

EMEU 3rd Project Meeting in Kuopio

November 11 -12, 2015

Minute maker: Louise Okon Willie, AARHUS TECH

Introduction (Frans)

1) a quick overview of first year's achievements (Interim reports)

All questions should be answered in this meeting. This meeting is a means to an end and should enable the network to continue beyond the project period.

At this meeting we should reach where all modules suit blood group partners in terms of timing and level.

Status of the EMEU project:

AIM as described in the project application :

we would develop 20 modules first year, and test them the second year. In the second year develop another 20.

we promised to send 12 students – now we have sent almost 50 students abroad.

Conclusion we are ahead and have reached more than expected.

Learning outcomes: The description of going very well – 80% perfectly ok.

Website: Is getting a lot of compliments

Quality: steering group is working hard to ensure all documents and procedures are in place. This will be finalized and uploaded on the website before the 15th of December

Dissemination: EMEU has had a lot of exposure and is getting a lot of interest. The EMEU project is chosen as the a 'best practice KA2' (one of 2 projects) in Holland. A TV crew filmed in Horizon and 2 students from Bridgewater participated and did extremely well. The film will be out in January.

At the EFVET conference Frans facilitated 2 roundtable sessions with a lot of participants and a lot of interest.

EMEU partners have been granted ERASMUS+ charter, This shows that the National Agency trust your quality and that you have shown excellent passed performance.

EMEU is moving to the next step and transferring experience into a new EMEU4ALL project which will include new teams (health care, social care, business, engineering, trade&Service)

The main outcome of this meeting is for blood groups to focus on ensuring that the modules offered also fit partners and negotiate if changes need to be made to fit everybody's schedule and level. Blood groups also have to discuss if there are 'subteams' within the blood group, and if you need to add partners and how etc.

2) presenting experiences until Nov 2015

Experiences:

ICT, Horizon College: Theo hosted 2 ICT students from AARHUS TECH. Finding accommodation was a challenge. This first experience was, that it was a challenge teaching in English and things had to be adjusted along the way. They were taught the same as Dutch student, assessed as Dutch students and did better than our own students did.

Bridgewater: The 2 carpenter/joinery students were great. They were integrated into a variety of groups. Had the confidence to share experiences. Good English a bit quiet to start with, their skills went up in an expanding curve.

BSFT: students from Holland, Finland, Denmark, Slovenia and Germany participated in the module. 9 foreigners and 7 German student. The module included companies who are used to work with international students. Groups were created across nationalities and people worked well together. After work placement, the students feel they have reached another competence level. It was a good group.

ICT, AARHUS TECH: Received 2 students from SAVO for the Service and Support module. 2 weeks in college and 1 week in a dedicated company. The students were quiet and not so interested in social activities, so that part was adapted to the students. The students worked well at college and expressed that they were satisfied with the experience.

SAVO: 2 guys from Bilbao for 2 weeks working in the building site. It was a good experience. A module was also provided in April following the same procedure. A lot of free time since school ends early this time of year. The students got access to the school gym, which they used a lot. Savo also received 2 students from XABEC working in electrical installation and integrated well.

Bilbao: Received 2 students from Jyväskylä. This is our second time and we have adjusted the module a bit. It is much better now. The second module runs better than the first. The international students are a role model for our students. They are working and doing well. The project has an effect in our college. Students are enrolling in extra English classes.

We have success stories, but we also have colleges who are not sending or not receiving. Why is that? There might be obvious reasons; there might be things to learn from others.

3) Status from each blood group

Generally: Blood groups need to have an updated email list. Need to act as a blood group by regular communication.

Construction: What is offered within the group is sufficient, so no new partners. Are looking for a partner for painters though – AARHUS TECH will maybe join with painters. Focus in the blood group is: 1) to cement what the group has got, so that from next year we have a fixed number module running in a yearly plan. 2) to seize up the number of students in existing modules.

M&E: The group has experienced modules with no students signing up. Reason identified are: Date of provision and when they are put on the website did not correspond with partners. Need for better planning. Level and field of content needs to be checked by all members. Good process that will continue in the afternoon, need to focus more on that.

ICT: We teach the same thing, which makes it easy in some way to develop and provide modules. We are looking for 'ad on' possibilities. Discussed timing – Rasmus will make a schedule which

should also indicate national/college vacations, examine period etc. Assistance from the college for accommodation and other responsibilities when hosting is needed – it has shown to be a big task. We need to focus on promotion and recruiting students for modules. Sharing experiences between students – using students to promote is important. We need more partners in the group. Presently working to include 2 external partners from Slovenia and Malta and Internal team from SAVO.

CM: modules fit what the group needs, they will rearrange some of the timing, not getting into periods of exams. Actions: more promotion internally – use students to promote. Use of facebook.

ECVET (Rea)

80 -85 % perfection of the description of learning outcomes. The steering group member is the focal point in each college for supporting the description. Rea can assist when needed.

The ECVET process has 3 steps: Before, During, After. EMEU has so far focused on the first step. Now we are switching focus to the second step

<i>Before</i> <i>Learning outcomes</i>	<i>During</i> <i>Assessment</i>	<i>After</i> <i>Validation and recognition</i>
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The ECVET recommendation on assessment is that you assess according to national standards. You trust the hosting partner to assess the learning. Hosting partner use the assessment criteria, assessment methods and assessor should follow the normal procedure.

The assessment should reflect all the learning outcomes and therefore it is a chance to ensure that the learning outcomes are actually measurable.

The question of recognition in your own education varies nationally.

Virtual Communication (VC) (Frans)

Introduction: One of reasons that the EMEU project was accepted is the Virtual Communication. With the money available in EU, it is impossible to reach the aim for mobility of students exclusively by physical mobility.

Learning mobility covers both physical mobility and international, at a distance cooperation. The gain is to get students interested internationally and increase their awareness on international perspectives. In Horizon College, there is an example of one teacher involving 400 students in a virtual project.

The aim of EMEU is to DESCRIBE possibilities to virtually activities as part of the education, we do not need to test them.

Plenary brainstorm of virtual communication activities:

Example 1: LAN-party install, service pieces,

Example 2: international teams making website on restaurant (including menu, booking etc.), cinema – competition

Example 3: Engineering field, digital module which you can share wherever you are. Could be that the delivery is dependent on cooperation with another group of students.

Example 4: Cyber security –virtual class either real time or recorded.

Example 5: One group doing the drawing – another one doing the product.

Example 6: PLC Programmer in one place, product in another place

Example 7: video conference - running a course

Example 8: live competition between colleges on the same assignment.

Example 9: Designing and creating software with virtual management

Example 10: Virtual class, students or teachers + youtube channel

Example 11: prepare a virtual tour of the accommodation and college for incoming students

Basic rules of virtual communication:

- 1) There must be a need for communication
- 2) It should involve as many students as possible

The promise in the application is to describe virtual communication activities. All blood groups commit to describe at least one activity involving 2 colleges. If the activity can be tested in practice, it is good, but not necessary.

Quality Assurance (Jon)

Figures from Jon on quality assurance.

Link to the evaluation for students and teachers will go on the website and should be used from January 2016.

EMEU website (Louise)

- 1) Especially the section on 'EMEU network' has been revised. On 'EMEU network' you will find all needed information on how to prepare modules, run modules, ECVET, Quality assurance, roadmap for new partners etc. Remember to look
More will be done the coming months. Module configuration will be slightly changed so you get access to modules related to your blood group more easy.
Careful that you insert correct emails when you upload modules, if they are incorrect the sign up function will not work correctly.
If you don't have log in information contact your international coordinator.
- 2) Feedback in the interim report is that there is a need for an archive of old modules; that upcoming modules should be sorted by sector (and hereby easier to find). The sign up function is not working as it should and some colleges have problems uploading modules.
The overall impression is that the page is good and have the necessary information and that it is attractive for students and for dissemination purpose.

Some colleges want to be able to upload more information on the module, like program, assignments etc.

3) **Tasks for Louise:**

- a. guide to upload PDF files and pictures to modules;
- b. new login and password – same for both sign up + module upload (deadline one week); update and upload guideline for module upload
- c. check that sign up works properly + update and upload sign on guide to the website
- d. Create archive for old modules
- e. Link to facebook (EMEU group)
- f. Correct title 'Sign up Information(s)'
- g. Update everything in 'About the EMEU network' especially 'join the network'; before/during/after the module; Quality insurance; ECVET; Templates; Partner meetings (deadline before 16th December (interim report))
- h. Virtual communication guide (with Frans)

Tasks in relation to modules (everyone)

- a. Create a showcase from the module:
can be a video interview of the students; video from the classes; pictures/slide show from classes; story written by students (national or international students); interview with a teacher anything ☺
- b. Create a small text to go on the website, which tells which module the showcase is from, names of the participants in the showcase etc. – a small appetizer.
- c. Showcases are sent to and checked by (spelling, content etc) the international coordinator of the college, and hereafter forwarded to Louise for uploading.

Tasks in relation to News (Steering group members are responsible)

- a. We need at least 1 news on the website every month. A news can be: about a module; about new partners joining; events; dissemination activities related to the EMEU network; Partner meetings; EMEU in the press; partners visiting partners etc
- b. A news should include a headline, a text and at least one picture
- c. News are sent to and checked by (spelling, content etc) the international coordinator, and hereafter forwarded to Louise for uploading.

Next meeting in Bridgwater will be in April – probably second week of april.
Jon will fix the date asap and inform the steering group.

Steering group meeting

Additional points discussed in steering group and to be acted upon by the steering group

Tuesday, November 10 2015

1) Introduction (Frans)	1) This partner meeting is the first monitoring session of the project. The priority is to look at the aims and the status of the project up to now to end up with the formulation of actions and solutions between this meeting and next partner meeting in Bridgwater.
2) The Bilbao minutes	2) New monitor has been assigned from the Dutch national agency – Siegfried Willems. An ECVET expert has also been assigned Andre Huijgens. It is agreed that he will give feedback on the ECVET procedure and module format and described modules. We don't expect any advice which will require major changes, but it is important to have an external reviewer to support the EMEU way of working EUROPASS: Instead of 'records of courses completed' we should use Carmen's sheet. Rea will make a revised template for everyone to use. Mailchimp: Frans needs an overview of the cost, before we start using it. Dropbox: Marcus did not skip members, as was decided in Bilbao.
3) Overview of first year achievements (The Interim Reports)	3) We are doing a wonderful job and achieving more than was promised in the application. aims for year 1: * create 20 modules (created 27 modules) * Over 2 years we would have 25 students test them. (so far 49 students have attended a module) *Cooperation with local industry *Embedment * apply ECVET * create website *ensure quality of the project *dissemination * include new partners (internal/external) There is a need to develop a system, which shows module 1, 2 and 3 being offered in year 1 and 2. Dissemination: EMEU was chosen as Best Practise KA2 project in Holland. The project is being documented by the NA in Holland. At the

<p>4) The requirements of the (formal) interim (content and finances)</p> <p>5) Who needs to do what in the final report?</p>	<p>EFVETconference there was again a roundtable session explaining the project – a lot of interest and colleges are interested both to join and to learn from the model.</p> <p>We have developed more modules than we aimed for – the next step is to insure all modules offered are also used. The steering group has an impression that there are too many modules offered with no students attending. We need to look into the reasons – is it time, level, lack of promotion or ?</p> <p>We miss an overview of the modules offered and the number of students attended – and to have the ratio ‘module-student’ – this is part of the interim report and also for the blood groups to identify reasons for empty spaces on their modules. Marcus, Louise will make it.</p> <p>4) Finances – we don’t need any proof at this point. For final report is: Timesheet, some proof of management.</p> <p>ACTION:</p> <p>Frans will contact the national agency to clarify format on Timesheet and Requirements for documenting impact.</p> <p>In UK it is recommended that the lead keeps record of attendance, travels, meetings etc.</p> <p>Report – based on the interim delivered by each college. Additional info on ECVET; Quality assurance and Website will be directed to the responsible person.</p>
<p>ECVET (Rea)</p> <p>1) ECVET and the module descriptions</p> <p>2) What goes well, what needs to change?</p>	<p>1) A lot needs to be done – and a lot more than can be done in this meeting. We need to work on it between the meetings.</p> <p>In the application, there is a focus on the ECVET documents. But this is not really the core of ECVET.</p> <p>The core is the Use of LO, Assessment, validation and recognition. And this is also what we focus on in EMEU.</p> <p>2) So far focus has been on the learning outcomes. Rea has looked at the modules uploaded on the website. There are no problems other than from a few descriptions.</p> <p>We need to decide, how do we make sure that modules follow the description of the Learning Outcome. Problem area can be to differentiate between skills and competences. How do we make sure that all colleges have a system in place to ensure quality of the module description?</p> <p>Learning outcome should be very concrete because they are the basis for</p>

<p>3) Summary of tasks to be done</p>	<p>the assessment. We need someone in each college who can support the teams.</p> <p>Assessment: one question was – how do we assess if is at medium or excellent level. The ECVET recommendation is to describe the minimum level for passing. The recommendation is that the assessment should follow the procedure of the hosting country.</p> <p>Rea facilitated a session with teachers focusing on module description and assessment, with the aim to adjust the assessment format developed by Carmen.</p> <p>3) Tasks to be done</p> <ul style="list-style-type: none"> a. Rea will update the checklist for describing Learning Outcomes with a verb list and it will be uploaded on the web site. Deadline 14th of November. b. Each college should have a process in place to support and ensure the quality of the module descriptions. During the project, Rea can support through Skype sessions. c. Rea will revise of the assessment format based on feedback from the groups (ensure room for describing the assessment criteria & room for self-assessment & make the work placement assessment optional). it will be uploaded on the web site. d. Rea will describe the procedure of assessment (including Europass). This will go on the website
<p>Quality assurance</p>	<p>Quality assurance requires attention to every stage of the process of delivery or production.</p> <p>An example: It can be disappointing to offer modules and no students attend. This is also a quality measurement. Ideally, the host says, this is a good time to host – the critical part is if we have the critical mass of students. There has not been proper discussions in the blood groups when to fix the dates – avoiding holidays, exam etc. Define the convenient time to send students.</p> <p>Impact: 30 students in a year for 10 colleges is not a big impact.</p> <p>Management of the project: interim report gives an indication. Based on the interim report Jon will develop a quality management plan.</p> <p>We are in this project to gain for students and teachers.</p> <p>Evaluation of Modules: The survey monkey link will be on the website. One for staff one for students. Procedure is that modules are evaluated the last day of the module. Students and teachers should fill in the title of</p>

	<p>the module and their name. Evaluation of modules start from January 2016.</p> <p>Communication: there is an overload of emails to the steering group. Emails are not a good tool for discussion, but to inform on decision. If you reply, don't reply all ☺</p> <p>Skype could be used both by blood groups and steering group to improve quality and make face to face meetings more efficient and focus on the important things. Between now and Bridgewater we need at least 3 skype meetings for ECVET to discuss important issues as assessment.</p> <p>Documents: we should give priority to upload documents on website – templates, minutes etc ASAP. Louise will inform the steering group when documents are uploaded. Module overview will be in the dropbox and not on the website.</p>
Dissemination (Frans)	Partners hand in hard copy articles
Roadmap for new members (Frans)	<p>Internal – New team should be introduced and supported by the college international coordinator. The Blood group should agree on the inclusion of new teams from existing partners. Every module should be discussed in the blood group.</p> <p>External – one college take on the responsibility to mentor the new partner. The mentor support the new partner to describe the module and is obliged to test the module before the new partner is accepted as a full EMEU member and allowed to upload modules on the website for all EMEU partners. Other blood group partners have the possibility to be part of the testing, but are not obliged to do so. New partners have to offer a module before they can enter the EMEU partnership and send students.</p> <p>TASK: Procedure should be updated on the website. (Louise & Frans)</p>
<p>EMEU and EMEU4ALL (Frans)</p> <p>The follow-up to EMEU</p> <p>How can we transfer EMEU for Engineering to all other sectors?</p>	<p>Horizon College is work to establish one or two new networks using the 'model' of EMEU. It will be KA2 strategic partnerships as well.</p> <p>The project and Network will use the ECVET experience and framework from EMEU and also try build on the EMEU website - making the website even more generic than today.</p> <p>Sectors in line are: Health Care (Nursing); Social Care (sports) – Bridgewater, Horizon, ID; Marketing and Communication – GE, DK; Engineering (industrial design); Trade and Services (catering and retail (safety & security)</p> <p>Frans might ask for help to find new partners.</p>