

Annex No. 1

| | | Pilot schools | Recommendations | | |
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| | | | <i>Student book</i> | <i>Teacher book</i> | <i>VET programme</i> |
| Basic competencies | | | | | |
| Unit 1 | Participate in workplace communication | APRC VPM ISPA | Some sources of pictures are not given. Section 3. Research 4: link to a video given. Do we have the approval from the author. Section 4. Calculus. Is it really relevant to the theme of the unit (Communication)? Maybe it should be transferred into another unit... | Some sources of pictures are not given. Section 3. Research 4: link to a video given. Do we have the approval from the author. Section 4. Calculus. Is it really relevant to the theme of the unit (Communication)? Maybe it should be transferred into another unit... | The objectives (knowledge and skills) seem to be appropriate except maybe the one about calculus (Technical skill in WP2) |
| Unit 2 | Contribute to teamwork | APRC VPM | Section 1. The knowledge and skills correspond to those given in WP2 but they have been slightly reworded. They must be put in accordance. Section 2. Q2: The benefits of teamwork should be more contextualized. It might be difficult for the student to answer the question with no more guidance. A 3rd investigation activity would be welcome Section 3. Research 3: The question is not clear. Reword it in order to make it clear and precise enough. Give more precise instructions about what is supposed to be produced. | Section 1. The knowledge and skills correspond to those given in WP2 but they have been slightly reworded. They must be put in accordance. Section 2. Q2: The benefits of teamwork should be more contextualized. It might be difficult for the student to answer the question with no more guidance. A 3rd investigation activity would be welcome Section 3. Research 3: The question is not clear. Reword it in order to make it clear and precise enough. Give more precise instructions about what is supposed to be produced. | The skills could be more detailed. |

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| | | | <p>Section 4. Activity 3: Several examples of topics for the cards should be given.</p> <p>Section 5. Globally, the contents correspond to elements of method. The 4 elements of method are pertinent. But it looks more like “elements to remember” rather than a method sheet (Particularly method 1 and 2) Here, the line conductor needs some very concrete and simple method tools. Why talking about “negociator” in method 1? The term is not appropriate. Method 4: give some precision on how and when to implement the method.</p> <p>Section 6. Only one section (1. Teams). So why attributing a number and a title? Very interesting to give examples that are specific to the line conductor, about the different skills.</p> <p>Section 7. The 8 exercises are actually 8 subsequent phases of one big exercise. Some other short practical exercises should be added. In the form, the context of the exercise should be given prior the question 1 instead of question 2. The context should more detailed. Idea: Given 3 different situations on which the teamwork can be implemented.</p> | <p>Section 4. Activity 3: Several examples of topics for the cards should be given.</p> <p>Section 5. Globally, the contents correspond to elements of method. The 4 elements of method are pertinent. But it looks more like “elements to remember” rather than a method sheet (Particularly method 1 and 2) Here, the line conductor needs some very concrete and simple method tools. Why talking about “negociator” in method 1? The term is not appropriate. Method 4: give some precision on how and when to implement the method.</p> <p>Section 6. Only one section (1. Teams). So why attributing a number and a title? Very interesting to give examples that are specific to the line conductor, about the different skills.</p> <p>Section 7. The 8 exercises are actually 8 subsequent phases of one big exercise. Some other short practical exercises should be added. In the form, the context of the exercise should be given prior the question 1 instead of question 2. The context should more detailed. Idea: Given 3 different situations on which the teamwork can</p> | |
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| Unit 3 | 3.1. Work as a professional (Entrepreneurial skills) | APRC VPM | <p>Section 1: Objectives The objectives (knowledge and skills) seem to be appropriate except maybe the one about “sustainability skills” (Organizational skills in WP2). It is more relevant to the unit about green skills. They are in accordance with the ones listed in the curriculum.</p> <p>Section 2. 6 questions. Q1 to Q5 are strictly dealing with entrepreneurial skills. In order to emphasize the role of the line conductor in this field, it may be pertinent to orient activities toward “<u>intra</u>preneurial skills”. Intrapreneurship can be defined as the process by which individuals who have entrepreneurial traits work for companies and entrepreneurs. Intrapreneurs are unlike normal employees who simply function in a role, intrapreneurs contribute to the bigger picture and they are business minded. Intrapreneurs are responsible for introducing ideas, inspiring creativity, leading and motivating those around them. They take proactive steps to improve business operations and they ensure the business meets targets to produce great results.</p> | <p>Section 1: Objectives The objectives (knowledge and skills) seem to be appropriate except maybe the one about “sustainability skills” (Organizational skills in WP2). It is more relevant to the unit about green skills. They are in accordance with the ones listed in the curriculum.</p> <p>Section 2. 6 questions. Q1 to Q5 are strictly dealing with entrepreneurial skills. In order to emphasize the role of the line conductor in this field, it may be pertinent to orient activities toward “<u>intra</u>preneurial skills”. Intrapreneurship can be defined as the process by which individuals who have entrepreneurial traits work for companies and entrepreneurs. Intrapreneurs are unlike normal employees who simply function in a role, intrapreneurs contribute to the bigger picture and they are business minded. Intrapreneurs are responsible for introducing ideas, inspiring creativity, leading and motivating those around them. They take proactive steps to improve business operations and they ensure the business meets targets to produce great results.</p> | |
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| | | | <p>Source: https://www.lcibs.co.uk/intrapreneurs-contribute-business-success/ Q6: deals with “circular economy”. It should be removed from this unit and integrated into unit 3.2 about “Green skills”.</p> <p>in Question about Teamwork the link does not open;</p> <p>Section 3. Research 2 is not shown in the right form (Green frame). Research 3 is not relevant in this unit. It should be moved to unit 3.2 (Green skills)</p> <p>Research 4 is not relevant in this unit. It should be moved to unit 2 (Contribute to team work)</p> <p>Considering these two last remarks, it appears necessary to add 2 more researches on the theme.</p> <p>The article should be more developed so as to constitute a significant source of knowledge. The notion of intrapreneurship could be the support of this section.</p> <p>In Section 2 and Section 3 provided information, “teamwork” that is presented as a separate Unit 2.</p> <p>Section 4. 3 activities Ok. But the structure should be clarified (Activity 1; Activity 2; Activity 3)</p> | <p>Source: https://www.lcibs.co.uk/intrapreneurs-contribute-business-success/ Q6: deals with “circular economy”. It should be removed from this unit and integrated into unit 3.2 about “Green skills”.</p> <p>in Question about Teamwork the link does not open;</p> <p>Section 3. Research 2 is not shown in the right form (Green frame). Research 3 is not relevant in this unit. It should be moved to unit 3.2 (Green skills)</p> <p>Research 4 is not relevant in this unit. It should be moved to unit 2 (Contribute to team work)</p> <p>Considering these two last remarks, it appears necessary to add 2 more researches on the theme.</p> <p>The article should be more developed so as to constitute a significant source of knowledge. The notion of intrapreneurship could be the support of this section.</p> <p>In Section 2 and Section 3 provided information, “teamwork” that is presented as a separate Unit 2.</p> <p>Section 4. 3 activities Ok. But the structure should be clarified (Activity 1; Activity 2; Activity 3)</p> | |
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| | | | <p>Information missing in the “Material” frames.</p> <p>Interesting activities. Maybe the notion of intrapreneurship should be emphasized in order to avoid the risk of disinterest from the line conductors.</p> <p>Section 5. To many questions. This section should be reworked with real, effective and operational guidance in order to apply entre/intra-preneurial skills at the workplace (Line conductor).</p> <p>Section 6. Must be completed with the “intrapreneur” definition and the operational skills attached to it.</p> <p>Paragraph on circular economy not relevant here.</p> <p>Section 7. 3 exercises. Should be completed with exercises dealing with intrapreneurship applied at the workplace (Line conductor).</p> | <p>Information missing in the “Material” frames.</p> <p>Interesting activities. Maybe the notion of intrapreneurship should be emphasized in order to avoid the risk of disinterest from the line conductors.</p> <p>Section 5. To many questions. This section should be reworked with real, effective and operational guidance in order to apply entre/intra-preneurial skills at the workplace (Line conductor).</p> <p>Section 6. Must be completed with the “intrapreneur” definition and the operational skills attached to it.</p> <p>Paragraph on circular economy not relevant here.</p> <p>Section 7. 3 exercises. Should be completed with exercises dealing with intrapreneurship applied at the workplace (Line conductor).</p> | |
| | 3.2. Work as a professional (Green skills) | APRC VPM | <p>Section 2. 1 article + only 2 questions. The 2 questions don’t seem to be related to “Green skills” but rather to the “Knowledge of plastic material” unit.</p> <p>More investigation activities should be added.</p> <p>Section 3. 3 documentary researches based on video viewing. Interesting. Maybe, transcripts could be given in the manual (ex: Research 1). It could be used as the article that is missing here.</p> | <p>Section 2. 1 article + only 2 questions. The 2 questions don’t seem to be related to “Green skills” but rather to the “Knowledge of plastic material” unit.</p> <p>More investigation activities should be added.</p> <p>Section 3. 3 documentary researches based on video viewing. Interesting. Maybe, transcripts could be given in the manual (ex: Research 1). It could be used as the article that is missing here.</p> | |

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| | | | <p>A documentary research activity dealing with green skills at the workplace (Line conductor) is necessary here. Otherwise, it remains a very general approach.</p> <p>Section 4. Only 1 practical activity on sorting (Relate to unit 6). Well linked to the objectives of the unit. Complementary activities should be added.</p> <p>Section 5. The contents of this section don't correspond to a method sheet. It seems to be a mix between an article that would suit the "Investigation activities" section and the "elements to remember" section. Here we expect some very practical method in order to apply "green skills" at the workplace (Line conductor) Section 7. Exercise 1: The blue sticker still contains a comment about the fact that the text is unclear.</p> | <p>A documentary research activity dealing with green skills at the workplace (Line conductor) is necessary here. Otherwise, it remains a very general approach.</p> <p>Section 4. Only 1 practical activity on sorting (Relate to unit 6). Well linked to the objectives of the unit. Complementary activities should be added.</p> <p>Section 5. The contents of this section don't correspond to a method sheet. It seems to be a mix between an article that would suit the "Investigation activities" section and the "elements to remember" section. Here we expect some very practical method in order to apply "green skills" at the workplace (Line conductor)</p> | |
| | 3.3. Work as a professional (Lean manufacturing) | APRC VPM ISPA | <p>Section 1. Objectives reviewed in order to correspond strictly to LEAN. WP2 must be reviewed in accordance.</p> <p>Section 2. Too much text to read. This section should be build with small activities in order to discover and implement the first principles of LEAN.</p> <p>Section 3. Only 1 research. At least 2 more are needed.</p> | <p>Section 1. Objectives reviewed in order to correspond strictly to LEAN. WP2 must be reviewed in accordance.</p> <p>Section 2. Too much text to read. This section should be build with small activities in order to discover and implement the first principles of LEAN.</p> <p>Section 3. Only 1 research. At least 2 more are needed.</p> | |

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| | | | <p>Section 4. Only 1 practical activity. At least one more is needed. No material listed.</p> <p>Section 5. Part 1: The contents are more elements of knowledge rather than method guidance.</p> <p>Part 2 (websites) : It might too difficult to acquire for a Line conductor. Some simple explanations would be welcome.</p> <p>Section 7. 2 exercises. At least 2 more are needed.</p> | <p>Section 4. Only 1 practical activity. At least one more is needed. No material listed.</p> <p>Section 5. Part 1: The contents are more elements of knowledge rather than method guidance.</p> <p>Part 2 (websites) : It might too difficult to acquire for a Line conductor. Some simple explanations would be welcome.</p> <p>Section 7. 2 exercises. At least 2 more are needed.</p> | |
| Unit 4 | Apply quality, health, safety, environment rules and procedures | APRC VPM ISPA | <p>Section 2. Precisions to Q4 ad Q5 must be added in order to guide better guidance to the student.</p> <p>Section 4. 1 or 2 real practical activities in the workshop should be added.</p> <p>Section 6. This section presents lists of items and does not correspond to a “Elements to remember” section. It needs to be reworked.</p> <p>Section 7. The systematic use of web sites could become a problem if they become obsolete or not reachable anymore.</p> | <p>Investigation activity : all the item are dangerous! They all must be checked. This point needs to be reviewed in the teacher’s manual.</p> <p>Section 2. Precisions to Q4 ad Q5 must be added in order to guide better guidance to the student.</p> <p>Section 4. 1 or 2 real practical activities in the workshop should be added.</p> <p>Section 6. This section presents lists of items and does not correspond to a “Elements to remember” section. It needs to be reworked.</p> <p>Section 7. The systematic use of web sites could become a problem if they become obsolete or not reachable anymore.</p> | <p>Knowledge and skills have been added in the manual :</p> <ul style="list-style-type: none"> • Quality management standard ISO9000/9001 • Environmental management standard ISO 14000/140001 • Interpretation of technical data sheets (TDS) and safety data sheets (SDS) <p>They need to be added to WP2.</p> |
| Unit 5 | Diagnose and help solving a dysfunction on a plastic production line | APRC VPM Tredu ISPA | <p>Section 1. Some slight differences of writing in the knowledge and the skills with WP2. They need to be reviewed.</p> | <p>Section 1. Some slight differences of writing in the knowledge and the skills with WP2. They need to be reviewed.</p> | |

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| | | | Section 6. The “machine environment” part should be clarified as what needs to be remembered. | Section 6. The “machine environment” part should be clarified as what needs to be remembered. | |
| Unit 6 | Monitoring, checking, sorting out, recording | APRC VPM Tredu ISPA | | | In WP2, the term “sorting out” must be replaced with “sorting”. |
| Common competencies | | | | | |
| Unit 7 | Read, interpret and apply engineering drawings | APRC VPM Tredu ISPA | <p>Section 2. 5 activities. The activities need to be reviewed. Some are just questions to be answered. No real investigation activity. Excerpt from professional document are not clean. They should be reworked.</p> <p>Section 3. The number is ok but some of them look more like practical activities rather than documentary researches. In the green frames, there should be written the instructions for the research, and not just a title. That needs to be reviewed. For example, research 6: Too many symbols. The instructions should be more precise. The presentation of the section must be reworked.</p> <p>Section 5. This section needs to be reworked so it will be more like a method sheet for the line conductor in</p> | <p>Section 2. 5 activities. The activities need to be reviewed. Some are just questions to be answered. No real investigation activity. Excerpt from professional document are not clean. They should be reworked.</p> <p>Section 3. The number is ok but some of them look more like practical activities rather than documentary researches. In the green frames, there should be written the instructions for the research, and not just a title. That needs to be reviewed. For example, research 6: Too many symbols. The instructions should be more precise. The presentation of the section must be reworked.</p> <p>Section 5. This section needs to be reworked so it will be more like a method sheet for the line conductor in</p> | |

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| | | | order to read and interpret technical drawings. Section 6. Needs to be more detailed. Make sentences (ex: dimensioning). | order to read and interpret technical drawings. Section 6. Needs to be more detailed. Make sentences (ex: dimensioning). | |
| Unit 8 | Conduct a digitally operated system (Robotics) | APRC VPM Tredu | Section 1. The objectives in the unit correspond to the ones in WP2, except for the relational skills: WP2: Report all incidents detected through the console Unit: Identifying automation devices and their possible failures It is probably the WP2 writing that is correct since it relates to “relational skills”. The unit one could be a technical skill... Must be reviewed. Section 2. The 5 questions seem too general and directing towards that same knowledge. Plus, the answers to the question are given right away. They should go to the teacher’s manual. No real investigations suggested. Even though elements of knowledge can be given in this section, the purpose of this section is to arouse the curiosity of the the student and lead him to investigate around different small situations. It is not the case here. At the end of the section, a long article about industrial robot. But no investigation activity suggested... | Section 1. The objectives in the unit correspond to the ones in WP2, except for the relational skills: WP2: Report all incidents detected through the console Unit: Identifying automation devices and their possible failures It is probably the WP2 writing that is correct since it relates to “relational skills”. The unit one could be a technical skill... Must be reviewed. Section 2. The 5 questions seem too general and directing towards that same knowledge. Plus, the answers to the question are given right away. They should go to the teacher’s manual. No real investigations suggested. Even though elements of knowledge can be given in this section, the purpose of this section is to arouse the curiosity of the the student and lead him to investigate around different small situations. It is not the case here. At the end of the section, a long article about industrial robot. But no investigation activity suggested... | |

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| | | <p>At this point, probably very basic digital notions should be treated so that the line conductor can grab the fundamental principles of digital systems. This section should be reworked.</p> <p>Section 3. Again, a long section with many elements of knowledge. But only 1 research activity suggested. The approach is not here the approach of a “documentary research”, although all the information given is interesting. But with this approach, the student can only read the paragraph and try to acquire knowledge just as he would do it in a “book”. There is no added value relating to real activities by the student. This section should be reworked.</p> <p>Section 4. 2 “practical activities”. These are not real practical activities. Actually, The student is supposed to fill in a document with what he observes. The 2 “issues” are the same. We should find here real practical activities. No material listed. Interesting pictures but too few comments. This section should be reworked.</p> <p>Section 6. 4 pages for the “elements to remember” seems too long. Could it be shortened?</p> <p>Section 7. 8 “tasks”. They all deal with sensors.</p> | <p>At this point, probably very basic digital notions should be treated so that the line conductor can grab the fundamental principles of digital systems. This section should be reworked.</p> <p>Section 3. Again, a long section with many elements of knowledge. But only 1 research activity suggested. The approach is not here the approach of a “documentary research”, although all the information given is interesting. But with this approach, the student can only read the paragraph and try to acquire knowledge just as he would do it in a “book”. There is no added value relating to real activities by the student. This section should be reworked.</p> <p>Section 4. 2 “practical activities”. These are not real practical activities. Actually, The student is supposed to fill in a document with what he observes. The 2 “issues” are the same. We should find here real practical activities. No material listed. Interesting pictures but too few comments. This section should be reworked.</p> <p>Section 6. 4 pages for the “elements to remember” seems too long. Could it be shortened?</p> <p>Section 7. 8 “tasks”. They all deal with sensors.</p> | |
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| | | | Actually they are multiple choice questions. The questions seem very difficult to answer with regard to the notions that have been developed in the other sections. Some different exercises about digital systems would be welcome here (Not just multiple choice). | Actually they are multiple choice questions. The questions seem very difficult to answer with regard to the notions that have been developed in the other sections. Some different exercises about digital systems would be welcome here (Not just multiple choice). | |
| Unit 9 | Know main characteristics of plastic materials | APRC VPM Tredu ISPA | Section 3. Some contain interesting articles. But some don't (Ex: Activities 1 and 2). Some activities look more like "investigation activities" rather than like "documentary research" (Ex: Research 3) This section needs to be slightly reworked. Section 5. Thermoset table is not complete. | The answers given in the teacher's manual are largely insufficient. Section 3. Some contain interesting articles. But some don't (Ex: Activities 1 and 2). Some activities look more like "investigation activities" rather than like "documentary research" (Ex: Research 3) This section needs to be slightly reworked. Section 5. Thermoset table is not complete. | |
| Core competencies | | | | | |
| Unit 10 | Operate equipment for manufacturing of plastic composites | APRC VPM ISPA | Section 2. The photographs should be bigger. | Section 2. The photographs should be bigger. | |
| Unit 11 | Operate injection moulding equipment | APRC VPM Tredu ISPA | Section 1. Same objectives as in WP2. Just a very slight difference of formulation in underspinning relational skills ("Taking part in" instead of "participating to"). | Section 1. Same objectives as in WP2. Just a very slight difference of formulation in underspinning relational skills ("Taking part in" instead of "participating to"). | |

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| | | | <p>Section 3. The articles should be more developed for some parts of the section.</p> <p>Section 4. Only 1 practical activity. The section should be structured as in the other processes units so that all will be coherent. This point should be reviewed.</p> <p>Section 5. The method sheet is ok, although some guidance sentences would be welcome.</p> | <p>Section 3. The articles should be more developed for some parts of the section.</p> <p>Section 4. Only 1 practical activity. The section should be structured as in the other processes units so that all will be coherent. This point should be reviewed.</p> <p>Section 5. The method sheet is ok, although some guidance sentences would be welcome.</p> | |
| Unit 12 | Operate blow moulding equipment | APRC VPM ISPA | <p>Section 3. 5 researches suggested. Just missing some text (Article) to support the diagrams and schematics.</p> | <p>Section 3. 5 researches suggested. Just missing some text (Article) to support the diagrams and schematics.</p> | The objectives (knowledge and skills) must be updated in WP2. |
| Unit 13 | Operate plastic extrusion equipment | APRC VPM Tredu ISPA | <p>Section 2. The section is mainly built as a document at the disposal of the student during a course given by the teacher. Many “fill the gap” paragraphs. Not much investigation activities suggested. Some should be added. For the questions asked, it seems difficult to put the students in an investigation activity. However the section is rather complete.</p> <p>Section 3. Some documentary researches are lacking explanations in order to put the student in good conditions of work.</p> <p>Section 5. Table with defects parameters. This table is empty and then is presented as an exercise. But in this section, no exercise is expected.</p> | <p>Section 2. The section is mainly built as a document at the disposal of the student during a course given by the teacher. Many “fill the gap” paragraphs. Not much investigation activities suggested. Some should be added. For the questions asked, it seems difficult to put the students in an investigation activity. However the section is rather complete.</p> <p>Section 3. Some documentary researches are lacking explanations in order to put the student in good conditions of work.</p> <p>Section 5. Table with defects parameters. This table is empty and then is presented as an exercise. But in this section, no exercise is expected.</p> | The objectives (knowledge and skills) must be updated in WP2. |

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| | | | <p>The student must find here method tools.</p> <p>Suggestion: keep this same table here, filling out with the answers (See teacher's manual.</p> <p>3) Process setting sheet: Ok 4) extrusion line preparation: Ok 5) Parts control diagram: Ok</p> <p>Section 6. Some sentences are necessary to give structure to the paragraph and then emphasize what is really important.</p> | <p>The student must find here method tools.</p> <p>Suggestion: keep this same table here, filling out with the answers (See teacher's manual.</p> <p>3) Process setting sheet: Ok 4) extrusion line preparation: Ok 5) Parts control diagram: Ok</p> <p>Section 6. Some sentences are necessary to give structure to the paragraph and then emphasize what is really important.</p> | |
| Unit 14 | Operate thermoforming equipment | APRC VPM ISPA | <p>Section 1. Just one slight modification must be brought in both: In the skills sections, the verbs have to be conjugated with gerundive "ing".</p> <p>Section 5. Table to be filled out : Good but this is not a "method" but rather an exercise to be displacd into another section of the unit (ex: documentary research).</p> <p>Section 7. In exercise n° 4, The table of defects appears twice. One must be removed.</p> <p>-Follow the framework of the "thermoforming" unit insert a sentence "follow instructions form your teacher..."</p> | <p>Section 1. Just one slight modification must be brought in both: In the skills sections, the verbs have to be conjugated with gerundive "ing".</p> <p>Section 5. Table to be filled out : Good but this is not a "method" but rather an exercise to be displacd into another section of the unit (ex: documentary research).</p> <p>Section 7. In exercise n° 4, The table of defects appears twice. One must be removed.</p> <p>-Follow the framework of the "thermoforming" unit insert a sentence "follow instructions form your teacher..."</p> | |
| Unit 15 | Operate equipment of manufacturing of plastic composites | APRC VPM Tredu | <p>Section 1. The objectives are the same as in WP2 but the wording is not exactly the same. It must be reviewed.</p> | <p>Section 1. The objectives are the same as in WP2 but the wording is not exactly the same. It must be reviewed.</p> | |

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| | | | <p>Section 2. Questions 3 and 4 are not investigation activities. The student's is just asked to read and learn the contents. They must be reworked in order to make them real investigation activities.</p> <p>Section 3. Article missing. One must be included.</p> <p>Section 4. Only 1 activity. At least 2 other activities should be added. If possible, it should be presented like the practical activities in other units (See particularly unit 14).</p> <p>Section 5. Too much content. It does not look like a method sheet but rather like a book chapter. This content should probably be dispalced into another section.</p> <p>Section 6. No sentences here. This content should be reworked in order to present what really needs to be remembered.</p> <p>Section 7. Only one exercise presented in the form of 9 steps. Sentences are missing. For some steps, it is not clearly explained what is expected form the student. Must be reviewed. At least 3 more exercises should be added.</p> | <p>Section 2. Questions 3 and 4 are not investigation activities. The student's is just asked to read and learn the contents. They must be reworked in order to make them real investigation activities.</p> <p>Section 3. Article missing. One must be included.</p> <p>Section 4. Only 1 activity. At least 2 other activities should be added. If possible, it should be presented like the practical activities in other units (See particularly unit 14).</p> <p>Section 5. Too much content. It does not look like a method sheet but rather like a book chapter. This content should probably be dispalced into another section.</p> <p>Section 6. No sentences here. This content should be reworked in order to present what really needs to be remembered.</p> <p>Section 7. Only one exercise presented in the form of 9 steps. Sentences are missing. For some steps, it is not clearly explained what is expected form the student. Must be reviewed. At least 3 more exercises should be added.</p> | |
| Unit 16 | Finish products and components | APRC VPM Tredu ISPA | <p>Section 1. The objectives are not exactly the same as in WP2. It must be reviewed.</p> | <p>Section 1. The objectives are not exactly the same as in WP2. It must be reviewed.</p> | |

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| | | | <p>Section 2. Only 2 questions. At least one should be added.</p> <p>Section 4. Only 2 activities. The lists of material are missing. (Green frame). Instead, we find here instructions that should be written underneath.</p> <p>Section 5. Ok but deals only with quality control. Nothing on finishing processes.</p> <p>Section 6. Ok but deals only with quality control. Nothing on finishing processes.</p> <p>Section 7. Finishing processes are missing.</p> | <p>Section 2. Only 2 questions. At least one should be added.</p> <p>Section 4. Only 2 activities. The lists of material are missing. (Green frame). Instead, we find here instructions that should be written underneath.</p> <p>Section 5. Ok but deals only with quality control. Nothing on finishing processes.</p> <p>Section 6. Ok but deals only with quality control. Nothing on finishing processes.</p> <p>Section 7. Finishing processes are missing.</p> | |
| General remark for all content | | | | Unify the presentation of information in the Units. There is no clear structure in the teacher's book as to whether answers to the tasks in the student's book need to be provided, because not all Units have it. | |

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