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Erasmus+ Programme  
of the European Union



## RAY MODEL EXPLANATION

	PREPARATION	IMPLEMENTATION	ASSESSMENT
<b>COMPANY</b>	<p>1 Awareness &amp; information about the project possibilities, encouraging students</p> <ul style="list-style-type: none"> <li>• <i>Awareness in perspective of company, skilled workforce</i></li> <li>• <i>Awareness and providing enough information for students including what kind of projects (activities) the company can manage</i></li> <li>• <i>Encouraging students to participate in RAY</i></li> </ul>	<p>2 Learning environment and learning support, safety at work</p> <ul style="list-style-type: none"> <li>• <i>Employers ensure the stimulated environment and infrastructure,</i></li> <li>• <i>Assure in company trainers suitable for RAY</i></li> </ul>	<p>3 Would we deploy student?</p> <ul style="list-style-type: none"> <li>• <i>Assessment of the student knowledge and personality that the student fits the need of the company</i></li> </ul>
<b>STUDENT</b>	<p>4 Raising awareness, defining the module to curricula, idea development, finding sources (information, knowledge...)</p> <p><i>Raising awareness of the students potentials and possibility of their development</i></p> <ul style="list-style-type: none"> <li>• <i>idea development,</i></li> <li>• <i>defining the module to curricula, integration of the idea to curricula (learning outcomes)</i></li> <li>• <i>finding sources for idea realisation (information, knowledge, ...)</i></li> </ul>	<p>5 Designing the project, finding resources, executing</p> <p><i>Designing the project,</i></p> <ul style="list-style-type: none"> <li>• <i>finding resources: human (tutor, trainer, mentor, team members, ...), financial, other companies, material equipment,</i></li> <li>• <i>executing</i></li> </ul>	<p>6 Technical criteria, financial criteria, learning assessment, soft skills</p> <p><i>Learning assessment (Technical criteria, financial criteria, transversal competences)</i></p>
<b>SCHOOL</b>	<p>7 Awareness, establish the partnership with the employer, finding interaction with curricula, finding human resources</p> <p><i>Awareness in perspective of the school (benefits for the school and the student),</i></p> <ul style="list-style-type: none"> <li>• <i>establish the partnership with the employer,</i></li> <li>• <i>finding interaction with curriculum and integration in curriculum</i></li> <li>• <i>finding human resources (tutors)</i></li> </ul>	<p>8 Guidance, observations, contact with in-company trainer</p> <p><i>Guidance; tutoring the student through the activities</i></p> <ul style="list-style-type: none"> <li>• <i>observations and constant feedback (tutorials)</i></li> <li>• <i>constant contact with in-company trainer; exchange of knowledge, experiences, ...</i></li> </ul>	<p>9 Criteria for learning outcomes for credits</p> <p><i>Criteria for learning outcomes for credits</i></p>