



Deliverable 2.2

Report on training activities
developed - year 2

WP2 – Training activities

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Executive Summary

This deliverable reports the work developed during the second year of the project concerning training activities (WP2). Virtual and on-campus training activities that were carried out during the second year are presented. The planned on-campus training was mostly accomplished except for one course at Chalmers, which was not possible to be attended by the ISQ researcher due to the covid-19. However, she was able to attend the course online. The evaluation forms of course participants are included in the annex.

1. Introduction

The overall goal of TRUST project is to boost research excellence in the area of industrial sustainability. Through the establishment of a long lasting partnership between ISQ in Portugal (Widening country), the University of Cambridge (UCAM) in the UK and the Chalmers University of Technology (CHALMERS) in Sweden, the scientific and technical capacity of ISQ will be improved and the partnership at European level leveraged, therefore, fostering the conditions for an effective support and engagement of the European industry on its pathway to the achievement of the UN Sustainable Development Goals. TRUST twinning activities aim to improve the scientific research capacity as well as the overall technical competences of ISQ researchers in the field of industrial sustainability.

This document reports the progress made in Work Package 2 related to training activities. The objective of WP2 is to provide appropriate training actions at UCAM and CHALMERS in order to develop the necessary skills of researchers on the topics of the twinning action. Through this coordinated approach ISQ researchers have the opportunity to strengthen their scientific, innovation and leadership capacities in industrial sustainability. This includes both on-campus courses at UCAM and CHALMERS premises as well as virtual learning (on-line courses and webinars). This report contains four parts:

- Overview of training activities in Year 2.
- Virtual learning - Task 2.1.
- On campus training - Task 2.2.
- Evaluation and tracking of the training program - Task 2.3.

2. Overview of training activities in Year 2

Training activities were arranged for ISQ researchers and carried out across both participating academic institutions: The University of Cambridge and Chalmers University of Technology. A summary of the on campus and virtual training activities is presented here:

- UCAM:
 - 3 On campus courses [M13-M14] [M18]
 - 3 Virtual training [M20, M21, M22]
- CHALMERS:
 - 2 On campus courses [M14-M15]
 - 1 Virtual training [M19-M20]

The status of the planned training activities in D1.2 is shown in Table 1. ISQ researchers were also given access to and benefitted from additional on campus and virtual training at UCAM and CHALMERS (Table 2). The completed training activities are elaborated in the next sections 3 and 4 of this report.

Table 1 - DTP Plan for Year 2 from Deliverable D1.2

Trainee ISQ	Course	Place/Dates	Completion	On campus/ Virtual	Section
Junior res.	Simulation of Production Systems	CHALMERS 4 Nov - 6 Dec 2019	YES	On campus	4.2
Junior res.	MPhil in Engineering for Sustainable Development (ESD200 Sustainability Methods and Metrics, Lecture 7)	UCAM March 2020	Yes	On campus	4.4
Senior res.	MPhil in Engineering for Sustainable Development	UCAM 14 Oct, 28 Oct, 11 Nov, 25 Nov 2019	YES	On campus	4.1
Senior res.	Course “Environmental systems analysis” or “Life cycle assessment”	CHALMERS May-June 2020	NO	On campus	
Junior & Senior res.	<p>Institute for Manufacturing (IfM) website and IfM YouTube channel:</p> <p>Manufacturing sustainability: Identifying and eliminating waste</p> <p>Manufacturing sustainability: Practical steps towards an efficient future</p> <p>Manufacturing sustainability: How to develop sustainable business models</p> <p>Competing through competencies</p>	UCAM	YES	Virtual	3.1
	<p>Chalmers YouTube channel</p> <p>Advancing AI (4-5 March 2019)</p> <p>Chalmers Sustainability Day (November 2019)</p> <p>Events are advertised on the university website and departmental websites:</p> <p>Industrial and Material Science</p> <p>Technology Management and Economics</p> <p>Chalmers general calendar</p>	CHALMERS	YES	Virtual	3.1

Table 2 - Additional Training Completed in Year 2

Trainee	Course	Place/Dates	Completion	On campus / Virtual	Section
Junior res.	Sustainable Development / Production2030 Doctoral Course Part 3	CHALMERS 5-6 Nov 19	YES	On campus	4.3
Junior&Senior res.	“New Business Models for a Sustainable Future” Workshop	UCAM 5 March 20	YES	On campus	4.5
Junior&Senior res.	MPhil in Engineering for Sustainable Development (ESD200 Sustainability Methods and Metrics, Lecture 7)	UCAM 4 March 20	YES	On campus	4.4

3. Virtual learning - Task 2.1

The three-party consortium aims to develop both technical and leadership competencies of the partners.

Similarly to year 1, in the second year of TRUST, the University of Cambridge offered to the consortium a range of [sustainability and leadership online courses](#) and [Leadership webinars](#). The University of Cambridge Institute for Sustainability Leadership (CISL) hosts a series of Leadership webinars, which examine how leadership has changed to meet the demands of business and society, and to consider what leaders need to do now to deliver a prosperous future. Replays of all past webinars can be viewed online on-demand at any time.

In addition, the Institute for Manufacturing at the University of Cambridge hosted a series of online events and thematic webinars, which were attended by participants from all three TRUST partners. Replays of all past webinars can be viewed online [on-demand on the IfM website at any time](#).

One senior ISQ researcher had planned to attend on-campus training at Chalmers on May-June 2020 but because of covid-19 that was not possible, nevertheless she was able to attend some modules of the Life Cycle Assessment course online.

3.1 Virtual training completed in Year 2

The University of Cambridge Institute for Manufacturing (IfM) hosted a series of webinars and video discussions, with contributions from IfM researchers and associates. The sustainability webinars from the Centre for Industrial Sustainability each focused on a different aspect of how your business can become more sustainable.

Table 3 - Virtual Training Completed at UCAM and CHALMERS in Year 2

Virtual training	Dates/Provider	Key Takeaways
Manufacturing sustainability: Identifying and eliminating waste	6 May 2020/UCAM	<ul style="list-style-type: none"> • Zero loss yield analysis • Using existing data to find waste • How to involve people across the organisation
"Manufacturing sustainability: How to develop sustainable business models"	18 June 2020/UCAM	<ul style="list-style-type: none"> • New BM are highly related to rethink actions besides investment cost actions. • Uncaptured value definition is a key stage of the process.

Virtual training	Dates/Provider	Key Takeaways
		<ul style="list-style-type: none"> • Collaborative interaction with industries significantly promote new BM implementation.
Manufacturing sustainability: How to develop sustainable business models	18 June 2020/UCAM	<ul style="list-style-type: none"> • Important to understand what is value. What forms of value exist, what gives value? Where is value being 'lost'? • Important to understand the circumstances where value fails to uncover new value opportunities. • Find uncaptured value
Manufacturing sustainability: How to develop sustainable business models	18 June 2020/UCAM	<ul style="list-style-type: none"> • Forms of sustainable value • How to find new value opportunities • Uncovering value failure
Manufacturing sustainability: Back to the future	28 July 2020/UCAM	<ul style="list-style-type: none"> • future opportunities and challenges • key future characteristics of manufacturing
Life Cycle Assessment	29-04-2020 and 08-05-2020 /Chalmers	<ul style="list-style-type: none"> • Prospective LCA • Case studies presented

Virtual trainings and courses can be attended live or on-demand, which gives ISQ researchers the flexibility to fit virtual sessions into their everyday work schedule and remote conditions of working. In addition, virtual trainings offer insights from leading academics and experts at the hosting universities and invited eminent guest speakers, who might not be accessible otherwise. The ambition of the consortium is to prioritise virtual trainings during the remaining period of the project in order to benefit from the variety of topics and formats being delivered online and in order to address travel constraints.

4. On campus training - Task 2.2

The aim of task 2.2 is that up to 2 courses per year will be attended by ISQ researchers in each hosting university (UCAM and CHALMERS). Each course should be attended by a different trainee according to their academic and professional profile and needs (identified in Del. 1.2 Tables 1 and 2).

It is important to note that TRUST attendees were given access to on-going courses at UCAM and CHALMERS, allowing them to benefit from the student networks and the infrastructure set up by both academic institutions for the delivery of these courses.

In year 2 of the TRUST project, the following on campus training activities were attended by ISQ researchers on UCAM and CHALMERS campuses:

The on-campus training was conducted across five courses between UCAM and Chalmers:

- Driving Change Towards Sustainability Module on the MPhil in Engineering for Sustainable Development, Master's course at the Department of Engineering, UCAM [M13-M14].
- Sustainable Development / Production2030 Doctoral course (Part 3) at CHALMERS [M15].
- Simulation of production systems / Produktion2030, Doctoral course at CHALMERS [M14-M15].
- ESD 200 Sustainability Methods and Metrics, Lecture 7 - Valuation Tools and Ecological Economics, (MPhil in Engineering for Sustainable Development), UCAM [M18]
- New Business Models for a Sustainable Future, Workshop, Newnham College, UCAM [M18]

The following sections present further details on the courses. More details about joint activities among the TRUST partners in year 2 are provided in deliverable D3.2 "Report on joint initiatives & networking activities – YEAR 2."

Note Bene: All course syllabi included in this report refer only to the times and dates when the training activities reported in this deliverable took place. The University of Cambridge and Chalmers University of Technology review their curricula on a regular basis and cannot be expected to offer these courses in the future. For up-to-date list of courses and learning opportunities, please refer to the official university websites.

4.1 Driving Change Towards Sustainability Module, MPhil in Engineering for Sustainable Development Sustainable

The MPhil in Engineering for Sustainable Development (ESD) at the Department of Engineering, University of Cambridge is a 1-year full-time programme which was launched in October 2002. The course recruits around 30 to 40 students annually and explores the context in which engineering activity must take place. This master's course is designed for engineers to take on the issues facing the modern world and develop new pathways to achieve a more sustainable future.

The ESD module “Driving change towards sustainability” dives into qualitative issues and understanding ethical positions surrounding the concept of sustainable development, as well as how individuals can take personal responsibility to deliver real change through formal and informal processes.

Date: 14 October, 28 October, 11 November and 25 November 2019

Location: Department of Engineering, Cambridge, UK

Technical Competency

The module deals with qualitative issues and understanding ethical positions surrounding the concept of sustainable development, as well as how individuals can take personal responsibility to deliver real change through formal and informal processes. An underlying theme is the explanation why engineers need to engage in problem definition, through careful dialogue with all stakeholder groups, through a proper recognition of the context in which engineering solutions are formulated and delivered.

The overall course aims to challenge ways in which engineers think about problems and encourages a move from a reductionist attitude to the adoption of a complex systems approach which recognises growing uncertainties, for example when faced with the need for decision making in the absence of complete information or evidence. It also deals with change by challenging orthodoxy and studying how change can be implanted in organisations and deals with people through understanding consultation processes and developing negotiation skills.

4.2 Simulation of Production Systems

The course vision is to provide an in-depth insight about the potential of the virtual world in industrial innovation processes. This includes establishing an improved awareness about methods and tools for the integration of simulation technology in product, process and production development work procedures. Simulation tools have proven to be very powerful in the development of sustainable production systems covering economic, ecologic and social aspects throughout entire product life-cycles.

The purpose of the course is to advance the students' knowledge and skills in development of production flows, specifically taking dynamic aspects into consideration. A specific aim is to build a model of a production system using professional discrete event simulation software. This model, combined with established theory, is then used to analyse production systems and provide recommendations improving the sustainability performance with focus on the economic and ecologic aspects.

Date: 4 November – 6 December 2019

Location: Chalmers University, Gothenburg, Sweden

Technical Competency

After completion of the course the student should be able to:

- Explain the fundamentals of Discrete Event Simulation (DES) and determine in what situation it is a useful engineering tool.

- Plan and perform a simulation project following a structured recognized project methodology for simulation of production flows.
- Create a simulation model representing a complex production system using a professional DES software package and established modelling techniques.
- Describe and apply techniques for input data management.
- Plan, design, and perform experiments to improve a production system based on a DES model.
- Evaluate various production improvement possibilities using a DES model and knowledge in production systems.
- Describe and exemplify how DES studies can support increased sustainability of production systems.
- Interpret and relate to state-of-the-art knowledge acquired from scientific papers.
- Communicate and argue for the results of a production simulation study, for example using quantitative data, own analysis and judgments, and model graphics.

4.3 Sustainable Development

The aim of this course is to give students the opportunity to acquire a systems perspective on society of today, and based on this develop their insights into restrictions and possibilities that follow from the need to transform the industrial society to conform to a sustainable development. Besides attaining knowledge of the concept of sustainable development, including different perspectives on this concept, students will learn about the consequences of societal resource use, and about strategies for changing this use into a more sustainable direction.

Date: 4 November – 6 December 2019

Location: Chalmers University, Gothenburg, Sweden

Technical Competency

After completion of the course the student should be able to:

- Account for the meaning of sustainable development and its three principal dimensions: the ecological, the economic and the social dimension, including intergenerational justice;
- use a systems perspective, to describe sustainability challenges and possibilities for major technical systems and for their transformation to meet sustainability requirements;
- account for major restrictions and options for the use of resources and technologies from the standpoint of sustainable development;
- account for, on a basic level, socially and economically related conflicts of interests that may block implementation of sustainable development;
- account for strategies, international agreements and major policy instruments for a sustainable use of resources and ecosystem services;
- account for relevant analytical concepts, and have the capability to use these for analyzing issues related to sustainable development.

4.4 ESD 200 Sustainability Methods and Metrics, Lecture 7 - Valuation Tools and Ecological Economics (MPhil in Engineering for Sustainable Development)

The module examines representations of sustainable development, as a value laden term and contrast classical reductionist approaches to engineering problem solving with the need for a multi-perspective view of defining problems in complex socio-technical systems. The focus is on the introduction of a range of tools and techniques which can lead to quantifiable metrics and indicators that can test whether engineering decisions are sustainable, with a balanced critical overview of their applicability and limitations. The module includes introductions to techniques including basic System Dynamics, Life Cycle Analysis, ecological footprinting, carbon accounting, and whole life costs, ecosystem services valuation and agent based modelling.

The module attended by ISQ researchers focused on Ecosystem services valuation; ecosystem functions and structure: provisioning, regulating, cultural and support services types of value (use value, option value, bequest value, non-use value, existence value). Principles of ecological economics. Total economic value (TEV) framework, Economic valuation (revealed preference methods, stated preference methods); examples using hedonic pricing, travel cost methods, contingent valuation. Valuation tools for appraising multiple benefits.

Date: 4 March 2020

Location: Department of Engineering, University of Cambridge, UK

Technical Competency

This module enables students to select suitable methodologies for the evaluation of sustainability in a variety of contexts and to understand their limitations.

4.5 New Business Model for a Sustainable Future: Balancing Economic and Social Value Workshop, Newnham College, Cambridge

This workshop was organised to develop the skills and networks of doctoral students and early career researchers (within 8 years post PhD) conducting research in the field of sustainable business models. The workshop was joint hosted by the Institute for Manufacturing, University of Cambridge and Ulster University Business Schools.

Date: 5 March 2020

Location: Newnham College, Cambridge, UK

Agenda

- 08.45 – 9.30 Registration and networking
- 09.30 – 9.45 Welcome & introduction
- 09.45 – 10.15 Sustainable business models: what we know and what next? - University of Cambridge
- 10.15 – 10.45 Sustainable value analysis for product-service systems - Exeter University
- 10.45 – 11.15 Networking
- 11.15 – 11.45 Value co-creation in SPO value networks - Queen's University, Belfast
- 11.45 – 12.15 Business model "chemistry" for sustainability: Illustrations from retail and manufacturing cases - The University of Manchester
- 12.15 – 12.45 Panel discussion
- 12.45 – 14.00 Lunch and Networking
- 14.00 – 15.00 Small group presentations of research interests
- 15.00 – 15.45 Thematic development of collaborative ideas
- 15.45 – 16.00 Feedback on collaborative ideas
- 16.00 – 16.15 Next steps and close of workshop

Technical Competency

There has been increasing interest in understanding how organisations globally can create both economic and social value simultaneously. However, little is known on how to manage the complexities of these competing dominant logics. This workshop provided an opportunity to advance understanding of sustainable business model development and management across a range of perspectives, e.g. sustainable innovation, non-profit organisations, circular economy models, creating shared value models. This participatory workshop was broken into two parts. In the morning session, selected academic experts shared their latest thinking in this field of research. Four lectures were delivered by academics in the field of sustainable business models from the University of Cambridge, Exeter University, Queen's University, Belfast and the University of Manchester on the following topics:

- Sustainable business models: what we know and what next?
- Sustainable value analysis for product-service systems
- Value co-creation in Social Purpose Organisations value networks
- Business model "chemistry" for sustainability: Illustrations from retail and manufacturing cases

In the afternoon session, participants had the opportunity to discuss and avail of feedback on their own research, followed by a researcher matchmaking session aimed at developing future collaborations.

5. Evaluation and tracking of the training program - Task 2.3

At the start of the TRUST project, a detailed training program plan (DTP Plan) was developed and presented in deliverables D1.1 and D1.2, which reflected the skills and needs as well as the longer-term personal and professional development goals of ISQ researchers and technicians. Similarly to Year 1, the DTP Plan for Year 2 of TRUST went through two steps:

1. Analysis of training needs was undertaken, whereby all ISQ researchers and technicians working in the TRUST project research areas were consulted. This information was then used to define skills development needs, according to the academic background, professional experience and area of activity, personal interests and ISQ priorities.
2. Available and suitable courses at UCAM and CHALMERS (virtual and or on-campus) and respective calendars for Year 2 were proposed. The selection of trainees and respective courses also took into consideration the planning of the staff exchanges (WP3), taking advantage of the presence of ISQ staff at UCAM and or CHALMERS in a logic of resource and cost optimization.

As previously mentioned in this report, the on-campus training in Year 2 was carried out across five courses: three at the University of Cambridge and two at Chalmers University.

The methodology to assess the effectiveness of the training action was also developed at the start of the project and presented in deliverable D1.1. The evaluation consists of two main groups of questions that have to be filled in both by the trainee and their direct supervisor at ISQ 6 months after completing the training in order to understand the long-term impact from the training on their personal and career development.

The forms completed by ISQ researchers can be found in Annex A. Evaluation forms of the course attended by one junior and two senior ISQ researchers at Chalmers on September 2019 (Year 1) are also included as they were evaluated during the second year.

Nota Bene: The tracking and evaluation of training and the feedback form in TRUST have been developed solely for the benefit and the professional advancement of ISQ researchers, who have been given access to UCAM and CHALMERS courses. The TRUST training evaluation of ISQ researchers is not related to the formal curriculum and course evaluation conducted by the host academic institutions. The University of Cambridge and Chalmers University of Technology collect formal and confidential feedback from their registered students and course participants (including TRUST project attendees where relevant), as part of the official evaluation and accreditation of their education programs, irrespective of any projects.

Appendix A – Evaluation Forms

Evaluation completed by ISQ trainees with supervisors

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME
This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee	
Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Sustainability focused research
Gap 2	Relationships between the triple bottom line
Gap 3	Connect research to sustainability concepts
(...)	

Identification of the Training Action		
Training Action: Sustainable Development		
Dates: 10-11 Sep 2019	Duration (h): 8	Location: Chalmers
General objective of the training action: The course 'Sustainable Development' will address a life cycle perspective of sustainability in general, and in specifics from three viewpoints—environmental, social, economic. The core area of work for each student will be their own research domain while addressing sustainability from a life cycle perspective and in each dimension of the triple bottom line. The students will identify and connect relevant societal challenges to their own research topics in order to strengthen their understanding of the wider sustainability implications within their field.		
Pedagogical Methods/Techniques: One physical meeting (2 days)		
Evaluation method (if any): Partake actively on all three meetings; hand in tasks in time and demonstrate mature reflection		

Specific objectives of the training action for the trainee	
Objective 1	Increase awareness regarding sustainability
Objective 2	Position individual research in a wider context addressing the triple bottom line and life cycle thinking
Objective 3	
...	

Course Evaluation by the trainee				
Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives			X	
The course responded to the initial expectations?				X
Please specify the most positive contributions to your career and current function: Sustainable development is a core part of our research and this course enabled me to review my motivations and what led me to work on sustainability. The course also allowed me to expand my horizons, especially towards social sustainability which is often overlooked in my research. Overall I think the course contributed to my personal development but at the same time this should be reflect in my research.				
Please describe the negative aspects of the course:				

Effectiveness Assessment – by the trainee				
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 07/07/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			x	
Gap 2			x	
Gap 3			x	
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1				x
Objective 2				x
Objective 3				
...				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Broaden the scope of LCA towards the sustainability thinking
Gap 2	
Gap 3	
(...)	

Identification of the Training Action

Training Action: Sustainable Development		
Dates: 10-11 Sep 2019	Duration (h): 8	Location: Chalmers
General objective of the training action: The course 'Sustainable Development' will address a life cycle perspective of sustainability in general, and in specifics from three viewpoints—environmental, social, economic. The core area of work for each student will be their own research domain while addressing sustainability from a life cycle perspective and in each dimension of the triple bottom line. The students will identify and connect relevant societal challenges to their own research topics in order to strengthen their understanding of the wider sustainability implications within their field.		
Pedagogical Methods/Techniques: One physical meeting (2 days)		
Evaluation method (if any): Partake actively on all three meetings; hand in tasks in time and demonstrate mature reflection		

Specific objectives of the training action for the trainee

Objective 1	Increase awareness regarding sustainability aspects related with the Sustainable development goals.
Objective 2	Position individual research in a wider context addressing the triple bottom line and life cycle thinking
Objective 3	
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives			X	
The course responded to the initial expectations?				X
This course allowed to increase awareness about the sustainable development goals, and how these may be influenced by a product systems or Industrial production improvement. Thinking systems and shifting from product thinking to “service thinking” may unfold new opportunities.				
Please describe the negative aspects of the course:				

Effectiveness Assessment – by the trainee				
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				
Gap 3				
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 07/07/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				x
Gap 2				
Gap 3				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1				x
Objective 2				
Objective 3				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	SDG in organisations
Gap 2	Business models for SDG
Gap 3	Sustainability concepts

Identification of the Training Action

Training Action: Sustainable Development		
Dates: 10-11 Sep 2019	Duration (h): 8	Location: Chalmers
General objective of the training action: The course 'Sustainable Development' will address a life cycle perspective of sustainability in general, and in specifics from three viewpoints—environmental, social, economic. The core area of work for each student will be their own research domain while addressing sustainability from a life cycle perspective and in each dimension of the triple bottom line. The students will identify and connect relevant societal challenges to their own research topics in order to strengthen their understanding of the wider sustainability implications within their field.		
Pedagogical Methods/Techniques: One physical meeting (2 days)		
Evaluation method (if any): Partake actively on all three meetings; hand in tasks in time and demonstrate mature reflection		

Specific objectives of the training action for the trainee

Objective 1	Increase awareness regarding sustainability
Objective 2	Position individual research in a wider context addressing the triple bottom line and life cycle thinking

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes			X	
Available time in the face of the objectives			X	
The course responded to the initial expectations?			X	
Please specify the most positive contributions to your career and current function: Sustainable development is a core part of our research and this course enabled update knowledge in this field and learn new methods to work Sustainable Development specifically in achieving SDG in organisations.				
Please describe the negative aspects of the course:				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Director	Date of the assessment: 16/03/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1			X	
Objective 2			X	
Objective 3				
...				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Build dynamic production system models
Gap 2	Use simulation tools to improve production systems
Gap 3	Optimize production systems towards the sustainability performance
(...)	

Identification of the Training Action

Training Action: Simulation of Production Systems		
Dates: 4 Nov to 20 Dec 2019	Duration (h): 70	Location: Chalmers Uni.
General objective of the training action: The course vision is to provide an in-depth insight about the potential of the virtual world in industrial innovation processes. This includes establishing an improved awareness about methods and tools for the integration of simulation technology in product, process and production development work procedures.		
Pedagogical Methods/Techniques: The course applies problem oriented pedagogy. Centre of learning gravity lays to a great extent on a project work where the students cooperate in groups of two.		
Evaluation method (if any): Students must be approved on all assessment tasks individually (project, tutorial, modelling exercise, knowledge test, and presentation) to pass the course.		

Specific objectives of the training action for the trainee

Objective 1	Plan and perform simulation models for production flows
Objective 2	Create a simulation model for complex production systems using professional software
Objective 3	Evaluate various production improvements using a simulation model
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives		X		
The course responded to the initial expectations?				X
Please specify the most positive contributions to your career and current function: Learning to plan, model and improve production systems is an excellent skill that can be put to use in any manufacturing efficiency project. This course will contribute towards a better understanding of production systems and provides a different view on how to improve efficiency of processes.				
Please describe the negative aspects of the course: Personally I feel that the order of presentation of contents could be slightly changed as to be able to improve the work on the course project (e.g. Automod "States" are extremely important but are only taught in one of the last programming lectures). The recommended book for the course did not meet most of my questions, having a very high level approach, failing to show examples and the different statements that are usable in Automod and unknown to users of other programming languages.				

Effectiveness Assessment – by the trainee				
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 25/06/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1			X	
Objective 2			X	
Objective 3			X	
...				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment: Due to time restrictions it was not possible for the trainee to finish the course which meant that some learning objectives were not achieved and it was not possible to evaluate the trainee. For the next trainees attending this course, or similar, it is recommended to skip the first lessons and prioritize finishing the course.
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EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Sustainable development practices
Gap 2	Driving change towards sustainability
Gap 3	Reflective learning

Identification of the Training Action

Training Action: Module “Driving change towards Sustainability” (ESD150) – MPhil in Engineering for Sustainable Development		
Dates: 14&28 of October 2019, 11&25 of November 2019	Duration (h): 2h each lecture	Location: UCAM
General objective of the training action: The emphasis in this module is on dealing with qualitative issues and understanding ethical positions surrounding the concept of sustainable development, as well as how individuals can take personal responsibility to deliver real change through formal and informal processes. An underlying theme will be to explain why engineers need to engage in problem definition, through careful dialogue with all stakeholder groups, through a proper recognition of the context in which engineering solutions are formulated and delivered		
Pedagogical Methods/Techniques: Lectures and practical activities within groups		
Evaluation method (if any): 2 submissions covering: i) A reflective piece based on practical activities ii) An organisational change strategy		

Specific objectives of the training action for the trainee

Objective 1	Able to critique the design, procurement and delivery of engineered products and services within an ethical and sustainability framework for a given context.
Objective 2	Ability to analyse the context in which a business is operating, including the industry and planning systems.
Objective 3	Ability to generate and evaluate strategies for change management in an organisation. This may include Identifying the context in which change is to be enacted, selecting appropriate tools for the change, reflecting on outcomes of actions and adapting plans and strategies accordingly.
Objective 4	Engage with the mutual gains approach to negotiation and consensus building. Ability to examine evidence and critically evaluate responses as part of an inquiry based dialogue.

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				x
Available time in the face of the objectives				x
The course responded to the initial expectations?				x
Please specify the most positive contributions to your career and current function: I have been able to practice reflective learning by reflecting upon the learning experiences. While, dealing with change by challenging orthodoxy and studying how change can be implanted in my organisation, deals with people through understanding consultation processes and developing negotiation skills.				
Please describe the negative aspects of the course: None.				

Effectiveness Assessment – by the trainee				
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Director	Date of the assessment: 28/05/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2				X
Gap 3				X
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1				X
Objective 2				X
Objective 3				X
Objective 4				X
Please specify the most relevant results: Muriel has been able to produce two piece of works: a blog on personal changes towards sustainability as well as a programme for my Organisation in order to implement Sustainable Practices: <i>ISQ Becoming Green Programme</i> .				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee	
Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	System thinking perspective
Gap 2	Evaluation of sustainability
Gap 3	Assessing sustainability
(...)	

Identification of the Training Action		
Training Action: ESD 200 Sustainability Methods and Metrics, Lecture 7 - Valuation Tools and Ecological Economics		
Dates: 4 th March 2020	Duration (h): 2h	Location: UCAM
General objective of the training action: Overview on ecosystem services evaluation. Presentation of tools for ecosystem modelling and value calculation		
Pedagogical Methods/Techniques: Traditional Lecture		
Evaluation method (if any):		

Specific objectives of the training action for the trainee	
Objective 1	Understanding sustainability from an engineering point of view
Objective 2	Developing problem identification capabilities and needs assessment
Objective 3	Presentation of sustainable modelling tools
...	

Course Evaluation by the trainee				
Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes			X	
Available time in the face of the objectives			X	
The course responded to the initial expectations?			X	
Please specify the most positive contributions to your career and current function: Interesting subjects, share of new insights on system thinking and sustainability from an engineering point of view				
Please describe the negative aspects of the course: None.				

Effectiveness Assessment – by the trainee				
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				



Effectiveness Assessment – by the supervisor This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Director	Date of the assessment: 07/09/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				
Gap 2				
Gap 3				
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1				
Objective 2				
Objective 3				
...				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:



EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	System thinking perspective
Gap 2	Evaluation of sustainability
Gap 3	Assessing sustainability
(...)	

Identification of the Training Action

Training Action: ESD 200 Sustainability Methods and Metrics, Lecture 7 - Valuation Tools and Ecological Economics		
Dates: 4 th March 2020	Duration (h): 2h	Location: Department of Engineering, Cambridge
General objective of the training action: Overview on ecosystem services evaluation. Presentation of tools for ecosystem modelling and value calculation		
Pedagogical Methods/Techniques: Session with Cambridge Professor.		
Evaluation method (if any):		

Specific objectives of the training action for the trainee

Objective 1	Understanding sustainability from an engineering point of view
Objective 2	Developing problem identification capabilities and needs assessment
Objective 3	Presentation of sustainable modelling tools
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes		X		
Available time in the face of the objectives		X		
The course responded to the initial expectations?		X		
Please specify the most positive contributions to your career and current function: Interesting subjects, helped gain new insights on system thinking and sustainability from an engineering point of view				
Please describe the negative aspects of the course: No negatives regarding the lesson itself. It was part of an integrated module and we attended just one lesson which picked different subjects and did not go fully deep.				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 15/09/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1		X		
Objective 2			X	
Objective 3			X	
...				
Please specify the most relevant results: Providing the team new perspective on sustainability and empowering with new tools to aid new services development for ISQ				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other x
If other, please specify: Communication e-mail of attendance		
If with evaluation, please specify final score:		

Final comment:



EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	System thinking perspective
Gap 2	Evaluation of sustainability
Gap 3	Assessing sustainability
(...)	

Identification of the Training Action

Training Action: ESD 200 Sustainability Methods and Metrics, Lecture 7 - Valuation Tools and Ecological Economics		
Dates: 4 th March	Duration (h): 2h	Location: Department of Engineering, Cambridge
General objective of the training action: Overview on ecosystem services evaluation. Presentation of tools for ecosystem modelling and value calculation		
Pedagogical Methods/Techniques: Session with Cambridge Professor.		
Evaluation method (if any):		

Specific objectives of the training action for the trainee

Objective 1	Understanding sustainability from an engineering point of view
Objective 2	Developing problem identification capabilities and needs assessment
Objective 3	Presentation of sustainable modelling tools

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes		X		
Available time in the face of the objectives		X		
The course responded to the initial expectations?		X		
Please specify the most positive contributions to your career and current function: Interesting subjects, helped gain new insights on system thinking and sustainability from an engineering point of view				
Please describe the negative aspects of the course: No negatives regarding the lesson itself. It was part of an integrated module and we attended just one lesson which picked different subjects and did not go fully deep.				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 15/09/20

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1		X		
Objective 2			X	
Objective 3			X	
Please specify the most relevant results:				
Providing the team new perspective on sustainability and empowering with new tools to aid new services development for ISQ				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other x
If other, please specify: Communication e-mail of attendance		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Sustainable business Models
Gap 2	Product - Service Systems Business Models
Gap 3	Value creation for sustainability
(...)	

Identification of the Training Action

Training Action: New Business Models for a Sustainable Future: Balancing Social and Economic Value		
Dates: 5 March 2020	Duration (h): 7h	Location: UCAM (Newham College, Cambridge)
General objective of the training action: Overview of sustainable business models and practical implications of the social aspect towards business model innovation. Transforming business through the presentation of innovative tools to identify new sustainable-driven business changing opportunities. Gaining new perspectives on creating, delivering and capturing value. Understanding uncaptured value		
Pedagogical Methods/Techniques: Presentation by different experts, group discussions		
Evaluation method (if any):		

Specific objectives of the training action for the trainee

Objective 1	Understanding key concepts of business models
Objective 2	Sustainability towards business model innovation
Objective 3	Tools for business model innovation
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives				X
The course responded to the initial expectations?			X	
Please specify the most positive contributions to your career and current function: Acquire new knowledge on value creation, deliver, and capture and new knowledge on Circular Economy Business Models.				
Please describe the negative aspects of the course: None				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1			X	
Gap 2			X	
Gap 3		X		
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Director	Date of the assessment: 17/09/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1		X		
Gap 2		X		
Gap 3		X		
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1		X		
Objective 2		X		
Objective 3		X		
...				
Please specify the most relevant results:				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other <input type="checkbox"/>
If other, please specify:		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Sustainable business Models
Gap 2	Product - Service Systems Business Models
Gap 3	Value creation for sustainability
(...)	

Identification of the Training Action

Training Action: New Business Models for a Sustainable Future: Balancing Social and Economic Value		
Dates: 5 March 2020	Duration (h): 7h	Location: UCAM (Newham College, Cambridge)
General objective of the training action: Overview of sustainable business models and practical implications of the social aspect towards business model innovation. Transforming business through the presentation of innovative tools to identify new sustainable-driven business changing opportunities. Gaining new perspectives on creating, delivering and capturing value. Understanding uncaptured value		
Pedagogical Methods/Techniques: Lectures with experts, group discussions		
Evaluation method (if any):		

Specific objectives of the training action for the trainee

Objective 1	Understanding key concepts of business models
Objective 2	Implications of sustainability towards business model innovation
Objective 3	Tools for business model innovation
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives				X
The course responded to the initial expectations?			X	
Please specify the most positive contributions to your career and current function: Acquire new perspectives on value creation, deliver, and capture				
Please describe the negative aspects of the course: -				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor	
This assessment is undertaken 6 months after the course completion	
Responsible for the assessment:	
Function: Head of Unit	Date of the assessment: 15/09/2020

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1			X	
Objective 2			X	
Objective 3			X	
...				
Please specify the most relevant results: Providing state of the art research on business model innovation. Informing on tool developments to aid organisations in transitioning to sustainable business models. The ISQ team acquired this knowledge and will start developing projects and consultancy services based on the new business model approach.				

The training action gave origin to:		
Attendance Certificate <input type="checkbox"/>	Certificate with evaluation <input type="checkbox"/>	Other x
If other, please specify: Communication e-mail of attendance		
If with evaluation, please specify final score:		

Final comment:

EVALUATION AND TRACKING OF THE TRAINING PROGRAMME

This evaluation, in the scope of task 2.3 of the TRUST project, shall be undertaken by the trainee and direct supervisor, six months after the course completion

Identification of the trainee

Trainee:	
Skill/Knowledge gaps (development needs) to be filled by the training action:	
Gap 1	Sustainable business Models
Gap 2	Product - Service Systems Business Models
Gap 3	Value creation for sustainability
(...)	

Identification of the Training Action

Training Action: New Business Models for a Sustainable Future: Balancing Social and Economic Value		
Dates: 5 March 2020	Duration (h): 7h	Location: UCAM (Newham College, Cambridge)
General objective of the training action: Overview of sustainable business models and practical implications of the social aspect towards business model innovation. Transforming business through the presentation of innovative tools to identify new sustainable-driven business changing opportunities. Gaining new perspectives on creating, delivering and capturing value. Understanding uncaptured value		
Pedagogical Methods/Techniques: Lectures with experts, group discussions		
Evaluation method (if any):		

Specific objectives of the training action for the trainee

Objective 1	Understanding key concepts of business models
Objective 2	Implications of sustainability towards business model innovation
Objective 3	Tools for business model innovation
...	

Course Evaluation by the trainee

Aspect	Weak	Reasonable	Good	Very Good
Interest and utility of the themes				X
Available time in the face of the objectives				X
The course responded to the initial expectations?			X	
Please specify the most positive contributions to your career and current function: Acquire new perspectives on value creation, deliver, and capture				
Please describe the negative aspects of the course: -				

Effectiveness Assessment – by the trainee

Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				

Effectiveness Assessment – by the supervisor				
This assessment is undertaken 6 months after the course completion				
Responsible for the assessment:				
Function: Head of Unit			Date of the assessment: 15/09/2020	
Applicability of the acquired skills to current function and responsibilities				
Skill/Knowledge Gap Filled	None	Some	High	Very-High
Gap 1				X
Gap 2			X	
Gap 3			X	
(...)				
Describe why if “none” or “some”:				
Results obtained with the training action				
Objective	None	Some	Plenty	Many
Objective 1			X	
Objective 2			X	
Objective 3			X	
...				
Please specify the most relevant results: Providing state of the art research on business model innovation. Informing on tool developments to aid organisations in transitioning to sustainable business models. The ISQ team acquired this knowledge and will start developing projects and consultancy services based on the new business model approach.				
The training action gave origin to:				
Attendance Certificate <input type="checkbox"/>		Certificate with evaluation <input type="checkbox"/>		Other x
If other, please specify: Communication e-mail of attendance				
If with evaluation, please specify final score:				
Final comment:				