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Report Advisory Group Visit - Craftsmen

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1 Introduction

In order to get an external view of the developed training material and the teaching methods the advisory group visited the training of the craftsmen in Coalville, UK, from 16.-18.02.2011. They participated on the third and fourth day of the training (16. and 17.02.2011).

2 Report of advisory group

After their participation of the training course the advisory group had a meeting and discussed their views. The outcome of their opinion had been written into a report (see Appendix II).






Appendix I
Advisory Group Attendee List



Training the Craftsmen – **Advisory Group**

Stephenson College, Coalville, UK

16.02. – 18.02.2011

| Name | Signature |
|------------------------|--|
| Simonetta Bettiol |  |
| Robert Butler |  |
| Michael Dawkins |  |
| Per Digit <i>Digit</i> |  |
| Maria Manda | |
| Thomas Rothfuß |  |
| | |

Appendix II Report of Advisory Group

Report of TRAINENERGY Advisory Group at Train the Craftsmen Stephenson College, Coalville UK.

16-18/02/2011

Introduction

Report summarises the findings of the advisory group. Following an observation of training delivered on the 16th. & 17th.February 2011 at Stephenson College, Coalville UK.

Delivery observed

Theory classroom

Strong delivery of theory in classroom by tutor who has a good working knowledge of topics being covered. Topics were well presented, learner involvement was strong and there were opportunities to ask questions verifying information delivered. Learners were broken up in to small group to undertake exercises to verify information learned during previous session.

Out of the exercise the learner developed various answers and the tutor needed to verify which of the answers if any was the correct route to dealing with the question, therefore verifying the correct action to be taken in the circumstance.

The level of information provided as part of the course handouts in some areas is well above the learner ability to absorb and may need to be simplified to ensure the learners have a working knowledge of the area covered. Modules delivered in short time slots allow learners to absorb information and then the group moves out of the classroom to be shown the practical sessions in a workshop setting.

Revision of previous two days course material occurred on day 3 of the course to ensure all the key areas required to move forward with the course were verified by tutor with learners.

Some additional images which were used as additional material by tutor with reference to the UK practices need to be added into the project materials to ensure the full blending of materials. This will need to happen in each of the countries where this course is planned to be delivered to ensure learner understanding within each country.

References were made to two software systems during the presentation on solar energy but the website information or weblinks were no shown during the session, this can easily be adapted for the next course. References to Irish information should be removed and replaced with relevant UK information to complete the course material for learners in the UK.

The tutor is meeting the aims and objectives of this modulised programme in the way in which the learner can understand the key messages from each module along with the practical session to further enforce the message being delivered.

Practical session in workshops

The practical workshop elements are essential to the blended learning of those attending the course, these practical sessions allow the learner to see the topics covered in theory session in use or specifically how they are to be constructed. The explanation of the way systems work, are installed and constructed allows learners to fully understand how the various systems work in the real world.

Course materials

The quality of the handouts on this course were mentioned by learners as being difficult to read and a request to have the handouts provided on a memory stick was made and the tutor organise the course material on memory stick at the end of day 4 for each learner.

Course assessment

The tutor has developed a course assessment which he has arranged to be accredited within the UK. The assessment is project and exam based, this should be the model fro assessments in other countries.

Facilities

The College is able to facilitate the blended learning by have adequate facilities to allow learners to undertake theory classroom based session as well as workshop session where the items covered in the theory session can be displayed in a functioning environment. The advisory group are aware that these types of facilities may not be available in all centres where this programme will be delivered but would view this facility as a model for delivery.

Class structure

The mixture of trades present in the classroom allowed for better interaction, various scenarios were discussed because of the diversity of trades being represented over the sessions. This allows for better interaction between tutor and learners and encourages group engagement for better learning outcomes.

The requirement for 50 students mentioned in the TRAINENERGY programme is not practical as the nature of the course needs to involve direct interaction of learners in smaller groups to be effective. Large groups cannot be facilitated in workshop session where there is a more hands on approach to learning. The advisory group would recommend that groups of not more than fifteen per course be established to ensure best learning outcomes.

It is important to secure the mixture of trades on each course that is planned to ensure the benefits of the mixed craftsmen experiences in dealing with practical issues which improve the learner participation, discussion and learning outcomes. It allows for engagement and discussion on various linked issues during the retrofit/building process.

It is recommended that single craft/trade group course should not be run as the benefit from the classroom discussions would be lost reducing the positive learning outcome from mixed groups of craftsmen.

Course marketing

The engagement of learners with this programme need to be formalised with regard to obtaining a commitment from each learner by securing a deposit prior to course start date to ensure attendance. It has been found that 30 learners committed to attend this course ay Coalville but only 7 actually started the course on the 14th. February 2011.

External providers

The benefits of engaging external specialist who work in the sector is a positive benefit to learners but each organisation providing such services needs to be assessed for the benefit and informed of the restrictions regarding product placement. The course tutor must assess course material prior to delivery.

Today the tutor had organised such an external specialist and the end result was a very positive learning experience for those on the course.