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From birth to adult age – a WBL successful Practice!

WBL_SP!

2017-1-PT01-KA202-035903

KICK OFF MEETING

Aveiro, Portugal

February, 6th & 7th 2018

PROJECT DESCRIPTION



Município de
**SEVER DO
VOUGA**



COOPERATIVA TECNICA
TXORIERRI
I.C.O.P.



CESTAMP TECHNOLOGY INSTITUTE

Tknika
LI-RI APLIKATUTAKO IKERKETA ETA BERRIKUNTZAKO EAEKO ZENTROA
CENTRO DE INVESTIGACIÓN E INNOVACIÓN APLICADA DE LA FP DEL PAÍS VASCO
BASQUE CENTRE OF RESEARCH AND APPLIED INNOVATION IN VET

P. PORTO

gecad
Research Group on Intelligent Engineering and Computing
for Advanced Innovation and Development



Benelli



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Rationale and background

Our focus is on the Key areas of education and training policy in Europe: develop VET business partnerships aimed at promoting work-based learning in all its forms, Increase the quality of VET provision by establishing feedback loops to adapt VET provision based on outcomes, including graduate tracking systems, as part of quality assurance systems in line with EQAVET recommendation and consequently on the transparency and recognition of skills and qualifications.



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Description

Often, the apprentices do not fit in the labour market demands. In this context, VET plays a critical role in the equipping young people with the right skills to meet labour demand needs and fuel growth and competitiveness of companies.



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Rationale and background

This represents our effort to enhance youth employability in a sectorial business and at the same time adapt the VET curricula to the actual needs of the Mechanics, Mechatronics and Industrial Maintenance sectors. Simultaneously, a platform will be developed to allow for the validation of competences or for the proposal of corrective measures in order to achieve the minimum requirements in a specific project, task or job position. This platform will be developed in line with EQVAT recommendation.



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Rationale and background

It is, thus, our aim that students undertake a placement scheme, which aims to train them in using theory to solve complex practice based problems and as the foundation for building skills conducive to practice based innovation. The partnership aims to establish an institutional framework for reflecting changes in skills needs in education and training responses.



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Rationale and background

These frameworks will combine quantitative forecasting, qualitative needs assessments and formal and informal dialogue with education and training providers, aiming the adjusting and/or refining vocational training curricula in the Mechanics - Metal-mechanics, Mechatronics and Industrial Maintenance sectors (Metallurgy).



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Context

Companies need and cannot find young people with the adequate training (personal, social, technical and professional competences) to work in Industrial areas. VET providers following the official curricular available plans are not able to achieve the results the companies need and also feel sometimes, they need some upgrade on technical areas, in constant change and improvement.



Trainers want to partake actively in the training, passing along the technical and socio-personal competences to teachers and students. However, they also want to be better prepared to monitor the work practices, want to acquire methods to plan tasks, define learning objectives and develop techniques to better deal with (mis)behaviour and motivation. Students do not have the motivation to develop technical competences through the traditional methods and are poorly technically prepared.



Description

Thus, this partnership will be involved in the development of a competency-based training programme which can be validated by means of a mechanism (online platform) which simultaneously will allow for the transparency of the certification process in the 3 partner countries. This will result in Reports/Annexes to the students' diploma, in line with EQAVET recommendation. At the same time, this may lead to adjustments in the 3 VET curricula which will be then proposed to the Policy Makers in the 3 countries.



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Description

VET teachers and trainers will attend a training programme, organized by AEVA, in line with the DUAL – Qualification Professional methodology. This will allow later for meeting the needs and requirements of the industrial sector, both at technical and entrepreneurial levels.

VET apprentices will then test this approach and methodology by participating in a 'problem based learning' projects in the hosting national & transnational enterprise.



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Description

Local/regional Public bodies will have as main challenge to promote local®ional development and disseminate the project at local and national level and the mediators between VET providers and Central Administration. They will also organize a Multiplier event.



Aims and objectives

- The joint development of a platform, incorporating a recommendation system that will help industries and VET centres develop a New Competency-based Curriculum, identify and validate the competences needed for a specific position or task, taking in account the profile they want, existent constrains, etc. In the development of the platform, accreditation processes will be explored.



Aims and objectives

- The reform of the VET curriculum adapted to the technological innovations of the chosen sectors, based on learning results
- Raising awareness in the society, especially among VET Centres, industries and Policy makers of the importance of working together in the updating of technical and entrepreneurial training programmes



Aims and objectives

- The transferability of the online platform to any other technical field of VET education
- To increase the entrepreneurial and technical understanding and activity of VET staff and VET students
- To narrow the entrepreneurship gap between academia and the world of work through the use of problem based learning techniques, creating better conditions for transition to working life



Aims and objectives

- To create conditions that allow for the joint training of VET staff and professional trainers
- To contribute for a new generational learning concept, in such a way that every youngster has a tutor in a company and vice versa, i.e., that the youngster will not be able to graduate without working alongside a senior and the senior should not get a pension without having trained and passed his/her knowledge to juniors throughout his/her career
- The promotion of European mobility among students and teachers.



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Innovation

Our project: learning triangles formed by VET students, teachers and trainers, so the trainer shares with the teacher his/her demand of competences for a certain job position and the teacher applies the collaborative learning principles to develop those competences among students. At the enterprise, the learning sessions will be witnessed by the employer to see first hand how students solve a situation given by the trainer him/herself and check how their competences develop at the same time.



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Innovation

- So, our belief and following the idea of a generational learning, is that every youngster has a tutor in a company who trains and passes his/her knowledge to juniors throughout his/her career.



This project aims, thus, to integrate the learnings results acquired in two different environments:

1. School, whose challenge is to teach towards practice in the labor market, in a simulated context;
2. Companies, whose goal is to hire a competent person highlighting the dual gain of increased productivity and their ability to release employees' creativity and innovation capacity.



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Tasks - AEVA

CVs – Competences based:

- Industrial Maintenance – Metallurgy - Portugal
- Mechanics and Mechanical Manufacturing -
Spain
- Mechatronics - Italy



WBL_SP aims to develop 3 new Competency-based Curricula, in Metallurgy/Industrial Maintenance, Mechatronics, Mechanics & Mechanical Manufacturing, respectively, which simultaneously include a creative and innovative teaching practice relating to Entrepreneurship Education, narrowing, this way, the gap between what is taught and the requirements of the world of work. A workplace learning methodology that combines the needs/potentialities of the companies and of the schools, turning them into opportunities for both, promoting effective development of competences and employment.

The 3 partner countries will be working as follows:

- Portugal: Industrial Maintenance - Metallurgy Programme – AEVA+ASilva Matos
- Spain: Mechanics and Mechanical Manufacturing – TXORIERRI+ Gestamp Group
- Italy: Mechatronics – ITIS+Benelli



Methodology - Activities - Summary

Preparation of Questionnaires to be applied to VET teachers/course coordinators and Trainers (months 2 & 3)

Objectives:

- Compare common & diverging points between trainers and teachers
- Find out the gaps existing between what is taught & what is required at the working place
- Assess the required technical & entrepreneurial competences for the companies and identify simultaneously the critical areas of development

After the questionnaires analysis, the VET staff from the sectorial technical areas and trainers will meet to discuss the effective training needs that should lead to the good preparation of the students.

Research on EQAVET recommendations and ECVETS



Regular Face to face and skype Meetings with IPP Porto for the clarification of questions related with the Online Platform and project activities.

All the VET centres and enterprises will be working in close communication and face to face meetings whenever possible, with IPP for the elaboration of the Platform and discussion of 3 Competency-Based Curricula which will be completed and validated at the end of the 3rd year

Through all the 3 years, meetings/Focus Groups with VET staff and trainers will take place in order to discuss and create activities and approaches to contribute for IO 1 and 2, 3 & 4, according to each country, respectively.



Preparation of WBL practices at enterprises for national vet students in each country

Implementation of WBL practices at enterprises: “Hands-On Approach”—Students will be able to participate in practical WBL experiences ('problem based learning'), under the supervision of the trainers, in the enterprises during 3 years; We will work with students from their 1st year and will follow them until the 3rd

Preparation of the Training Event based on the questionnaire analysis and meetings held



Short-term joint staff Training Event in Portugal (C1):

1. Pilot action test for trainers and VET teachers
2. Critical analysis–change proposal
3. Definition of the training process among teachers/trainers

AEVA will produce the agenda and co-ordinate the training material, secure lecturers from the partnership to deliver the training. The training programme will be focused on the outcomes from the questionnaire analysis and joint meetings/workshops.

Replication of the training in Spain&Italy



At a regular basis, VET staff, trainers & IPP will meet, discuss, test & undertake investigations contributing to IOs n° 1, 2, 3 & 4

C2,C3,C4 – Blended mobility of learners:

5 VET students showing the best projects at national level will be hosted and attend a 5 day WBL practice solving a problem based project, testing the competences acquired during the project lifetime, at a transnational level. Portuguese students will be hosted in Italy; Spanish in Portugal, & Italians in Spain

All participants in blended mobilities will be credited through ECVETs & Europass Mobility Doc

Attendance certificates/competences diplomas will be granted to the students involved in all WBL practices



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Activities

Preparation of the questionnaires to be applied to students, VET teachers and trainers/instructors for evaluation of impact and trace aspects/areas needing improvement/changes

The last transnational meeting in Portugal also embraces a Multiplier Event for dissemination of results. The Multiplier Events in Spain & Italy occur a week before the one in Portugal



C.1 - Training Event - SP-VET-SHORT - Short-term joint staff training events – Portugal – Month 11

4 VET teachers and 2 trainers will attend a training programme, organized by AEVA, in line with the DUAL – Professional Qualification methodology. This will allow for meeting the needs and requirements of the industrial sector, both at behavioural, inter-relations and entrepreneurial levels. It will cover the following areas: The organizational system; How do we communicate? Processes / People and Skills; How to achieve a better performance from the organizational efficiency; Performance evaluation.

VET apprentices will then test this approach and methodology by participating in a Problem based learning project in the hosting national & transnational enterprise.

Several Portuguese Vet teachers and trainers will attend the same training.



C.2 - Training Event - SP-VET-BLEND - Blended mobility of VET learners – Portugal (month 32)

A Vet teacher and 5 students from TXORIERRI, best projects in the hosting national enterprise, during the project life cycle, will participate in a 'Problem based Learning' Project in the Portuguese hosting enterprise partner for 5 days. This will allow for the validation of technical competences at transnational level, but also other competences (communication in foreign languages, adaptation to new entrepreneurial and business contexts and culture, Initiative, autonomy, etc) in the platform. The VET teacher will have the opportunity of visiting and discuss with local vet staff and trainers at the enterprises to share good practices and observe different working approaches and tutoring methodologies. This will also allow the trainers in the enterprises to be open minded to foreign workers and acquire intercultural and linguistic competences.



C.3 - Training Event - SP-VET-BLEND - Blended mobility of VET learners – Italy (month 32)

A Vet teacher and 5 students from AEVA, will participate in a 'Problem based Learning' Project in the Italian hosting enterprise partner for 5 days. This will allow for the validation of not only technical competences at transnational level, but also other competences, in the Platform, such as communication in foreign languages, adaptation to new entrepreneurial and business contexts and culture, Initiative, autonomy, etc. The VET teacher will have the opportunity of visiting and discuss with local vet staff and trainers at the enterprises to share good practices and observe different working approaches and tutoring methodologies. This will also allow the trainers in the enterprises to be open minded to foreign workers and acquire intercultural and linguistic competences.



C.4 - Training Event - SP-VET-BLEND - Blended mobility of VET learners – Spain (month 32)

A Vet teacher and 5 students from ITIS, Italy, will participate in a 'Problem based Learning' Project in the Spanish hosting enterprise partner for 5 days. This will allow for the validation of not only technical competences at transnational level, but also other competences, in the Platform, such as communication in foreign languages, adaptation to new entrepreneurial and business contexts and culture, Initiative, autonomy, etc. The VET teacher will have the opportunity of visiting and discuss with local vet staff and trainers at the enterprises to share good practices and observe different working approaches and tutoring methodologies. This will also allow the trainers in the enterprises to be open minded to foreign workers and acquire intercultural and linguistic competences.



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Tasks - AEVA

AEVA - Coordinator Role: Project Management Plan, Implementation Plan, Leader of Intellectual Output n^o 2; Active Participation & contribution for IO n^o 1; Responsible for the organization and implementation of the Training event. Collaboration in the organization of the Multiplier event & other dissemination events, together with the lead partner and contributions for the dissemination plan. Participation in transnational meetings and responsible for the organization of M1 & M6.



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Tasks - IPP

IPP - Leader of Intellectual Output n^o 1;
Responsible for the Evaluation and monitoring
Plan; Participation in transnational meetings and
in the organization of the Multiplier event, other
dissemination events and contributions for the
dissemination plan.



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Tasks – A.Silva Matos

SILVA e Matos - Active Participation & contributions for IO n° 1 & 2; participation in the training event & transnational meetings. Participation in the organization of a Multiplier event, other dissemination events and contributions for the dissemination plan.



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Tasks – Itis 'E.Mattei'

Itis 'E.Mattei' – Leader of Intellectual Output n^o: 3; active contribution for IO n^o 1; participation in the training event. Participation in the organization of a Multiplier event, other dissemination events and contributions for the dissemination plan. Responsible for the Blended mobilities together with TXORIERRI. Participation in transnational meetings and responsible for the organization of M3 & M5.



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Tasks – Benelli

Benelli - Active Participation in the elaboration of IO n° 1 & 3; participation in the training event.

Participation in the organization of a Multiplier event and other dissemination events and contributions for the dissemination plan.



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Tasks – POLITEKNIKA IKASTEGIA TXORIERRI

Coordinator of Intellectual Output n^o 4; responsible for the communication plan; active contribution for IO n^o 1; participation in the training event. Participation in the organization of a Multiplier event, other dissemination events and contributions for the dissemination plan. Responsible for the Blended mobilities together with IT IS Mattei. Participation in transnational meetings and responsible for the organization of M2 & M4.



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Tasks – Gestamp

Gestamp: Active Participation in the elaboration of IO n^o 1 & 4; Participation in the training event. Participation in the organization of a Multiplier event, other dissemination events and contributions for the dissemination plan.



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Tasks – Public Bodies

Public Bodies: Joint Responsibility for the Dissemination Plan; Organization of the organization of a Multiplier event in respective region and other dissemination events. Responsible for the direct contacts with associate partners and other stakeholders. Participation in transnational meetings. Provincia di Pesaro e Urbino will have a strong territorial representation role having the support from CONFAPI (an associate partner) in the dissemination plan and in the organization of the Multiplier Event.



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Training Event:

- In Portugal, all the VET staff involved in the project and others will participate in the training event as well as trainers from partner A.Silva Matos and from associate partners.
- From the other countries, VET providers will send two VET teachers and the enterprises one trainer/work floor employee in the respective selected technical field (mechatronics or Mechanics, respectively). The ones participating will have the responsibility of giving the same training / bringing back the learning results to respective colleagues in the sending organization.



Participants

- All VET students attending the 1st year of the selected vocational field will be involved in the local activities of the project. All of them will have the chance/opportunity to be involved in a Problem Based Project in the partner enterprise or associate partner each year of the project lifecycle.
- However, for the blended mobilities, we will select the best projects showed at National level, taking into high consideration the students with fewer opportunities. These will be supported from the very beginning in order to feel motivated and try their best in order to present good results. A committee of staff including entrepreneurs and trainers will select the best projects at the end of each year.



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Work Plan

Early engagement with the local associate partners will be critical to get their commitment to host students and participate in the testing of the new Curriculum and respective validation in the Platform.

Europass is the formal tool for recognizing learning. The Project seeks to also explore and use the ECVET system and partners will require a common understanding of the core principles and issues relating to the ECVET system for accrediting learning outcomes. Partners will need to take into consideration individual countries' qualification assessment requirements and this will impact on the ECVET outcome achieved, which may differ for each partner.

A common understanding of the core principles and issues relating to the ECVET system for accrediting learning outcomes will need to be understood by all partners prior to the design of the platform, the competency-based curricula and to the agreeing content for blended mobilities.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

The digital platform to be developed intends to provide mechanisms to assist users (teachers and organizations) in carrying out their tasks of assessing students' competences. This aid is reflected both in the support provided in filling out the documents and in the presentation of pre-stored data. With a responsive layout, all players can access the platform from their electronic devices, thus removing some restrictions imposed by the physical management of the artifacts. The platform also represents a significant first step in the development of a digital ecosystem in the context of vocational education.

It is intended that this platform is reusable and expandable, so that in the future, it is possible to extend the prototype to other scientific/technological areas, as well as to include new functionalities.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

We propose then to develop a digital platform that allows for the management of information related with programs/curricula and their VET students.

Regarding the program/curriculum it should allow the definition of:

- Student Outcomes -- Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge and behaviours that students acquire as they progress through the program.
- Relation between the students outcomes and the classes
- Program educational objectives - these are the expected accomplishments of graduates during the first few years after graduation.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

Regarding the students:

- It should provide, as complement to the diploma, the achieved outcomes (what really a specific student knows or can do by the time of graduation)
- Each course will perform students' assessment, in terms of student outcomes/learning results and program educational objectives. The platform should manage the track of these evaluations.

The platform should also provide mechanisms to support the program/curriculum evaluation, that determines the extent to which student outcomes and program/curriculum educational objectives are being attained.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

The platform will provide reports that will support the analysis of the evaluation results. As consequence of this, iterative evaluation decisions and actions regarding program improvement can be taken.

It is also our aim that this platform, by also suggesting corrective measures, may serve to show to Policy Makers, for example, that certain curriculum should be changed.

It is finally foreseen that this Platform will be prepared to support multilanguages: English, Portuguese, Italian and Spanish. However, after the project lifecycle, other languages may be added.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

This IO aims then to build a system to validate competences and suggest corrective measures when necessary.

IPP will be the responsible for the development of the platform. However, the inputs/data will be given by VET staff and trainers along the project lifetime. The first and most important input given will be the competences needed for each of the 3 identified technical areas, which will include necessary transversal/entrepreneurial competences and skills as well as the working plans/projects to be undertaken. Then, necessary adjustments and updates will be discussed together such the validation process, ECVET system, among others. If necessary, some specific training on how to use the platform will be provided by IPP.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

The development of the digital platform is divided in four essential phases, Requirements, Solution Design, Development and Implementation and testing.

It is intended to follow the architectural standard 'model-view-controller' that divides the system structure into 3 distinct components: model, view and controller. Being applied in both the front-end and back-end strands, this architectural pattern defines the core structure of the system in both strands. Through its application, it is possible to promote the use of the principle of modularity throughout the development process. Therefore, having a design and development approach to design with modularity in mind, it is possible to facilitate certain processes to be applied in the future, such as code maintenance, expansion or even reuse of components.



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IO 1 - IPP

Digital Platform for Program Management and Validation of Competences

Leading Organization:

- IPP

Participating Organizations:

- AEVA
- A.Silva Matos Metalomecânica SA
- POLITEKNIKA IKASTEGIA TXORIERRI S. COOP
- Gestamp Technology Institute
- ITIS "E. Mattei«
- Benelli Armi SPA

Start Day:

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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

It is the partnership aim in Portugal to create a Curriculum for Industrial Maintenance VET Course in such a structure that it creates flexibility and allows students to progress as they demonstrate mastery of content and skills, regardless of time, place, or pace of learning. By adopting competency-based strategies we will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

As stated by Robert Mendenhall, President of Western Governors University, this type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student. This will have the following impact in the teaching-learning process: the student will be evaluated on the individual competency, and only once they have mastered it, do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics..



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

Another common component of Competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or formative testing. Competency-based learning is thus, learner focused and works naturally with independent study and with the teacher/trainer in the role of facilitator. Another thing to highlight is the possibility of one single competence may be developed across different modules or tasks and this will allow us to measure the importance of a specific aspect in the achievement of a given competence. The process can be and will be transferable to other VET fields. After the project is finished, the same process will be used for other VET professional areas.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

The training event and the workshops and meetings between VET staff, trainers and IPP together with the analysis of the questionnaires filled in by both will lead to the elaboration of a competency-based curriculum. This will include not only technical competences but also transversal ones, such as the ones related to entrepreneurial education. The students by participating in a 'problem based learning' project, also contribute for the development of this new innovative and creative curriculum in Metallurgy/Industrial Maintenance field for the achievement of competences.

Then, we will follow the methodology of Competency Profiles, i.e. a methodology that assists in effective learning and development by identifying the behaviours, knowledge, skills and abilities that are necessary for a successful performance in a specific task or job. Students/trainees can then assess their competencies against those required for their own course profile and then take steps to acquire or improve any necessary competencies.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

Competencies support learning by:

- Focusing learning on the critical competencies needed for success in a specific task
- Providing standards for measuring students performance and capabilities
- Providing the framework for identifying learning options/curriculum/programs to meet student and organizational needs
- Supporting effective forecasting of organizational, as well as project-related learning requirements
- Providing standards for determining how well learning has occurred, both at the individual and organizational level
- The whole process will be done jointly, involving VET staff, students and Trainers at the enterprises. Regular meetings with IPP will be held for feedback of results.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

We will take into high consideration two other processes:

1. Assessments against competencies – VET staff and mainly trainers will assess the student's competencies against those required for current or future roles within the organization. This will be done in the Platform (IO n°1).

This assessment can be:

a) self-assessment per indicator which will produce a report that includes the results for all competencies, highlighting both student strengths as well as competencies requiring improvement. This information can then be used to support the development of an individual learning plan.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

b) Hetero assessment, by the teacher and/or trainer/supervisor. Once again, a report is produced by the platform on the feedback results to allow the student, trainer/supervisor and / or others (e.g. teacher, etc.) to target learning and development efforts to the particular student's needs.

2. We will follow EQAVET recommendations and will adopt ECVET, being this system based on units of learning outcomes as part of qualifications that can be assessed and validated.



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IO 2 - AEVA

Manufacturing & Industrial Competency- Based Curricula (Industrial Maintenance)

Leading Organization:

- **AEVA**

Participating Organization:

- **A. Silva Matos Metalomecânica SA**

Start day:



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IO 3 - ITIS "E. Mattei"

Manufacturing & Industrial Competency- Based Curricula (Mechatronics)

It is the partnership aim in Italy to create a Curriculum for Mechatronics VET Course in such a structure that it creates flexibility and allows students to progress as they demonstrate mastery of content and skills, regardless of time, place, or pace of learning. By adopting competency-based strategies we will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities.



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IO 3 - ITIS "E. Mattei"

Manufacturing & Industrial Competency- Based Curricula (Mechatronics)

Leading Organization:

- ITIS 'E.Mattei'

Participating Organization:

- Benelli Armi SPA

Start day: 1/3/2018 (??)



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IO 4 - POLITEKNIKA IKASTEGIA TXORIERRI S. COOP **Manufacturing & Industrial Competency-Based** **Curricula (Mechanics and Mechanical Manufacturing)**

It is the partnership aim in Spain to create a Curriculum for Mechanics and Mechanical Manufacturing VET Course in such a structure that it creates flexibility and allows students to progress as they demonstrate mastery of content and skills, regardless of time, place, or pace of learning. By adopting competency-based strategies we will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities.



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IO 4 - POLITEKNIKA IKASTEGIA TXORIERRI S. COOP
Manufacturing & Industrial Competency-Based
Curricula (Mechanics and Mechanical Manufacturing)

Leading Organization:

- **POLITEKNIKA IKASTEGIA TXORIERRI S. COOP**

Participating Organization:

- **Gestamp Technology Institute**

Start day: 1/3/2018 (??)



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Multiplier Events

3 local & final conferences which includes the presentation of the Intellectual Outputs and the Project activities in general will be held in all countries with the participation of the representatives of the relevant institutions, such as the project partners, VET schools, vet teachers and staff, parents, Enterprises Associations, Policy Makers, Public bodies and other relevant stakeholders. At least, 50 people are expected, out of VET students. The local press will be present during the conference to raise public awareness.

In Portugal, the conference will be also broadcasted live by AEVA TV Channel – CanalCentral <http://www.canalcentral.pt/> and the attention of the public will be attracted.



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Multiplier Events

Leading Organizations:

- Município de Sever do Vouga
- PROVINCIA DI PESARO E URBINO
- TKNIKA



Management Tasks

- **Establishment of the partners' organisational teams** and exchange of the mutual information about the project's organisation chart.
- **Definition of the work tools** for the management of the project in order to guarantee an effective management of the project phases and their implementation, communication and collaboration among the partners.
- **Project operative management**, with key stages and milestones detectable in the presentation of the periodical implementation, in the partnership meetings.



Quality Plan - Tasks

- **Monitoring Unit** will be set up, composed of the monitoring manager **for each partner** which will be responsible for the carrying out of the activities. The monitoring unit will provide for the prearrangement of the tools (such as forms, etc) in order to control the project activities.
- The **monitoring activity will be developed all over the duration of the project** through the administration of checklists internal to the partnership, and through actions aimed at the customer satisfaction, with prototypes from the target groups and from the subjects involved into the activities.



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Dissemination Plan - Roles

AVEA is responsible for developing and leading the Dissemination Plan. Each partner will be responsible for working within this plan and will provide a progress updates to AEVA during the Project Steering Team meetings and by email

Project presentation through Social Media: Facebook and Twitter will also be used for communication and project dissemination. A link to both will be included in the Project webpage



Dissemination Plan - Tasks

Dissemination activities before the project include:

- Press releases (and retaining copy) to promote the project to the wider public;
- Partner notice boards to promote the project to staff and students;
- Project website linked to partner websites to promote the project to staff, students and wider public.

Dissemination activities during the project include:

- Ongoing press releases (and retaining copy) to promote the project to the wider public;
- Regular Facebook posts;
- Ongoing TV programmes www.canalcentral.pt to promote the project to the wider public, at least in Portugal;



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Dissemination Plan - Tasks

- A special programme will be done during the project meeting in Portugal, involving all the participants. Special participation at the Multiplier Event, broadcasting it directly and editing a programme, with interviews to the communicators and public, for future broadcasting.
- Updates to the partner notice boards to promote the project to staff and students
- Updates to the Project website linked to partner website and intranet to promote the project to staff, students and wider public
- Invitations to the mobility workshops / study visits to wider stakeholder organisations
- Invitations to multiplier events



Dissemination Plan Tasks

Dissemination activities after the project include:

- Ongoing press releases (and retaining copy) to promote the project to the wider public and undertaking a value analysis (editorial space)
- Ongoing TV programmes www.canalcentral.pt to promote the project to the wider public and undertaking a value analysis, though the participation of Portuguese organisations (AEVA, Order of the Engineers and Aveiro University) and of local/regional stakeholders, vet schools, education and training centres and schools in general.
- Updates to the partner notice boards to promote the project to staff and students.
- Updates to the Project website linked to partner website and intranet to promote the project to staff, students and wider public.
- e-Twinning;
- EPALE



Evaluation Plan

- IPP will assist in the formulation of surveys and questionnaires both qualitative and quantitative to provide for corrective actions and establish distance travelled. (formative in using ongoing feedback to adjust programme implementation and delivery; summative in establishing how far the project has achieved its objectives)



Evaluation Plan

- Partners will implement these surveys and questionnaires as agreed at the start of the project and the degree to which quantitative and qualitative assessment will be used. This approach will be specifically designed to measure the impact of the project. Although evaluation will be both ongoing and continuous it is anticipated that three key evaluation reports will be generated.



Evaluation Plan

- End of Y1 and Y2 evaluations. This will take place in September 2018 and 2019, respectively, and will enable the co-ordinator to track progress and adjust and improve aspects of the project moving forward.
- Final evaluation. This will take place during the last phase of the project, November 2020, and will assess the overall lessons and results that we have learnt and achieved. It will form the basis of our final report and also help to plan the next steps and new ideas.



Evaluation Plan

Qualitative indicators use categories of classification. Thus, IPP will monitor:

- The products developed/produced by each partner (surveys, reports, assignments / debates / Seminars / Videos / workshops, Focus Groups, contributions for the platform and curricula, the planned WBL based on 'problem based learning' projects, as mentioned above, etc.)
- The constitution of the Focus Groups for the discussion of the Competency-Based Curriculum among partners and associate partners



Evaluation Plan

- The know-how in terms of contributing for the Intellectual outputs;
- Students' degree of interest / satisfaction of the learning experience and in the development of projects/activities in the partner enterprises;
- Students' degree of interest / satisfaction in enrolling in WBL projects.
- Trainers's interest in the validation process in the platform
- Trainers's motivation and interest in sharing their knowledge with the youngsters and in hosting and supervising WBL practices



Evaluation Plan

- Efficiency of the platform
- The team work among all different partners
- The cooperation between VET providers, enterprises and Public Bodies
- The organization and implementation of the Multiplier Event
- The degree of motivation of teachers and trainers in working and contributing for Competency-Based Curricula



Quantitative Evaluation:

- Through the use of surveys of staff, teachers and stakeholder organisations, establish a measurement of distance travelled in accomplishing the stated objectives.
- The number of staff and students engaged in each phase of the project
- The number of WBP practices / projects per enterprise involved in the project (partners and associate partners)



Evaluation Plan

- The number of meetings/ workshops / focus groups between trainers and VET staff
- The number of meetings with representatives of Employers' Association - Technical Professions
- The number of Visits to schools/Education Centres – debates with students & VET teachers
- The number of visits to enterprises
- The number of open sessions at the conclusion of each meeting for dissemination activities



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Evaluation Plan

- The number and results of surveys
- The number of students engaged in the project since the beginning
- The number of dissemination events and of Press Releases



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Joint Meetings

- The contact person in each partner will attend the transnational project meetings. In case they cannot attend it, they will nominate a colleague, involved in the project and in possession of the whole information needed for the success of the meeting.



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Next meetings...

A total of 6 transnational project meetings are planned:

- 1. Kick-off meeting: to ensure adequate resources are committed to the project and to discuss the whole implementation of the project activities and objectives. Location: Aveiro**
- 2. End of Year One – to monitor the tasks done, analysis of the questionnaires, of the WBL practices at local level, discussion of Short-Training Event and evaluation of the 1st year. Location - Spain**
- 3. Mid-Year two – to monitor the tasks done; evaluation of the training results; compilation of competences per curriculum/module; – Location: Italy**
- 4. End of Year two – to monitor the tasks done and discussion/analysis of the Intellectual Outputs; to complete the Year Two Progress Report and News-sheet. Location: Spain**
- 5. Mid-year three – to verify platform; analysis of activities produced; discuss Multiplier events layout. Location: Italy**
- 6. End of Project – to complete the Final Progress Report; analysis and verification of the 4 Intellectual Outputs; Final Evaluation; organization of the Multiplier event. – Location: Portugal**



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Financial issues and contracts



Project lifetime: 20/12/2017 – 19/12/2020

Interim reports:

1. Delivery: 20/6/2018 (referring to activities done until 20/4/2018)
2. Delivery: 20/12/2018 (referring to activities done from the beginning until 20/10/2018)
3. Delivery: 20/6/2019 (referring to activities done from the beginning until 20/4/2019)
4. Delivery: 20/12/2019 (referring to activities done from the beginning until 20/10/2019)
5. Delivery: 20/6/2020 (referring to activities done from the beginning until 20/4/2020)



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Questions?



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Thank you, very much!