on the related general risks reviewed in this topics. | * A multiple choice questionnaire is advised to assess theoretical knowledge in terms of assimilation of concepts, methods and practices to put forwards. * Level of practical skills and abilities can be assessed by the trainer during simulations observed with specific evaluation grids (certified by appropriate national or regional bodies). |
| **A04.LU.18. SAFETY IN CONSTRUCTION** | Ability to:   * Monitor and control basic preventive actions according to the Health and Safety Plan of the work and the specific regulations for construction works, checking the proper use of equipment and labour resources. * Observe the required documentation regarding risk prevention. * Assimilate the risk prevention documentation (specific in construction sector) with the work site organization (phases) and functions. * Trace the protection measures with the information content in the documentation. |
| **A04.LU.19. EMERGENCY PLANS AND FIRST AID** | Ability to:   * Act in emergencies and first aid situations, in order to minimize damage and meet fast, effective and safe way to injured workers, communicating and coordinating with the established leaders and emergency services, and managing the first interventions for that purpose. * Analyse the content of the emergency plan. * Conceive an emergency action or to follow the indications from the emergency chief at all the stages of an emergency situation. |
| **A05.LU.20. Emotion, conflict and performance** | Ability to:   * Identify the main emotions and reactions, expressions generated. * Explain through the analysis of a case study the feelings and emotions produced. * Describe the basic elements in conflict resolution. * Achieve a consensus. * Control emotions and anger. | * Multiple-choice test (70%): Online questionnaire consisting of multiple response items. The questionnaire with a time limit of 30 minutes; a maximum of two resolution attempts will be permitted. The highest score obtained will be the final qualification applied. * Collaborative Forum (10%): Participation in the forum will be rated on a scale of 0 to 10. * Individual practical exercise (20%): the exercise will be rated on a scale of 0 to 10. |
| **A05.LU.21. Developing emotional balance** | Ability to:   * Describe our own emotional profile through analysis of case studies. * Put forward interpersonal communication practices to improve mutual understanding. * Identify his/her own positive aspects and those of the teams and other business partners. |
| **A05.LU.22. Resolve conflictive situations** | Ability to:   * Identify the main emotions and reactions, expressions generated. * Explain the feelings and emotions produced. * Explain the importance of emotional balance. * Describe the basic elements in conflict resolution. * Achieve a consensus. |
| **A05.LU.23. Negotiation styles and techniques** | Ability to:   * Identify the personal traits of the participants in a negotiation and the different negotiation styles used. * Use communication techniques and positive strategies. * Describe the techniques that can be used in a negotiation process. * Prepare a negotiation process with all its components. |
| **A06TL.LU.24. ORGANIZATION AND PLANIFICATION OF WORK WITH TEAM** | The auditor must be able to apprehend, analyse and suggest realistic solutions to concrete problems of professional life:   * Understand the different planning methods regarding different activities and their duration, human resources, means and material needed. * Assume the coordination regarding the supply of materials (according to the planning). * Assume synchronization of the workers and contractors. * Implement the security of the working site. * Establish and draw up the installation plan. * Determine the moving / motions / access on the working site. * Determine the places for the storage of materials, equipment, etc. * Locate the power sources. * Define the access roads, road signs, fencing, lighting, Hygiene, sanitary, facilities, etc. * Identify and list the administrative and technical documents. * Delivery control (corresponding to standards and order note). * Check-list for equipment and materials. * Minutes drafting. | Learning outcomes will be evaluated in line with work situations (real or simulated), prepared and defended orally in front of a trainer, company owner, as well as of a representative of a certification body if any.  An intermediate evaluation in case of long modules can also be organized. Therefore, at the end of the different modules, an integrative evaluation will take place with the aim to assess essential skills acquired during the training path.  The evaluation process is composed of:   * Written test. * Technical file showing the mobilization of several skills to solve a complex and contextualized problem, highlighting the sense of analysis and synthesis: personal work demonstrating an integration of transversal and specific competences in the field of organization and planning.   The preparation of the test and of the file mentioned above can be monitored by a trainer.  The work will be evaluated both in written and in oral form.  The technical file will enable the assessor to verify that the auditor controls, coordinates and plans the work correctly and that he manages the day-to-day planning of the work.  Therefore, the auditor will prepare a technical complete file for the organization of the working site.  The file could relate to a project aiming at the construction of a single-family home for team leaders and could be public tender or apartment house for worksite supervisors.  The evaluation process suggested can lead to a formal recognition of qualification. |
| **A06TL.LU. 25. MONITORING THE WORK PROGRESS WITH TEAM** | The auditor must be able to demonstrate the capability of the quality checking with appropriate methods and by respecting deadlines. |
| **A06WSS.LU.26. ORGANIZATION AND PLANIFICATION OF WORK ON WORKSITE** | The auditor must be able to apprehend, analyse and suggest realistic solutions to concrete problems of professional life:   * Read, retrieve and interpret data on a plan. * Restore and summarize the scope of the various safety and environmental regulations. * Describe the various factors that promote quality on the building site. * Master the different planning methods, included implementation (MS Project, ICT). * List the various steps of the construction site in a chronological order. * Calculate a quote based on a defined project. * Elaborate a planning according to a specific project. |
| **A06WSS.LU. 27. MONITORING THE WORK PROGRESS ON WORKSITE** | * Restore the safety rules and the uses of safety equipment. * List the possible risks on site, identify and analyses them in order to be able to propose alternative solutions. * Understand an offer and extract the useful Information. * Draw up a subcontracting offer. * Read a comparative table, extract the useful data and achieve a comparative table. * Master adequate tools in order to find subcontractors and establish a contact list. * Identify and select the suitable tools, linked to the needs. * Organize the storage and the management materials and equipment. * Implement a material management policy taking into account health and safety prescriptions. * Create an organization chart. |
| **A07.LU.28. The basics of the operating system Windows, the text processing Word and the e-mail program Outlook** | Participants master the basics of the operating system Windows, the text processing Word and the e-mail program Outlook. They are able, among others, to send e-mails with to different addresses. Participants are able to received e-mails with attachments from different addresses and open them. | Given that these sessions are conceived as short and auxiliary, they do not end with a formal evaluation leading to independent certification, but rather with a formative evaluation of what is acquired and what are the areas for improvement. Therefore, an immediate and individual feedback is given to learners by the trainer.  Moreover, methods avoiding formal and evaluative comparison of sketches and texts, databases, work flow plans, tables, texts and other various presentations are used in face-to-face situations and online. |
| **A07.LU.29. Construction site management with support of Microsoft programs** | Ability to:   * Create simple databases with MS Access by template. * Create simple work flow plans for the site using MS Power Project. |
| **A07.LU.30. Advanced operating system Windows and Microsoft Office programs** | Ability to:   * Handle and use the Word functions with confidence. * Create Excel tables and know the most important functions. * Create and explain simple PowerPoint presentations. * Create appointment and task scheduling with Outlook. |
| **A07.LU.31. The basics for using internet** | Ability to:   * Conduct targeted Internet searches with several search. * Download and store content. * Identify dangerous content (e-mail) and malware. |
| **A07.LU.32. Using the Internet safely - Application possibilities and limits** | Ability to:   * Conduct targeted complex Internet searches with several search. * Download and store multiple contents. * Prevent form dangerous content (e-mail) and malware. |
| **A07.LU.33. Using Internet for technical and business development in practice** | Ability to:   * Search and download important data, tutorials and instructions. * Formulate an action statement for their employees. |
| **A07.LU.34. The basics for dealing with social media** | Ability to:   * Select and open You Tube files. * Search for communities and log in there. * Communicate with other participants in real time. * Master the mechanism of legal and data security. |
| **A07.LU.35. Using social media for technical and business development** | Ability to:   * Select, open and upload YouTube files. * Create own documentations (photos, videos) and exchange data. * Estimate and schedule the time and costs for social media. |
| **A07.LU.36. The basics for dealing with Auto-CAD** | Ability to:   * Manage the working area of specific software CAD. * Achieve and/or modify graphic works with the referring symbols in the architectural design and respecting the graphic standards of the work group. * Obtain measures from the graphic work. |
| **A07.LU.37. Read and understand CAD drawings** | Ability to:   * Manage complex working areas of specific software CAD. * Achieve and/or modify complex graphic works with the referring symbols in the architectural design and respecting the graphic standards of the work group. * Obtain measures from the complex graphic work. |
| **A07.LU.38. The basics for dealing with BIM** | Ability to:   * Handle various software (like Tekla BIM Sight) sovereignly (tools, navigation). * Open and read BIM files for validation and comparison. * Recognize collision and errors and communicate them to the planner. * Recognize changes and communicate them to collaborators. |
| **A07.LU.39. Read and understand BIM files** | Ability to:   * Manage the working area of specific software BIM. * Build 3D models: rendering and project documents during the different development phases, project database and views, monitoring techniques of the BIM model quality such as the Model Checking. |
| **A08.LU.40. How to work under pressure and to deal with an emergency.** | Ability to:   * Understand the requirements of the customer and to use the workforce in the best way possible to achieve these goals. * Think clearly about how you can overcome any unforeseen problems and obstacles without disrupting the work and effecting the work schedule. * Show and tell how overcome unforeseen problems. * Choose the most cost-effective, most time-effective solution and evaluate lots of tasks at once. * Manage their own time effectively, work to a schedule and ensure work is completed as scheduled. * Delegate tasks to achieve and spread the work load by a demonstration with a Time Table – tasks distribution. * Clear speaking, explaining and justifying. * Link tasks with different trades. Clear understanding of tasks. Good time management. * Determine and implement the relation between the workloads with the potential stress development. | Learners would have to provide a written testimony that would be verified by the tutors and employers. On-site assessment and professional discussions would also be implemented.  Training assessment grid that covers the learning outcomes identified, as well as their practical implementation in work situations (transfer towards professional practice).  Potential use of ECVET methodology. |
| **A09.LU.41. Factors affecting operations of companies in construction sector** | Ability to:   * Explain the risks related to subcontractor failure to deliver services. * Explain legal and financial limits to workers. * Provide a balanced review of risks and opportunities that includes a range of factors. * Identify and present the influence of selected factors on procedures and work organization. * Provide a detailed analysis of factors influencing the production process and to adjust the message to the interlocutor. | * One or two assessors needed, competent in the field. * The assessment can be written or oral. * Observation of workgroup. * 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. * Concrete tools are needed to be developed (questionnaires, case studies, etc.). * Written assessment should take 1-2 hours, depending on the level of required knowledge (e.g. reflecting EQF 4 or 6) * Oral assessment should take no more than 20 minutes per participant. |
| **A09.LU.42. Company mission, strategy, values and policy and its implementation in practice** | Ability to:   * Communicate according to rules of effective communication. * Provide a detailed account including reasons and causes for the company policy. * Adjust the message to the interlocutor. * Identify activities and positions likely to be affected by the policy. * List potential risk for the policy implementation when proposing actions and activities. * Undertake actions for sustaining the routine in the company. * Change work plans if necessary. |
| **A09.LU.43. Ethics on construction site: rules, consequences and techniques** | Ability to:   * Identify and analyse potential conflicts between decisions taken and company codes/rules. * Formulate deontological assessment of situation. * Describe the consequences of the decisions taken for stakeholders in terms of personal gains and losses compared to alternative decisions. |

**PART THREE**

**RECOMMENDATIONS FOR A COMMON METHODOLOGICAL FRAMEWORK**

GENERAL CONTEXT

ConstructyVET project is oriented towards the qualifications likely to be certified at levels 4 and 5 (EQF), addressing either younger people (initial education), or unemployed and unoccupied individuals in research of professional integration or reorientation, as well as for upgrading and strengthening the skills of workers having their jobs.

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjSl6fS-sLWAhXG0xoKHYKqC1oQjRwIBw&url=https://fr.dreamstime.com/photos-stock-le-groupe-d-%C3%A9quipe-avec-la-course-rouge-d-homme-du-chef-d-sur-le-travail-reli%C3%A9-embraye-image36634223&psig=AFQjCNGmoFgWR1Fh5cDYTvxeMTIuYsMa9Q&ust=1506518962403365)Analysing the information from the different experiences made by all the partners involved in the project, it has been found that a modular training proposed can be adapted to any target group and to any skills and competences addressing the position of team leader and worksite supervisor. Moreover, the proposed training modules matching specific learning outcomes can be put forward within different learning contexts and frameworks: autonomous training delivered exclusively in training centres, training shared with companies (mainly, but not exclusively apprenticeship) or shorter online courses. The scheme below sums up different training situations identified by the partners of the ConstructyVET project, where the trainee (whatever the status) is always placed in the centre of interest.

**Scheme 3: Potential Paths of Learning Process analysed by the Partners**

The paths proposed within the project can be considered as:

* **Initial vocational training,** intended mainly (but not exclusively) to young people who come for the first time in the world of work. In this case, the partners paid a specific attention to two forms of learning, where professional experience was blended with courses or classes in training centres:
* Apprenticeship (training shared with companies in systematic way, with more periods in companies than in training centres).
* Internships in companies (the number and intensity of which vary from one learning context to another; training centre is therefore considered as the main source of knowledge and skills).

These paths should lead to the acquisition of a recognized qualification that will vary from one partner country to another.

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjJz_7y7sLWAhVEtxoKHXUhCmMQjRwIBw&url=https://fr.123rf.com/clipart-vecteurs/power_point.html&psig=AFQjCNG5aOKxpSDJRyEoXawpl6oCwGeIuQ&ust=1506515802666952)

In both cases, a key role is also played by the company tutor who will have to accompany the trainee either during the entire apprenticeship period, or when implementing the learning outcomes in the professional context once the training process achieved.

* **Continuous professional training** for people who already work and intend to improve their skills, or people excluded from the labour market and who want to qualify themselves for a new or a better job.

Regarding training paths intended to adult beneficiaries (employed and not), **training must be split in short modules** mainly for two reasons:

* Do not severely affect the company's business activities (otherwise, the company will be reluctant towards the training project).
* Do not cramp the training for those who are no longer accustomed to attend lessons or courses (given they have abandoned school for years).

Moreover, an adult is a person who has already built a certain experience, knowledge and mental schemes. Therefore, training paths intended to them must take into account specific conditions and characteristics like potential individual pride, need of self-confidence and self-esteem, in addition to specific professional skills. Thus, continuous professional training, should also foresee:

* Specific welcome procedures to accompany and guide adults during their learning process.
* Acquisition of specific skills related to work and social life.
* Extension of knowledge, culture in general and the most widespread technologies.

COMPETENCE BASED APPROACH

Given that the qualifications targeted are likely to be certified at EQF levels 4 (team leader) and 5 (worksite supervisor), with clear operational competencies to be acquired, a competence based approach should be privileged, where company is considered simultaneously as a venue for learning and as a field of implementation of learning outcomes. Within such an approach where competence (understood as skill put in a context) is central for the project partners, training centre is a venue for the consolidation of a work based learning and for the formal recognition of the learning outcomes.

A competence based approach implies that learners, whatever their status, work in a project mode. It means that they will have to specify the topic on which to work, in relation with the objectives of the training on the one hand and the context in the enterprise on the other hand. Therefore, before the training starts, potential learners search for information, sort it, synthesize it, prepare a presentation in front of an audience, evaluate, correct and formalise their learning project. This approach is applicable to all training modules identified (short or long). After that, training centres are responsible for:

* Organising the teaching team to ensure support and individual follow-up.
* Developing a competence-based training approach: all skills in each module must be listed very precisely and clearly stated. This will constitute the basis for all pedagogical supports: reference books, self-positioning and self-evaluation tests, training follow-up documents, etc.
* Creating documents (like learning booklet integrating the competence-based approach and highlighting what is learned in company and in training centre), facilitating the self-management of learning (reflective approach).
* Installing regular interviews with learners and promoting an individualized coaching.
* Integrating company tutors in training processes through their participation in actions set up by training centres (E.g. common evaluations) and promoting close relationships with trainers.
* Setting up digital communication platforms in which all the necessary information would be stored, streamlined or spread for learning purposes. Nevertheless, digital communication tools cannot in any way be used as a substitute for the human relationship. Besides, they must be continuously powered and refreshed (otherwise they will not work better than any paper document).
* Accompanying learners apprentices in the writing of their training and professional project (from the beginning of the training and according to a suitable form and procedure). This is a guideline and must be refilled during training.
* Involving the learner in his/her training.

Within the competence based approach, recommended by the partners for any kind of professional training specific to the functions of worksite supervisor and team leader, a complete set of activities split in accordance with different work phases can considered as relevant support for the creation of learning situations. The partners agreed on the following general chronological scheme for the identification of work situations useful for the building up of the learning units identified. The character of the activities taken into consideration will depend on the complexity of learning outcomes targeted through the learning process. But each activity should be situated and analysed with its concrete professional context, by respecting the upstream and downstream phases of the construction process.

* **LEARNING SITUATIONS TAKEN FROM THE PREPARATION OF THE WORK**

The initial phase includes the preparation of all the workstations to be completed prior to the opening of the worksite. Based on the instructions of the mission order, the file, drawn up by the auditor, the worksite supervisor and team leader will define the method of execution according to the defined implementation techniques. While taking into account the estimated budget, drawn up by his supervisor, in order to make the site more profitable.

At this stage, the most “learning situations” (or “learning from doing”) are to be found among the following activities:

* Calculation of the quantities of materials to be delivered and the human resources needed and available.
* Analysis of techniques and methods of implementation of singular workstations and of the whole worksite.
* Planning of execution positions.
* Identification of the specific points like “Plan of Safety and Health”, access ways to the worksite, legislation relative to Labour Code, financial and organisational limits foreseen in advance, etc.

Moreover, the analysis of the following initial documents should be considered as a vehicle of learning situations:

* Guide of implementation methods based on execution techniques.
* List of supplies (materials, equipment, materials).
* General planning of the execution posts.
* List of special points of vigilance.
* Operational guide for health and safety at work.
* Operational guide for the implementation of social regulations.
* Operational guide for the application of the rules of sustainable development (in particular energy savings and waste treatment).
* **LEARNING SITUATIONS TAKEN FROM THE IMPLEMENTATION AND CONTROL OF THE WORK PROCESS AND OUTCOMES PRODUCED (including quality process, safety and environmental regulations)**

The implementation (or execution) process covers all the organisational and technical activities and tasks related to the organization, putting forward and control of the production, including all the transversal activities, like motivation of teams, management of stress situations, preparation and carrying out of meetings or quality control of the work process and of the planned outcomes. Once again, the complexity of the planned tasks will depend of the position aimed at: team leader or worksite supervisor.

Potential learning situations at work:

* Treatment of information related to the implementation of the worksite construction site: identification of the area (access, fencing, signage, storage, demands, energy requirements, workstations, etc.).
* Identification of the stages of implementation, points of vigilance, conditions for the proper execution of technical details (coordination with other stakeholders, etc.):
* List of the tools and construction equipment necessary for the work by activity.
* Description of human and material resources, by activity and by work phase.
* List of material requirements, by activity and by work phase.
* Measures taken against risks of any kind.
* Measures taken for waste management.
* Quality control measures.
* Day to day management of the teams in various situations:
* Critical auto-focus on modes of management and organization of teams.
* Methods of communication and instructions given.
* Methods of co-operation (upstream and downstream).

Moreover, the analysis of the following initial documents should be considered as a vehicle of learning situations:

* Site installation plan (site plan with access areas, storage areas, etc.).
* List of the necessary tools and equipment (daily management).
* Detailed planning by activity and by phases.
* List of measures taken against risks, for waste management and quality control.
* Detailed fact sheets with the resolutions related to the main vigilance points likely to affect either the production process or the quality of the contractual outcomes.
* Evidence of how teams are managed, including the presentation of individual worksheet.

INDUCTIVE AND PARTICIPATIVE METHODS

Training techniques applied should be diversified and based on the audience the trainers have in front of them. The diversification advised should also include participative and virtual tools, including various social media and video conferences. The main point to be developed is analyse of work situations experienced by learners as a starting point of the formal learning process. To do so, trainers must be considered as highly professional experts in their respective domains, especially where techniques, methods and regulations change quickly, like computer sciences, social media, health and safety at work, sustainable development and energy saving. Moreover, they have to possess specific pedagogical preparation enabling them to face individual learning situations and various audiences.

Thus, the trainers (within both systems: initial and continuing vocational training) should have knowledge (technical and pedagogical) regularly updated and also have practical high level experience of workplaces in companies and at worksites. Therefore, they can be both internal and external to the training centre, capable to establish constructive educational dialog with company trainers or tutors if the training path is shared with companies. The partners identified during the Phase 3 of the project that the trainers with specific experience of team leader or worksite supervisor, combined with pedagogical capabilities, were particularly appreciated when performing their educative or training function. They should also possess an initial education as engineers, architects or construction site technicians and share their time between companies or design offices on the one hand and training centres on the other hand.

To support inductive and participative methods, the trainers should build up their educative or training processes on analysis of concrete work situations to integrate it to a practical approach of learning based on simulations, use of virtual tools, case studies and role playing. Concerning more specifically communication and interpersonal skills in the fields like team management or problem solving) the methods like mental mapping, role playing, video footage and distanced analysis are considered by the partners as particularly useful.

Concerning a more linear transmission of knowledge, especially in the field of digital skills, the training can take place in the classroom with the presence of an experienced trainer, specialised in the domains related to the topics identified, like AUTOCAD and BIM. Some of the tasks to be fulfilled can be prepared in advance by the learners who must also be able to identify their own area of improvement. This method allows more flexibility and individualisation of training. In this case, a monitoring of individual work (in classroom or remote) constitutes a basis of the individual progress.

* **Specificities of initial vocational education not shared with companies**

When the training process is not shared with companies, specific attention must be paid to the reconstruction or simulation of real work situations in “workshop-classrooms”, enabling the learners to observe, test, measure the consequences of the actions or decisions taken, and to carry out analyses connected to effective business practices. The sequences of learning in the classroom must be synthetic, avoiding or reducing “ex-cathedra” courses sequences, playing complementarity with e-learning.

It is essential to promote the acquisition, after practical exercises, of transferable knowledge resulting from the "experience" at the workplace (if any), through several sequences with increasing complexity. The learners must be able to imagine, interpret and analyse work situations being close to the reality of their function. That is why simple presentations and linear transmission of knowledge should be avoided and replaced by observation, experimentation, manipulation or evaluation. Besides, links must be established to reinforce connections between various aspects and crafts at worksite.

This empirical approach, based on experimentations and simulations should facilitate the appropriation of knowledge by learners even if they do not accede immediately to concrete work situations in company (especially people in initial education or professional reorientation). In addition to this, ***demonstrative practice*** is useful within the learning process based on singular and often separate short modules. The demonstration can be based on the analysis of filmed situations to be considered as a model, or on the simulations (prepared or created by the learners themselves in front of the whole group. Demonstrations, filmed or described, can also be transformed into components for e-learning modules. The purpose is to prepare the learners to reproduce gestures, behaviour or actions within their own context and then to perform them independently.

Practical demonstration is also useful for visualizing and decomposing of professional practices. It makes it possible to sensitize a large number of learners at the same time, to the same "techniques", to save time and to save materials. Nevertheless, it also has its limits and it is fully useful only if the learner has the opportunity to repeat gestures or behaviours in concrete work situations. If the learner has no contact with company, (s)he can participate in ***role playing*** set up in training centres. By playing a role, the learner can learn communication, negotiation, problem solving, decision making or establishing strategies. This method also calls on for spontaneity and free expression. Moreover, learners can do mistakes in a safe “laboratory” context.

The role paying can be completed by ***studying a real case*** inspired from real situations, where the learner will exercise her/his analytical skills, compare her/his ideas with the group and find appropriate solutions. This highly active motivating method, specifically for adults (in initial or continuing training), makes it possible to replace certain “in-field” experiences likely to be too long or inaccessible. In this case, the trainer must foresee adequate supports allowing to visualize operations, to understand the functioning of a system or to evaluate available resources in order to take right decisions. In any case, the syllabus remains a classical support and is often useful for learners, if it respects certain conditions: well-structured and evolving, updated regularly and adjustable to various learning objectives, as well as to the profile of the public concerned. It also can be interactive and available as an e-learning support.

* **Specificities of initial vocational education shared with companies**

When the training process is shared with companies (apprenticeship or other), learning from doing through inductive methods must be emphasized. Therefore, work situations and activities in company are the first vehicles of learning. The learners acquire new skills starting from the reality, examples and counterexamples, by practicing, observation and comparison of the elements observed or manipulated. After this first approach, deductive methods should also be incorporated in the learning process, to allow learners to take a step back, to formalize models to be implemented and to self-evaluate the results obtained. In order to give a logical follow-up corresponding to the evolution of a project in a company, it is better to propose a modular timeline of the courses. Each training session can be shared in several sub-sessions (or classes in traditional system). Ideally, the number of sub-sessions should be planned according to the level of learners and to the individual outcomes planned. The inductive approach is to be privileged, but other methods cannot be neglected.

**Scheme 4: Recommended Learning Methods from an Inductive-Deductive Perspective**

**Concrete Work Situation**

**Preliminary Analysis**

**Identification of the Problem to be solved**

**Activity of Research and Production**

**Potential Solution found**

**Final Formalization of the Solution**

**Many various Applications**

**Verification of Validity of Hypotheses**

**Generalization of Hypotheses**

**Formalization of the Applications recommended**

**Memorization and final Transfer**

**to Professional Situations**

With learners fulfilling professional duties in company, the most effective approach is very often the inductive one, given that it allows to focus their attention on a problematic that makes sense to them. Nevertheless, the deductive approach allows them to conceptualize and take into account various macro-factors, beyond their own field of activities. The final transfer validates the learning and confirms the sense of the training. Thus, this inductive-deductive approach is to be preferred. The direct injection of knowledge is often necessary, but it must be done timely and only when it is necessary to face an obstacle in the resolution of a concrete problem.

The learners are considered as active agents and protagonists in the construction of their own knowledge. Therefore, observation and analysis in company or at worksite, with return and commentary in the training centre are essential for the quality of training shared with companies and for the autonomy and responsibility of learners. Parallel to this, an introspective observation of his/her own professional and social behaviour and practice at worksite, with corresponding analysis, are essential for the capacity building.

* **E-learning**

E-learning is considered by the project partners as a support for training activities in training centre and in company. But the general observation is that it is still relatively little used as an interactive means of formalized training. It still remains, above all, a tool for communication and information exchange between trainers (from training centres, companies) and trainees (in initial and continuing training). In the framework of the managerial trainings targeted in ConstructyVET, e-learning is used by partner organizations to promote self-information, autonomous research on internet, exercises with appropriate software to build up planning, schemes and operational guidance for professional projects and outcomes of any kind. The partners also recommend this tool for self-evaluation and preparation processes, where more personal exchange and an interactive relationship with trainer or among trainees is not essential for the acquirement of new skills and competences.

On the other hand, a well-structured remote communication among various stakeholders can be considered as a form of e-learning if it is based on appropriate tools and procedures conceived with methods facilitating individualisation and rapidity of learning processes. Thus, a simple fulfilment of documents on line or documentary research without any feedback or integration within a formalised learning process cannot be considered as an e-learning. This observation also concerns the activities like on line forum group discussions, video-conferences or debriefings.

The crucial question is how to include e-learning in the different modules recommended by the ConstructyVET project partners and how to make personalized training on a large scale, for a growing number of learners while improving success and optimizing costs? This is the challenge that adaptive learning strives to meet. This adaptive learning should be based on online courses, exercises and assessments adjusted to the learner in real time. The learning path will then be personalized according to individual paces, difficulties, preferences and constraints.

The result comes from a combination of:

* Learning objectives
* Educational resources
* Educational models
* Profile of learners: basic knowledge, preferences, skills and goals.

Thus, the learning process becomes a dynamic path that integrates what the learner does not only throughout formal training in training centre, but also in other situations, like real work in company. The MOOCs (Massive Open Online Courses) can find their place within educative strategies, through specific platforms to be created (or already created) by the project partners. Rather than focusing on the flow of information, learners can therefore contribute to projects, enabling them to explore and co-construct their knowledge and competence, including by immediate applications in concrete work situations. Within such a framework, tutoring and evaluation of intermediate results are essential.

STEPS RECOMMENDED FOR METHODOLOGICAL STRUCTURATION

OF LEARNING UNITS

The method and steps recommended by the partners of the ConstructyVET project are applicable to any kind of training intended to middle management function at worksite (shared or not with company) given that the partners approved that work situations (reals or simulated) would constitute a starting point of the training paths to be conceived. Remember that these paths will be composed of the learning units identified. The structuring of an inductive-deductive learning session is given here as an example and should be adapted to the specific nature of the audience, to the duration of the modules, to the degree of involvement of companies in the training process, as well as to specific validation and certification procedures. It is therefore not a "kit ready for use", but a sort of orientation sign to be modulated by each training centre involved.

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| **SEGMENTATION OF THE LEARNING PROCESS:**  **STEPS PROPOSED** | ⮊ **PURPOSE OF EACH STEP PROPOSED** |

|  |  |
| --- | --- |
| **1) IDENTIFICATION OF WORK SITUATIONS TO BE USED AS A SUPPORT OF LEARNING** | ⮊ **MAKE THE LEARNING PROCESS CLOSER TO REAL WORK SITUATIONS** |
| Present a real professional or social life situation.  Make learners talk about what they see, understand or know about the real work situation.  Bring the learners to problematize the work situation and make hypotheses for finding a solution as a potential outcome of the learning process. | Create links between work and learning situations.  Motivate the learner by demonstrating the sense of the learning planned thanks to the bridges between learning and concrete work situations.  Implement learning by doing.  Reactivate what the learners already know.  Check the prerequisites. |

|  |  |
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| **2) ANALYSIS OF WORK SITUATIONS AND RESEARCH OF APPROPRIATE SOLUTIONS WHEN FACING PROBLEMS** | ⮊ **BUILD UP KNOWLEDGE BASED UPON ON REAL PROFESSIONAL SITUATIONS REALLY EXPERIENCED** |
| Decode the instructions received in real professional life.  Explain the vocabulary.  Analyse the problem:   * Identify and use functional components. * Criteria and parameters to consider, including security, roles and functions of various stakeholders. * Organize the solution search.   Search of solutions for real work situations:   * Select and exploit resources. * Manipulate and experience. * Achieve productions. | What procedure, how, where, with what resources, etc. must be put forward in real work situations?  Mobilize attention.  Think before acting.  Functional analysis.  Put into activity all the learners.  Lead everyone to a collective production. |

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| **3) ANALYSE THE SOLUTIONS FOUND WITH A DISTANCE** | ⮊ **FORMALISE KNOWLEDGE** |
| Share results found.  Analyse the proposed solutions.  Formulate, structure the knowledge or know-how. Formalize the synthesis of what was learned and how. | Exchange and formalise new knowledge among learners.  Check the capability of solving the problem.  Take a step back from the action. |

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| **4) STABILISATION – MEMORIZING OF THE NEW KNOWLEDGE TRANSFERRABLE INTO COMPETENCE** | ⮊ **APPLY KNOWLEDGE CONCRETE WORK SITUATIONS** |
| Use the knowledge or know-how to resolve concrete problems in concrete work situations.  Reuse knowledge or know-how in other similar work situations. | Moving from inductive to deductive methods.  Using new knowledge with more and more ease, in a more and more instinctive way. |

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| **5) EVALUATION OF THE LEARNING OUTCOMES** | ⮊ **CHECK ACQUISITION OF THE NEW KNOWLEDGE BY THE LEARNERS** |
| Check the achievement of the learning objectives by controlling the expected performance under the expected conditions of realisation in line with the level desired (link with the Phase 4 of the project). | Inform the learner of the degree of mastery attained.  Find out the remaining difficulties.  Propose remedies to the learner.  Propose a concrete plan of actions to fulfil the remaining gaps. |

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| **6) PERMANENT TRANSFER OF NEW KNOWLEDGE** | ⮊ **CONSOLIDATE THE MASTERY OF KNOWLEDGE** |
| Reuse and master the knowledge and skills acquired in any other type of similar situation in a permanent way. | Guarantee the permanence of knowledge acquired and its use in ever more complex work situations. |

The guidance of the group, instructions, ***exchanges and individual assistance*** require a structured pedagogical framework for each learning unit and for modules or sessions they could build up. All of these means must be clearly defined in advance and formalised (with session progress sheet, for example). In case of continuing training, the use of participatory methods based on participants' experience and debate should be more recurrent. Here e-learning could be an integral part of the learning process. In fact, the learners can combine the benefits of no-face to face remote learning with the power of face to face class.

The prerequisites, that is to say the prior learning required for the development of a new learning, can be activated in the form of an oral questioning, writing or a quick test. However, it may be more relevant for the learner to ***mobilize his or her previous knowledge,*** at the precise moment of the learning unit. The learner may use, for example, prior analysis and synthesis documents developed during previous sessions, modules or separate learning units.

The phases of ***distancing and formalization of knowledge and know-how*** intervene when necessary for the sustainable resolution of the problem analysed through the learning situation and, in any case, at the end of the resolution of the problem. These phases can be combined with stabilization – memorization. Therefore, the reuse of formalized knowledge or know-how can be done directly in the current session or can be integrated in later learning situations or in real professional life. Finally, formative evaluation can be carried out in parallel with the final resolution of the problem.

ASSESSMENT OF LEARNING OUTCOMES: CURRENT PRACTICES

IN THE PARTNER ORGANISATIONS

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjSl6fS-sLWAhXG0xoKHYKqC1oQjRwIBw&url=https://fr.dreamstime.com/photos-stock-le-groupe-d-%C3%A9quipe-avec-la-course-rouge-d-homme-du-chef-d-sur-le-travail-reli%C3%A9-embraye-image36634223&psig=AFQjCNGmoFgWR1Fh5cDYTvxeMTIuYsMa9Q&ust=1506518962403365)During the Phase 3 of the project, only the procedures put forward by the partners to evaluate the performance of learners were analysed in terms of how they apprehend, analyse and suggest realistic solutions to concrete problems of professional life in their position of worksite supervisor or team leader. At the end of each training activity, assessment phase that can be different depending on the training units (self-assessment, multi-choice solution and quiz exercises, observation at the site or in the simulation class and/or in a job project and study of cases). Further to training activities leading to a certification of skills, a mandatory final test is required in connection with the qualification standards or law in vigour in each country concerned. If several learning units constitute a module, the partners foresee an intermediate evaluation that could be more or less formal, without mandatory recognition of qualification.

The situations of evaluation vary significantly from one country to another and proposing a common model of evaluation could rather be a theoretical exercise. In fact, the partners agree that differences among the countries make it practically impossible to propose transferable models. Therefore, the partners consider that only good practices can be analysed and spread.

Nevertheless, three different evaluation models can be identified:

* Models highly formalized, based on strict procedures, where evaluative observations and tests must be approved by competent authorities. These models concerns the evaluation of learning outcomes further to regulatory and compulsory training related to social regulation or safety standards.
* Models for the evaluation of specific computer skills, capacities of building up planning or organisational schemes, research of information or knowledge of rules, where formal or non-formal evaluation follows rather standard procedures easy to formalise and present as tests or questionnaires.
* Models for evaluation of soft skills of any kind, like problem solving, communication, team building or leadership, where the assessment of a concrete behaviour in real or simulated situations is made often includes not only objective, but also subjective criteria.

In each model, the auditor has to show how (s)he combines and mobilize several skills to solve a complex and contextualized problem in a new situation, related to his/her position of worksite supervisor or team leader. Parallel to this, (s)he has to demonstrate his/her sense of analysis and synthesis, when coordinating technical and transversal skills of collaborators within a specific organization and planning of available means to achieve the results assigned.

Concerning the learning outcomes in relation with the function of team leader (EQF level 4) the partners assess:

* 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.

Concerning the learning outcomes in relation with the function of worksite supervisor (EQF level 5) the partners assess:

* 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.

In case of a complex evaluation of blocks of modules, the auditors are often required to prepare a technical or organisational complete file in line with the skills aimed at during the learning process. This file will enable the assessor to verify whether the auditor controls, coordinates and plans the work correctly and whether (s)he manages the day-to-day context and available means properly. In addition to this, the assessment procedure can include observation in workshop or worksite, as well as case studies.

Concerning a non-formal evaluation of single learning units, the partners use:

* Simple written and oral tests, exercises with solution and multiple choice quiz.
* Analysis of observations made in group.
* Self-evaluation with imminent individualised feedback in face-to-face situations or remote.
* Observation of work.
* Interviews (evaluative with feedback).
* Written formalization professional behaviour.

The partners mention that written tests or questionnaires with multiple choice, or even formalised reports are often insufficient to evaluate real capacities of reaction or adaptation to concrete work situations. Therefore, an oral presentation of the learning outcomes, either in front of a formalised assessment committee (that attributes a formal national, regional or sectoral qualification) or just facing a single assessor (who can also be a trainer, when it is a matter of a shorter module leading to a simple certificate of attendance). In fact, the partner highlight that synthetic oral presentations of potential transfer of the knowledge and skills acquired during the training to their real professional contexts is crucial for a right evaluation of their learning outcomes and for the conception of improvement plans if necessary.

In the majority of cases, this oral presentation contain a brief summary of the content of the work and of the points addressed therein in accordance with the canvas given to the learners. It is a synthesis exercise aimed at assessing whether the learner has mastered the learning outcomes concerned and will be able to implement them within his/her specific professional context. Therefore, not only proofs of theoretical knowledge must be given, but also integration of potential organisational, human or financial difficulties (reduction or increase of the team, delays due to inclement weather or lack of supply, etc.). Team management scenarios (supported by individual worksheets, detailed records of the resolutions, vigilance points, or other specific instructions given by the learner) are often presented during this evaluation phase.

Concerning managerial skills, the assessors evaluate during the oral evaluation the ability to solve abstract problems such as:

* Situations where the problem is not immediately identifiable.
* Situations where the approach requires imagining hypotheses.
* Situations that require anticipation of results.

The learner must be able to choose methods, tools and/or materials as much as to design and evaluate new solutions to solve these problems.

[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjSl6fS-sLWAhXG0xoKHYKqC1oQjRwIBw&url=https://fr.dreamstime.com/photos-stock-le-groupe-d-%C3%A9quipe-avec-la-course-rouge-d-homme-du-chef-d-sur-le-travail-reli%C3%A9-embraye-image36634223&psig=AFQjCNGmoFgWR1Fh5cDYTvxeMTIuYsMa9Q&ust=1506518962403365)[](https://www.google.fr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjJz_7y7sLWAhVEtxoKHXUhCmMQjRwIBw&url=https://fr.123rf.com/clipart-vecteurs/power_point.html&psig=AFQjCNG5aOKxpSDJRyEoXawpl6oCwGeIuQ&ust=1506515802666952)

CONCLUSION

Towards the Ultimate Step

The capacity building process means for the partners a progressive transformation of individual skills and competences through theoretical learning and practical implementations at work. Thus, the professionalization is both: a learning intention and an empirical process where learners are simultaneously involved into the production process intended for the others (clients or subcontractors) and into the construction or development of their own capacities. Therefore, the partners consider that the triangle combining Learning/Work Situations, Learning/Work Activities and Capacities/Resources is activated, above all, by the learner her/himself. To position the learner in the centre of her/his professionalization means that we firstly took into consideration her/his internal resources (aptitudes) to which we add her/his knowledge (acquired in a formal, informal and non-formal way). But internal resources and knowledge are in a constant evolution (positive or negative) and that is why the professionalization of individuals must be analysed with the evolution of professional experience, to be considered as a process and as a result.

**Scheme 5: Triangular movement in the learning process**

Learning/Work

Situation

Learning/Work

Activities

Capacities/Resources

Put Forward

During this phase 3, the partners tried to identify - through their interrogations, explorations, understandings, projections and reformulations of the project objectives and outcomes – different situations and activities to be considered as singular and significant from the point of view of their contribution to the professional development of the worksite supervisors and team leaders in their countries.

Therefore, the partners consider the work situations, as they are in constant transitions and transformations, as one of the most powerful sources of capacity building processes. Moreover, the partners consider that, instead of only describing multiple capacities of worksite supervisors and team leaders, it is more relevant to highlight a combination of capacities they must be able to demonstrate further to the training. Thus, the partners intend to check, during the experimentation phase, not only a linear acquisition and use of new knowledge, but also the way in which the capacity to combine aptitudes and knowledge is activated by the learners for a better understanding, interpreting and assimilating of complex work situations in the company.

Through the experimentations planned in Phase 4 of the project, the partners intend to check the extent to which the methods and tools recommended in this report are likely contribute to a progressive maturation of individuals leading to new and more complex competences thanks to new skills and new knowledge. That is why the ultimate purpose of the project is to develop a common model for evaluation and recognition of learning outcomes, combining, on the one hand, the formal recognition of new skills and competences with reference to national qualification frameworks where they exist and, on the other hand, the degree of satisfaction of final beneficiaries (individuals and companies) concerning the learning process itself. This Phase 4 of the project will consist in the setting up of an analytical framework with a set of tools for a systemic evaluation of learning outcomes, based on Kirkpatrick’s Four Level Training Evaluation Model.

**Scheme 5: Kirkpatrick's Four-Level Training**

**Evaluation Model for Analysing Training Effectiveness.**

*Source provided by IBE (PL)*

The four levels indicated in the original methodology have been adjusted to fit in the context (and limitations) of the project. As a result, the partners intend to have a combined approach, which will take into account both the learning outcomes and training perspective.

The following key aspects will be the subject of evaluation:

* Assessment of learning outcomes: Degree of achievement of new skills, choice of assessment methods and 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.

The Phase 4 of the project will be led by the Educational Research Institute (IBE), Warsaw (PL). From the methodological perspective, this partner proposes to consider the assessment of learning outcomes as a “process leading to confirmation if a person has achieved the requirements specified in a standard”. Depending on the learning outcomes defined within each training module, different assessment methods and tools will be used.

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| **Assessment Methods** | **Description / Assessment Tools** |
| 1. Oral examination | Usually an interview with scenario (question list). |
| 1. Written examination    1. Open ended questions    2. Multiple choice questions    3. Written task (case study) | A test with open ended questions or multiple choice questions. Often also larger tasks, such as solving a complicated case study or preparing documentation. |
| 1. Presentation | Usually presenting a self-prepared material multimedia presentation, poster to an audience. |
| 1. Observation in simulated conditions | Observation of realization of task in simulated conditions or persons’ behaviour in simulation games/tasks, group work projects, etc.  *Both the process and outcome can be subject of assessment* |
| 1. Observation in real conditions | Work-place observation with list of criteria. 360 degree assessment.  *Both the process and outcome can be subject of assessment* |
| 1. Outcome/product analysis | Assessment of prepared product (element, document) or result of a service.  *No analysis of process involved.* |
| 1. Dossier/portfolio analysis | Assessment of declarations and documents presenting previous experience and achievements. |

*Source: Educational Research Institute (IBE), PL*

To evaluate the degree of learner and employer satisfaction, the usefulness of new skills on jobs, as well as the quality of training provision in terms of training organization, methods and pedagogical tools, a set of surveys and interviews will be proposed.

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| **Tools proposed** | **Main aspects to be analysed** |
| 1. “Pre-training survey” for all participants in training | Motivation of the participants.  Expected results.  Self-assessment using list of outcomes proposed. |
| 1. “Post-training survey” for all training participants directly after training | Realization of training goals.  Meeting expectations.  Self-assessment using list of outcomes proposed.  Choice of contents.  Potential improvements.  Organisation of training. |
| 1. “Post-assessment survey” for after examination | Were all outcomes tested?  Were people informed about the assessment? |
| 1. Interviews with training participants | Usefulness of skills in workplace (examples).  Self-assessment using list of outcomes proposed.  Potential improvements. |
| 1. Interviews with partners (employers, subcontractors, etc.) | Usefulness of skills in workplace (examples).  Assessment of trainee skills using list of outcomes proposed.  Relevance of training for needs in workplace. |

*Source: Educational Research Institute (IBE), PL*

The project partners emphasize the fact that the formal assessment of learning outcomes, geared towards the individual recipient, is frequently regulated and supervised, whilst all the other forms of assessment are often vague and rarely systematic. This is why the life-size tests are used not only to test the training courses and their methods, educational tools and assistance, but also to test the assessment processes with its three components already indicated. This experimentation would make it possible to develop an initial theoretical model. The final aim is to combine the national experiences so as to arrive at a cohesive and transferrable transnational proposal to assess the transverse skills relating to the training courses themselves leading to the job descriptions of the team leader and worksite supervisor. Nonetheless, the experimentation is neither an aim nor product in itself for the partners, but rather a means of improving and validating the quality of productions anticipated, including the multi-dimensional assessment-validation model. This is why the partners will conduct it in a systematic and strict manner: the selected modules will be tested on the recipients who will be recruited from the training centres according to current criteria in each of the countries forming the partnership.

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