

INNOSEE PROJECT
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European Commission - Lifelong Learning Programme



RESEARCH DRIVEN CLUSTERS

TRAINING CONTENT DEVELOPMENT

FUNDITEC (P3)

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1. INTRODUCTION

1.1 Objectives of the report:

The Training Content Development Work package is intended to provide the methodological guidelines to be used during the definition of the training materials and contents; this methodology has been defined based on the requirements observed and discussed during the training needs analysis on RDC (WP3) and the consortium meeting held in Thessaloniki. In this sense, special attention has been paid to the conclusions and recommendations provided by the members of the consortium, the representatives of RDC and other potential users that have taken part in the project survey or were present in the workshop (industrial associations, representatives of universities and other educational centres, SMEs representatives, members of research driven cluster support organisations, etc).

One of the key objectives of the training content specifications report will be to ensure that the training modules and process give an answer to all the requirements and needs observed during the previous work packages and that are coherent with the expected level of knowledge and skills. In this sense, the training content must ensure its functionality and usability and be adaptable to the chosen e-learning environment agreed by the consortium members.

2. MAIN ACTIONS

According to the application form submitted at the inception of the INNOSEE project the activities to be developed during work package 4 are the following:

1. **Definition of the objectives and the content to be addressed by the training modules based on the needs assessment analysis (WP3):** Following the conclusions gathered in the Survey reports on RDC needs (WP3), the consortium will identify the most appropriate materials and contents to be used for the training modules; the selection needs to take into consideration the theoretical and technical specifications, as well as the future operability of the materials.
2. **Allocation of the tasks among the partners:** As agreed during the consortium meeting in Thessaloniki, and based on the partners' responsibilities and time-allocation described in the application form, the work package tasks will be assigned to the different partners.
3. **Identification of the most appropriate methods of delivery of the training:** A clear description of the training content will be followed by a definition of the means of provision, ensuring the usability, adaptability and constant updating of the training contents.
4. **Development of the presentation-oriented materials:** In order to properly communicate the objectives, purpose and characteristics of the training material produced by the partners, informational documents will be prepared so as to ensure a homogeneous corpus of materials.

5. **Initial formatting and adaptation of the materials to the selected method of delivery:** The training materials and contents will be adapted to the selected delivery method agreed by the project partners.
6. **Preparation of the evaluation tools:** The development of these materials is fundamental so as to ensure that the corrective actions are introduced in the project materials and content based on its users and implementers' feedback. According to the training structure agreed by the partners, some of the assessment materials will be included within the training platform.
7. **Fine tuning of the web-based tools:** Final update of the training materials based on a previous testing and assessment process.
8. **Translation of the web-based materials into the partners' native language:** To ensure the usability of the training materials, these will be translated into the national language of each of the project partners (Bulgarian, Greek, English, Swedish, Spanish, Italian, and Austrian).

2.1 Definition of the objectives and the content to be addressed by the training modules based on the needs assessment analysis (WP3):

During Thessaloniki meeting, the consortium partners have agreed that in terms of usability and time coherence, the training content will be based on a total number of 9 modules.

Learning Module	Title
0	Training Programme Overview
1	RDC Strategic Planning
2	RDC Project Management
3	RDC Market Intelligence
4	RDC Technology Transfer
5	RDC Open Innovation
6	RDC International Networking and Cooperation
7	IPR and Patenting Issues
8	RDC Innovation Funding

Table 1: Learning modules and responsible partners

In terms of time dedication the completion of each module by the trainees will take around 4 to 5 hours. So as to avoid discouragement and allow the retake of the module each of them will be subdivided into 5 to 10 individual sessions (each one of them expected to last between 30 and 40 minutes). By ensuring that the modules are not overstretched in terms of time demands, the users will be allowed to end and retake the sessions whenever they deem convenient or appropriate.

Each of the training contents will need to address three thematic and structural areas:

- Learning: The modules will need to provide appropriate theoretical information to the users on the topics discussed in the sessions.
- Testing: A self-examination tool will be provided to users to assess their performance.
- Assessment: This section will allow users to assess the quality of the training modules.

One of the main conditions for the success of the training modules is that they must guarantee an efficient interaction between trainers and users and among users in particular. In this sense, the training will need to allow for social interaction to occur, based on the development of face-to-face initiatives and the use of social media tools.

2.2 Allocation of the tasks among the partners

As agreed following the debates that took place during the second consortium meeting and the workshop held in Thessaloniki, the training modules to be addressed are the following:

Learning Module	Title	Responsible partner
0	Training Programme Overview	FUNDITEC
1	RDC Strategic Planning	FUNDITEC
2	RDC Project Management	FH JOANNEUM
3	RDC Market Intelligence	ASEV
4	RDC Technology Transfer	IPS
5	RDC Open Innovation	INTELSPACE
6	RDC International Networking and Cooperation	IPS
7	IPR and Patenting Issues	ITPIO
8	RDC Innovation Funding	ITPIO

Table 2: Learning modules and responsible partners

In next weeks, FUNDITEC, as WP leader will send a set of proposals aimed to support partnership in the development of materials and deliveries related to WP4:

- Competence framework for RDC Management
- Training Toolkit for RDC
- Pool of Trainers on RDC

2.3 Identification of the most appropriate methods of delivery of the training

The training methodology will be based on a mix of online training and a number of trainer-led sessions aimed at reinforcing and monitoring the knowledge gathered via the training sessions.



Figure 1: Learning approach.

The trainer-led sessions will provide assistance to trainees in the completion of the modules-based training and will monitor, assess and certificate the progress achieved.

The methodology to be used in the training modules will be based on PPT or similar, and audiovisual materials.

FUNDITEC will provide assistance and examples to partners in the development of audiovisual materials next weeks:

- Competence framework for RDC Management_DRAFT
- Training Toolkit for RDC_DRAFT

Some degree of flexibility should be allowed to the project partners when designing the project training modules.

The pedagogical structure of the modules will be divided into different sessions.

Minimum standards to be included in each session:

Introduction
Presentation (max. 6 slides for presentation)
Practice (max. 6 slides for presentation)
Assessment

Table 3: Minimum standards to be included in each session

Each module should last around 30 minutes and should include the following information:

Introduction
Internal information
External information
Video
Implementation
Practice
Exercise (these can include case studies, specific exercises, etc.
Assessment (to be included at the end of each session)

Table 4: Minimum information to be included in each module

The read more about section should be introduced at the initial slide of the module so as to be made more appealing to the trainees.

2.4 Development of the presentation-oriented material

As agreed during the Barcelona meeting each module will need to address a minimum set of pedagogical standards that would include the following sections:

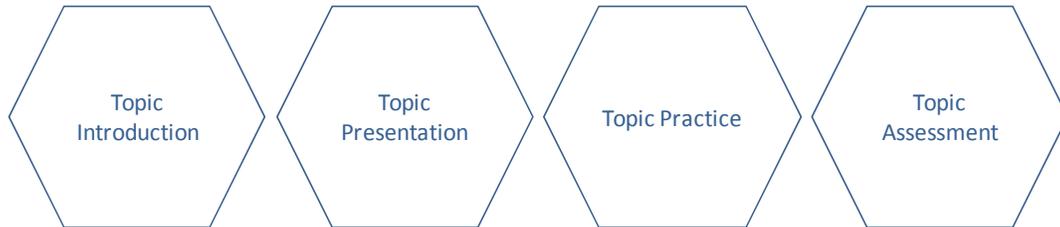


Figure 2: Training topics

Each module will be subdivided into 6 sessions with the initial session consisting in an introductory presentation on the topic dealt with the module.

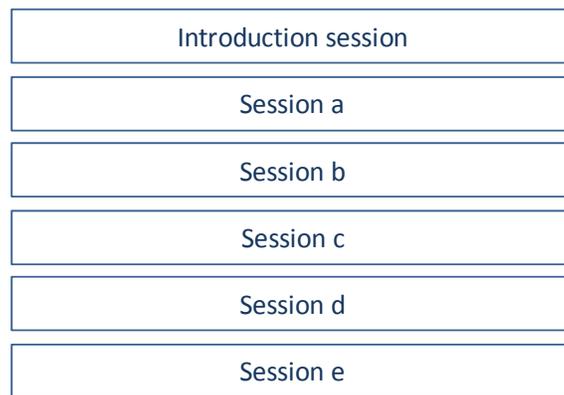


Figure 3: Training sessions

At the same time each session will include the following elements:

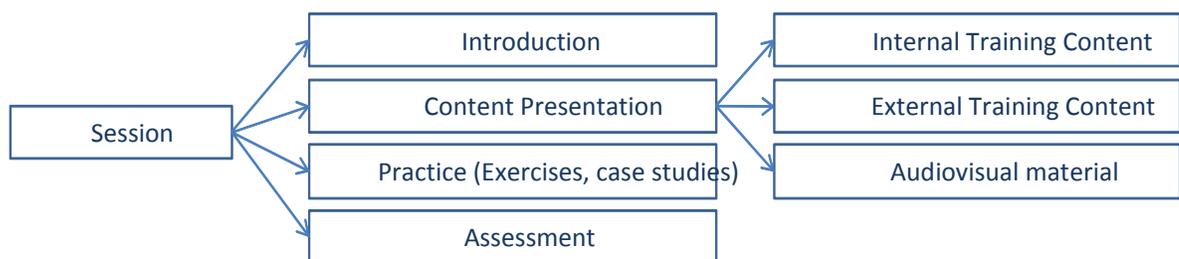


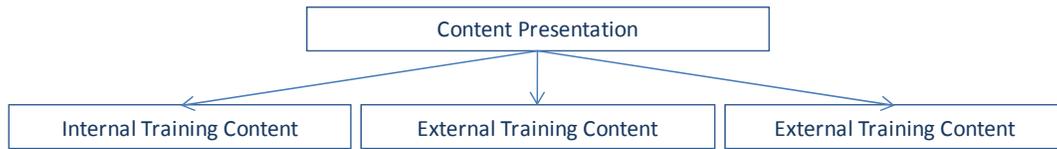
Figure 4: Session scheme

Elements of the training sessions:



The introduction section will provide an overview of the session contents, main concepts and purpose. The format can be of a single slide containing the most relevant information.

This section / slide will also include some external references, to be understood as a type of “read more about” information that will redirect the users to external literature, documents, websites, etc. This introductory section intends to generate some curiosity among the users and must drive them to check related content before initiating the session training.



The content presentation section will include the bulk of the training information. This section will include several slides including internally produced materials (ppt. presentation, adobe professional slides, etc.), audiovisual elements (most of them integrated into the internally produced materials, such as the adobe professional presentation) and the adaptation of some external content.



The practice and exercises section will allow the user to put into practice the knowledge received in the previous materials. The content to be included in this section can be based on basic exercises, specific case studies, role situations, etc.



The final part of each session must include a self assessment methodology that will allow the trainees to evaluate to what extent they have apprehended and assimilated the information received during the training session. This last stage will be based on a simple questionnaire comprising the main topics dealt with in the session.

2.5 Preparation of the evaluation tools.

The consortium decided to offer two optional training frameworks. One based on an initial assessment process and another following a more conventional approach.

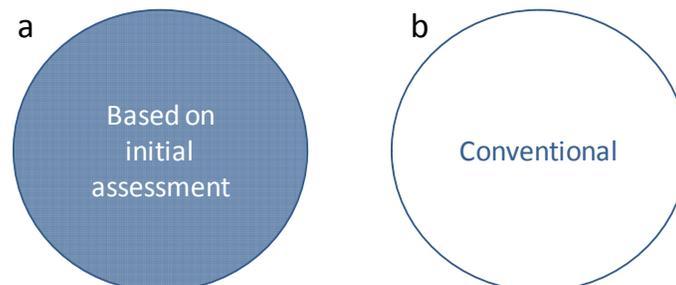


Figure 5: Training options

Thus, at the beginning of the training process the users will be offered the possibility to follow a self assessment process highlighting those areas in which specific training appears to be more convenient to them.

This will be an optional feature of the training material since the trainees will still have the possibility to follow the conventional training course in which all the content will be available from the start and where users will be allowed to complete the whole training sessions.

Whereas the conventional training format will allow the trainee to go through the 9 module list and to complete each of the training topic, the assessment based methodology will allow the trainee to go through a simple questionnaire (with around 6 questions) that will indicate users what are the areas in which they should pay particular attention (and will redirect them to the specific modules and sessions).

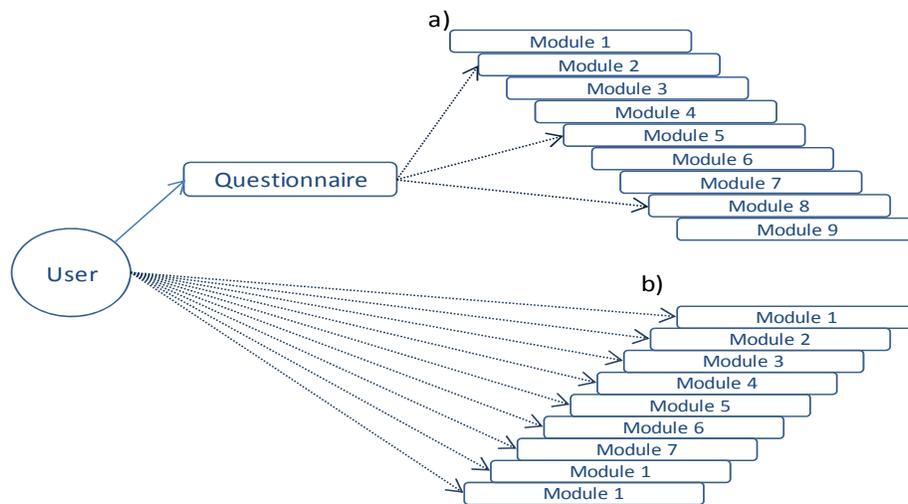


Figure 6: Training options extended

2.6 Fine tuning of the web-based tools.

In late October the consortium will have a Syllabus.doc from which begin to develop a final version of the Training Toolkit in order to fine tuning of the web-based tools.

2.7 Translation of the web-based materials into the partners' native language.

Before Training Toolkit will be finished and fine tuning of the web-based tools will be ready, each partner will start with the translation of the web-based materials into their own native language

3. ALLOCATION OF TASKS

For each module, a “module leader” or responsible partner will be assigned, with the aim to centralise and ensure the dully implementation of the relevant tasks to be invested in each module. The module leader will be responsible for defining the key

structure and composing the learning materials and to submit the first version to the rest of the partners in order to gather and introduce the former inputs. Although the responsibility for the structure of each module lies in the “module leader” the final version will be the shared responsibility of all the partners.

Based on the hours/budget allocation agreed at the beginning of the project, the partners have agreed to distribute the amount of dedication to the WP4 as follows:

Partners	Days	Scope
P1 – IPS	62	2 Modules
P2 – ITPIO	60	2 Modules
P3 – FUNDITEC	49	2 Modules
P4 – STPKC	13	Upload the platform
P5 – ASEV	32	1 Module
P6 – INTELSPACE	27	1 Module
P7 – JOANNEUM	25	1 Module

Table 5: Numbers of modules to be developed by partner.

4. DELIVERABLES

4.1 Competence Framework for Research-driven Clusters Management

Partners will create their own language version of the Competence Framework with the content applied commonly by all of them. It will be open to the discussion with stakeholders and partners will seek for possible improvements. After proper finalisation of EN version and assurance that it is in line with expectations of all involved partners, national versions of the Competence Framework for research-driven cluster managers will be published.

This deliverable will be available on websites of individual partners as well as project website.

4.2 Training Toolkit for Research-driven Clusters

Teaching content will be developed following the requirements of Competence Framework. Methodological guidelines will be added to Tool Kit for trainers and will compile best practice from partners and take into account views of the institutions represented in the Steering Committee and partners. These guidelines will be linked to individual topics and will take into account different types of participants (related to level of education in the field, practical experience).

Jointly developed content and methodology for research-driven clusters management training is a step towards harmonisation of training in this field. We will provide trainings with same content, using same terminology and methodology. Trainers in this field usually have sufficient command of English so these guidelines will be available in English for Trainers training. Translations will only be arranged if necessary. After training session and needed improvement Tool Kit will be translated into partners' languages.

4.3 Pool of Trainers on Research-driven Clusters

The consortium will select a pool of trainers from all participating countries. Each partner will have trainers (or a trainer) to be able to cover at least three modules of training Tool Kit.

The list of trainers related to training institutions will be published on websites of individual partners as well as project website.

5. ANALYTICAL DESCRIPTION OF THE ACTIVITIES

For each of the above eight activities of WP4 a more detailed description is given below.

- **ACTIVITY 0:** Definition of the objectives and the content of the training based on the needs assessment (previous WP)
- **ACTIVITY 1:** Allocation of tasks to the partners for developing the different content modules based on their knowledge and background
- **ACTIVITY 2:** Definition of the different methods of delivery of the training
(D 13. Competence Framework for Research-driven Clusters Management)
- **ACTIVITY 3:** Elaboration of presentations and info packs to be used by the partners in public events and events of the clusters – target group of the proposed project
- **ACTIVITY 4:** Formatting all materials and adapting them to the selected method of delivery (upload on e-learning platform)
- **ACTIVITY 5:** Developing the evaluation procedures for the future trainers and trainees
- **ACTIVITY 6:** Fine-tuning of the web-based tools
- **ACTIVITY 7:** Translation of the web-based trainings into the native language
(D 14. Training Toolkit for Research-driven Clusters)
(D 15. Pool of Trainers on Research-driven Clusters)
- **ACTIVITY 8:** Workshop for discussion of D13, D14, D15

7.1. Time Schedule

Opening of WP4: 1 April 2012

Closing of WP4: 30 November 2012

Activities	Schedule	Responsible Partner
Definition of the objectives and the content of the training based on the needs assessment (previous WP)	20 th April 2012	FUNDITEC
Allocation of tasks to the partners for developing the different content modules based on their knowledge and background	20 th April 2012	All Partners
Definition of the different methods of delivery of the	10 th May 2012	FUNDITEC

training		
Elaboration of presentations and info packs to be used by the partners in public events and events of the clusters – target group of the proposed project	9 th November 2012	All Partners
Formatting all materials and adapting them to the selected method of delivery	31 th March 2013	FUNDITEC - STKPC
Developing the evaluation procedures for the future trainers and trainees	9 th November 2012	FUNIDTEC + All Partners
Fine-tuning of the web-based tools	31 th March 2013	FUNDITEC + STKPC
Translation of the web-based trainings into the native language	31 th March 2013	All Partners
Workshop for discussion	25 ^h and 26 th October 2012	All Partners

Table 6: Activities, schedule and partner responsible.

Activities		Due Date							
		Apr	May	June	July	Aug	Sept	Oct	Nov
0	Definition of the objectives and the content of the training based on the needs assessment (previous WP)	20							
1	Allocation of tasks to the partners for developing the different content modules based on their knowledge and background	20							
2	Definition of the different methods of delivery of the training <i>(D 13. Competence Framework for Research-driven Clusters Management)</i>		10						
3	Elaboration of presentations and info packs to be used by the partners in public events and events of the clusters – target group of the proposed project								9
4	Formatting all materials and adapting them to the selected method of delivery (upload on e-learning platform)								...
5	Developing the evaluation procedures for the future trainers and trainees								9
6	Fine-tuning of the web-based tools								...
7	Translation of the web-based trainings into the native language <i>(D 14. Training Toolkit for Research-driven Clusters)</i> <i>(D 15. Pool of Trainers on Research-driven Clusters)</i>								...
8	Workshop for discussion of D13, D14, D15							25	

Table 7: Activities and due dates.

7.2 Allocation of days by activity

	Activities	P3	P1	P2	P4	P5	P6	P7	TOTAL
0	Definition of the objectives and the content of the training based on the needs assessment (previous WP)	1	3	1	1	1	1	1	9
1	Allocation of tasks to the partners for developing the different content modules based on their knowledge and background	1	3	1	1	1	1	1	7
2	Definition of the different methods of delivery of the training <i>(D 13. Competence Framework for Research-driven Clusters Management)</i>	8	3	1	1	1	1	1	16
3	Elaboration of presentations and info packs to be used by the partners in public events and events of the clusters – target group of the proposed project	10	10	10	4	6	4	3	47
4	Formatting all materials and adapting them to the selected method of delivery (upload on e-learning platform)	21	21	21	7	8	7	7	92
5	Developing the evaluation procedures for the future trainers and trainees	5	2	1	1	1	1	1	12
6	Fine-tuning of the web-based tools	9	9	7	5	7	5	4	46
7	Translation of the web-based trainings into the native language <i>(D 14. Training Toolkit for Research-driven Clusters)</i> <i>(D 15. Pool of Trainers on Research-driven Clusters)</i>	5	5	5	5	5	5	5	35
8	Workshop for discussion of D13, D14, D15	2	4	2	2	2	2	2	16
		62	60	49	27	32	27	25	280