



**Professionalising site managers and team leaders in the specific management
of building renovation sites in Europe**

Contract Nb. 2020-1-FR01-KA202-080105 (2020-2023)



**IO3: Transnational training scheme for teachers,
trainers and tutors preparing for the support and training
of site managers and team leaders for building renovation sites
TIPS FOR NATIONAL EXPERIMENTAL ACTIONS**

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3 October 2022

Contents

1 – GENERAL PRESENTATION	3
2 – DETAILED DESCRIPTION OF EACH STAGE: CHRONOLOGY, CONTENT AND PEDAGOGICAL METHODS.....	6
3 – ORGANISATION OF NATIONAL TRAINING SESSIONS INTENDED TO TRAINERS/TEACHERS/TUTORS – TEMPLATES TO BE RETURNED BY 15 NOVEMBER 2022	12
4 – RECOGNITION OF LEARNING OUTCOMES WITH OPEN BADGES.....	20

1 – GENERAL PRESENTATION

General framework: We are not working on a general system of training of trainers, but only on their preparation for training renovation site managers and team leaders / foremen working on renovation worksites. The proposed scheme will be experienced with experimental groups in each country before being implemented at a larger scale after the project contractual lifetime. The proposed scheme is designed to be useful for the trainers likely to build up work-based training schemes. The model starts from the observation of concrete work situations in construction companies specialised in renovation works. This observation will therefore be translated into specific pedagogical objectives to be achieved within the framework of various vocational training activities, like apprenticeship and other schemes based on the distribution of educative roles between training centres and companies.

In September 2021, the partners finished the "IO2 Transnational Synthesis of National Good Practices for Work Based Learning" (IO2-A1 & IO2-A2), which allowed them to identify what needs to be designed in the framework of the training foreseen for trainers/trainers/tutors in a first step and for renovation site managers and team leaders working on the renovation sites in a second step. This first investigation allowed to identify the following resources existing in each partner country:

- Existing methods of observation and analysis of work situations likely to be exploited for the work-based learning.
- Existing practices enabling training organizations to pre-evaluate and then position trainees in their professionalization process.
- Existing practices of validation and formal/non formal recognition of learning outcomes in work situations (ex. Open Badges).
- Ideas on how to exploit the information collected for the design of the professionalization pathways.

The report is available on the [RenovUp](#) website, Section Intellectual Outcomes 02.

In April 2022, the work of identifying the potential work situations, learning objectives, and learning modules intended to renovation site managers and team leaders was completed. The results were published in the following report "Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations" (IO1-A3b & A4 and IO2-A1). It contains:

- Guidelines and two grids **for the observation of work situations in renovation companies.**
- Guidelines and a grid for conducting interviews **to identify training needs.**
- Guidelines and a grid **for assessing learner progress.**

The report is available on the [RenovUp](#) website, Sections Intellectual Outcomes 01 an Intellectual Outcomes 02.

Thanks to the material available and the RenovUp results obtained so far, **Łukaszewicz - ITeE** (Poland), together with other partners, was able to develop the model of training trainers/trainers/tutors explained in the following pages.

The proposal to organise the preparation of trainers/trainers/tutors to design and implement training actions for relevant site managers and team leaders, drafted by Łukasiewicz ITeE, focuses on the following operational capacities:

- Methods of observation and analysis of professional situations experienced by site managers and team leaders on renovation sites.
- Definition of pedagogical objectives based on these analyses, within the frameworks imposed by their training centres/vocational schools.
- Exploitation of the grids of positioning and analysis of the progression of the learners in their educational pathway.

First feasibility condition:

The implementation of the proposed preparation of trainers/trainers/tutors will be done, wherever possible, through the exploitation of existing vocational training channels. **The partners will therefore have to propose support organisations (already existing) that will enable the operational implementation of the proposed scheme for the professionalisation of trainers/trainers/tutors in each of the project country.**

Central point:

The capacity to observe and analyse the work situations experienced by the renovation site managers and team leaders on construction sites and to translate them into pedagogical objectives (main principle of the work-based learning concept) is the main point of the proposed professionalisation of the trainers/trainers/tutors involved or to be involved in the training of the renovation site managers and team leaders.

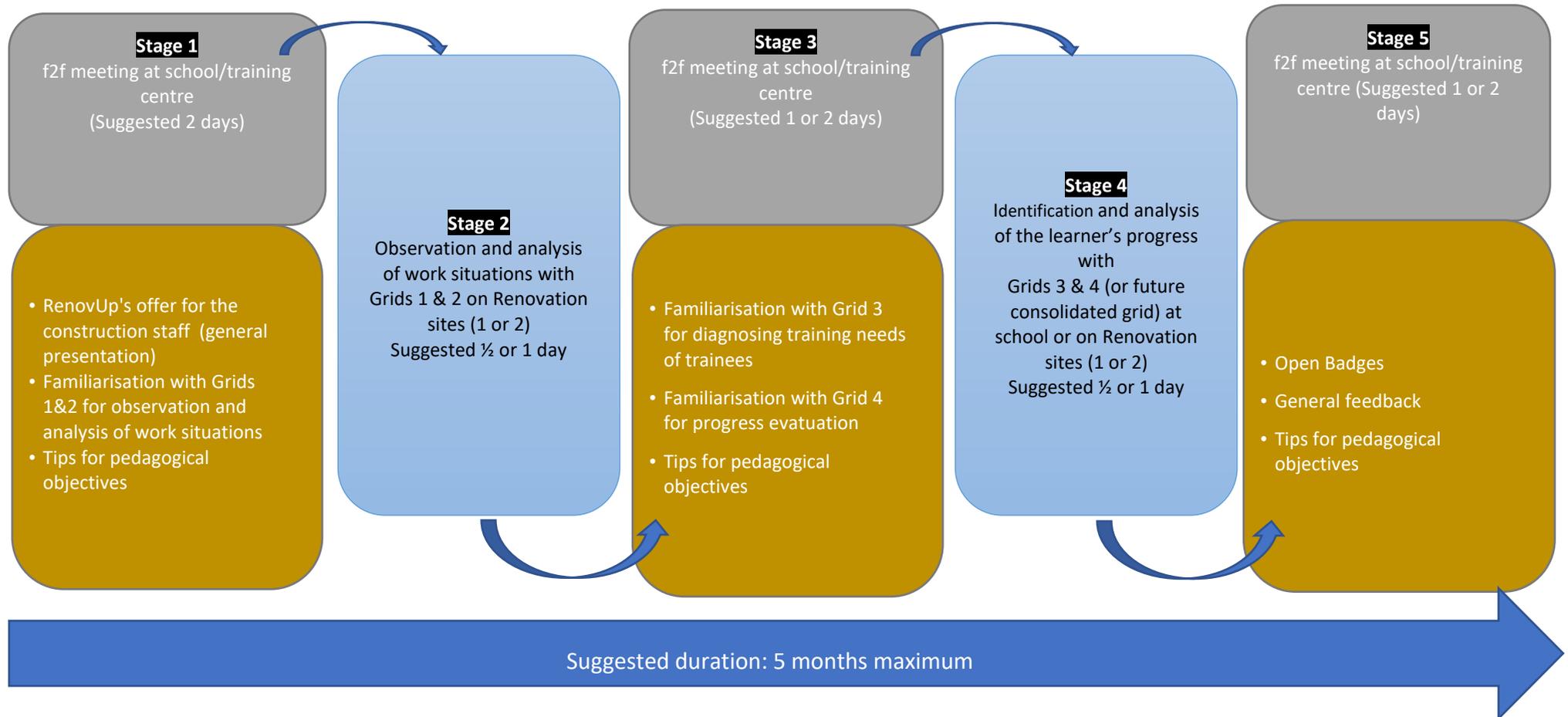
Therefore, the participants (trainers/trainers/tutors) **must have the possibility to lead training actions with their trainees**, as well as be sure to make their observations and analyses on renovation sites.

Educational objectives/target skills for trainers/trainers/tutors:

- Master the methods and tools for observing and analysing the working situation on renovation sites to design training programmes and content better suited to the real needs of participants (Grids 1 & 2, document “Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations”, IO1-A3b & A4 and IO2-A1).
- Master the methods and tools of diagnosing training needs of trainees (team leaders/ foremen and renovation site managers), through their positioning on their professional development paths (Grid 3, document listed above).
- Master the methods and tools for assessing the progress of trainees (team leaders/ foremen and renovation site managers) during their professionalisation process (grid 4, likely to be used as a positioning tool, replacing grid 3, if some partners make this choice).
- Identify and understand how to implement and use systematically the Open Badges for the recognition of learning outcomes.

The professionalisation model to be implemented in each partner country is based on the following scheme:

The involvement of the teachers/trainers in developing their own preparation for the design of the training courses for the final beneficiaries (site managers and team leaders on the renovation sites) is essential for the success of the project and the sustainability of its results. In parallel, the concept of work (or experience)-based learning is relatively new and not easy to set up: much resistance must be overcome from every partner (school/training centre management, teachers/trainers, and companies). This is one of the main challenges the VET organisations meet.



Source: Łukasiewicz ITEE (May 2022)

2 – DETAILED DESCRIPTION OF EACH STAGE: CHRONOLOGY, CONTENT AND PEDAGOGICAL METHODS

The following table contains global guidelines that cannot be applied as such in all partnership countries. Therefore, an **adaptation to the reality of each country is indispensable (See Part 3)**, while ensuring that the common objectives of the professionalisation scheme, presented in the previous section, are achieved.

Stage	Suggested form	Educational objectives to be achieved	Contents (to be adjusted to the specific national contexts)	Methods (examples)
1	A two day face to face session	<ul style="list-style-type: none"> To understand (in-depth) of the professional development system of construction managers and team leaders/ foremen working on construction sites implementing renovation projects in the country concerned and the proposal for its improvement prepared within RenovUp project. 	<ol style="list-style-type: none"> Getting to know each other's meeting moderator (representative of the RenovUp Partnership) and participants (teachers / trainers) - their professional experience, both didactic and construction. Justification for the implementation of the RenovUp project: its objectives, assumptions, results obtained (very synthetically). Current conditions and challenges (organizational, technical, legal) in the work of managers and team leaders/foremen, e.g. how they enter the labour market, their duties, how do these two functions differ, formal and informal qualifications, development paths (from research as part of RenovUp – IO1). Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/foremen specializing in renovation works (IO1-A3a), including.: <ul style="list-style-type: none"> Professional tasks / activities undertaken by them on construction sites, Knowledge and skills used by them in the above-mentioned professional situations, Correlation between professional situations at the workplace of construction site managers and team leaders/ foremen and educational (pedagogical) goals as the core of the work of teachers / construction trainers (table: work situations grouped into thematic blocks corresponding to the course / schedule of construction works versus educational goals enabling competent action in these situations). 	<ol style="list-style-type: none"> Discussion, the possibility of free speech with references to one's own experience. Power Point presentation on the RenovUp project, incl. the project website (especially institutions related to the construction industry, results available in national languages). Power Point presentation on the concept of a modular system of professionalization of construction managers / foremen (e.g. SWOT analysis). Workshops: development of a mind map on the topic: "Benefits of participating in experimental preparation to take advantage of work situations in educational content design".

			<p>5) Presentation of the main goal of the experiment (against the background of comprehensive activities planned as part of the entire RenovUp project), i.e.:</p> <ul style="list-style-type: none"> • Emphasizing the fact that the condition for the usefulness and effectiveness of training for construction managers / foremen is the knowledge of the realities of work by the teachers / trainers training them. • Preparation of teachers / construction trainers to analyse the work situation (on the construction site) and to include the results of this analysis in the process of creating an educational / training offer for the middle managerial staff of the construction industry. • Professionalization of the teacher/trainer's approach to the trainees and its improvement in terms of adaptation to real needs – INDIVIDUALIZATION of didactic processes. <p>6) Presentation of participants in the context of the objectives of the experiment – discussion and reflection on: do teachers/trainers can observe real working situations on construction sites (if so – when; if not – why?); whether contacts with employers allow/support their professional development of teachers/trainers.</p>	<p>Discussion</p>
		<ul style="list-style-type: none"> • Mastering tools for observing and analysing the working situation on construction sites to design training programmes and content better suited to the real and individual needs of participants (Grids 1 and 2) 	<p>Presentation and discussion of the tool for observation and analysis of the professional situation, with particular emphasis on the following issues:</p> <ul style="list-style-type: none"> • For each of the two functions (1)construction manager and 2) team leader/foreman) a slightly different tool has been prepared, • the use of the tool (its completion) is not an end, but serves to accurately set educational goals for classes that in the future teachers/trainers participating in the experiment will conduct for current or future construction managers and/or team leaders/foremen, • the tool should be approached flexibly. Not always everything can be observed (and fill in every field – this is not a mistake!), • it is possible to simplify (reduce the details) of the tool, e.g. only to the level of blocks, but remember to maintain a correlation between all the grids, • the tool is in no way used to assess the observed behaviour / phenomena on the construction site, but to record real data, facts. 	<p>Examples/potential types of data (entries) that can be expected in the completed form</p> <p>Multimedia materials (e.g. Video with a recording of construction works, participants observe the working situation using tool 1). Discussion the results for educational purpose</p>
<p>2</p>	<p>Visits to one or two renovation</p>	<ul style="list-style-type: none"> • Identification of work situations useful for the purpose of building an educational/training offer. 	<p>1. Teachers/trainers go with the tool and the ability to use it to the construction site. They transcribe the actual working conditions of the construction manager and/or team leaders/foreman, in every aspect of his work, bearing in mind the 5 main observation axes (environment,</p>	<p>Working with the tools 1 and 2 on construction sites.</p>

	sites (or more).	<p><i>Note:</i> They can spend 1 or more days on each construction site, depending on organizational capabilities, the scope of construction work, etc.</p>	<p>methods, equipment, labour force and documents) related to the identified professional situations. In the case of the possibility of photography, you should take care of the consent of the owner of the construction site and possibly the employees themselves.</p> <p>2. It is very important and recommended to observe the same professional activity on different construction sites (in different contexts, various in terms of size or nature of renovation works – adapted to the area of interest / specialization of the teacher / trainer).</p> <p>3. Based on the observations made, a list of remarks is created, which should be paid attention to when building (updating) the curriculum / training (a list of critical points that constitute a difficulty / challenge in the work of the manager / foreman, new materials, machines, tools, sought-after specialist skills, new legal requirements). It is useful to collect information to build a learning situation (entry into a learning sequence) from a real (and therefore imperfect) observed work situation.</p>	Analysis and critical reflection on the collected data (in the school / training centre)
3	A one or two day face to face session	<ul style="list-style-type: none"> To master the methods and tools of diagnosing training needs of future trainees (team leaders/ foremen and renovation site managers), i.e. their positioning on the paths of their professional development (Grid 3) 	<ol style="list-style-type: none"> Exchange of experience of teachers/trainers gathered during observations on construction sites, including exchange of comments on: <ul style="list-style-type: none"> The usability of Grids 1 and 2, suggestions for their improvement, further to their experimentation on renovation worksites in confrontation with concrete work situations. Comparative analysis of observation results. Making teachers / trainers aware of the need for individualization in the approach to participants of trainings for construction site managers / foremen, those professionally active – having a baggage of professional experience and the benefits resulting from such individualization (material and time effectiveness during training). Presenting teachers/trainers with tool 3 used to diagnose the training needs and/or wishes of trainees (construction site managers / foremen), i.e. positioning on the path of their professional development with particular emphasis on: <ul style="list-style-type: none"> The goal, which is to diagnose the training needs of the trainees, as well as his achievements for the preparation of an individualized training plan, Forms – interviews with future trainees (renovation site managers / team leaders). Structure - based on a correlation table of professional situations and educational goals (see RenovUp IO1 A3 report). Principles of agreeing answers - a mutual agreement between the teacher /trainer conducting the interview and the interviewed 	<p>Discussion (workshop).</p> <p>Presentation + discussion</p> <p>Simulation of an interview with a potential training participant using tool 3 (paying attention to body language, voice, atmosphere of trust, partner relations).</p>

			<p>trainee as to the achievement (non-achievement) of a given educational goal.</p>	
		<ul style="list-style-type: none"> To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process (Grid 3 or 4). 	<ol style="list-style-type: none"> Exchange of experience of participants (teachers/trainers) on the methods and tools they use to evaluate progress in the development of knowledge and skills of the people they train. Presenting teachers/trainers with Grid 3 or 4 to evaluate progress in acquiring new skills by construction site managers/foremen during their training, including: <ul style="list-style-type: none"> Form – a questionnaire filled in by the teacher / trainer based on the results of observation of the site manager / team leader in the work situation on the renovation site (or in the training centre). Structure – consistent with Grids 1 and 2, as well as with the learning objectives. The meaning of individual symbols, colours, etc. etc. Possibility to modify Grid 3 (or to merge with Grid 4), according to the local conditions and specific needs. 	<p>Discussion</p> <p>Presentation + discussion + questions/answers session.</p>
4	<p>POSITION-ING</p> <p>Two interviews (minimum) with future trainees (renovation site managers or team leaders)</p>	<ul style="list-style-type: none"> To master the tools of diagnosing training needs of trainees (team leaders/ foremen and construction managers), i.e. their positioning on the paths of their professional development (Grid 3) 	<ol style="list-style-type: none"> Teachers/trainers participating in the RenovUp experiment interview two current or future trainees - participants of the training for construction managers and or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for tool 2. They conduct an analysis of the results, i.e. the degree of advancement of the trainee in achieving the educational goals defining the construction manager / foreman before undertaking the training. Based on the results of the interviews, they diagnose the training needs of each trainee. It will be necessary to transform the needs and wishes into a training pathway. It may be also necessary to complete the grid with a synthetic document that clearly identifies the modules that the trainee will follow. 	<p>Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data</p>
	<p>Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee.</p>	<ul style="list-style-type: none"> To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process (Grid 3 or 4) 	<ol style="list-style-type: none"> Teachers/trainers participating in the RenovUp experiment conduct in working conditions (on a construction site or simulation training ground) observation of the progress of two trainee - participants of training for construction managers and/or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for tool 3. Note: It is suggested that for the purposes of the RenovUp experiment, these will be the same trainees for whom training needs have been diagnosed using tool. They conduct an analysis of the results, i.e. define the trainee's progress in achieving educational goals defining the renovation site manager / 	<p>Working with Grid 4 on a construction site (or in a training centre) + critical reflection on the collected data in the school/training centre.</p>

			<p>team leader. A box could be added under each of the 4 main skills to write down a summary conclusion based on the score obtained in Grid 4.</p>	
<h1>5</h1>	<p>A one or two day face to face session</p>	<ul style="list-style-type: none"> To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes. 	<ol style="list-style-type: none"> Exchange of experience gained by teachers/trainers during the testing of Grids 3 and 4, especially comments on: <ul style="list-style-type: none"> Usefulness for the purpose of transferring the results of the analysis of the work situation for educational purposes and training programs of middle managers in the renovation and construction industry, Suggestions for improving the improvement of the proposed tools. Familiarizing participants (teachers / trainers) with the idea of Open Badges as a form of confirming learning outcomes, attracting more and more fans and users on the educational services market and on the labour market, including: <ul style="list-style-type: none"> Previous experience and know-how of the teachers/trainers about Open Badges (OB). A brief genesis of OB (scouting) and contemporary fields of application (social networks, computer games, validation, and certification of competences). How to understand OB? What is really hidden under the graphic symbol? Collection of OBs (badge Backpack). Main « actors » of the system: Issuers, earners, displayers, consumers. What OB can be used for? <p>Note: it is important to pay attention to one of the most important advantages of this system, which is the possibility of confirming much smaller "portions" of skills (so-called Micro credentials), which are part of a larger whole (motivation to keep trying; satisfaction from smaller but more frequent successes and achievements).</p> What role of the OB was assigned in the RenovUp project and what is the role of teachers/ trainers in their implementation: <ul style="list-style-type: none"> OB for teachers/ trainers – trainers as OB earners, OB for trainees of training for middle managerial staff (construction site managers / foremen) - teachers / trainers as participants in the processes of validation of learning outcomes, OB for participants of training of middle managerial staff (construction managers / foremen) - teachers / trainers as consumers (e.g. at the stage of formulating an individualized 	<p>Discussion SWOT analysis</p> <p>Presentation (including multimedia, films promoting OB., possibly the specificity of solutions in each country)</p> <p>Presentation + discussion</p>

			<p>educational / training offer taking into account previously acquired learning outcomes, confirmed by OBs).</p> <p>A two-stage evaluation could be proposed (to specify by the end of October 2022):</p> <ul style="list-style-type: none">• Oral debriefing style exchange (guided by 4 or 5 open questions) at the end of the session.• Questionnaire with targeted questions sent a few days later. <p>4. General feedback of the entire experience: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations.</p>	Discussion, incl. brainstorming
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3 – ORGANISATION OF NATIONAL TRAINING SESSIONS INTENDED TO TRAINERS/TEACHERS/TUTORS – TEMPLATES TO BE RETURNED BY 15 NOVEMBER 2022

Reminder of the contractual commitment and plan of national actions

The planned professional development scheme will be aimed at teachers, trainers and tutors/apprenticeship masters who will then lead the professional development scheme for the targeted renovation site managers and team leaders.

The initial scheme foresees:

- Presential training (mainly theoretical contributions to the analysis of work situations, the construction of professionalisation projects with the training company, the monitoring, assessment and recognition of learning outcomes, the use of digital media in adult training, the responsibility and autonomy of learners - future middle managers in an increasingly complex construction company). This training will, in principle, last two weeks (initial hypothesis, to be checked when the system in question is designed).
- E-learning (mixing pedagogical and technical aspects, information retrieval, knowledge tests, etc.) using learning platforms (preferably already existing among the partners) – to be potentially integrated to the presential training.
- Application of knowledge in work situations, with learners and company staff (even if the audience are not the current or future site managers and team leaders working on building renovation sites), which is the core of the planned training, based on the experimentation of Grids 1, 2, 3 and 4.
- A one-week professionalisation stay in another partner country ("job shadowing"), to enrich the national training course, by observing and analysing other modes of access to the skills targeted in the same transnational system of professionalisation for middle managers on building sites. However, the complexity of the project and the potential lack of funding require reconsideration of this option.

An experimental session is planned in each partner country. These sessions will be co-facilitated by training engineers from partner organisations and by external experts, from associated organisations, with expertise in the design of alternating training courses based on the formative exploitation of work situations (mainly pedagogical institutes and universities, specialised in vocational training engineering). The experimental sessions will deliberately involve few participants (5 to 8 per country), to be able to follow them in an individualised way and to adjust the professionalization pathways before making them accessible to a wider public at a later stage. The achievements of this training will be recognised with "Open Badges" (see Part 4 for more information).

The experimental sessions (one per country for at least 5 participants) can start as soon as possible and should be completed before the end of February 2023. Their organisation can take place in parallel with the start of the training of site managers and team leaders targeted in the RenovUp project (see Document “**IO4: Transnational strategy and national systems for the positioning, support and professionalisation of site managers and team leaders for building renovation sites - TIPS FOR NATIONAL EXPERIMENTAL TRAINING ACTIONS**”).

To help the partners to design the training of trainers, in accordance with the scheme proposed in part 2 of this document, we propose **the following grid, to be completed before 15 November 2022 – even not in full**. This will make it easier for each partner to identify what needs to be put in place, with which national partner(s) and for the benefit of which public. The return of these grids will enable Łukasiewicz - ITeE and CCCA-BTP to refine a strategy that will be discussed on 22 and 23 November in Rome.

LIST OF PARTICIPANTS

(Template to be returned by 15 November 2022 :

IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION, but be as advanced as possible)

Public & Conditions of Participation

Name & First Name	Function	Training Centre/Company Address/Email	Specific needs/ Motivation for the training proposed	Conditions of Participation

EDUCATIONAL LAYOUT

(Template to be returned by 15 November 2022 :

IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION, but be as advanced as possible)

Stage	Form Date	Venue & Facilitation	Teaching & Learning Process (Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you) Note: The objectives already mentioned below are mandatory	Other
1	A two day face to face session From To	Name, Venue, and Address: Name(s) of the trainer(s) of trainers and their function(s): Financial arrangements (if any):	Learning objectives: 1. Characterise the specific problems of middle management (site managers and foremen) on renovation sites. 2. Master didactic tools to develop specific training sessions for foremen/managers. 3. 4. 5. Contents (in line with the specific national contexts): 1. 2. 3. 4. 5. Teaching/Learning methods and tools 1. 2. 3. 4.	

Stage	Form Date	Venue & Facilitation	Teaching & Learning Process (Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you) Note: The objectives already mentioned below are mandatory	Other
3	A one or two day face to face session From To	Name, Venue, and Address: Name(s) of the trainer(s) of trainers and their function(s): Financial arrangements (if any):	Learning objectives: 1. Master the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers). 2. Master the tools for monitoring the progress of trainees during their professionalization. 3. 4. 5. Contents (in line with the specific national contexts): 1. 2. 3. 4. 5. Teaching/Learning methods and tools 1. 2. 3. 4.	

Stage	Form Date	Companies/Worksites/ Training centre	Instructions & Arrangements with Companies/ Training centre staff responsible for positioning (Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you) Note: The objectives already mentioned below are mandatory	Other
4	POSITION- ING Two interviews (minimum) with future trainees (renovation site managers or team leaders) Period from to	RESPONSIBLE FOR POSITIONING:	Operational objectives: 1. Implement positioning methods and tools to identify the entry level and needs of trainees. 2. 3. Documents to be used: 1. 2. 3. Restitution of results: 1. 2. 3.	Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data
	Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee. Period from to	LIST OF COMPANIES/WORKSITES Names, Venues, and Addresses: Contact persons in company and their functions:	Operational objectives: 1. Implement diagnostic and monitoring tools in training situations with trainees. 2. 3. 4. 5. Instructions & Documents transmitted: 1. 2. 3. 4. 5.	

Financial arrangements (if any):

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Feedback/potential benefits for to the companies concerned:

1.
2.
3.
4.
5.

Stage	Form Date	Venue & Facilitation	Teaching & Learning Process (Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you) Note: The objectives already mentioned below are mandatory	Other
5	A one or two day face to face session From To	Name, Venue, and Address: Name(s) of the trainer(s) of trainers and their function(s): Financial arrangements (if any):	Learning objectives: 1. Design a plan on how to integrate work situations into learning paths intended to team leaders and site managers. 2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned. 3. 4. 5. Contents (in line with the specific national contexts): 1. 2. 3. 4. 5. Teaching/Learning methods and tools 1. 2. 3. 4.	

PLEASE RETURN THIS DOCUMENT, EVEN IF COMPLETED PARTIALLY , BY 15 NOVEMBER 2022
TO ŁUKASIEWICZ ITEE & CCCA-BTP
THANK YOU IN ADVANCE!

4 – RECOGNITION OF LEARNING OUTCOMES WITH OPEN BADGES

General Framework

The recognition of learning outcomes is planned with an Open Badge. *"Open Badge should not be equated with a certificate or a diploma. It should be easily shared on social networks, on LinkedIn, on a CV, etc. In many cases, the badge issuer does not think about the value of the badge in an ecosystem. Before embarking on this adventure, it is necessary to consider the added value for the beneficiary and its value within a community"* explains Eric Rousselle from Open Badge Factory Platform (France). The important thing in this approach is to see what can be valued by and for a beneficiary and which could interest a potential employer. It is in no way a question of competing with diplomas, but of highlighting skills that are neither validated nor valued more formally. For example, in an engineering school, students leave with the same diploma. How can you make a difference in front of an employer? It is likely to be done with an Open Badge that attests to a prize won, an active role played within a junior company or a specific mission within the framework of an internship.

"Open Badges can both facilitate and promote employability: they can help in the hiring of low-skilled workers, but also help a company looking for a specific skill. They are also a response to the rapid emergence of new occupations that anticipate the need for certification. Open Badges thus allow great flexibility by creating adapted, transversal, or specific training paths. Their use in the construction sector would demonstrate that our sector is more open and attractive than ever and that it can attract other people to join it. And for those who are already integrated, the badges would be an opportunity for employees to improve their skills and to embark on training courses that they had not imagined", says Sandrine Mansoutre from *École Française du Béton* (EFB, France).

The aim is to **recognise the successful participation of the trainers responsible for the professionalization of building renovation site managers and team leaders in all the modules (stages 1-5) of the planned training.** Therefore, by issuing a specific Open Badge, it will be confirmed that the trainers have successfully completed a five-stage training session in each partner country to prepare them to use the teaching methods and tools (grids and procedures) specifically developed and made available to them to enable them to run the professionalisation scheme for the target groups. Obtaining this badge will indicate that they are ready, thanks to participation in the training session, to implement the training intended to renovation site managers and team leaders.

Contents of the planned Open Badge

Each Open Badge must be specifically identified, described, and written down.

- It is important to clearly identify what the open badge recognises and to formulate **an explicit and engaging title**.
- It is necessary to describe precisely what is recognised in terms of competences and what are the chosen **criteria for recognition**.
- It is necessary to create or choose a suitable visual medium that is meaningful and attractive.

All the partners are working together to create the content of the badges (titles, description, eligibility criteria, etc.) and agree on the approximate number to be issued in each country over the next three years. While working on this, it will be necessary to think about the recipients of the Open Badges (trainees, but also companies, organisations validating formal and non-formal skills, etc.).

List of competences required for the acquisition of the full *** Open Badge of "Trainer of middle managers for renovation sites" (provisional title and proposal of content):

1. Ability to characterise the specific problems related to middle management (site managers and team leaders) on renovation sites.
2. Mastery of didactic tools to develop specific training sessions for team leaders/site managers.
3. Ability to collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to site managers/team leaders.
4. Mastery of the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
5. Mastery of the tools for monitoring the progress of trainees during their professionalization.
6. Ability to implement positioning methods and tools to identify the entry level and needs of trainees.
7. Ability to implement diagnostic and monitoring tools in training situations with trainees.
8. Ability to have a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
9. Ability to identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned.

Proposal of the CCCA-BTP (to be discussed)

Three hypotheses (progressive deepening logic, with stars):

- (1) ONE OPEN BADGE, at the end of the training path ***
- (2) TWO OPEN BADGES, the partial one at the end of session 2 (stage 3) and the complete one after session 3 (stage 5) **
- (3) THREE OPEN BADGES, each after each session (1, 2 and 3) *

Recognition of the mastery of the tools and of the execution of the work required (completed and commented grids).

Issuing organisation : CCCA-BTP

Transnational governance proposed

The CCCA-BTP proposes to create a unique Open Badge and to manage it, as an issuing body, on behalf of all the project partners. The account to be created would be specific to the RenovUp project. It would be valid for 5 years after the end of the project, which would allow a natural extension of RenovUp, including a light periodic consultation

between the partners to keep in touch and to continue to collaborate (one of the objectives of KA2 - Erasmus+). The account proposed by the CCCA-BTP will allow to create an unlimited number of badges and assign them to as many people as necessary.