

## WP3

### 3.2 – Document on the platform settings



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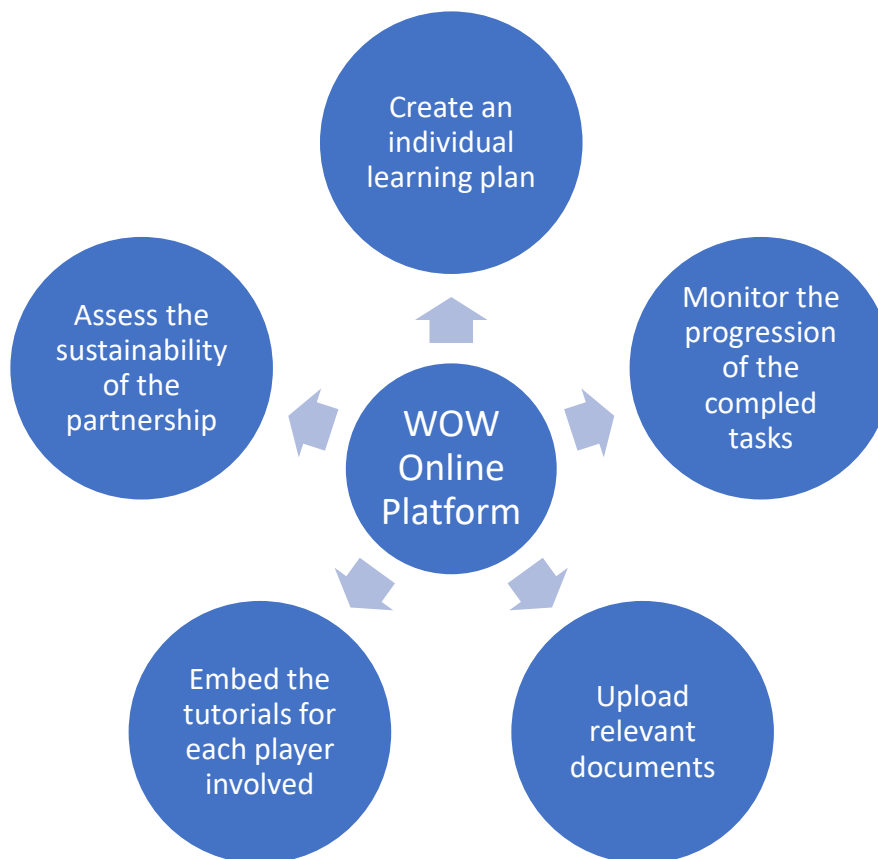
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## Goals/Requirements

One of the WOW project aims is to develop an online platform for the triangle to interact, to manage the apprenticeship, to monitor the trainee learning progress and to assess the quality of the partnership. Besides being a quality tool measuring the partnership “power/strength” (assess the overall expectations of the players involved) it will work as a learning tool, allowing personalised plans to be created, as well as the formative assessment of the trainee.

In Figure 1 - **WOW online platform schematic** are presented some of the key-characteristics featured in the WOW’s platform:



**Figure 1 - WOW online platform schematic**

- 1) Create a training programme, based on the eligible part for work-based learning highlighted in the deliverable “1.2 – “Guideline with selected learning outcomes”.
- 2) Monitor the progression of the completed tasks, based on the individual learning plan, showing information through a loading bar format.
- 3) Upload documents (operational Procedures and Contract/Learning Agreement). Please refer to the appendixes of the deliverable “2.1 – Quality Assurance Guideline”.
- 4) Embed the tutorials on work-based learning of each of the players involved (companies, Authorised Training Bodies and trainee). Refer to supporting documents of the Work Package 4.
- 5) Assess the sustainability of the partnership (learner, mentor, tutor, facilities equipment, etc.) Please refer to “deliverable 3.4 – Guideline on Partnership’s Quality” to have an idea on the criteria listed to have as reference and the corresponding possible questions.

## Description of the Functionalities and requirements of the platform

A sketch/mock-up of the WOW's platform is presented in the following pages. As a remark worth considering, is that the layout may suffer changes in the final development stage. Nevertheless, the functionalities and requirements the final product as envisaged will be kept.

### Feature 0 - Profile of the user

In Figure 2 is presented a draft of how the Trainee's profile page may look like. In the top bar are showcased the more generic features of the platform. Respectively from left to right, there is a search tool for quickly finding a topic or tab, a settings tab for accessing the general settings of the website, a quick access to the profile page, as well as a quick projection of the percentage of Competence Units (CUs) completed.

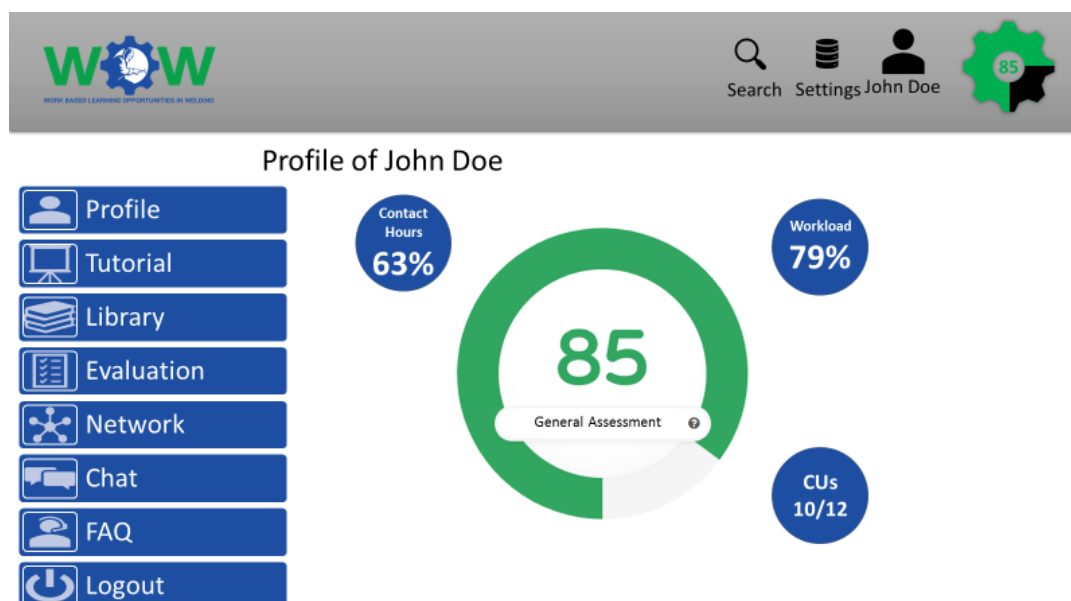


Figure 2 - General presentation of the trainee's profile

On the left we can clearly see all the sections of the platform (these features will adapt to each profile – trainee, VET or Industry). From top to bottom, we have:

- **Profile** – of the different users. Several profiles are being developed and will be granted access to: to the trainee, the mentor in the company and to tutor in the

Authorised Training Body and possibly to the head of the Authorised Nominated Body.

- **Access Permissions**



Trainee



Authorised Training Body (tutor)



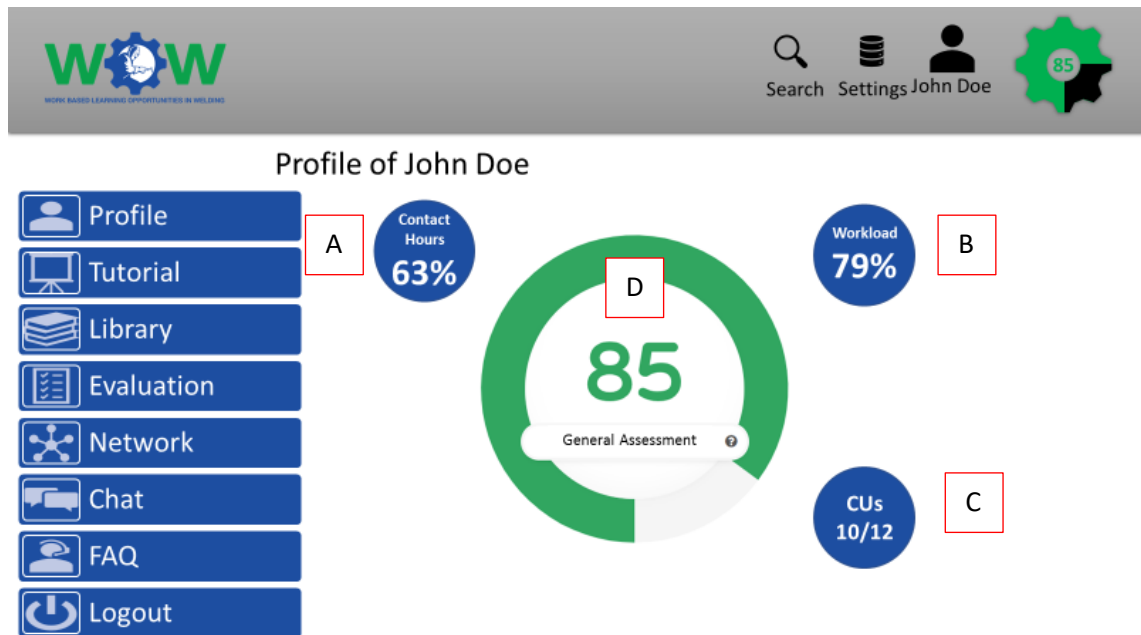
Company (mentor)



Authorised Nominated Body  
(To be defined)

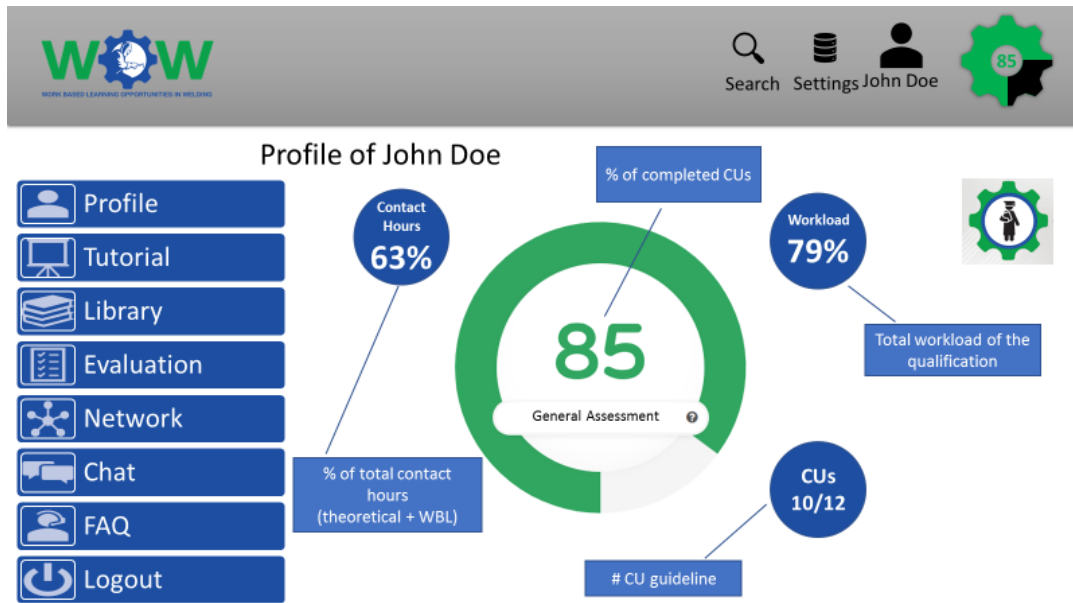
- **Tutorials** – One of the tutorials delivers an explanation of how to interact with the platform and all its features. The other tutorial will deliver an explanation on the quality assurance rules and rights and responsibilities of each profile/user.
- **Library** – where the individual learning plan can be accessed;
- **Evaluation** – which presents all logbooks of the course and grades of theoretical and practical exams achieved;
- **Network** – where all different users of the platform can contact each other and assess the performance of the partnership;
- **FAQ** – which presents the most asked questions and solutions to the most common problems found;
- **Logout** – where you can exit the platform.

The figures in presented in the dashboard in the centre of the Figure 3 are an example of the information that is going to be presented in the profile of the user.



**Figure 3 - General presentation of the trainee's profile**

- A Represents the total amount of contact hours completed by the trainee either in a classroom or company setting.
- B Represents the total amount of workload hours completed by the trainee either in a classroom or company setting.
- C Represents the number of competence units completed.
- D Represents the percentage of competence units completed.



**Figure 4 Trainee profile page**

As seen above, we can see the progress of the trainee. It displays the percentage of completed contact hours (in classroom + in-company), workload and CUs of the qualification undertaken. It's also shown the number of total and completed CUs. The platform is being designed to be intuitive and easy to interact with, with all the relevant information displayed at a glance. All the information regarding contact hours, workload and completed CUs are reported by the ATB, and where it applies by the companies to the ATB.



## Feature 1 - Create an individual training programme

Create an individual training programme, based on the eligible part for work-based learning highlighted in the deliverable “1.2 – “Guideline with selected learning outcomes”.

The presented tabs are more aligned with the trainee profile and, as such, some features may not appear in the other profiles.

The designed platform will deliver an individual training programme based on tasks and responsibilities and learning outcomes for the EWP and EWS. The loading will adapt as time goes by.

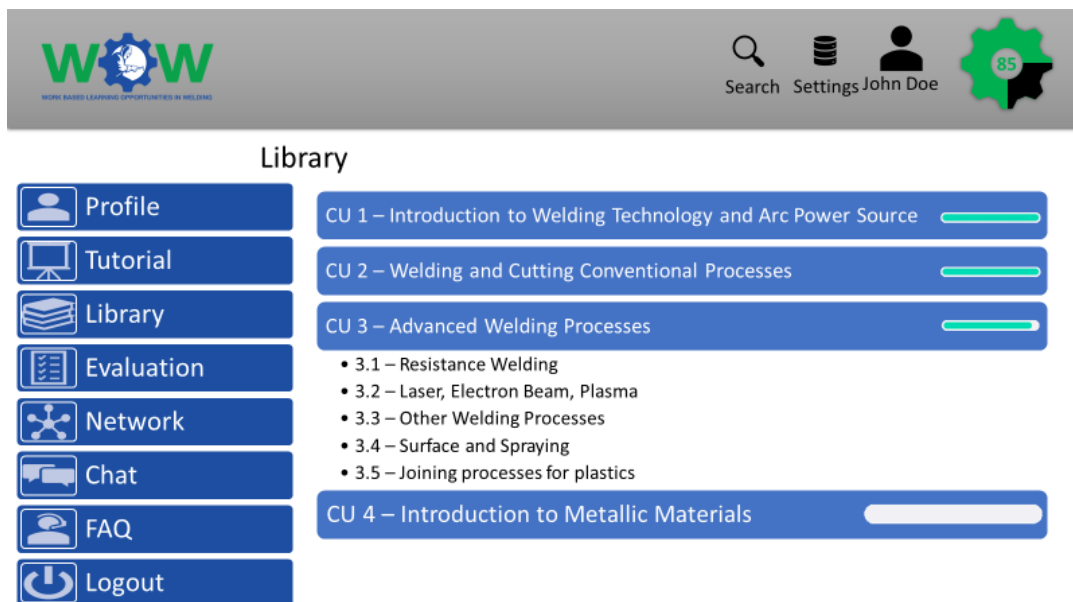


Figure 5 - Library & possible CUs

Steps:

- 1- Company selects/ picks the learning outcomes;
- 2- ATB officially approves the learning outcomes;
- 3- Trainee validates the learning plan previously agreed with the ATB and the company.

The selection of the CUs is done by the ATB and the company, as the trainee can only see what is provided for the path chosen for him. The company contacts the ATB and a learning plan in work-based learning is defined for the trainee based on the inputs, expertise and capability of the

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company, the ATB validates the course and then the trainee as access to all relevant training materials.

## Feature 2 - Monitor the progression of the completed tasks

Figure 6 shows how the progression of the completion of the CUs that can be performed through, based on the individual training programme, showing information through a loading bar format:

- Uploading logbooks (continuous monitoring);
- Theoretical or practical evidences (end-point assessment);

In this section, can be monitored the evaluation of the trainee.

Steps:

- 1- The company selects what hasn't been completed.
- 2- The company selects what has been completed and uploads the evidences;
- 3- The ATB validates.

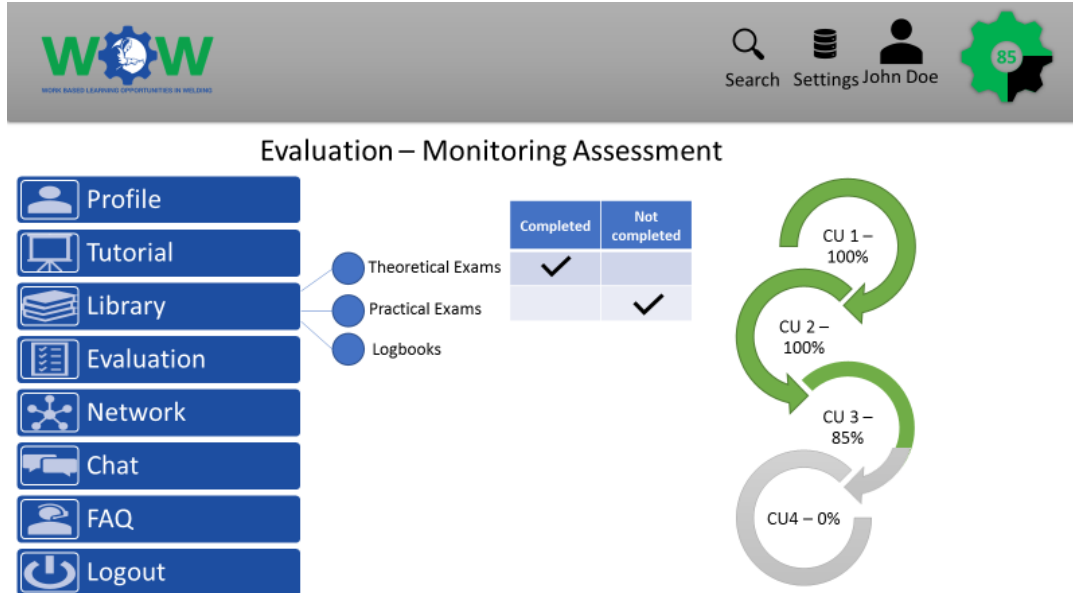


Figure 6 - Evaluation tab of the trainee profile

### Feature 3 - Upload documents

In the section of Documentation inserted in the Profile tab, we can access some documents that will be available: e.g. the contract/learning agreement, the training curriculum (containing the LOs and other relevant information) and other documents relevant for the remainder of the course.

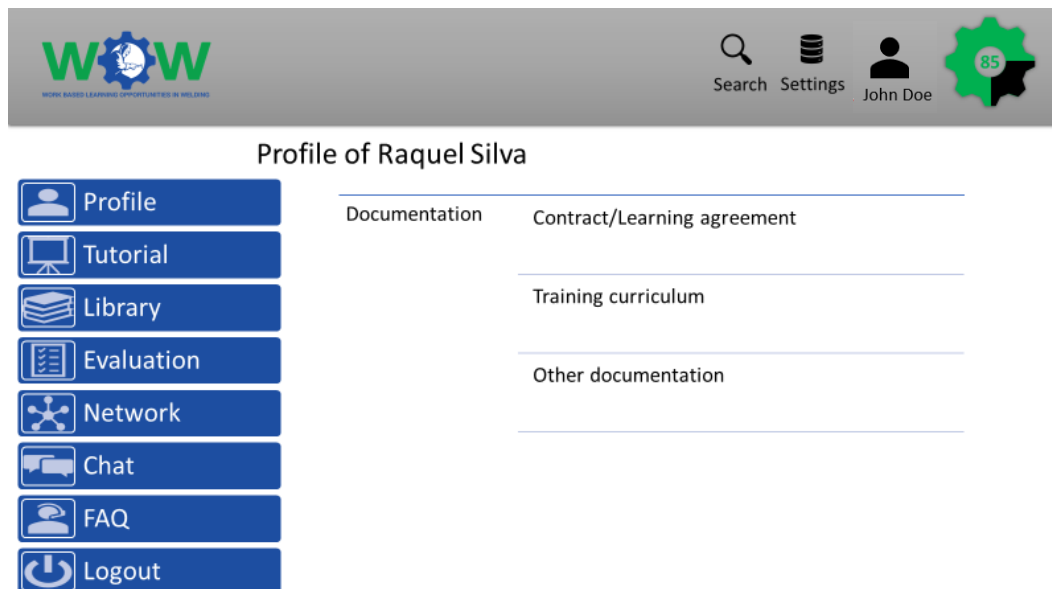


Figure 7 - Documentation tab on trainee's profile

### Feature 4 – Embed tutorials for each player

In this tab, will be stored some tutorials in video format, which the users according with will have access to. One tutorial will display the rules, rights and responsibilities to operate the work-based learning scheme, while the other will explain the interaction with the platform. This information is customised according to their profile.



Trainee

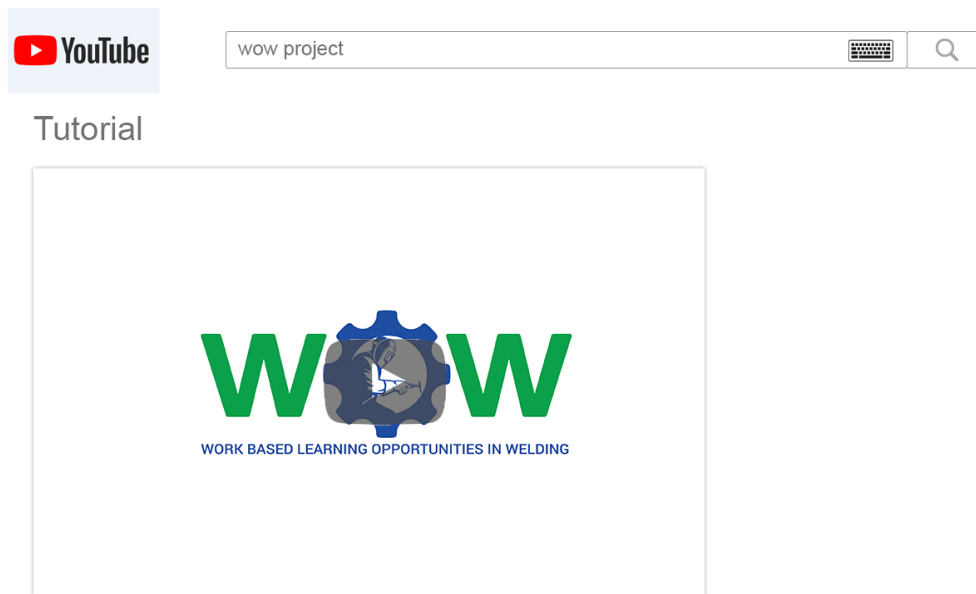


Figure 8 - Setting for the tutorials

## Feature 5 - Assess the sustainability of the partnership

In the Network tab it's possible to check the overall partnership composed of the ATB, the industry and the trainee and check the assessment of the interaction between the members.

This section is devised to perform the overall assessment of the partnership according to the criteria disclosed in the deliverable "3.4 – Guideline on partnership's quality", devoted to quality assurance on WBL - Figure 9 and devoted to the European Council Recommendation (2018) - Figure 10.

Criteria	Applicable?	Argumentation supporting the applicability
<b>EFMD's Quality Assurance Guideline for Recognition of Work-based Learning</b>		
1. General quality of the partnership	Applicable	It's required to perform this assessment to capture what needs improvement at local and regional level.
2. Tutors	Applicable	Tutor is a role envisaged in this route, as a pedagogic element from the Authorised Training Centre (ATB).
3. Mentor	Applicable	Mentor is a role envisaged in this route, as a pedagogic/professional element from the company.

4. In-company trainer	Applicable	In-company trainer is a role envisaged in this route, as a pedagogic/professional element from the company.
5. Facilities	Applicable	The compliance of the company with health and safety requirements of the guideline in the company and with ISO standards.
6. Equipment	Applicable	The compliance with health and safety requirements and have available all the equipment necessary to undertake in-company training (D. 2.1 – Quality Assurance’s Guideline on Apprenticeships).
7. Supporting tools	Applicable	The tutorials expected to be developed under work package 4 to explain the quality assurance rules, requirements, rights and obligations of each major stakeholder involved in this route (ATB, company and trainee) and the platform, within this one the tutorials.

Figure 9 - Quality Assurance Criteria on WBL

Criteria	Applicable?	Argumentation supporting the applicability
<b>European Council Recommendation (2018)</b>		
1. Written Contract	Applicable	A three-folded-party contract is part of the documentation developed under this project (D.2.1 – Quality Assurance Guideline) and (D.3.5 – Kit of documents (practical arrangements)).
2. Learning Outcomes	Applicable	The intended learning outcomes to be achieved are presented in the deliverables 1.2 – Guideline with selected learning outcomes and 2.1 – Quality Assurance Guideline, mirroring key-competences necessary for the development of welding coordination activities and promote vertical career progression (from Practitioner to Specialist).
3. Pedagogical Support	Applicable	During the design of the framework that will allow to operate the work-based learning scheme, the mentor, tutor and in-company trainer are roles that will be engaged, in order to ensure feedback is provided to the trainees and continuous monitoring and assessment of the learning process in a company setting.

Criteria	Applicable?	Argumentation supporting the applicability
4. Workplace Component	Applicable	The 252 EWF's Guideline – Welding Coordination was reshaped and redesigned have more clearly stated job functions and job activities comprehending a workplace component for all the competence units, but also inside each competence unit, dedicated learning outcomes that can be assessed in this setting (Deliverable 1.2 – Guideline of the eligible learning outcomes).
5. Pay and/or Compensation	Not Mandatory according to EWF's Quality Assurance Guideline	-
6. Social Protection	Applicable	National legislation in what refers to social protection should be applied.
7. Work, health and safety conditions	Applicable	The “authorisation” of companies to host trainees comprehends, as already mentioned the compliance with health and safety rules to safely undertake in company-training.

Criteria	Applicable?	Argumentation supporting the applicability
8. Regulatory Framework	Applicable	Unarguably, the deliverable 2.1 – Quality Assurance Guideline is a cornerstone in WOW project for a smooth development of the subsequent deliverables and reference. It states the rules, duties and rights for all stakeholders involved, including for the companies offering apprenticeships positions to be recognised/ “accredited” under EWF system.
9. Involvement of social partners	Applicable	The consortium is composed of sectoral representatives, namely the European Federation for Welding, Joining and Cutting (EWF) is covers the European scope and a national one: Asociación Española de Soldadura y Tecnologías de Unión (CESOL). These organisations have close relationship with industry representatives, aligning the apprenticeship schemes with industry views and requirements.
10. Support for companies	Not Applicable	Support for companies, under this project, is devised to occur in a first instance, through the tutorials on WBL procedures meant for this party for inquiries purposes.

Figure 10 - European Council Recommendation Criteria

A matrix of questions for each sort of stakeholder engaged during process were prepared and each of them will have access to the ones they are concerned.

Another important feature is that it is a quick way to communicate with the involved partners and deliver feedback, as well as seeing feedback from previous participants - Figure 12.

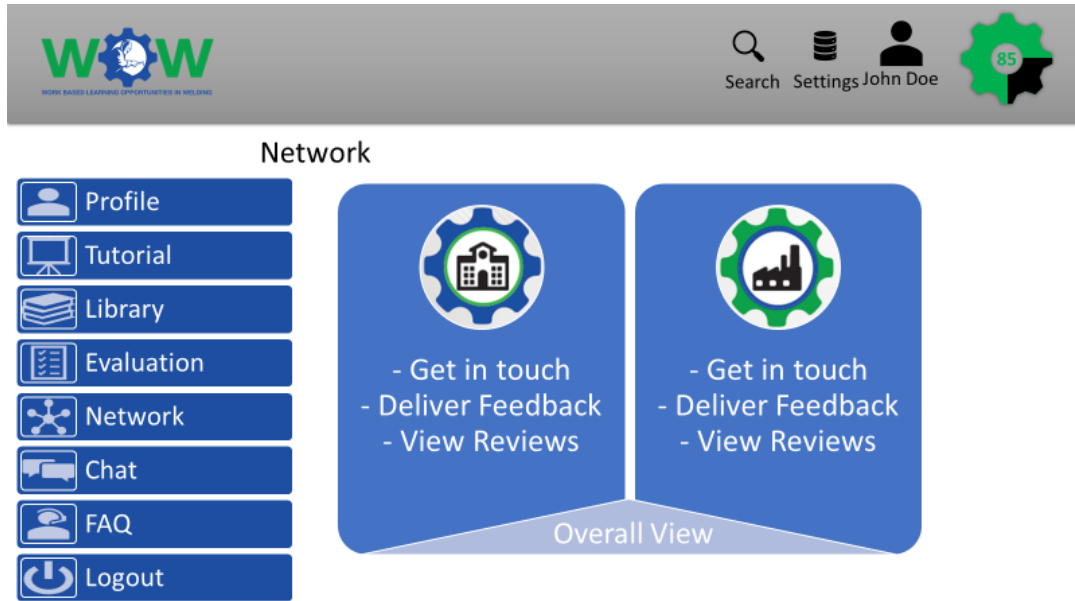


Figure 11 - Network tab – deliver feedback

The results resulting from the assessment against the criteria presented on the quality of the partnership will then be presented in this section, allowing to improve the weaknesses of the partnership and boost its sustainability for continuous engagement in the future - Figure 12.

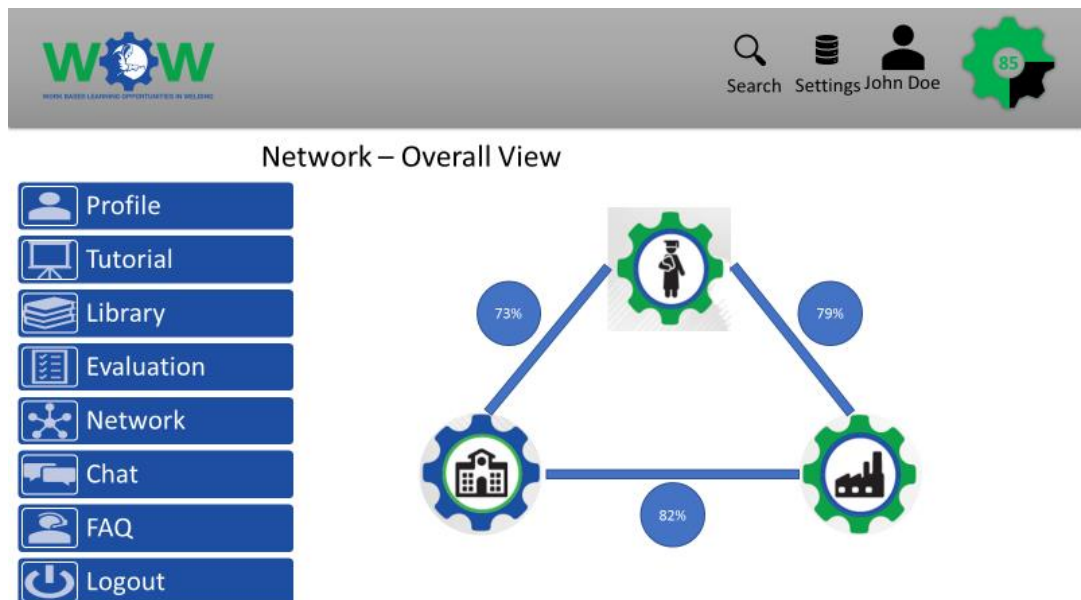


Figure 12 - E.g. Results on the overall quality of the partnership (sustainability)

## Conclusion

The platform is being developed to ensure its usage after the end of the project. One of the actions/measures to guarantee this is that the platform will be hosted in EWF's server.



## Appendixes

### A – Mind-Mapping on the development of the platform

The Figure 13 represents the mind-mapping of the flowchart of the steps for creating a Competence Unit in the platform.

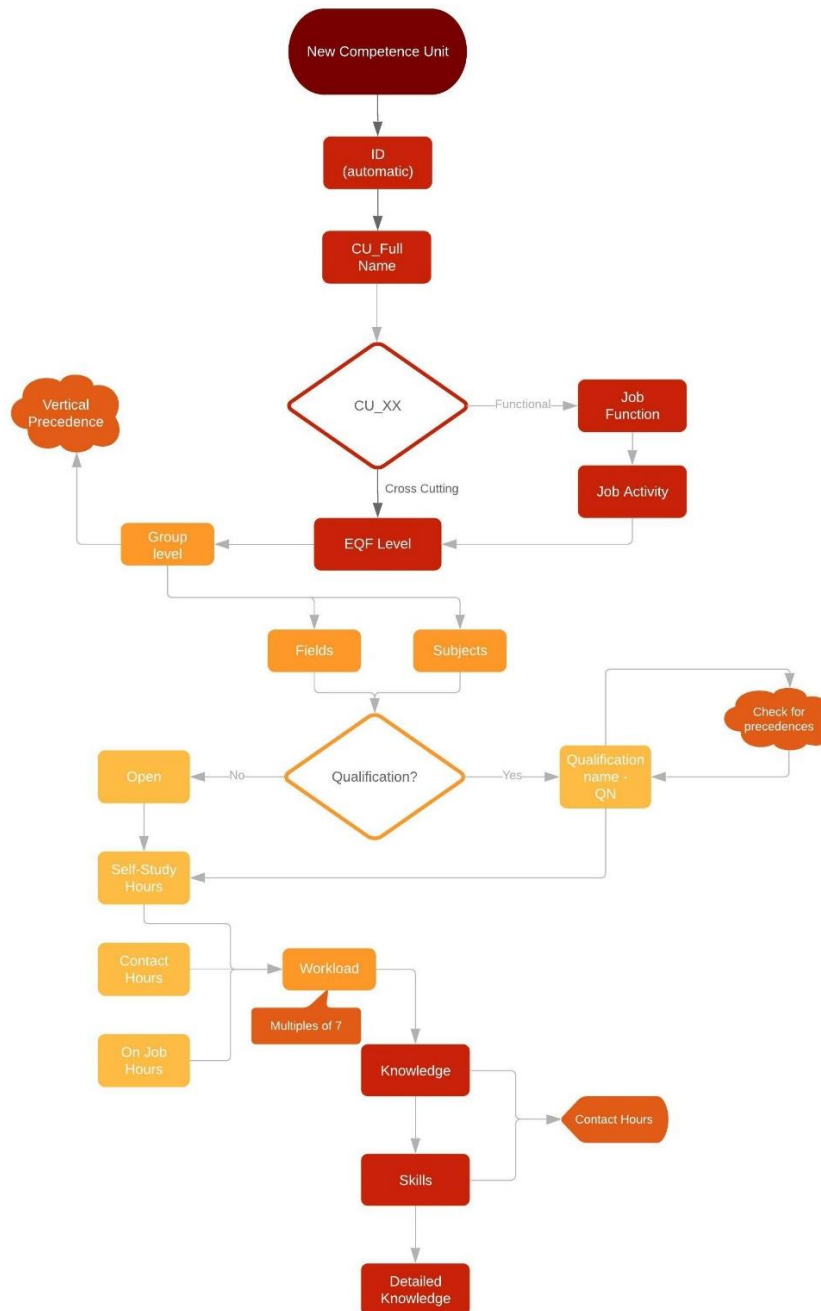


Figure 13 – Flowchart creating CU in the platform