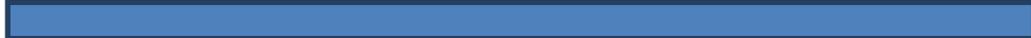




METHODOLOGICAL GUIDE
COMPANY TUTOR





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1. INTRODUCTION

The Dual Training Project has been designed by the consortium partners Ru Europe (Romania), Consorzio IES and Cesvi (Italy), HWK Potsdam (Germany), Liber Training Center, and the Spanish Confederation of Employers and Industries of Spain as coordinator, in order to investigate and transfer the good practices that have been developed in dual VET in countries that have implemented it. This study was developed by the German partner HWK Potsdam and has served to countries committed to the immediate need to implement, as analysis of the reality in which we are and see the needs that have been the seeds to produce materials aimed at students and in this case, the tutors. Both active players in the dual VET.

Conclusions have been the starting point for these guidelines that we presented as an intellectual product of our Erasmus + project. All countries will start from the implementation of this type of education. Recognizing education as a pillar of social and economic stability of countries and recognizing the priority of strengthening ties between schools, businesses and the state.

Germany as a mentor country on the subject and partner in Dual-T, shows with its successful experience developing Dual VET, the results they achieve investing in companies-schools partnerships, in the regulation of the elements of Dual VET, especially the qualification of trainers and tutors.

With these guidelines we present, we want to give prominence to two of the key players in the educational process as the Tutor, at the student training process, who chooses the option of Dual Vocational Training. And the student who decides to learn and do the practices of what he learned in the companies involved in the sector, becoming the companies the educational agents.

The main objective of the training in the workplace is that students have the opportunity to apply what they learned in training centers, and to continue his training in the necessary professional skills through specific processes and real work situations. In addition, the aim is that students get to know and to understand what really is a productive organization, what kind of jobs are offered, what functional and organic relationships exist, how different tasks are related, how to organize and to distribute the responsibilities, what is it a work schedule and ultimately what is really becoming part of a company.

The Copenhagen process (2002) was key in the development of the Dual VET, within the action plan of the European Union aimed at redirecting educational systems based on pedagogical objectives, in order to introduce the focus on competencies more oriented to results rather than processes.

The priorities set by the Copenhagen Declaration provide the basis of the educational systems of the countries involved in the Dual-T project implement the following objectives since the Declaration was adopted:

- strengthen the European dimension in vocational education and training;
- increasing information, guidance and counseling, as well as transparency of vocational education and training;
- developing tools for mutual recognition and validation of skills and qualifications;
- improve quality assurance in vocational education and training.

In a process of dual training, monitoring or academic "support" to the student is presented as a central challenge to ensure the quality of practical training in the workplace and to promote the development of the necessary skills to enter the labor market and to reduce the current gap between business needs and abilities of young people entering the labor market.

The company tutor is the cornerstone of the dual vocational training. The tutor in the company does not need explanations, as being considered as an essential service for dual training in order to achieve that training influence on the overall development of students in their academic, professional and personal dimension.

In the new context of teaching, learning evolves from the traditional concept of qualification to the concept of *academic monitoring of students*. This is understood as a step in their learning process where attention should be paid not only to the result but also to the process in which the student is immersed at. Thus new approaches arise to assess the extent to which the different training objectives are. There are used not only alternative assessment instruments, but also the tutorial action, which is integrated in the design and the planning of the training strategy. This approach involves training needs of teachers or tutors as well as the commitment to their professional performance. Professional skills in the company tutors are also developed and tutor training models are regularized.

The company tutor in the dual vocational training is the person transferring their expertise to students. It is, therefore, a model, an advisor, a stimulus for improvement and an inspiration to the student. The tutor's responsibility is to promote the overall development of students, and should be close to them to help them develop their full potential.

2. COMPANY TUTOR: KEY ACTOR OF DUAL VET

In a process of dual training, monitoring or academic "support" to the student is presented as a central challenge in order to ensure the quality of practical training in the workplace and to promote the development of the necessary skills to enter

the labor market reducing the current gap between business needs and abilities of young people entering the labor market.

The company tutor is the cornerstone of the dual vocational education and training. The tutor in the company does not need explanations, as being considered as an essential service for dual training in order to achieve that training influence on the overall development of students in their academic, professional and personal dimension. The tutor of the company will be the person in charge that will guarantee that the conditions and requisites of the FP Dual are met.

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The role of the company tutor is paramount and it is key that the company tutor not only wants to do this function but also knows how to do it. The company must consider among the volunteer candidates, that they possess the appropriate qualities. In this guide we will discuss some of the traits that must be present in the company tutor, by having these traits we can ensure that we have a tool for transmitting knowledge, motivation and experiences. This Project believes in training for company tutors, as a means so that the personnel selected for this function can develop the necessary qualities and perfect the tasks to be assumed.

The role of the company tutor is principal and often unknown. This professional profile mission is to educate and to bring students into the working world and, at the same time, to assess their skills and professional attitudes.

We must be aware of the reality that surrounds the DUAL Vocational Training which is often unknown and this ignorance affects the most the figure of the company tutor. For this, projects like Dual-T want to make known their primary role in the implementation of dual FP. At the same time, it is important to emphasize its work because it is key in the task of transmitting practical knowledge and as a guide in the first steps of the student in the workplace.

The Dual vet model requires cooperation and collaborative work of the various actors involved:

1. Students: they gradually enter the labor market.
2. Training Centers: they offer studies related to evolving business needs.
3. Companies: they contribute to an efficient production system.

These three agents are in direct contact and continue with the main subject of this Guide, the company tutor. And this Guide aims to deepen this subject to collaborate in the implementation.

VET OBJECTIVES

1. Implement flexible learning models and cultural equivalents, which connect systematically classroom training with experience practice;
2. Enrich the training acquired in the paths Schools and training with the acquisition of skills that can also be spent on the market of work;
3. Foster the orientation of young people to enhance their value personal vocations, interests and individual learning styles;
4. Make an organic connection of the educational and training institutions with the World of work and civil society;
5. Correlate the development training offer cultural, social and ed Economic territory.

2.1 THE STUDENT

The student while working at the company, completes their theoretical to the knowledge, getting a degree, a degree of formal vocational training, related working activity carried out in the company in which he performs the practical training.



Students acquire professional qualifications in order to obtain a vocational training medium or higher degree or higher or, where appropriate, a partial cumulative academic certification or accreditation while working, helping the student to complete his training totally and enabling him to perform a job in accordance with the real needs of the company.

Young people who have the opportunity to participate in Dual VET acquire some learning opportunities, via multiple forms, whether theoretical or practical that enriches students developing individual skills, to form their personality, and gaining experience in the working world.

In case of Romania, this form of vocational education is aimed at pupils who have completed compulsory education in order to obtain the necessary skills to enter the labor market, thus providing an alternative training path. And to overcome the high youth unemployment rates in the medium and long term, labor market and school reforms have introduced the "dual system" in Italy and Spain.

2.2 THE TRAINING CENTER

The Training Centre is responsible for the theoretical training required to obtain the academic qualifications.

Some **obligations** of the training centre are:

- Provision of training facilities with the corresponding facilities for theoretical training and practical training component, in the specialized modules, convened to be carried out by the educational unit, in accordance with the professional training standard, the curricula and the curriculum in force;
- Assuring the human necessary resources for the theoretical and practical training of the pupils, organized by the educational unit;
- Providing a coordinating teacher for each group of students in practical training, responsible for monitoring the practical training of economic operators;
- Providing work and protective equipment for pupils during the training periods carried out in the educational unit

BENEFITS OF LEARNER

(Report In work-based learning needs and gaps- NetWBL)

1. Development of craftsmanship and deep professional expertise.
2. Builds skills and competences required to operate in a workplace including transversal ones; such a communication, team work, problem solving.
3. (More) Informed career choices.
4. Develop career management skills
5. Improved self- confidence and motivation.
6. First working experience which facilitates entry to the labor market.



- Assuring the safety and health of the pupils during the training periods carried out in the educational unit
- Assuring the necessary conditions and hiring the expenses related to the assessment and certification of the students regarding the exams in the educational units

The tutor of the training center is an expert of the training center with specific functions of student orientation and acts as link between the company, the training center and the student, to whom he also represents and guides when entering the labour market.

The training tutor has a planning and advisory task and he is responsible for the proper functioning of relations with the company and the student.

The teaching staff of the training center, in addition to providing the theoretical knowledge and specific functions mentioned above, performs an important task in the following:

- Empowering the relationship of professional training staff with companies, as a source of renewal of knowledge, skills, procedures, technology and innovation and the most assiduous techniques in the day to day of companies.
- Awareness of the reality of both teaching and business.
- Accompaniment of the student in this process and thus in the transition to the workplace



TASKS OF THE TRAINING CENTER TUTOR

- To define the general training programme conditions
- To visit companies
- To know the technological and organizational conditions of the company
- To study and agree the specific training programme for each student in each company
- To agree with the company tutor
 - Apprenticeship work placements
 - Activities programme
- To explain to the students the Company conditions
 - Tasks and apprenticeship work placements
 - Health and safety issues at the sector
- To introduce the student to the company
- Periodically
 - To visit the company (to review activities)
 - To receive the students at the training center
 - Tutorial action (difficulties, to answer questions, etc.)
- To study the assessment report of the Company
 - To link to the student's file
- Evaluate the student, considering the knowledge acquired in the Center as those who have been working on in the company where he has completed his training. Taking into account the reports and timely evaluations received from the company tutor and even the student's own contributions.

2.3 THE COMPANY

The active involvement of companies and their participation in dual vocational training is crucial, since they are the main actors of this educational modality as those who provide the practical knowledge and the labor reality.

The participation of companies increases opportunities for students and improves the quality of vocational training.

BENEFITS OF EMPLOYER

1. Positive impact on supply of qualified labour.
2. Addresses skills gaps through tailor made training.
3. Positive effect on recruitment and retention.
4. Improved productivity and performance
5. Positive effects on employed staff development

Obligations of **economic operators**:

- Assuring the material conditions - machinery, equipment, raw materials, consumables, energy and other utilities necessary for the practice of the students organized under their responsibility.
- Assuring the human resources (tutors, trainers) necessary for the practical training of students organized by the economic operator;
- Assuring the work and protection equipment for pupils during the training periods carried out at the economic agents site;
- Guaranteeing students safety and health at during the training periods conducted by the economic agent;
- Expenditure on health and safety at work, occupational health examinations and compulsory medical examinations for students; Expenses for civil liability insurance in case of potential accidents, damages or body injuries generated during practical training at the economic operator for site students (depending on the field of activity);
- Scholarships for pupils at least at the level granted from public funds;
- Other forms of material support and financial incentives agreed through the partnership contract;
- Assuring the necessary conditions (endowments, raw materials, consumables, utilities, etc.) for admission tests and examinations for certification of the professional qualification of students, depending on the agreed location for their organization;
- Assuring the necessary conditions for the continuous assessment of students in the practical training at the economic operator site;
- Paying other expenses necessary for the quality of the pupils; Organizing and carrying out the continuous and intermediate assessment of pupil's education , in collaboration with economic operators, under the conditions agreed with them and in accordance with the regulations in force;
- Organizing and carrying out, together with the economic operators, the information and promotion activities of the vocational training offer;
- Developing and applying, in partnership with economic operators, the procedure of admission of candidates to dual education;
- Assuring the organizational and logistic framework for the establishment and functioning of the school administration board, in accordance with the regulations in force for dual education.

In the field of dual experimentation, employers interested in hosting pupils of the Vocational Training can enter into training centers with agreements involving different stages of involvement, depending on the interests. For example, they can participate in the entire path of the integrated project that involves the realization of several alternating moments, with subsequent degrees of commitment from the newcomer.

Employers can benefit:

- in the face of a number of remunerative,
- contributory and tax advantages over a fixed-term or indefinite-term contract of employment.
- must match the apprentice's remuneration for work-related benefits and provide training.

Companies must perceive dual FP as a way to obtain employees with qualities according to their company mission, because they contribute to the knowledge acquired in the Training Center as well as the practical skills acquired in the company throughout the formative period, all of this can even reduce recruitment costs and the number of failures to incorporate personnel.

The companies bring a dose of reality and updated knowledge to the educational world. Even impacting on the quality and reputation of the education system.

This guide takes into consideration the reality of the business ecosystem. Being aware that the medium and small business has a relevant weight in the European economic reality, and so we must give DUAL FP the importance and the help it deserves.

Possible Host Entities can be:

- 1.- Companies
- 2.- Associations of Representation
- 3.- Chambers of Commerce
- 4.- Public and Private Bodies

FP Dual must fulfill the same functions for these small and medium companies (SMEs) and be a very positive input, because it can ensure the human capital of these SMEs and the sustainability in the knowledge and services that this type of company enjoy. Dual-T takes advantage of this project and this guide to appeal for policies of support for this sector so that they can participate actively as they are necessary agents for the implementation of the Dual Training.

Whether it is a large company, or an SME, the figure of the company tutor is necessary, since it is the figure that gives sense and reinforces the Dual Training,



since they are technically qualified employees, integrated into the company's ecosystem, committed to the training and the professional development of the students in charge and the direct person their practical training.

The company must be aware of the roll that its employees enjoys and create the opportune space with the necessary resources for a quality tutoring. This space is created when the company undertakes to participate actively in dual FP through the intervention of all its staff, facilities and knowledge, everything available to the student. The company tutor will require adequate physical tools such as the time needed to dedicate to the student and the preparation that their tutoring entails. The company must be aware and value the workload.

The company must be aware of the profile required by the company tutor figure. Assessing the staff of your team: the skills, whether the technical aspects of training or those related to the development of the personality of the learner (will and motivation to teach). As we mentioned earlier the employee who wants to become a company tutor and knows how to do it.

The company tutor is a technically skilled worker, committed to training and to the professional development of students and directly responsible for their practical training. His skills cover both the technical aspects of training as those related to the development of the personality of the learner. He maintains direct contact with him and helps him to understand and to foster their rates of responsibility and his ability to team working and to efficiently solve any problems, qualifying him for a proper decision making.

Within the dual system, employers interested in hosting students of the courses Education and vocational training can engage with the training centers with agreement that involve degrees of different involvement, depending on the interest.

For example, they can participate to the whole path of the young participants through a project which involves the realization of several alternating moments, with subsequent degrees of commitment from the newcomer, becoming available to cover the role of undertaking tutor in the field of projects of training company. Host students for business visits and / or for one or more periods of curriculum placement or take up apprenticeship students, with possible term estimate of internship.

3. THE ROLE OF THE COMPANY TUTOR

The company tutor should focus his tutor tutoring action on what really the purpose of this tutorial action is, on the students themselves, and on the skills needed to obtain a VET degree. The specific student needs will set the guidelines for planning the tutorial action and the functions of the tutor would be valid as much as



they serve to meet the needs of each student, to obtain the VET degree and his labor market entrance.

Tutoring focused on getting the best results of the student could be set up at the following phases:

Building a relationship of trust and commitment

- To create a positive climate of confidence for the relationship, explaining the mutual expectations and ground rules, so the mentoring process is conducted in an open, naturally and spontaneously way
- By:
 - Establishing emotional harmony.
 - Conveying a supportive attitude and confidence.
 - Establishing mentoring commitments.
 - Setting up roles, rules and mutual expectations.
 - Setting up a schedule

Exploration and Listen

- Reaching an understanding of the needs and expectations of the student.
- By:
 - Making the right questions.
 - Active listening.
 - Guiding the reflection process on the strengths and development areas.

Troubleshooting

- Helping students to become aware of their current situation, to establish a goal to and develop an action plan that allows him to reach it.
- By:
 - Encouraging students to achieve ambitious goals and to express self confidence to achieve them. Expecting the best.
 - Broaden the perspective on the situation and reformulating problems that may arise as targets.
 - Helping to promote creativity to solve problems and establishing an action plan.

Understanding and Capacity

- Providing resources to students, whether new knowledge, experiences, or even ways of thinking, guidelines or relationships.
- By:
 - Helping students to understand situations from other perspectives and to generate alternatives of behavior.
 - Jointly analyzing problem situations reported by the student, encouraging reflection and understanding.
 - Providing guidelines, hints, resources and models of behavior.
 - Providing feedback, guidance and support to overcome the difficulties that students could find.

Autonomous Action

- To strengthen the student's ability to implement the capacities and skills acquired and to continue to improve autonomously.
- By:
 - Reinforcing, to congratulate for any achievement, expressing confidence in the decisions taken.
 - Encouraging and to support in difficult times.
 - Building self-esteem and confidence.
 - Promoting learner autonomy.



The company tutor should raise its own action plan to carry out tutoring so as to develop as much as possible the potential of the student. To do this he must design a plan with the following premises:

Realistic	• It responds to the needs that exist at a particular time.
Possible	• Not to be so ambitious that exceeds the capacities and availability of the tutor.
Integrated into the Curriculum	• To get not only the decisions of the tutor (or group of tutors) but must be able to articulate in vocational training being conducted by the student.
Active	• The tutor-student participation must be the ground of the activity.
Interdisciplinary	• The issues need to be dealt taking into account the interrelationships among actors in the system.
Flexible	• Developing mentoring is not a rigid sequence. For participation to be real, it must integrate the contributions of the student.
Revisable	• The principle of mentoring should respond to the real need, which requires a continuous assessment throughout the process and therefore modifying aspects or actions that do not lead to satisfy any need.

4. TASKS OF COMPANY TUTOR

A key aspect in the process of mentoring is the proper planning of the activities involved. We can plan the tutoring from the point of view of the functions of the tutor, selecting a set of functions and sequence them as objectively as possible throughout the training program. This vision risks making the tutoring routinely and then losing the motivating vision of mentoring.

Attaching the operation of the company to incorporate students in dual vocational training requires great efforts of organization and time of workers who will become tutors.

Some of the tasks of companies would be as follows:

➤ **PARTICIPATE IN THE SELECTION OF STUDENTS**

The company should take part in the selection process of the people who will be incorporated. In order to do this, they will get the professional and personal profile of candidates and they will maintain an interview with each of them. Finally, the

company (according with the employee acting as tutor) will decide the student that will be accepted in the company.

➤ **MONITORING THE AGREEMENT OF THE TRAINING ACTIVITY**

The company tutor is responsible for monitoring the agreement for the training activities defined in the contract or agreement with the training center and of the coordination of the working and training activities.

He should also know the communication ways with the training center and he should also develop, at the end of the working student activity, a job performance report.

➤ **RECEPTION AND ORIENTATION IN THE COMPANY TO NEWCOMERS**

Performing the reception of students in the company is a basic step for integration. The welcome plan is designed to promote the adaptation of newcomers to the new working environment, colleagues and to the culture of the company.

➤ **ORGANIZE THE POST OF LEARNING**

The training center, together with the companies, will define a training program for each student, where training activities that are planned will be specified, and this will form part of the agreement.

With the technical means available and with the objectives proposed in the training program it is necessary to organize the training post. This means he must take a number of tasks, such as:

To determine the number of students who can be assisted simultaneously.

- ⇒ Programming training activities
- ⇒ Directing training activities
- ⇒ Guidance to students
- ⇒ Assessing student progress

➤ **MANAGING STUDENT QUALIFICATIONS**

The learning process requires a continuous evaluation. What, who, how and when the assessments of student skills must be conducted should be defined. It will be the role of the tutor this assessment of skills, and may be accompanied by the tutor of the training center and any other people involved in the learning process.

The training center must establish the evaluation tests for the student regarding the knowledge and skills acquired at the training center and the company will make a report of the student performance.



➤ COORDINATION WITH TRAINING CENTER

With the frequency established, the company tutor and the tutor of the training center will hold meetings in order to evaluate the student's learning process. Programming shall be revised and the evolution of the student will be assessed.

If the student passes through several positions during his apprenticeship, the tutor should gather information from each of those responsible of the student and will integrate it as he is responsible for monitoring and talking with the training center.

➤ MANAGEMENT TRAINING ACTIVITIES OF STUDENTS IN THE WORKPLACE

The tutor must know the content of training provided by the training center and the professional activities to carry out within the company, with a timing for both. This is imperative in order to design and to program the activities to be performed by the student in the company and to give a meaning to the training schedule.

➤ RATING

In the student activity within the company, they are evaluated continuously, the individual aspects that affect students and global issues that affect the process and the vocational training system itself.

The company tutor coordinates the activities of students in the workplace and issues an assessment report of the professional competence of the student.

➤ PREPARATION OF THE REPORT ON THE PERFORMANCE OF THE ACTIVITY IN THE POST OF LEARNING

To complete the monitoring and evaluation forms.

5. KNOWLEDGE AND SKILLS OF THE COMPANY TUTOR

The company tutor is a cornerstone for the integration and qualification of the student. To perform the tutorial work there must be people in the organization who have the knowledge and skills to ensure the success of the dual training process.

There are a lot of types of company tutors according to their position in the organization or according to the work they perform. The employer who intends to hire apprentices, for obtaining a qualification or a professional diploma, should have certain requirements that can be divided into 4 large groups of skills needed for all kinds of company tutors:

1. Knowledge of the reality and the structure of the company
2. Technical skills work

3. Pedagogical skills
4. Cross-disciplinary skills

➤ **PROFILE OF THE COMPANY TUTOR**

The most important feature of the company tutor is that he must be a good professional, an expert with the expertise to carry out the work, but he must also be prepared to perform the role of tutor of the student in the dual training model. In fact, not all good professionals and experts are able to pass on their knowledge. People who are engaged in teaching others need specific personal characteristics and to become a good company tutor they must have a teaching talent, and preferably undertake this task voluntarily.

A company tutor, besides having experience, knowledge, dedication and willingness to develop this role, needs a certain touch of sensitivity towards the training activity, ie, he must be committed to pass on his knowledge, not only providing information, but truly teaching the student.

The company tutor must be responsible and able to motivate students in training and in the company. He should get in the students' feet, being empathetic and understanding that the students are people in training and not employees so they must be treated different. They must be able to handle interpersonal relationships, to show affinity for students and show a lot of patience. They should also be able to treat gender and cultural differences and avoid any prejudices.

Tutors need to know what to teach, from the general to the specific topics and issues. The tutor should support the student monitoring his working and he should appreciate the attitudes and skills of each one in order to assess practices.

Moreover, as already mentioned, it is very important that the tutor has the knowledge and wants to pass it on. He does not have to take anything for granted, he should explain everything, to avoid any doubt, to seek feedback with the student of what it's been taught or explained.

Characteristics of the Company tutor		
Patient	Receptive	Open minded
Non trouble profile	Empathic	Wilfull
Motivated	Responsible	With authority
Poilty	Neat	Calm
Exigent	Disposed	Communicator
Team worker	Social skills	Willing to teach and to learn
To know how to delegate	Open minded	Involved in the company
Proffesional expert	Pedagogical skills	Listener

As a summary, we can say that the company tutor must have the following:

- Vocation and Motivation, which will ensure the transmission of these tools for the future and the active participation of the student.
- Willfulness, by starting with a communication and awareness campaign that highlights the benefits of the Dual FP, this should entail that the employees want to participate as tutors and thus avoid the participation imposed as this will not surely report the benefits of this training modality.
- Experience: Including preparation and experience even at a pedagogical lever. The tutor must have a mixed profile, being able to be a teacher as well as remain an active employee. by developing tasks that ensure that the value the tutor brings is not lost. At a pedagogical level the tutor should be able to develop a specific learning program for the students this includes: content distribution, creating a positive atmosphere for the learning experience, group dynamics, time management and choosing the learning methods that best suits each situation and taking into consideration special needs.

The EUROPEAN COMMISSION, in the line of work of Education and Training is working and enhancing Vocational Training. To this end, it creates lines of work aimed directly at enhancing quality in VET. In his paper "High performance apprenticeships & work-based learning: 20 guiding principles" treats as a measure to work to provide quality to VET in its Principle 14: "Increase the attractiveness of learning by raising the quality of trainers"

Principle 14: "Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers", European Commission provide ideas or suggestions:

- ✓ Ensuring professional development of VET teachers
- ✓ Continuous update of vocational skills
- ✓ The key role of VET Teachers in establishing and maintaining connections with workplace.
- ✓ Enhancing teachers' capabilities to foster passion and entrepreneurship among students
- ✓ Increasing the attractiveness of being a VET teacher.

6. TRAINING FOR TUTORS

The training of the tutor is proposed as an instrument to acquire knowledge, skills and tools to better develop the task of tutoring, so that this function is developed in the company and consolidated as a fundamental part for the promotion of dual vocational training system. It is relevant to provide attractive and appropriate training tools so that they can develop the training plan.

The tutors will require knowledge on subjects that can be obtained from the experience acquired in the company or by training imparted specifically for this function

Tutor training is proposed as a tool to acquire knowledge, skills and tools to better develop the task of tutoring, so that this function is developed in the company and is consolidated as an essential part in promoting the dual system of vocational training

They must also know the training process of the company, what is the training plan of students, to meet the objectives to be achieved by students at the end of the practice period and to participate in its design. They must also be aware of the importance of their own role to ensure that students acquire all the necessary knowledge. To do this, they should also be coordinated with the tutor of the training center.

In this regard, they must also visit the training centers where students come from to see what tools they have and to plan the objectives that will have within the company. Complete with those tools that can be provided by the company itself.

The tutors should also be informed about the students and the studies undertaken, so to be aware of their level and how much they can ask them for. It is important to know the situation and the characteristics of the student who is going to be trained, in order to raise individual goals and how to achieve them. In this process, they can help the training center to meet the student's level and the steps to achieve a particular competence.

In addition, it is essential that the person training the student perfectly knows his job, having years of experience and know what means working with relationships at the work itself. Preferably, the tutor should be aligned with the company and knows its inner workings and its rules, and knows how to transmit and enforce them. It's good that the tutor knows how to explain the entire production process, so that students have a vision of the final product and component parts.

Trainers are not only faced with these increased skill requirements. They also need to deal in training with the demographic changes (the potential trainee group will not only become smaller in the next few years, but also its heterogeneity will increase due to migration movements), the increased use of information and communication technology and the greater work and process orientation

The economic activity of companies takes place in a complex, dynamic and globalised environment. The resulting enhanced requirements for professionals not only in terms of qualifications, but particularly with regard to their cross-curricular competencies such as independence, sense of responsibility, flexibility and initiative with the aim of lifelong learning, represent a major challenge for training. And, finally, it is important to train in this specific cross skills that will help the trainer to act as a trainer and carry out tutoring tasks as efficiently as possible.

In this Guide help us the AEVO Qualification because this tool serves as model, In our appendix 3 we have attached a model of course

AEVO Qualification¹ has four new fields of action are geared to the training process:

1. Check the training requirements and plan the training,
2. Prepare training and contribute to the recruitment of trainees,
3. Conduct training an
4. Complete training.

And if we continuing the German model we follow these recommendations about the course:

- Advisable duration: 115 training hours.
- The methodological arrangements of learning times are the responsibility of the provider and can be adapted to specific target groups.
- A measure can be organised and carried out using appropriate media with self-learning phases, so that the presence phases can be shortened to not less than 90 training hours. It must be ensured by the training institution that the self-learning process is actively controlled and the learning progress is verifiable through the design of the presence phases.
- All qualification content must be relevant to the tests, irrespective of the form of provision or type of preparation.

CROSS SKILLS OF COMPANY TUTOR:

To do this, it is necessary to train certain skills. These competencies help to cope with the heterogeneity of students. In general, tutors should have social and interpersonal skills, conflict management, understanding multiculturalism, critical thinking, and communication skills

In parallel to training in skills of pupils, the company tutor must be aware that it has to develop and strengthen certain skills to assume the role of company tutor. To do

¹ CEDEFOP. Guiding Principles on professional development of trainers in VET.

this, he needs to train certain skills that obviously will not be the same as those of the students.

Of all the necessary skills there could be highlighted as key elements the following:

➤ **EFFECTIVE COMMUNICATION. ACTIVE LISTENING**

Active listening, enables optimal understanding between tutor and student and facilitates a positive and healthy communication between both characterized by cooperation and mutual and open dialogue, with common goals and interests. Learn how to listen and listening is a question of attitude and technique that goes by letting students express themselves freely and that the tutor is willing to adopt an attitude of tolerance, respect and openness to the student. The art of listening implies learning and training directly related to the techniques of communication skills. The most important technique and the starting point is active listening.

During the training, the tutor should also implement active listening, as well as he must know to provide feedback to the student. This feedback should be transmitted in positive but also must be didactic and specific, in order to guide and assist the students in achieving their action plan that will have well-defined objectives or it should help to resolve conflicts they have arisen. The feedback is the second of the techniques for achieving effective communication with the student and goes together with active listening. To provide this effectively, the tutor must keep in mind what is mentioned above and to have the necessary skills for an effective communication during the training process. These necessary skills are empathy (being able to perceive, tune in and connect with students realizing their emotional state) and assertiveness (ability to express ourselves in a direct way, with respect and in a positive way).

There are several types or listening levels depending on the degree of attention paid to unknown, feigned, selective, analytical, empathetic and active. It is the latter that the company tutor must train.

The implementation of all this and with an open, positive and approachable attitude of the tutor, there are the key ingredients to achieve an enabling and supportive environment for students to feel comfortable and have a successful mentoring process for both.

➤ **CONFLICT MANAGEMENT**

Conflicts can be defined as a situation in which two or more individuals with opposing interests come into confrontation. Managing conflicts means to be able to tackle and solve them, managing negative emotions that arise in the partners and that can lead to a discussion on the various points of view or interests.



Conflicts traditionally have been seen as negative; however, considered as normal and potentially beneficial (needed to bring about change), promotes learning. Learn to manage conflicts; it requires the development of skills such as negotiation, emotional intelligence, self-control, self-confidence and autonomy for decision-making.

Negotiating is conflict management seen as an opportunity rather than a threat.

➤ **TEAMWORKING**

Teamworking in the process of tutoring, assumes considering the student and the tutor as a group in which both work with the same goal and objective: the development of professional skills and the full potential of both.

In addition, the tutor must be the intermediary agent that introduces the student in the corresponding work group. There must be coexistence in the company, which reports real experiences to the student can this draw their conclusions from the team and the work they have done.

Teamwork is the work done by several individuals where everyone plays a part but all with a common goal.

Teamworking also means the tutor is able to give and receive feedback. Giving the students feedback on their accomplishments and goals achieved, leading continuous monitoring of their progress, and informing at all times of the needs and requirements of the activity carried out and the roles being played. Meanwhile, students also need to give information to the tutor about their concerns, needs, concerns and obstacles he encounters on the way.

Teamwork involves acquiring a high degree of commitment and maturity, identify and take a joint mission to meet objectives, through cooperation, emotional harmony and cohesion.

This feedback will be the key tool for the reinforcement function of the tutor in the company.

➤ **PLANNING AND MANAGEMENT OF TIME**

One of the key skills when facing a mentoring a training process is time planning and management. The tutor must plan the training activity in the company, set the track every trained student and anticipate to any situation that might arise.

Planning refers to the ability to effectively determine the purposes, goals, objectives and priorities of the task to be performed, organizing and controlling the established processes, deadlines and resources. It can be considered both a methodological and a systemic competence (they are skills and abilities related to the understanding of an entire system or set skills), as it requires the tutor to develop the ability to assess the difficulty and workload of tasks to develop, set and prepare him for the effective organization of time and work.

Capacity planning and coordination, although it is essential throughout the learning process and professional development, becomes more important as more responsibilities are acquired. It is a competence that requires critical thinking, plus systematization capacity and the ability to realistically assess deadlines and targets. This competence has direct repercussions on the student and therefore this planning must be coordinated with the educational center.

Planning is the formal process by which specific objectives are set and detailed procedures for achieving those goals. Planning can be in short and long term.

7. EVALUATION PROCESS IN THE COMPANY

In the workplace both individual aspects affecting students and global aspects of dual vocational training process are evaluated.

The company focuses its evaluation function in the individual aspects, mainly in:

- ⇒ The expertise.
- ⇒ The completion of the tasks.
- ⇒ The attitude.
- ⇒ The student job placement in the company.

Those responsible for student assessment are the company tutor and the tutor of training center.

- ⇒ The company tutor coordinates the activities of students in the workplace; he also makes an assessment report of the professional competence of the student.
- ⇒ The tutor training center is responsible for formal training of students, based on the report of the company tutor and some student information.

7.1 THE EVALUATION

Student assessment is based on active observation of how students carry out the activities that demonstrate the achievement of professional training. Therefore, the activities to be considered in the evaluation take part of the activities of the training program and are already identified.

The evaluation is continuously performed. During the stay of the student in the company, evaluation and monitoring should be a routine for both the company and the training center tutors and even to the student. At all times, the student should be aware of the phase he is at, his strengths and weaknesses and above all, he should be able to assess his own learning process.



The assessment of student in dual training should be continuous and with a training character. It should also be performed by professional modules.

Student assessment is responsibility of teachers of the professional modules of the training center, taking into account the contributions of the company tutors and the result of the activities carried out within the company, including reports issued by the company tutors, including the results of job monitorization and performing other activities that may be agreed between the student, the training center and the company.

7.2 PROCEDURE FOR TECHNICAL EVALUATION

The technical skill is the ability to develop the concrete tasks of the profession, by a training process. It is also assessed by using indicators set watching the steps that must follow the student upon receiving work instructions:

- ⇒ Organisation and work planning.
- ⇒ Monitoring an appropriate method that leads to a result or quality of work.
- ⇒ Pace of work.
- ⇒ The final result (product) to be expected from the quality point of view.

In order to do this evaluation, a set of measurable and measurable criteria are defined. The company tutors check whether the criteria have been met and to what extent and with all these results they develop a report on a prescribed format.

7.3 PROFESSIONAL PERFORMANCE ASSESMENT PROCESS

Performance Evaluation is a systematic and regular process to estimate quantitatively and qualitatively the effectiveness of a person in his apprenticeship, showing the strengths and weaknesses in order to help to improve himself.

In this case, a more complete evaluation is made, so in addition to the technical skills, some other three technical skill areas are included:

- ⇒ Technical Skills
- ⇒ Assimilation Capacity
- ⇒ Attitude (or social skills)

Attitude and social skills form the dimension of the closest relationship to the student's professional work, integration in the company and, in general, their behavior towards the work to be performed.



In order to assess this evaluation, indicators to valuate the performance degree of the student are selected, as objectively as possible, for example:

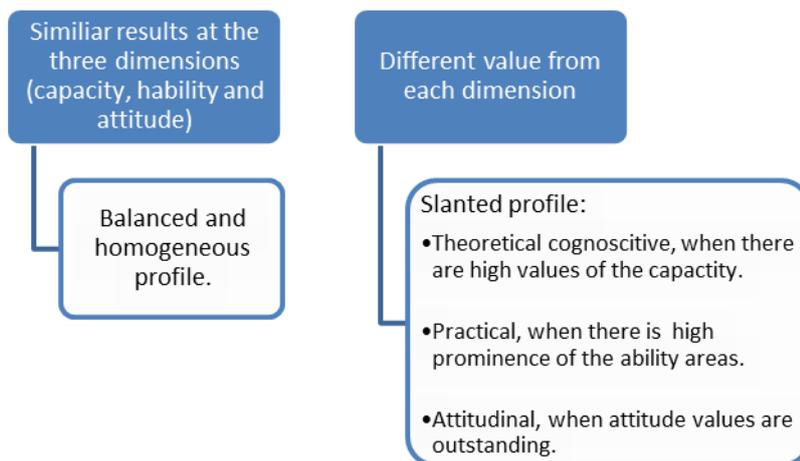
- ⇒ Initiative shown by the students when instructions are insufficiently received or even when they think about improving techniques or processes.
- ⇒ Teamworking attitude.
- ⇒ Being punctual and attend the training process; they are factors that reflect positive attitude and interest.
- ⇒ The observed level of responsibility, including for example resolute attitude to unforeseen situations.

7.4 THE APPRENTICE JOB PLACEMENT WITHIN THE COMPANY

The values of the different dimensions evaluated on performance, define the professional profile of the student at the time of his degree, allowing some characterization of himself.

Determination of the professional profile of the student is useful for both him and the company, as it will provide information on their professional orientation, to achieve the ultimate goal of dual vocational training which is job placement

STUDENT LABOR PROFILE



APPENDIX 1

Proposed content of training for company tutors.

GENERIC TRAINING

- ⇒ The dual system of vocational training.
 - What is Dual Vocational Training
 - The training plan in the company
 - The process of learning in the workplace
 - The process of tutoring in the company
 - Tools for tutoring in the company
 - The initial reception of students
 - The advice and support
 - The tutorial supervision: abilities and skills.
 - Vocational guidance of students
 - forecast risks in health and safety at work learning.
 - The principle of equal opportunities and employment law

- ⇒ Skills and abilities
 - Communication.
 - Conflict Management
 - Team management
 - Planning and time management

- ⇒ Performance evaluation techniques

APPENDIX 2

COMPETENCE MAP FOR WORKPLACE INSTRUCTOR (FINLAND)².-

Competence areas:

1. Planning of training provided at the workplace, vocational skills demonstrations and competence tests:
 - a) familiar with the qualification structure and forms of education and training provision;
 - b) familiar with the qualification requirements for their own vocational field;
 - c) able to plan training provided at the workplace;
 - d) able to plan vocational skills demonstrations or competence tests jointly with the education provider or organizer of competence tests;
 - e) inform others at the workplace of training arranged there.
2. Instructing the student and assessing learning:
 - a) provide induction to students;
 - b) instruct students in learning;
 - c) assess students' learning.
3. Assessing the student's or candidate's competence:
 - a) assess the student's competences in vocational skills demonstration or the candidate's competence in a competence test for a competence- based qualification.
4. Personal development as a workplace instructor.

² <http://www.oph.fi>



APPENDIX 3

FRAMEWORK PLAN FOR TRAINER QUALIFICATION UNDER AEVO

³ Field of action 1: Check the training requirements and plan the training (20%)		
Competencies	Skills, knowledge and abilities	Sample content
The trainers are able		
1.1 to describe and explain the advantages and the benefits of occupational training,	<ul style="list-style-type: none"> • presenting the objectives and tasks of vocational training, in particular the importance of professional action competence, for each industry and company • describing the advantages and the benefits of occupational training for young persons, the economy and society, • emphasising the value of training taking into account the cost to the company, 	<ul style="list-style-type: none"> • increase in specialist skills, • social responsibility, • competitive advantage, flexibility, innovation, direct and indirect benefits, • training allowance, social security, vocational schools,

³ Framework plan for trainer qualification under AEVO

<p>1.2 participating in planning and decisions with regard to operational training needs on the basis of the legal, collective bargaining and operational context,</p>	<ul style="list-style-type: none"> explaining the training needs with a view to the company's development and the operational context. 	<ul style="list-style-type: none"> training planning, taking into account the qualitative and quantitative personnel requirements, legal parameters of training, particularly the Vocational Training Act, the Trade and Crafts Code, the Youth Employment Protection Law and collective bargaining law
	<ul style="list-style-type: none"> to keep in mind the need for personnel, to highlight the importance of training in the context of human resource development, to keep in mind the relevant legal rules for vocational training in deciding on the training, 	<ul style="list-style-type: none"> Recommendations of the BIBB - main committee
<p>1.3 to represent the structures of the vocational training system and its interfaces.</p>	<ul style="list-style-type: none"> to describe the integration of the vocational training system in the structure of the training system, to describe the dual system of vocational training with regard to structure, powers, responsibilities and control, to oversee other forms of vocational 	<ul style="list-style-type: none"> basic requirements of the training system: especially equality, opacity, transparency, equivalence, completion of the school vocational training, dual courses of study vocational training as access to study courses,

<p>1.4 to select and to justify training vocations for the company.</p>	<ul style="list-style-type: none"> • to describe the emergence of training vocations in the dual system, 	<ul style="list-style-type: none"> • list of state-recognised training vocations,
	<ul style="list-style-type: none"> • to keep in mind the structure and binding character of the training arrangements, • to describe the structure, functions and objectives of the training 	<ul style="list-style-type: none"> • training opportunities in the company, • training arrangements of the competent authorities concerning the vocational training of disabled persons,
<p>1.5 to check the qualification of the company for the training in the desired training vocation and whether and to what extent training content can be conveyed by actions outside training, particularly training at national level, inter-enterprise and external training,</p>	<ul style="list-style-type: none"> • to clarify the personal and professional suitability for appointments and training, • to examine the qualification of the training facility for the implementation of training and if necessary to describe the measures required for creating such qualification, 	<ul style="list-style-type: none"> • requirements of the BBiG and the HwO: personal and professional qualification, qualification of the training facility, • tasks of the competent body for the promotion and monitoring of the training, • external and industry-wide training, collaborative training and part-time training,
	<ul style="list-style-type: none"> • to describe the possibilities of the competent bodies to support companies in training matters, 	

<p>1.6 to assess the possibilities of the use of measures preparatory to vocational training,</p>	<ul style="list-style-type: none"> • to plan operational activities in support of career guidance, • to include target group-specific pre- 	<ul style="list-style-type: none"> • target groups, conditions and legal basis for career-exploratory activities and pre-employment measures,
<p>1.7 to agree within the company the tasks of the training participants, taking into account their capabilities and qualifications,</p>	<ul style="list-style-type: none"> • to indicate the duties and responsibilities of the training participants, • to describe the role and function of the trainer 	<ul style="list-style-type: none"> • definition: trainees, trainers, training officers,
	<p>in the field of tension of different expectations</p> <ul style="list-style-type: none"> • to be aware of the participation rights of employee representatives, • to clarify the tasks of participating professionals and to agree the integration of them into the training, • to prepare the cooperation with external participants, 	<ul style="list-style-type: none"> • •
<p>Field of action 2: Prepare training and contribute to the recruitment of trainees (20%)</p>		
<p>Competencies</p>	<p>Skills, knowledge and abilities</p>	<p>Sample content</p>

<p>2.1 on the basis of a training system to create an operational training plan that focuses in particular on typical work and business processes,</p>	<ul style="list-style-type: none"> • explain the importance, target and content of a corporate training plan for regular training, • observe the structure of training in the training plan, • determine the relation between the factual and temporal structure in the training framework plan and the work and business processes of the company, • draft the corporate plan of training, taking into account operational requirements and individual learning requirements; observe the temporal and organisational context of the different places of learning, • check with training professionals the feasibility of the training, • monitor and if necessary adjust the implementation of training plans, 	<ul style="list-style-type: none"> • training arrangements as the basis of the operational training plan, in particular factual and temporal structure of the training, • legal basis, planning requirements and limits of the training plan, • corporate and individual training plan, overall transfer plans, • importance of work typical professional and business processes as well as functional areas and individual learning conditions for the achievement of the training objectives, • professions with specialisations, • classification and types of learning places: decentralised, central and external; workplace, learning corner, learning island, training workshop,
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<p>2.2 to take into account the possibilities of involvement and participation of operational interest groups in vocational training,</p>	<ul style="list-style-type: none"> • describe the possibilities of business advocacy in the vocational training, • represent the empowerment of youth and apprentice representation in the field of vocational training, • inform the corporate advocacy on the intended implementation of the vocational training, • observe the rights of operational interest representation in the selection and recruitment of trainees, as well as in the implementation and completion of the training, 	<ul style="list-style-type: none"> • corporate advocacy: youth and apprentice representation, operational or personnel council, severely disabled representation, equal opportunity representative, • Works Constitution Act, personnel representation Act • special rights of members of the youth and trainee delegation,
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<p>2.3 to determine the need for co-operation and in terms of content as well as organisationally agree it with the collaboration partners, in particular the vocational school,</p>	<ul style="list-style-type: none"> • clarify the opportunities of collaboration with the training partners • make and use collaboration networks, • ensuring learning place collaboration on operation and professional school level suitably adjusting the collaboration with external and inter-company partners, 	<ul style="list-style-type: none"> • network of major partners in training: vocational school, institution, employment agency, carrier inter-company and non-operational measures, • objectives (agree training at learning sites), content (learning and action fields) and forms of learning place collaboration (e.g. project training),
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<p>2.4 to apply criteria and procedures for the selection of trainees taking into account their diversity,</p>	<ul style="list-style-type: none"> • represent and evaluate opportunities for the recruitment of training for those interested, • highlight the requirements of training profession as well as the company and eligibility requirements as selection criteria, • apply appropriate procedures for the selection of applicants, taking into account different groups of applicants, • observe the regulations in the context of the selection process, • demonstrate to training candidates the professional career prospects associated with vocational training 	<ul style="list-style-type: none"> • target group-specific address, • planning and implementation of selection procedures, taking into account the AGG, • request appropriate criteria for candidate selection, • procedures for selection like potential analysis, assessment, recruitment test, interviewing, • procedure and evaluation of a structured recruitment interview,
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<p>2.5 to prepare the contract for professional training and to arrange the registration of the contract with the competent body,</p>	<ul style="list-style-type: none"> • describe the essential content of a training contract, • describe the rights and obligations of the trainers and the trainees resulting from the contract, • explain the conditions for the registration of the training contract in the training directory, • register trainees at the vocational school, 	<ul style="list-style-type: none"> • legal basis and contents (factual and temporal structure, shortening, start of training, duration) of the training contract, formal requirements, • administrative offences on conclusion of the contract, • Regulations of the JArbSchG, • Rights and obligations of the trainers and the trainees, • legal ways of termination of training conditions, • termination of the training: passing the test, process of the training period, termination of the contract, • state-specific regulations on the vocational school obligation,
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<p>2.6 to examine the possibility that they can perform parts of the training abroad,</p>	<ul style="list-style-type: none"> • explore the benefits and possible risks of training sections abroad for trainees and the company, • the legal bases for decision making to be used, • include the forms and contents of vocational training in other countries in the planning of training abroad, • describe the consulting and support for the implementation of training abroad, • understand the documentation of training abroad, 	<ul style="list-style-type: none"> • outline of the major training systems in Europe, • sources of information on vocational training in other European countries, • consulting and support possibilities: mobility advice, funding programmes (e.g. Leonardo da Vinci), • Europe-wide recognised certificates: e.g. Europass,
<p>Field of action 3: Conduct training (45%)</p>		
<p>Competencies</p>	<p>Skills, knowledge and abilities</p>	<p>Sample content</p>



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The trainers are able	
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<p>3.1 to create learning conducive conditions and a motivating learning culture, give and receive feedback,</p>	<ul style="list-style-type: none"> • be aware of the individual requirements of the trainees for the design of learning processes, • take care of external learning conducive parameters, • support the development of a learning culture of self-directed learning, as well as reflect the role of the trainer as a learning companion, • promote learning by observing basic didactic principles, • ensure the learning processes through targets, to support strengthening the motivation and transfer • promote learning by teaching learning and working techniques, • determine the learning outcomes and significantly ensure the trainees competence 	<ul style="list-style-type: none"> • learning requirements, learning support and learning culture • learning environment: organisational, spatial, temporal, • daily performance, fatigue and recreation, • Basics of motivation, reasons for learning and components, in-house and external motivation, • Keep and forget, • Forms and need for feedback, feedback rules
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<p>3.2 to organise, design and assess the trial period,</p>	<ul style="list-style-type: none"> • set the content and organisational design of the trial period; keep in mind the legal basis for it, • select the learning and work item type for the trial period, give indications for the aptitude and inclinations of the trainees for the training, • plan the introduction of the trainees in the company, • assess the development of the trainees during the trial period and talk about it with the trainees, • evaluate the implementation and the results of the trial period, 	<ul style="list-style-type: none"> • introduction to the company: occupational safety, operating information, structure and organisation, workplace, • typical professional content, • introductory and evaluation interviews, • cancellation possibilities, continuation of the training, • organisational and didactic design of parameters,
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3.3 develop and implement from the operational training plan and the typical work and business processes operational learning and work tasks,

- highlight the importance of learning in work and business processes,
- analyse the training plan as well as the employment and business processes to formulate objectives and to derive any appropriate learning and work tasks,
- include the trainees taking into account individual requirements in work tasks,
- observe didactic and methodological principles in the design of learning and work tasks,

- training in typical jobs or business processes,
- objective formulation, specification and review (objective levels, learning areas),
- full action,
- didactic principles: link learning and working, learning from real operations,

3.4 to select training methods and media by target group and deploy on a situation-specific basis,

- describe training methods and their applications,
- describe criteria for the selection of methods and justify the choice of method,
- plan, implement, and evaluate the methodical training content design,
- set the size and the composition of the learning group requirements,
- describe the function of training media and methods and select and use this method,
- assess the use of e-learning for training,

- training methods/methods mix: brief presentation, presentation, teaching conversation, 4-level method, learning order, simulations, role-playing, group work, moderation, project method, guidance text method (model of complete action),
- criteria for selection: learning conditions, internship, training level, age, development, family, training objectives and parameters, places of learning,

<p>3.5 to support trainees with learning difficulties through personalisation of training and counselling service, to employ training-supporting aids when necessary, and to examine the possibility to extend the period of training,</p>	<ul style="list-style-type: none"> • identify typical learning difficulties in training and determine possible causes • check learning conditions, • offer advice with learning difficulties and give individual assistance, • initiate support measures, • detect the need for training-related assistance and organise activities, • consider the possibility of extending the training time, 	<ul style="list-style-type: none"> • manifestations (concentration difficulties, lack of motivation, abstraction problems), • causes (especially lack of motivation, disinterest, disease, personality factors, external factors) of learning difficulties and adjusted teaching aids, • possible learning support: motivation promotion, individually achievable learning objectives, personal initiative of trainees in the learning process, self confidence,
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3.6 to give trainees additional training opportunities, in particular in the form of additional qualifications, and to consider the possibility of shortening the duration of the training and of early admission to the final test

- recognise and promote special conditions and skills for trainees, through activities such as for additional qualifications
- clarify ways of shortening the course duration, as well as early admission to the final test for these trainees, as well as shaping the remaining training period,

- assistance, legal requirements, formal application to the competent authority,
- promotional offers for high-performing trainees,
- adjustment of the individual training plan

<p>3.7 to promote the social and personal development of trainees, to detect problems and conflicts as well as to work on a solution,</p>	<ul style="list-style-type: none"> • classify the instance of social operation within the context of socialization instances, • describe the development tasks of young persons in training and to be aware of the development of typical behaviour of trainees, as well as significant environmental influences in the design of training, • promote communication processes during training, work on the communication skills of the trainees, • detect conspicuous behaviour and typical conflict situations in training, analyse it and apply strategies for constructive dealing with conflicts, • recognise intercultural-related causes for conflicts and cope with them 	<ul style="list-style-type: none"> • model, model role of the trainer, • Values and Standards, • Development tasks in adolescence and development-typical behaviour of trainees as well as environmental influences • behavioural problems: fear, aggression, addictions, • individual conflicts, group conflicts, intercultural aspects,
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3.8 to determine and evaluate performance, to evaluate third party assessments and test results, conduct assessment discussions, draw conclusions for the further process of the training course,

- select forms of success control for the establishment and assessment of performance in training and carry out success controls,
- monitor learning processes in the context of learning and work tasks and draw conclusions from them,
- assess the behaviour of the trainees regular criteria-oriented and conduct assessment discussions for it
- evaluate the results of non-operational success controls,
- take advantage of qualifications for control and promotion as well as to the comparison with the training plan,

- success control: observation, work sample, presentations, self assessments, work results
- basic requirements for success controls: validity, transparency, operational economy,
- assessment form,
- vocational school, transverse and external credits, interim and final tests,
- qualifications/report folder,

<p>3.9 to promote intercultural competencies,</p>	<ul style="list-style-type: none"> • meet other cultures openly and positively to address cultural differences (inter-cultural learning), • promote trainees with a migration background as necessary, 	<ul style="list-style-type: none"> • cultural differences and intercultural competencies, • integration, tolerance, empathy and collaboration, • socialisation processes in different cultures,
<p>Field of action 4: Complete training (15%)</p>		
<p>Competencies</p>	<p>Skills, knowledge and abilities</p>	<p>Sample content</p>
<p>The trainers are able</p>		

<p>4.1 to prepare trainees for the conclusion or journeyman's test, taking into account the test dates and training for a successful conclusion,</p>	<ul style="list-style-type: none"> • highlight the training arrangements the requirements of interim and final tests/ journeyman's test • describe the importance and the process of extended final test/ journeyman's test, • offer to assist with test preparation and to avoid test failures, • convey the specifics of a test situation, • ensure the provision of the necessary test resources, 	<ul style="list-style-type: none"> • specific tools and techniques for test preparation: apprentice rounds, courses for test preparation, practice on real test papers, • overcoming test anxiety: mental blocks, time management in a testing situation and scheduling, • composition and tasks of test committees (BBiG, test regulations), • test resources: materials, tools, equipment,
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<p>4.2 to handle the registration of trainees for tests with the competent body and make sure of the implementation-related features,</p>	<ul style="list-style-type: none"> • observe the legal requirements for the registration of trainees and the tests for the exemption; participate in the application, • observe the legal conditions for early admission to the final test, • inform test-relevant features of the trainees to the competent authority, • on failure to pass the test take into account the legal requirements for repeat testing and to extend the period of training • to design the training for those who fail the test, 	<ul style="list-style-type: none"> • registration form, registration dates, qualifications, partial final tests, • early admission to the final test: application, hearing, above-average performance, change training plan, test-relevant characteristics of trainees: disabilities, impairments. spelling problems), • exemption: BBiG, JArbSchG, collective agreements,
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<p>4.3 to participate in the drafting of a written certificate on the basis of performance assesments,</p>	<ul style="list-style-type: none">• observe the legal and operational requirements and highlight the importance of labour certificates for the trainees• distinguish different types of certificates• prepare certificates on the basis of operational reviews and observe the legal ramifications,	<ul style="list-style-type: none">• simple and qualified certificate,• formulation of certificates: allowed and not allowed content,• legal consequences of certificates,
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<p>4.4 to inform and advise trainees about occupational paths of development and further vocational training opportunities,</p>	<ul style="list-style-type: none"> • justify the importance of training and further training, • indicate possibilities for development and further training, • inform about funding opportunities for training and professional development, 	<ul style="list-style-type: none"> • lifelong learning, mobility, • professional, company-specific offers, training routes • acquisition, career plan, • funding for vocational training: gifted trainee promotion, master BafÖG grants,
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