



# Work package 2

## 14 – 19 VET Investigation

# WP 2 – Project Team



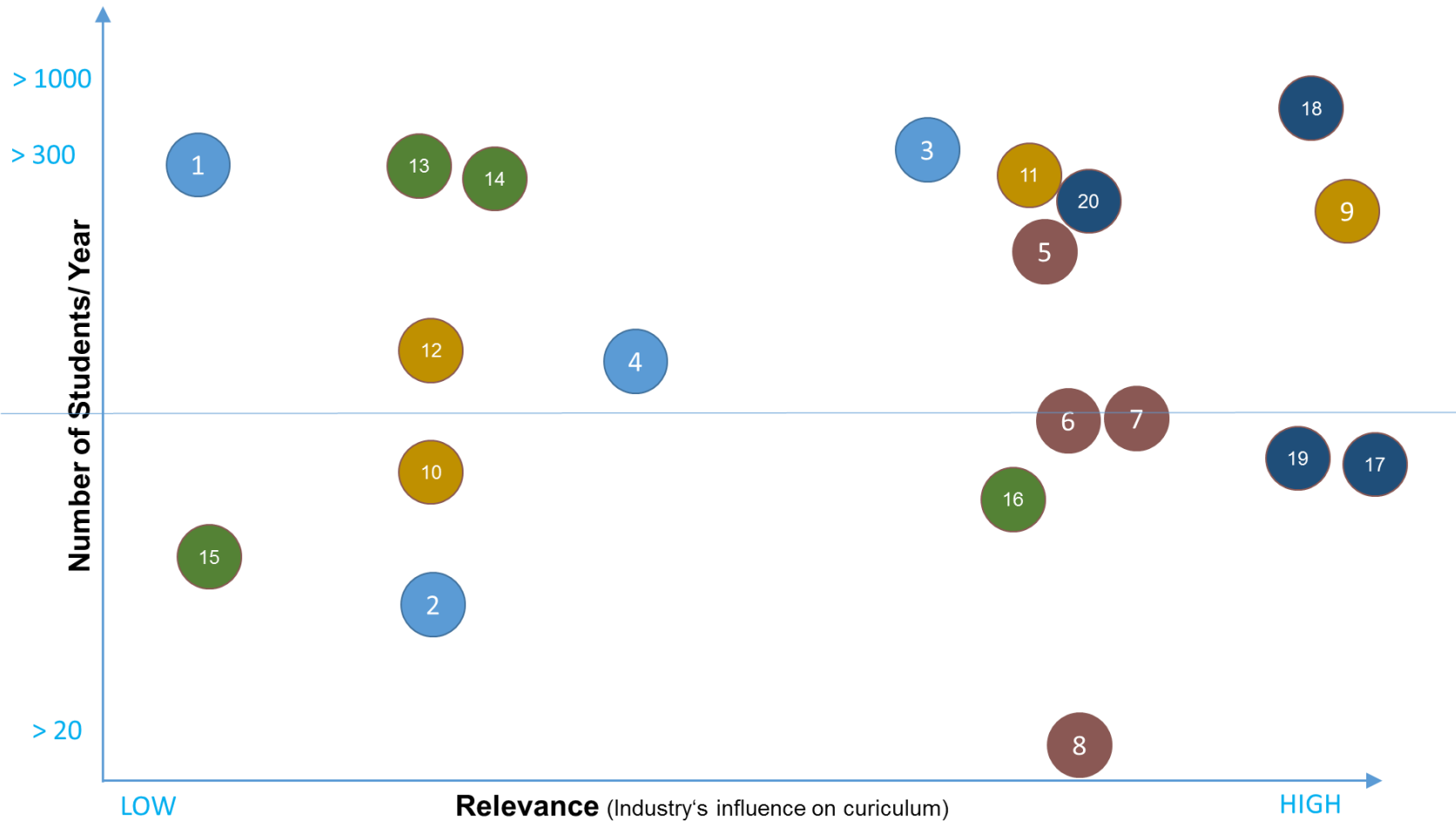
- Project Team Members
  - HTL Mödling (HTL) (Lead Partner)
  - University of Wolverhampton (UoW)
  - The Association of Lifelong Learning (AIP)
  - Walsall College (WALCOL)
  - Miðstöð símenntunar á Suðurnesjum (MSS)
  - National Technical University of Athens (NTUA)

- The Project Team
  - Investigated 24 Good Practise Cases (4 per Partner)
    - Investigation followed a detailed Template
    - Students, Teacher and Opinion Leader
  - The cases were Categorised and compared
  - An Implication Report was generated
  - Finally a training needs report was derived
- Results were passed into the WP4

- **Categories for Industry involvement:**  
Industry or employer involvement especially the involvement in the design of the curriculum is the most important criteria, as we are looking to build curricula which are employer driven.

Category 1: Involvement in Curriculum design  
Category 2: Involvement in the process  
(specific Work placement)  
Category 3: General Work placement or  
Anticipation of Industry needs

# WP 2 – Size vs. Relevance



- **Categories for ICT Usage:**

ICT usage is also an important property to look for in the case studies.

Category 1: ICT training and Usage as part of the curriculum

Category 2: ICT Usage for delivering of Curriculum

Category 3: General usage of ICT

- **Size Categories:**

Impact and size of the studied school or VET center are often very close related although the size is sometimes not exactly known. The numbers that have been chosen for the single categories are arbitrarily chosen. A universal criterion could not be found or defined.

Category 1: above 300

Category 2: 50 – 300

Category 3: Below 50

- **Categories of Portability:**

There is no way to categories this property based on facts, as there is no absolute criteria for finding out if a model is portable or not. In this paper we followed the judgment of the partners who did the case study.

Category 1: Easily portable also to different subjects and countries

Category 2: Portable with certain restraints (teacher education, political situation etc.)

Category 3: Limited Portability

- **Impact/Relevance (From Impact Relevance Chart see Annex b):**  
To compare the case studies we drew up a chart comparing Impact vs. Relevance and divided it in four quarters, hence there are four Categories

Category 1: High Impact/High Relevance  
Category 2: Low Impact/High Relevance  
Category 3: High Impact/Low Relevance  
Category 4: Low Impact/Low Relevance

- **General :**  
This criteria allows the partner to make two models their favorite model which they feel fits their criteria best, this adds an emotional criteria.

Number of first places awarded by the project partners.



# Results – Page 1

| Nr. | Case Study                      | Industry involvement | ICT Usage | Size | Portability | Impact/ Relevance | General |
|-----|---------------------------------|----------------------|-----------|------|-------------|-------------------|---------|
| 1   | MOVE IT - work based            | 2                    | 2         | 1    | 2           | 3                 | 3       |
| 2   | TAMU - Centre                   | 3                    | 3         | 3    | 3           | 3                 | 1       |
| 3   | "D. Leonida" College            | 1-2                  | 3         | 1    | 2           | 1                 | -       |
| 4   | Gøglerskolen                    | 2-3                  | 3         | 2    | 2-3         | 3                 | -       |
| 5   | Energy and Building             | 1-2                  | 3         | 2    | 2-3         | 2                 | 1       |
| 6   | Industrial Design - HTL         | 1-2                  | 3         | 2    | 2-3         | 2                 | -       |
| 7   | Logistics HTL                   | 1-2                  | 3         | 2    | 2-3         | 2                 | -       |
| 8   | Material Science and Mining HTL | 1-2                  | 3         | NA   | 3           | 2                 | -       |

# Results – Page 2

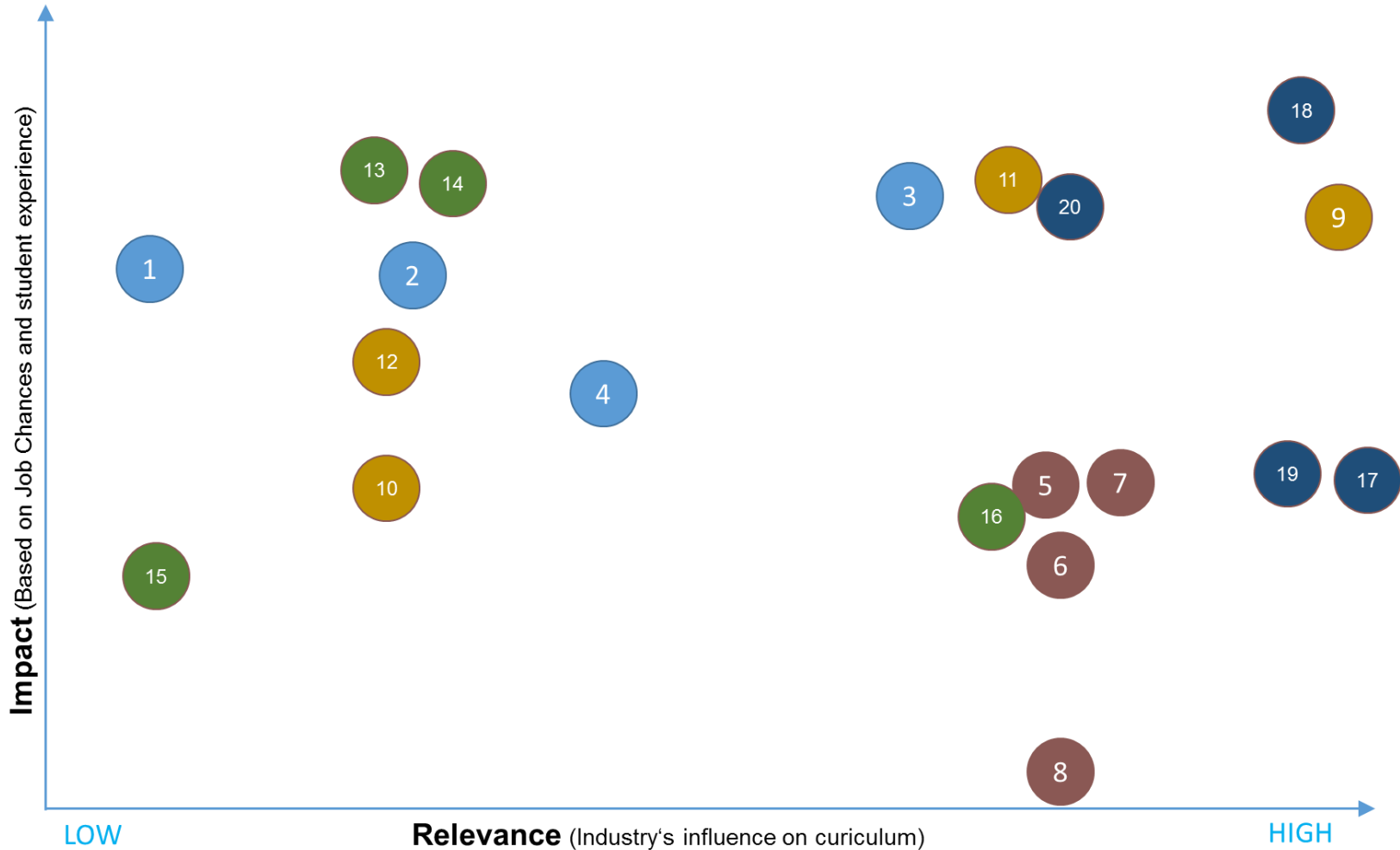
| Nr. | Case Study        | Industry involvement | ICT Usage | Size | Portability | Impact/ Relevance | General |
|-----|-------------------|----------------------|-----------|------|-------------|-------------------|---------|
| 9   | RSA               | 1                    | 1         | 3    | 2           | 1                 | 2       |
| 10  | EBP               | 2                    | 3         | NA   | 1           | 4                 | 4       |
| 11  | ACE               | 2                    | 3         | 1    | 2-3         | 1                 | -       |
| 12  | NEWA              | 1-2                  | 2-3       | NA   | 3           | 3                 | 1       |
| 13  | SCC - Electrician | 3                    | 3         | 1    | 3           | 3                 | -       |
| 14  | SCC - Carpentry   | 3                    | 3         | 1    | 3           | 3                 | -       |
| 15  | Samvinna          | 2                    | 2         | 3    | 2-3         | 4                 | 1       |
| 16  | ICF               | 1-2                  | 3         | 3    | 2           | 2                 | -       |

# Results – Page 3



| Nr. | Case Study                       | Industry involvement | ICT Usage | Size | Portability | Impact/ Relevance | General |
|-----|----------------------------------|----------------------|-----------|------|-------------|-------------------|---------|
| 17  | Black Country UTC                | 1                    | 2         | NA   | 1           | 2                 | 1       |
| 18  | Salon and Spa at Walsall College | 1                    | 3         | 1    | 2           | 1                 | -       |
| 19  | The Roland DG Academy            | 1                    | 3         | 3    | 2           | 2                 | 1       |
| 20  | The Business and Sports Hub      | 1-2                  | 3         | 1    | 2           | 1                 | -       |
| 21  | 1st Evening Vocational           | 1                    | 3         | 2    | 1           | 1                 | -       |
| 22  | 1st Vocational Lyceum of         | 2-3                  | 3         | 1    | 2           | 3                 | -       |
| 23  | 2nd Vocational Lyceum of         | 2-3                  | 3         | 2    | 2           | 3                 | -       |
| 24  | 1st Vocational Lyceum of         | 2-3                  | 3         | 2    | 2           | 3                 | -       |

# Impact vs. Relevance



- We identified three ways of employer influence on a curriculum
  - Offering work placements but no real influence on curriculum
  - Industry associations influence curricula or offer specific work placements
  - Tailored curriculum for specific industry
- There is not one good way to

# Training needs



- Results of Training need analysis
  - In 15 from 24 cases specialised personnel is needed (with industry experience)
  - In 11 out of 24 case specialised personnel is provided by the industry
  - Only 2 from 24 cases require special training
- Specialised Personnel is needed. There is little need for training existing personnel.