

The effect of the pilots - VET of Inspectors for Construction Products Regulation (CPR) with the standard EN1090.

THE TEACHERS PERSPECTIVE:

The cross-national co-operation meant that teachers were able to share course materials, questions and student assignments across borders. This meant that this is the first time this type of course has been piloted in Hungary and Slovenia. In addition, industry examples from all countries in the project could be exchanged and used cross-nationally.

As a result, course development costs and development time have been significantly reduced. At the same time, an industrial diversity of examples reflecting different production cultures has been achieved. None of the parties involved would have been able to develop this course independently within the timeframe available.

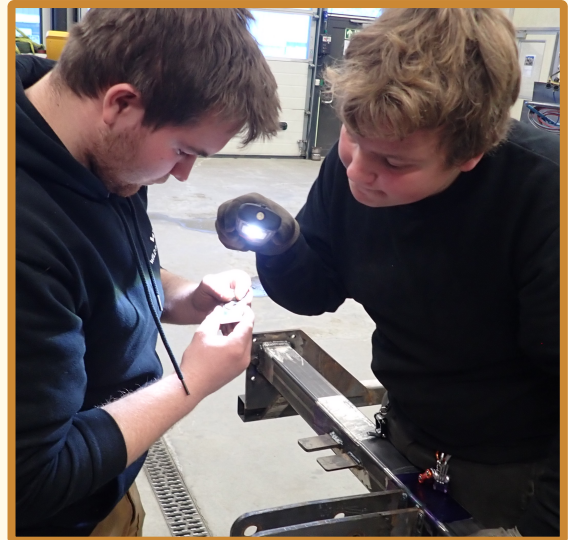


By introducing an LMS as a central element and at the same time building up an agreed structure and structuring the use of the LMS throughout the courses, this meant that the teachers could follow up the students in a far better way than before.

By standardising the use of the LMS, several teachers were able to complement each other in the same course without this having consequences for the students. The use of the LMS made it possible to share updated and relevant information in a simple way.

STUDENTS PERSPECTIVE:

This is the first time a course of this type has been run with the use of an LMS as a key communication element. The students all had a minimum academic background from previous education and practice, but none had experience of using an LMS in their education.



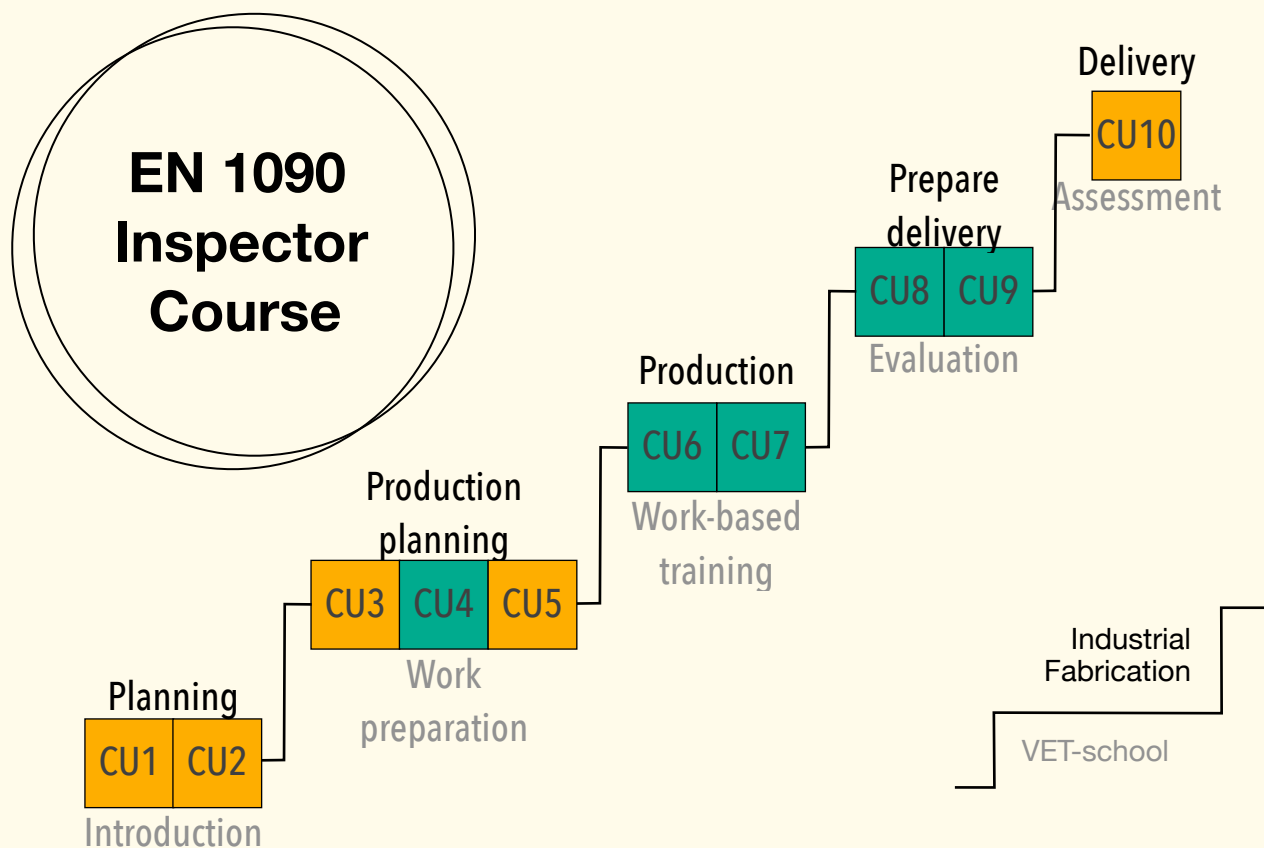
The harmonisation of content and structure simplified and facilitated the collaboration process, which means that the material can be developed, prepared, updated and maintained in a uniform manner both during and after the project.

In addition, it has proven to be very important to mix the industrial cultures in order to extract the best examples from the different countries.



CONTACT: Erik Engh, Quality Management Software AS,
erik.qmsoft@gmail.com

ONLINE: More info at <https://stimuli.no/>



All learners were in permanent employment and the use of LMS meant that they reduced the need for direct classroom teaching. For some, it also meant that they could attend the course because travelling distance to the course venues was no longer an issue. This flexibility was pointed out by several participants

The use of competence units combined with the LMS worked very well. The common structure of the competence units provided recognisability when moving from one competence unit to a new unit. The academic content of the competence units met the students' expectations and was relevant to their work situation. At the same time, the courses were organised in such a way that the students' previous experience was put to good use in the teaching. The academic content was relevant in terms of questions. The student assignments were adapted to their reality so that they could recognise and see the relevance of the assignments in relation to their own work situation. The training therefore felt very targeted.

The chosen course methodology, with specified minimum standards and common structures, meant that the collaboration between students and possibly several different teachers on the same course worked well.

All students recommend using the same methodology and tools in other courses. All students perceive that the tasks and activities in the competence units were very well adapted to the student's practical work situation.

The course material was sufficiently comprehensive to be able to prepare for the exam. The use of the chosen IT technologies (LMS and Zoom) felt satisfactory. This is session-based teaching with support from the LMS and use of Zoom. The general impression is that the use of technology combined with the implementation of the course was very easy.

