Systematic approach to enhance the participation of construction industry SMEs in apprenticeship programs

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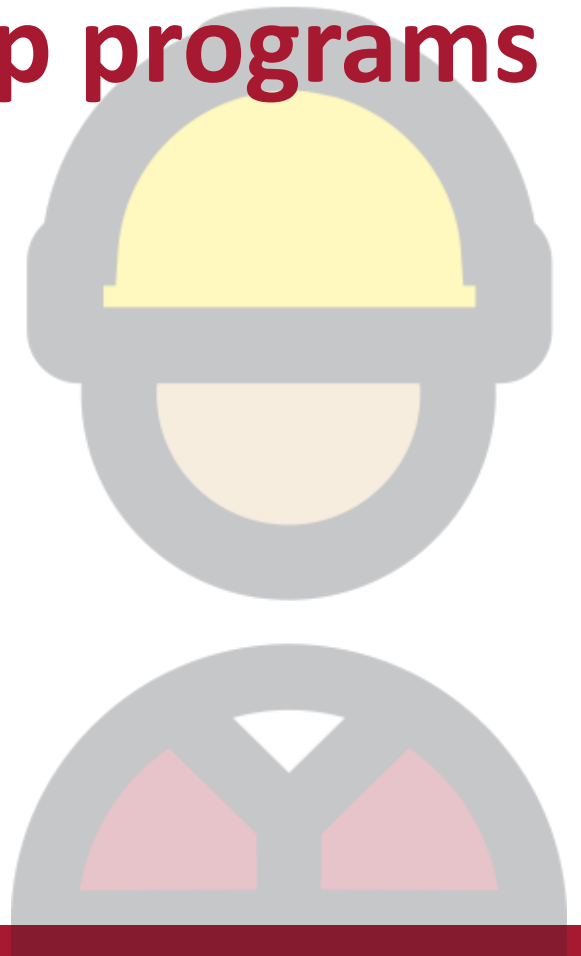
D.7 Qualification *In-company tutor in the building industry (WP4)*

ERASMUS+ Programme
Key Action 3 | Call 2016
Support for Policy Reform
Support for small and medium sized enterprises
engaging in apprenticeships

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Partnership:

- Fundación Laboral de la Construcción (Spain).
- Confederación Nacional de la Construcción -CNC- (Spain).
- Associazione Nazionale e Costruttori Edili -Ance- (Italy).
- Ente per la Formazione e l'addestramento professionale nell'edilizia -Formedil-
  (Italy).

- **Executive summary**
- **General aim of the training programme**
- **In- company tutor definition and requirements**
- **In-company tutor qualification within EQF framework**
- **In-company tutor qualification**

Sequencing and distribution of professional modules

ECVET credits

Training modules

- Module 1.
- Module 2.
- Module 3.
- Module 4.

Executive summary

At the same time that the construction industry is recovering from the recession that
has affected it for years, it has to face a new challenge: being able to emerge stronger
by responding to an increasingly demand of skilled and specialised workforce. In this
context, some of the initiatives that have been considered as opportunities in the sector
are vocational training and apprenticeship: both may be of great relevance when
intending to alleviate youth unemployment.

However, apprenticeship initiatives have experienced a different development in
different countries, and both in Italy and Spain -the countries participating in the
Co.Tutor Project- it has not reached a high level of implementation so far. Also, VET
counts on a certain social negative image and consideration, and is usually perceived
only as a second choice by most students.

The Co.Tutor project (*Co.Tutor. Systematic approach to enhance the participation of
construction industry SMEs in apprenticeship programs*) has been, therefore,
implemented with the strong conviction that VET and apprenticeship programmes in
the construction industry may constitute a solid chance for youth to build their future.

Consequently, the project aims at improving SMEs' involvement in apprenticeship
programmes by developing actions to get two main objectives:

o To build capacities of construction employers' organisations as intermediary
bodies and boost their leverage effect in apprenticeship culture, by founding
their position and drawing role in a short, medium and long term.

o To give support and motivation to SMEs and VET centres in assigning a qualified
trainer through mechanisms that trigger the **recognition of in-company tutors**
as key players for a proper trainee's learning and to raise the employer's
confidence in this kind of learning on the building site.

Regarding this last aspect (i.e., the recognition of the in-company tutor's role in the
construction industry), the project proposal included the design and development of the
"In-company tutor in the European Building Industry". This qualification is one of the
main deliverables of the project, and has been carried out under WP4: based on the
Qualification Perimeter defined in WP3, WP4 proposed to design a new EU sectoral
qualification and associated training contents for those workers playing the role of in-
company tutors in the European construction companies.

The present report describes the professional qualification designed, together with the
training programme developed associated to the qualification, which is focused on
knowledge, skills and competences that have been considered essential by the project
consortium for the in-company tutor.

The necessity to develop this professional qualification derives from the lack of official recognition for these professionals, even if their role is of extreme relevance within the apprenticeship systems; in fact, his/her proper performance will entail the success of the apprenticeship programmes.

This in-company tutor is a worker from the organisation that hosts the apprentices, selected by the company to be in charge of the training programme defined for the apprentice, and to act as an intermediary between the company and the training centre which is transferring the apprentice to the company.

Some of the functions that should be performed by the in-company tutor are:

- Planning the training process together with the training centre.
- Keep contact with the trainer from the training centre.
- Participate in the selection of the apprentices (this is recommended, as s/he will be responsible of the apprentice's training inside the company).
- Accompany, train, support, and evaluate the apprentices, together with the tutor/trainer from the training centre.

Apart from this, it must be clear that in-company tutors are also workers of the company, therefore they must be experts at a professional level, so, at the same time that they are training the apprentices, they must comply with their own professional activity.

As it has been observed during the execution of the experimental research during the project, most in-company tutors do not own all the knowledge, skills and competences that would be necessary to carry out their function in an optimal way. Therefore, the development of the designed qualification and the associated training content would be of high interest, since it would support them in their professional performance. It is necessary to count on a common framework at a European level, which will allow company tutors to acquire those needed competences and will facilitate their professional recognition.

Those competences will be acquired by means of a specific training programme in line with the qualification; this programme has been prepared in terms of learning outcomes (knowledge, skills and competences) for a qualification level 4 from the European Qualification Framework (EQF). The training curriculum/programme developed will be described later in in this document.

Qualification structure

The sectorial qualification designed has been developed in line with the EQF methodology, that is, it is based on what is called 'learning outcomes approach', which are composed of knowledge, skills and competences.

- o *Knowledge*: Factual and theoretical knowledge in broad contexts within the field of work or study.

- o *Skills*: A range of cognitive and practical skills required to generate solutions to specific problems in the field of work or study.

- o *Competences*:

     a) Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change;

     b) Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Also, it takes into account the EQF and ECVET frameworks and guidelines, that is, the training programme/curriculum has been designed for its correspondent EQF level (Level 4), considering complexity, range and level of learning achievement expected.

The elements included in the qualification are the following:

- o Description
- o General competence
- o Learning units and their corresponding learning outcomes in terms of knowledge, skills and competences
- o Training and evaluation method
- o Hours of total learning, and allocation of respective ECVET credits

General aim of the training programme

The training programme designed is based on the previous output of the project, the Qualification Perimeter developed in WP3, which was, in turn, performed deriving from the results obtained in surveys, interviews and exhaustive documentary research.

The main aim of the qualification, is to provide a training action to all those professionals playing the role of in-company tutor within the construction industry, allowing them to support students during the learning period in the company.

The general aim of the designed training programme is to provide the in-company tutor with knowledge about how to arrange and assess the training performance of the apprentice in the company. This aim will be achieved by the end of the training programme, and will allow the in-company tutor to be able to mentor the apprentice, encouraging his/her involvement in the company and be motivated towards improvement.

At the competence level, the tutor will know how to communicate with the main actors involved in the apprenticeship system, how to solve small conflicts, and how to recognise the benefits of a permanent learning, among others.

This specific training is of high usefulness for these company tutors, since it responds to a changing reality both in Italy and in Spain: change from a traditional VET system to a dual modality. This dual modality owns particular characteristics, and present specific requirements for the in-company tutors.

Finally, if professionalization of the construction industry is pursued and boosting VET is desired, it is necessary that the contact person within the company (i.e., the company tutor) is ready to host and support students.

Al these aspects will be dealt with by means of the training programme developed.

In- company tutor definition and requirements

As it has already been indicated in Deliverable 5 of the Co.Tutor Project (D5. *Report on Documentary and Experimental analysis)*, the in-company tutor "is a worker from the organisation that hosts the apprentices, selected by the company to be in charge of the training programme defined for the apprentice and to act as an intermediary between the company and the training centre which is transferring the apprentice to the company, in order to carry out a follow-up of the training activity provided."

More concretely, for the framework of the Co.Tutor Project, the company tutor within the construction company will be that person who will be the link between the company and the training centre and the company and the student, and will have the following profile: his/her professional category will be that of 'skilled tradesman' (official de 1ª according to the Spanish professional categories)/equivalent or higher; this category has been selected due to the fact that it is necessary that the tutor is a qualified worker, with at least, 2 years of professional experience. Both the category and the years of experience have been selected by the partners due to the consideration that it is necessary to have a very good command of the profession, otherwise, s/he shall not be able to teach others properly. Also, it would be necessary to be trained as company tutor, by means of a training course based on the training programme described in this document.

Situation in Italy

In October 2017, a Memorandum of Understanding was signed between the Miur (Ministry of Education and Science and Research) and Anpal (National Labour Policy Agency), with which the presence of a "tutor for job alternation" in Secondary Schools is guaranteed. This figure is accompanied by internal tutors and school leaders to facilitate and support the development of actions to encourage the activation of job alternation paths.

However, only some regional experiences linked to the standard skills of the tutor; they have been studied by training operators and institutional research figures, so that Isfol (currently called Inapp), has drawn up a [tutor's manual](). Also the Formedil developed the vademecum about the in-company tutor within the text "Young People and Construction".

Situation in Spain

The Spanish regulation makes significant emphasis on the in-company tutor. His/her functions are defined in article 20 of the RD 1529/2012, from 8 of November, by which the 'Contract for training and apprenticeship' is developed and the bases for the Dual VET are established.

Report on field study results

However, even if the role of the in-company tutor is legally recognised in Spain, the persons who carry out this role are not always recognised as such in some companies. Furthermore, there is no official recognition of this role at national level.

With regards to training programmes and actions specifically addressed towards those workers playing the role of in-company tutors, it must be said that although this figure is legally recognised, there is neither an official training of application for these cases, nor a specific professional qualification for this professional profile, as it has been mentioned before. The basis of the Co.Tutor project states that it is essential to have a standardised qualification to help these in-company tutors to have their competences recognised, as one way to supporting apprenticeship programmes in the companies.

In-company tutor training within EQF framework

A key point to consider when developing the Knowledge, Skills and Competences of the Qualification is the **European Qualifications Framework** (EQF) level. EQF is composed of 8 levels, going from basic (1) to advanced (8). According to the research carried on and the results obtained in the previous work performed, the consortium has identified that the profile of the in-company tutor should be included in EQF level 4, which involves the following knowledge, skills and competences (learning outcomes descriptors):

	KNOWLEDGE	**SKILLS**	**COMPETENCES**
LEVEL 4 Learning outcomes	✓ *Factual and theoretical knowledge in broad contexts within the field of work or study*.	✓ *A range of cognitive and practical skills required to generate solutions to specific problems in the field of work or study.*	✓ *A range of cognitive and practical skills required to generate solutions to specific problems in the field of work or study* ✓ *Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.*

Notwithstanding the foregoing, it is important , the company tutor within the construction company will be that person who will be the link between the company and the training centre and the company and the student, and will have the following profile: his/her professional category will be that of 'skilled tradesman' (official de 1ª according to the Spanish professional categories)/equivalent or higher; this category has been selected due to the fact that it is necessary that the tutor is a qualified worker, with at least, 2 years of professional experience. Both the category and the years of experience have been selected by the partners due to the consideration that it is necessary to have a very good command of the profession, otherwise, s/he shall not be able to teach others properly. Also, it would be necessary to be trained as company tutor, by means of a training course based on the training programme described in this document.

Also, information about the profile of the in-company tutor has been searched for in ESCO (European Skills, Competences, Qualifications and Occupations), which is a classification that identifies and categorises skills, competences, qualifications and occupations, relevant for the EU labour market and education. This classification has been developed by the European Commission.

The purpose was to carry out a research about what skills and competences should be owned by an in-company tutor according to this classification; however, no information has been found in this regard.

In this context, the need to develop a new professional qualification for the profile of the in-company tutor is fully justified, as it will provide valuable information about the knowledge, skills and competences that should be owned by all those persons who will be playing the role of in-company tutor in the construction industry in Europe.

In-company tutor qualification

Sequencing and distribution of professional modules

The training programme associated to the 'In-company tutor in the building industry' qualification consists of four (4) training modules, each of them containing a number of learning units. From these four modules, the first three are quite dealing with technical issues, and the last one refers to quality and improvement. These modules are the result of the analysis derived from the qualification perimeter carried out in WP3.

What the consortium has proposed is to get a flexible duration, capable of being adapted to the company's needs, especially in the case of the SMEs, whose availability and willingness is usually more reduced that in large companies.

In this context, it has been suggested that the training contents should not last least than 8 hours; however, it has been considered that the more suitable duration would be 20 hours total, which, in some cases, could be accredited/validated through previous professional experience (this aspect is dealt with in WP5 of the project).

ECVET credits

As regards the already mentioned assignment of credit points (ECVET) to the "In-company tutor in the construction industry", and following the ECVET Recommendation[1] to enable a common approach for the use of ECVET points for a given qualification in the EU, the allocation of ECVET points should be made as follows:

- Allocation of ECVET points to a qualification is based on using a convention according to which **60 points** are allocated to the learning outcomes expected to be achieved in **one year of formal full time VET**.

- It is up to the competent institutions in charge of designing qualifications to decide which specific programme will be chosen as a **point of reference** (e.g. the initial VET or the most common programme).

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[1] RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02)

Report on field study results

- The duration of the selected reference programme, together with the ECVET convention on ECVET points (60 points for 1 year), will give the number of ECVET points allocated to the qualification.

In this sense, and taking into account the widely accepted approach of **1 ECVET point (credit) = 25 hours of total learning**, which corresponds to an average of 1500 hours for 1 year full VET (as applied, for example, in the Erasmus programme in the case of mobility of workers – also consistent with the ECTS model), the "In-company tutor in the construction industry" Curriculum can be considered that foresees the allocation of **1 ECVET credit**. However, this is only indicative, as firstly the training program to be used as a reference should be decided, while the distribution of learning hours may need to be revised according to the national needs.

Training modules

As aforementioned, the training programme is divided into four training modules, which are, in turn, subdivided into learning units. The following table shows the suggested distribution of hours per module, and a proposal for ECVET credits:

	HOURS	ECVET
"In-company tutor in the building industry"		
- Module 1 Programme preparation and arrangement	3	
- Module 2 Apprentices' tutoring	10	1
- Module 3 Planning of the assessment process and related tools	4	
- Module 4 Tutor's permanent learning and improvement	3	

The learning outcomes identified for the training programme are described in terms of KSC (knowledge, skills and competences), and are based on the descriptors for level 4 of the European Qualifications Framework (EQF).

- Knowledge: Factual and theoretical knowledge in broad contexts within the field of work or study.

- Skills: A range of cognitive and practical skills required to generate solutions to specific problems in the field of work or study.

- Competences: a) Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change; b) Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Regarding each module, the following table shows the proposal of hours distribution per learning unit:

		HOURS	ECVET
"In-company tutor in the building industry"			
Module 1	*Programme preparation and arrangement*	**3**	
Unit 1.1	The Apprenticeship System: functioning, features and main actors	1	
Unit 1.2	Training programme development and management	2	
Module 2	*Apprentices' tutoring*	**10**	
Unit 2.1	Analysis of apprentices' knowledge and skills	3	
Unit 2.2	Design of activities to be carried out in the building site	3	**1**
Unit 2.3	Tutoring method and strategies	4	
Module 3	*Planning of the assessment process and related tools*	**4**	
Unit 3.1	Design and schedule the assessment plan of the apprenticeship	4	
Module 4	*Tutor's permanent learning and improvement*	**3**	
Unit 4.1	The reformulation of the training programme	3	

The following section provides a detailed description of each module.

Module 1.- PROGRAMME PREPARATION AND ARRANGEMENT

General competence

To know the apprenticeship options within the formal national scope of vocational education and training system, the subjects involved and their main functions, as well as the pedagogical terms applied to the training in the company. Therefore, the in-tutor company is able to match training objectives and company offer and needs.

Learning units

Unit 1. The Apprenticeship System: functioning, features and main actors

Unit 2. Training programme development and management

Unit 1- The Apprenticeship System: functioning, features and main actors

General description: To know the national apprenticeship options within the building industry and the advantages for the companies and the sector. To identify the main characters, roles and responsibilities, and their interaction with the in-company tutor. What is an apprentice, what is practice and what practice is not: labour and training conditions and requirements.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Understand the importance for a construction SME to take part of apprenticeship system
	K2. Identify main characters' role and functions within apprenticeship system
	K3. Identify the interrelationship among main character of apprenticeship systems
Skills (S)	S1. Categorise a labour task as a practice
	S2. Recognise different training frameworks of apprenticeship
Competences (C)	C1. Internalise the role and functions of in-company tutor regarding
	C2. Open dialogue with company managers to address apprenticeship topic

Report on field study results

Outline of unit contents

Contents	Description
Spanish/Italian apprenticeship system in the building industry	- Why is apprenticeship important in the building industry - National apprenticeship options - «Practice» definition - Courses/certificates related to building industry - Company and Public Body agreements
Main subjects within apprenticeship system	- Public administration: how to negotiate specific apprenticeship - Apprentices: labour aspects, incentives, rights and duties, health and safety training - VET centre: training programme - SMEs: national incentives - In-company tutor - Relationship and communication between in-company tutor and the rest of actors
Pedagogical concepts along work-based learning	Main theoretical terms in training programme: Learning outcomes approach

Training and Evaluation method

Delivery		Assessment	
X	**Discussions**		**Examination**
	Hands-on	X	**Oral examination / exercises**
	Lessons		**Project**
	Role-play		**Written exercises / test**

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Unit 2. Training programme development and management

General description: Development of the training programme together with the VET centre through scheduling training actions, adapting them to the characteristics and conditions of the company scope.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Know features of the training programme designed by the training centre
	K2. Understand the terms of agreement between VET centre and company
Skills (S)	S1. State the usual activities and specific tasks in the company
	S2. Identify the company activities within the training programme
	S3. Adapt training objectives to the company practices offer
	S4. Select the training activities/tasks to be carried out in the company, together with the VET centre
	S5. Schedule apprentices' training and assessment

Competences (C)	C1. Collaboration with the VET centre for apprentice's monitoring and training agreements
	C2. Match training schedule with the company activity
	C3. Communicate the training programme to the company staff and leaders

Outline of unit contents

Contents	Description
Analysis and distribution of training contents between the VET centre and the company	- To identify regular activities, functions and tasks within the company. - To compare training actions and company activities. - What to do when the company does not match with all the activities foreseen to be performed in the company
Previous information needed for the training adaption	- Documentation to be fulfilled - Type of labour relationship between apprentice and company - Date and place of apprenticeship - Training needs (ex. health and safety)
Training programme development	- Features of the training program - Tasks to be developed, timing and specified in post jobs and working facilities - Items to be assessed - Training programme document: programming of activities; calendar of practices; in-company tutor data; calendar of trainer visits; procedures and assessment criteria; items to be assessed; schedule; registries/ forms

Training and Evaluation method

Delivery		Assessment	
X	*Discussions*		*Examination*
	Hands-on	X	*Oral examination / exercises*
	Lessons		*Project*
	Role-play		*Written exercises / test*

Report on field study results

Module 2.- APPRENTICES' TUTORING

General competence

To monitor, guide and motivate the apprentice's learning in the building site by organising and scheduling learning activities, taking into consideration the apprentice's baseline situation and learning needs, according to the training programme.

Learning units

Unit 1. Analysis of apprentices' knowledge and skills

Unit 2. Design of activities to be carried out in the building site

Unit 3. Tutoring method and strategies

Unit 1. Analysis of apprentices' knowledge and skills

General description

Upon completion of this unit, the trainer should know how to gather data concerning apprentices' personality and expectations regarding the apprenticeship period, as well as the starting point of their knowledge and skills.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Know the apprentice's profile that the company is looking for
	K2. Know different interview techniques
	K3. Identify information within an interview with the apprentice that is useful for the training adjustment
Skills (S)	S1. Describe in detail the apprentice's position within the company
	S2. Describe in detail the building company usual works
	S3. Evaluate the apprentice's personality and expectations
Competences (C)	C1. Ensure that the apprentice has understood the expected attitudes and behaviour in the building company
	C2. Ensure that the apprentice has understood his/her rights and conditions within building companies during apprenticeship
	C3. Match apprentices' and company's expectations

Outline of unit contents

Contents	Description
How to make an interview	- Normal/Unstructured interview - Competency-based interviews (also called structured or behavioural interviews) - Identification of apprentices' skills
Description of the building company works	- Identification of roles and tasks per job positions linked to the training

Training and Evaluation method

Delivery		Assessment	
X	**Discussions**		**Examination**
	Hands-on	X	**Oral examination / exercises**
	Lessons		**Project**
	Role-play		**Written exercises / test**

Unit 2. Design of activities to be carried out in the building site

General description

Upon completion of this unit the trainer should know how to match the training programme and the construction site activity, in order to build a personal training plan, scheduling it in a logical sequence in line with the working phases in the building site.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Match the objectives of work-based and in-classroom learning
	K2. Identify the knowledge, skills and competences that the apprentice should achieve after the learning period in the company
	K3. Design the practical contents and the training methodology
Skills (S)	S1. Schedule the training contents to be carried out on site, taking into account the work phases in the construction site
	S2. Prepare the training material proposed by the VET centre tutor
Competences (C)	C1. Ensure that the activities to be done by the apprentice are in line with the apprentice learning
	C2. Collaborate with the VET centre

	C3. Keep the company manager and staff informed about the apprentice's advancement and progress

Outline of unit contents

Contents	Description
Definition of the learning objectives within the apprenticeship	- How to define the learning outcomes of the work-based learning along the work phases on site - Description of the requirements during the practice (context, resources, health and safety training required, etc.) - Description of the expected performance levels
Design of the practical training and training methodology	- Training methodologies according to the training content and apprentice's profile
Resources for the apprenticeship	- Tools and materials useful for the training objective: identification, management and rules: working clothes, personal protective equipment, etc.
Schedule of the training activities	- Individual training program: objectives and specific tasks to be done by the apprentice; schedule.

Training and Evaluation method

Delivery		Assessment	
X	**Discussions**		**Examination**
X	**Hands-on**	X	**Oral examination / exercises**
X	**Lessons**	X	**Project**
	Role-play		**Written exercises / test**

Unit 3. Tutoring method and strategies

General description

After this unit, the trainer should know the methods and techniques to use while teaching the apprentice through learning-by-doing, taking into consideration the variety of ways of learning, creating a positive learning environment.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Know about training and learning facilitation methods and techniques
Skills (S)	S1. Welcome the apprentice within the company activity
	S2. Use different methodologies adapted to the apprentices' diversity and characteristics
	S3. Be able to be resilient, conflict-resolution
	S4. Guide the participant's learning process
	S5. Create conditions conducting to learning and create a motivating learning environment
	S6. Be able to hold clear communication (verbal and no verbal, active listening)
	S7. Be able to interact with the apprentice to detect his/her needs
Competences (C)	C1. Deal with pressure of the training centre, company or apprentice
	C2. Teaming (how to apply collaborative and team building)
	C3. Boost positive attitudes within the daily work (responsibility, punctuality, acceptance of rules, etc.)

Outline of unit contents

Contents	Description
Tutoring strategies	- Introduction to visual, auditory and sensitive learning
	- How to communicate with the apprentice according to his/her personality: active, methodical and creative apprentice
	- Principles of interpersonal and motivational communication
	- Ethical behaviour and attention to diversity
Resilience	- Flexibility and adaptability
Orientation	- Negotiation techniques
	- Success orientation
	- Mentoring/coaching
Motivation	- Promoting apprentices' participation
	- Reinforce apprentices' work
Communication	- Clear communication -verbal and no verbal-, active listening

	- Communication of the apprentice's learning process to the training centre - Ensure the communication process and guarantee favourable climate
Teaming	- Working in team, compare ideas and learning contents
Welcoming the apprentices	- What to communicate about the functioning of the company (values, organisational chart, timetables, activities, etc.) - Work environment and on-site places where to perform - Health and Safety requirements - Communication with colleagues and supervisors - Demonstrate how to perform the work - Boosting positive attitudes: quality work, understand other trades' work, punctuality, security and safety, etc.)

Training and Evaluation method

Delivery		Assessment	
X	Discussions		Examination
	Hands-on		Oral examination / exercises
	Lessons	X	Project
X	Role-play		Written exercises / test

Module 3.- PLANNING OF THE ASSESSMENT PROCESS AND RELATED TOOLS

General competence

To build an apprenticeship assessment path and tools in accordance with the individual training plan, to let the VET centre know the level of acquisition of competences along the apprenticeship, while giving the opportunity to support the apprentice in improvement areas, providing the tutor with the autonomy and responsibility to ensure the organisation and management of the final assessment

Unit 1. Design and schedule the assessment plan of the apprenticeship

Unit 1. Design and schedule the assessment plan of the apprenticeship

General description:

To define the assessment criteria, observable and measurable with the aim to verify whether the apprentices meet the training requirements: practical and technical knowledge, adequate performance of tasks and behaviour.

Learning outcomes: On successful completion of the Unit, the trainee should:

Knowledge (K)	K1. Know the type of assessment required by the VET centre and public administrations
	K2. Identify the most relevant aspects regarding the training programme: theoretical-technical and behavioural
	K3. Identify the monitoring and assessment tools appropriate for the training programme
	K4. Identify indicators for the apprentice assessment regarding the observation areas
	K5. Identify the level of the performance in accordance with the training
Skills (S)	S1. Report objectives and performance goals
	S2. Identify and select individual actions to be performed and evaluated
	S3. Being able to evaluate the trainees' work in terms of acquired skills and performance quality
	S4. Apply and design support tools such as learning evaluation grids, periodic reports
	S5. Schedule the continuous assessment along the apprenticeship
	S6. Evaluate the apprentice's own learning process

Competences (C)	C1. Ensure that the evaluation plan is adequate to the performance objectives of the apprenticeship
	C2. Communication with the VET centre about the apprentice's progress
	C3. Communicate to the apprentice his/her possibilities and difficulties
	C4. Be objective

Outline of unit contents

Contents	Description
Training paths	- How to design a training evaluation plan taking into account the training programme
Evaluation areas	- The competences to be developed during the execution of the practices
	- The different activities to be carried out, when and how those activities would be evaluated, and which materials would be necessary to execute those activities
	- The observable and measurable evaluation criteria
Types of assessment	- Quantitative and qualitative assessment. Scales
	- Self-evaluation
	- Methods and techniques of evaluative tests of an appreciative nature (audition, technical interview, self-assessment test)
Establishment of indicators	- Indicators to measure the ability to assimilate; technical skills and soft skills
Monitoring and assessment tools	- Training notebook; Monitoring and evaluation sheets
	- Reports; Online tools; Attendance control
Schedule the assessment	- Ex-ante evaluation
	- Ex-post evaluation
	- On-going evaluation
	- Final evaluation
The final report	- How to describe all the work done and results obtained

Training and Evaluation method (to be reviewed)

Delivering		Assessment	
	Discussions		Examination
X	Hands-on		Oral examination / exercises
X	Lessons	X	Project
	Role-play		Written exercises / test
X	On-line lessons		

Module 4.- TUTOR'S PERMANENT LEARNING AND IMPROVEMENT

General competence

Improve the quality of the performance as an in-company tutor within the building industry, by managing information from the evaluation processes, experience and self-motivation to improve their skills, the apprentices' learning and the improvement proposals to get a more effective apprenticeship system.

Learning units

Unit 1. The reformulation of the training programme

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General description: to progress on the role of in-company tutor with regards to training programmes design, performance and assessment, after having selected the causes and problems faced by the apprentices during their apprenticeship.

Learning outcomes: On successful completion of the Unit, the trainee should:

| Knowledge (K)	K1. Identify the training part and concept that is object of improvement
Skills (S)	S1. Create assessment and observation tools that gather evidences of difficulties in the learning
	S2. Recognise and analyse the problems that have hampered the apprentice's learning
	S3. Formulate new proposals after analysing the critical issues that have emerged in an objective and conscious manner
	S4. Identify the correct improvement actions
Competences (C)	C1. Ensure the right solution in remaking the project and guarantee the learning outcomes in line with the needs of the company and the apprentices
	C2. Ensure the needed corrections, if necessary, to the training plan agreed with the training centre
	C3. Proactive attitude

Outline of unit contents

Contents	Description
Tools and indicator measurement	- How to measure the achievement of objectives, adequacy of contents and resources, training modality, etc. - Self-assessment - Interpreting evaluation results
Communication channels	How to propose effective improvement proposals to : - VET centre - Public administration - Company managers
Expert contact	- Participation in the processes of quality, innovation and continuous improvement of the organisation - Update knowledge, participate in training actions (as student)

Training and Evaluation method

	Delivering		Assessment
	Discussions		**Examination**
X	**Hands-on**		**Oral examination / exercises**
X	**Classroom lessons**	**X**	**Project**
	Role-play		**Written exercises / test**
X	**On-line lessons**		

Project Coordinator:
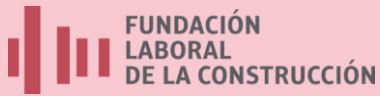
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