

Update 21/02/2016

VET CENTRE	WHAT	HOW	WHEN	INPUT REQUIRED	PLANNED OUTPUT	DEVIATIONS
<b>IIS Galileo Galilei – IT (Tangram)</b>	<p><b>SITUATION:</b> Marshmallow Game: building of different groups with the same aim using simple materials and a Marshmallow: construction of a tower. A leader should be assigned to each group. An initial project has to be made by every group. A final report is requested to each participant. 4 hours are needed.</p> <p><b>FRAMEWORK:</b> setting of competences and parameters to be assessed. Additional suggestions have to be added with the purpose of facilitating the assessment of the parameters.</p>	<p><b>METHODS:</b> All (continuous observation during the execution, written examination thanks to the project and the final report, self-evaluation of the student)</p> <p><b>ASSESSMENT/EVALUTATION:</b> reviewing the framework and including the evaluation of the teacher and the self-assessment.</p> <p>The goal rate to every parameter has to be defined.</p> <p><b>PARTICIPANTS:</b> mechanics course. 22 Students</p>	11 <sup>th</sup> April 2016	<p><b>ORGANISATION:</b></p> <ul style="list-style-type: none"> <li>-Plan of the activity in the class calendar</li> </ul> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>-Set-up of the framework (competences, parameters, methods and feasible parameters)</li> <li>-Materials for the game</li> <li>-Translation of the framework</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of transversal competences (one form for every student)</li> <li>-Summary of the results of the assessment</li> <li>-Feedback reporting of the implementation</li> </ul>	<ul style="list-style-type: none"> <li>- self assessment only for one competence</li> <li>- summary of the results to be made</li> <li>- reporting only from the teacher</li> </ul>
<b>CFP Einaudi – IT (Tangram)</b>	<p><b>SITUATION:</b> LEGO game: building of different groups with different goals using Lego. A leader should be assigned to each group. An initial project has to be made by every group. A final report is requested to each participant. 4 hours are needed.</p> <p><b>FRAMEWORK:</b> setting of competences and parameters to be assessed. Additional suggestions have to be added with the purpose of facilitating the assessment of the parameters.</p>	<p><b>METHODS:</b> All (continuous observation during the execution, written examination thanks to the project and the final report, self-evaluation of the student)</p> <p><b>ASSESSMENT/EVALUTATION:</b> reviewing the framework and including the evaluation of the teacher and the self-assessment.</p> <p>The goal rate to every parameter has to be defined.</p> <p><b>PARTICIPANTS:</b> to be defined</p>	Within 15 <sup>th</sup> April 2016	<p><b>ORGANISATION:</b></p> <ul style="list-style-type: none"> <li>-Presentation of the project and the activities to the principal</li> <li>-Presentation of the project</li> </ul> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>-Set-up of the framework (competences, parameters, methods and feasible parameters)</li> <li>-Made by an external teacher</li> <li>-Lego</li> <li>-Translation of the framework</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of transversal competences (one form for every student)</li> <li>-Summary of the results of the assessment</li> <li>-Feedback reporting of the implementation</li> </ul>	The VET renounced to participate to the project.
<b>EUC SYD -</b>	<p><b>SITUATION</b></p> <p>Standard didactic activities.</p> <p><b>FRAMEWORK-</b></p> <p>Adapted competences and parameters. Own evolution and simplification of the open framework developed in the project.</p>	<p><b>METHODS:</b></p> <p>Observations and self assessment.</p> <p><b>ASSESSMENT/EVALUTATION</b></p> <p><b>PARTICIPANTS:</b> mechatronics, electronics, ICT and tailoring (ca. 20 students)</p>	April-May 2016	<p><b>ORGANISATION:</b></p> <ul style="list-style-type: none"> <li>- Presentations to the teachers involved</li> <li>- Applications made by the teachers with own develop tools</li> </ul> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>- Own developed questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Results of questionnaires</li> <li>- Summary report</li> </ul>	Open framework tool (excel form) has not be applied.
<b>NRC – UK</b>	<p><b>SITUATION 1-</b> Group Presentation: Students are arranged in groups with the common goal of delivering a presentation on an unfamiliar topic. Each week the groups have team meetings- project lasts 4 weeks. Group work and final presentation will be assessed.</p>	<p><b>METHODS:</b> All (continuous observation during the execution, written report project(self-evaluation of student) and presentation)</p> <p><b>ASSESSMENT/EVALUTATION:</b> reviewing</p>	By end of April 2016	<p><b>ORGANISATION:</b></p> <ul style="list-style-type: none"> <li>-Team meetings of students throughout assessment</li> <li>-Presentation facilities</li> </ul> <p><b>ASSESSMENT-</b></p>	<ul style="list-style-type: none"> <li>-Assessment of transversal competences (one form for every student)</li> <li>-Summary of the results of the assessment</li> </ul>	-

VET CENTRE	WHAT	HOW	WHEN	INPUT REQUIRED	PLANNED OUTPUT	DEVIATIONS
	<p>FRAMEWORK-</p> <ul style="list-style-type: none"> <li>• CompAssess Open Model and the 7 competences.</li> <li>• Focus on written and oral communication, critical thinking, learning to learn and teamwork</li> </ul> <p><u>SITUATION 2 – Desk Audit:</u>            To map the college online Personal Training Plan (ePTP) and student enterprise programme to the CompAssess Open Model</p> <p>FRAMEWORK-</p> <ul style="list-style-type: none"> <li>• CompAssess Open Model and the 7 competences.</li> <li>• Comment on all particular focus on Sense of Innovation and Entrepreneurship and Learn to learn</li> </ul>	<p>the framework and including the evaluation of the teacher and the self-assessment</p> <p>PATRICIPANTS            Level 3 Engineering Apprentices (5 students)</p> <p><u>METHODS:</u> Interview with Training Support Officer, desk audit of the ePTP system, in particular the 6-8 week monitoring review documents. Review college student enterprise programme.</p> <p><u>ASSESSMENT/EVALUTATION:</u> Reviewing the framework and including the views of the two Training Support Officers.            PATRICIPANT – ePTP portfolios            Level 3 Apprentices (plumbing, engineering and motor vehicle)</p>	<p>2<sup>nd</sup> week in May 2016</p>	<p>Gather the requested information as evidence of the evaluation activity</p> <p>ORGANISATION:            Meetings with 2 Training Support Officers.</p> <p>ASSESSMENT-            Gather information and undertake mapping exercise</p>	<p>-Feedback reporting of the implementation</p> <p>OUTPUT:            Written report</p>	
TKNIKA – ES	<p><u>SITUATION:</u></p> <ul style="list-style-type: none"> <li>• Challenges-based collaborative learning environments in public VET centres of the Basque Country.</li> <li>• VET Teachers previously trained and with a solid experience on assessing transversal competences to VET students.</li> <li>• Middle and Upper degree Cycles (level 3 and 5 of EQF)</li> </ul> <p>FRAMEWORK:</p> <ul style="list-style-type: none"> <li>• CompAssess Open Model and the 7 competences.</li> <li>• Focus on two competences: Teamwork and problem solving</li> <li>• Spanish version of the CompAssess Open Model</li> <li>• Use of SET Tool instead of the xls file.</li> </ul>	<p><u>METHODS:</u></p> <ul style="list-style-type: none"> <li>• SET Tool focus: This method includes continuous observation (evidences), self and peers assessment, final report and giving feedback to the students.</li> </ul> <p><u>ASSESSMENT/EVALUTATION:</u></p> <ul style="list-style-type: none"> <li>• Reviewing the Open Model and including the evaluation of the teacher and the self-assessment.</li> <li>• The goal rate to every parameter will be previously defined.</li> </ul> <p><u>PARTICIPANTS:</u></p> <ul style="list-style-type: none"> <li>• 5 VET centre (.....)</li> <li>• 2 teachers and 5 students per school</li> </ul>	<p>Within 22<sup>th</sup> April 2016</p>	<p>ORGANISATION:</p> <ul style="list-style-type: none"> <li>• Overall planning in Tknika: Selection of method, timing, competences, and so on</li> <li>• Detailed organisation in the New Methodologies Area: Selection of VET centres, teachers, tool (SET)</li> <li>• Presentation of the project and the workpackage to the VET teachers</li> <li>• Development of the implementation process.</li> <li>• Gather the requested information as evidence of the evaluation activity</li> </ul> <p>AEASSESSMENT:</p> <ul style="list-style-type: none"> <li>• Questionnaire to teachers on the CompAssess Open Model (designed by Alex) after the implementation.</li> <li>• Questionnaire to teachers and students on the impact (designed by Marilia) after the implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of transversal competences. Feedback: one form per student.</li> <li>• Summary Report on the results of the assessment activity in every VET centre based on the information provided in the Questionnaires.</li> <li>• Country Feedback Report on the implementation process.</li> </ul>	<p>4 VET centres tested instead of 5</p>