

Next steps - VET of Inspectors for Construction Products Regulation (CPR) with the standard EN1090

NEXT STEPS:

It turns out that the average age of teachers in this educational segment is over 50 years. This means that for this age group, in Eastern Europe, their knowledge of English is usually lower than that of their students. This means that the need for national language learning materials is higher than usual. In addition, it turns out that the general IT knowledge may be lower for teachers than for students.

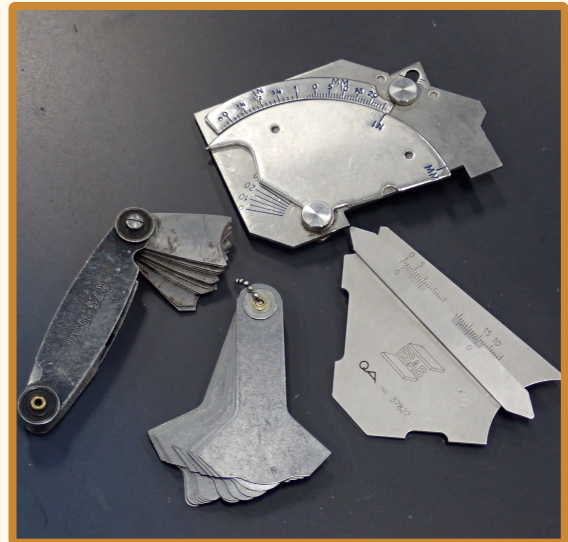
The use of LMS was new for both teachers and pupils. There was therefore a need for separate training of teachers in the use of the LMS system, and the systematisation introduced in this project. The same applies to the use of the ZOOM video platform.



Separate courses must be developed so that the company's follow-up manager can follow the courses.

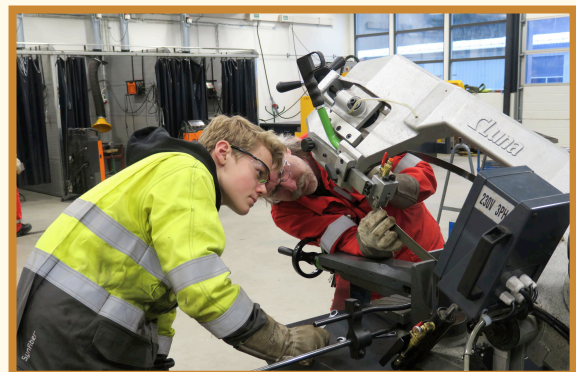
It turned out that some of the students had too little or no relevant work experience for these courses. One way to possibly solve this is to divide the classes into groups where experienced employees can guide younger and inexperienced participants. This possibility for group work should be considered and tested in subsequent projects.

Standard background materials were used for these courses. There were no funds within the project framework to customise them. In addition, reference was made to a number of international standards. These were very comprehensive and in some cases only an extract of the standards was needed. This was not possible to realise in the project.



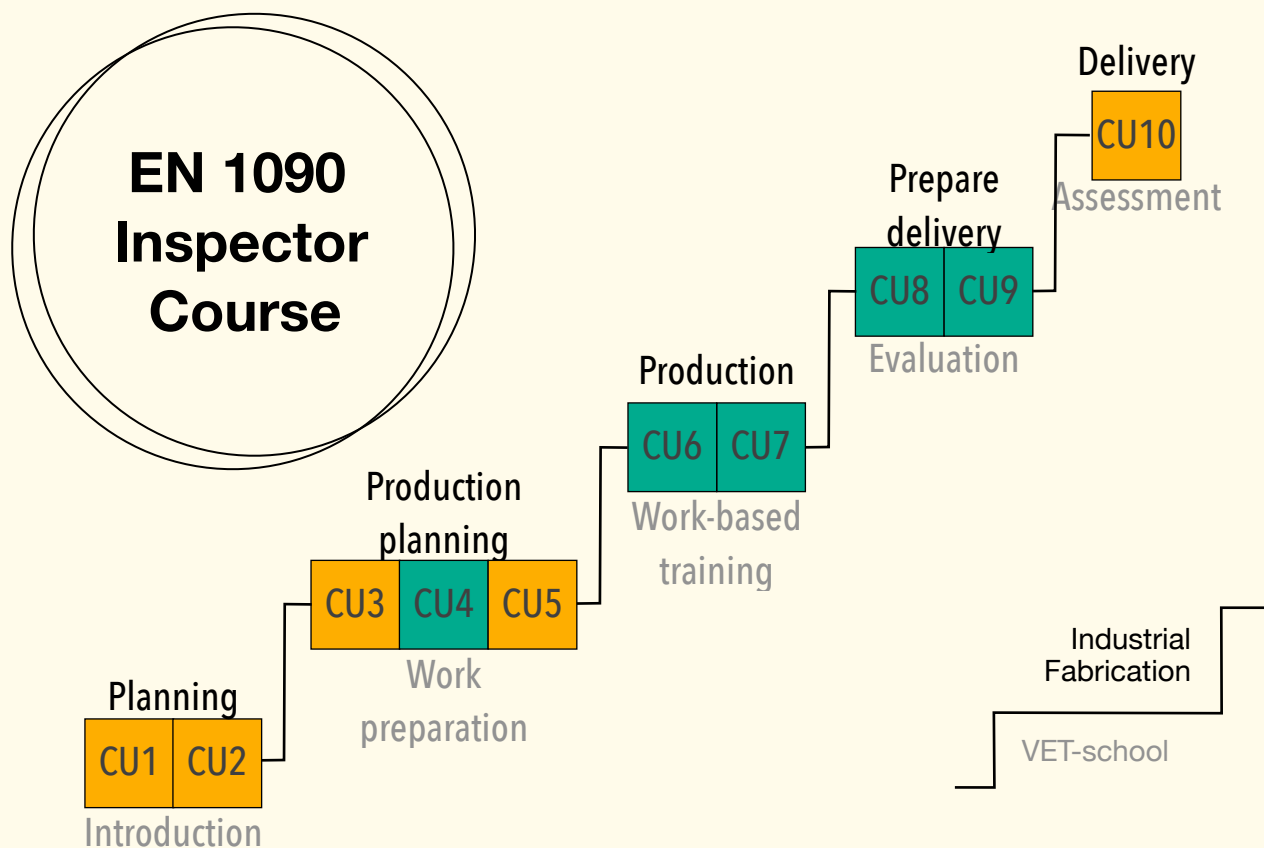
The introduction of practice-oriented training in digitised courses is new, and there is a need for separate training for teachers in this area.

The students felt that they did not receive sufficient follow-up from their own employer. Procedures and methods should therefore be developed to cover the students' follow-up and counselling at the individual company.



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Ability and ambition levels are different for different students when they enrol on this type of course. In the completed courses, there is no differentiation at this level. This issue can be addressed in future projects.

There is a common desire to use their national language both in the use of IT tools and in the development of course material. However, the expectation for the target groups for this type of course should be to be able to collaborate with other international organisations. In this respect, it is important to be able to master an international language in addition to the national language.

It must be made clear in the course introduction that it is assumed that the participants will work in companies where international co-operation or international deliveries are an important element and where the language form of the learning material therefore cannot be the national language. It should be noted that a number of the standards that companies must use in their daily work are not translated into the national language either.

There is a desire to utilise modern simulation tools wherever possible and appropriate. Experience from the students' participation shows that there is a desire for a greater proportion of the teaching to be carried out as distance learning so that travelling can be reduced.

The experience of using modern IT tools in teaching has awakened a desire to be able to utilise more modern IT tools. For example, tools in the LMS platform or in Zoom and completely new tools for interaction that can be used to reduce the barrier to being able to ask questions. For example, tools for discussion forums where students can be anonymised in relation to each other.

This project has omitted to discuss issues surrounding the assessment of the individual units of expertise. It would be natural to address these issues in a new project.

