



Document n° 3

Reference system concerning the activities and competencies of tutors in small and medium-sized companies in the European building sector

APPLYING THE SUSTAINABLE PROFESSIONALISATION INITIATIVE
TO A EUROPEAN APPROACH TO IN-COMPANY TUTORING

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JUNE 2008

Phase 3 report of the Leonardo da Vinci project n° FR/06/B/P/PP-152512
carried out under the responsibility of CIEP (France) and BZB (Germany)

EUROPEAN STRATEGY FOR THE DEVELOPMENT AND OPTIMISATION OF COMPANY TUTORSHIPS IN THE CONSTRUCTION SECTOR:

COPILOTE PROJECT



FR/06/B/P/PP-152512

In June 2006, the European Commission, the Directorate General of Education and Culture and the French Agency for Socrates and Leonardo da Vinci, now called Europe Education Formation France, approved a research project organised by the REFORME network.

*This project aims to develop a strategy for apprentices in construction companies, **allowing young people and employees in the sector to access quality vocational training programmes**. Several professional organisations, unions, professional federations and training experts from France, Italy, Germany, Spain, Sweden, Poland, Belgium and Switzerland are involved in this project.*

*The project name, **COPILOTE**, emphasises the need for effective collaboration between at least two parties to enable beneficial vocational training, i.e. between a training centre and a company to host the apprentices. The project was developed under the aegis of CCCA-BTP, its promoter. This project is based on the idea that apprentices and employees are better trained and so perform better at work thanks to company tutorship.*

*This is why **COPILOTE** aims to define communication strategies with company tutors, **methods, procedures and tools** to prepare tutors for their role. The project also offers the opportunity for experienced personnel to become tutors.*

*The main purpose of the project is to **better support young people and adults training in small construction companies**. The aim is also to establish a professional approach to supporting apprentices in the company and promoting this approach, through recognition based on a common European reference system among other possibilities.*

www.copilote.org

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Introduction

At the beginning of this project, we aimed to compare a wide range of tutor roles in different national contexts to define the basic "career" template of a tutor in small and medium-sized construction companies in France, Belgium, Germany, Spain, Italy, Switzerland, Poland and Sweden. We have globally integrated the results of the two previous phases of the COPILOTE project, i.e.:

- the **description of the role of tutors** in small and medium-sized construction companies, including the comparison and analysis of real tutoring situations in partner countries (the phase 1 report is available on the website www.copilote.org - under "Achievements"),
- the enquiry on tutoring in small and medium-sized business in Europe, followed by an **analysis of the perception** of the role of tutors by the main parties concerned (the phase 2 report is available on the website).

The **sustainable professionalisation** of tutors was both a source of concern and a significant objective in the development of the activities and competencies reference system for tutors in small and medium-sized construction companies in Europe.

The proposals of the authors are mainly inspired by their prior experience and often adapt the results of projects considered as success stories, such as the COMINTER project¹ in which the CIEP was involved. This approach allowed the partners of the COPILOTE project to carry out an in-depth analysis of the profile of tutors and, following phase 3, to propose **a reference system which is very probably the most detailed and complete** to date in the construction sector in the partner countries.

The role of tutors is described in this reference system on the basis of the activities and tasks carried out at work and the competencies required in a given professional context. This document also raises the possibility of certification, which would complete the sustainable professionalisation approach in a logical and natural manner. However, given the position and role of each of the partners in the COPILOTE project in their respective national contexts, **certification is not a direct objective in this context**. This does not mean that certification cannot be pursued by partners who so wish and have the resources to do so. On the contrary, the reference system created can represent a basis for partners to continue in this direction.

¹ COMINTER: the general aim of this project was the creation and implementation of a common European professional diploma in international business in each of the partner countries. For more information on this European Leonardo project, visit the website www.cominter-europe.org

The COPILOTE project focuses, above all, on a better understanding of the reality of tutoring in the construction sector in Europe, and **proposing a support strategy for company tutors, meeting their needs in view of further improving vocational training organised in a working environment.** Consequently, even without certification, the activities and competencies reference system is useful and necessary to act as a **reference** enabling:

- the creation of national descriptions of the roles of tutors, by enhancing their structure and identity,
- a better positioning of the role of tutors within companies, by encouraging consideration of their roles, the resources required and their contribution to the performance of companies,
- better recognition (formal or informal) of the competencies of company tutors, thanks to a more precise definition of their role, activities and tasks,
- the establishing of more precise and detailed support plans and professional advanced development plans for company tutors, by better accounting for their profile and the scope of their tasks,
- the promotion of educational dialogue between the different entities involved in sandwich training (companies, training centres), thanks to a clear identification of the activities and tasks of all actors.

All of these potential applications of the activities and competencies reference system, created in the context of the COPILOTE project, will contribute to strengthening the professional approach of company tutors on a long-term basis. One of the objectives of the founders of the reference system is the formal or informal **recognition of the professional approach of company tutors.** In this context, the reference system is a means of identifying and defining a relatively unknown and often badly recognised professional group.

For partners wishing to pursue certification, the reference system can be used as a starting point for the development of initial training in terms of content and set targets for company tutors. Other training elements can and must be added to this starting point to meet more global requirements such as citizenship, adaptability or the desire to progress.

The founders of the reference system are convinced that the system can only be of benefit if each partner adapts the system to their own context. This system is a starting point, as are all of the results of the COPILOTE project, and encourages partners to consider and extend the initial approach. The system will most certainly be applied differently in France, Sweden and Poland. All partners expressed their expectations for this system and contributed in their own way. Consequently, all of the partners will implement the system in their own way.

Method applied for the development of a profile for professional tutors and the competencies reference system in Europe

The professional profile and the competencies reference system are the result of a collective project which involved the participation of different experts from universities, professional organisations, training centres and, of course, companies. This work integrates the requirements of all of these participants to ensure that all professional activities of the tutor are covered, including marginal or infrequent activities. The work was led by experts chosen by CIEP (Centre international d'études pédagogiques, public establishment of the French Ministry of National Education) and the specialists in vocational training of the BZB (a training facility for careers in construction based in North Rhine-Westphalia, Germany.) Consequently, two complementary approaches were initially combined to guide the approach: one more conceptual and global-based approach and a second more operational and local approach. This dual approach to this phase of the project means that the documents produced are more complete as they cover and compare several different concerns and methods:

- documents look to the long term and potential certification,
- and allow for immediate application.

The approach used, which involved all the partners, was progressive and required extensive discussion and feedback. The pilots of this phase of the tutor support project suggested a number of operational proposals relating to their previous experience in the construction sector, with reference systems (CIEP) or in training programs (BZB), which were then assessed based on several questions.

- Is the proposal supported?
- Is the proposal relevant and suitable?
- Is the proposal well described or does the text need improving?

All validated proposals were directly integrated in the report file, enabling group partners to provide feedback and participate in validation. The basic concept behind the reference system should facilitate exchanges both between those present and with parties with no direct participation in the project (e.g. German universities or representatives of certain professional bodies which occasionally attended transnational seminars).

Collective work started with the creation of the **professional profile for company tutors**, including activities and tasks, based on the logic of the profession – i.e. activities rather than employment or training. The professional profile was initially based on "activities" and was gradually developed, enabling the group to agree on elements.

The professional profile is linked to the **competencies reference system** which specifies the *professional competencies* for each task, i.e. the competencies needed to carry out the task. These competencies, described as abilities, are listed with the *resources* which define either the professional context in the companies (tools, materials, applicable methods or procedures) or the resources of the actual company tutors (knowledge and expertise relating to competencies). Finally, these competencies must be defined based on the performance expected by the company, known as *professional requirements*. These requirements describe the results which provide proof of competencies and can be measured or identified.

Transnational project meetings enabled the description of the different situations which company tutors may face, depending on the nature of the position and the level of responsibility, by combining the requirements of the different parties rather than attempting to find the smallest common denominator. The project does not aim to establish an advanced specialisation, but targets a specific role implying a certain degree of multi-competence and certain innovative elements.

The description of activities and key tasks, as well as competencies, enabled the consideration of the following elements:

- the context and situation for the activities of tutors in small construction companies in the partner countries,
- the analysis of key activities, with details of a certain number of key tasks for each activity, minimising ambiguity and optimising concision,
- the content and scope of each key task with the specific professional competencies of the tutors in question.

Professional competencies are described on the basis of:

- common criteria: objective (the competency is always finalised), degree of independence and initiative, responsibilities, relations and co-operation, available resources and resources actually used to support apprentices, expected performance,
- common editorial rules: action verbs, concision, precision, unambiguity.

Competencies have been separated from related knowledge, by using, amongst other elements, the results of studies carried out in the context of the ADAPT-DYNAMO project² which led to the publication of a glossary of professional terms in the field of education and training, allowing for improved mutual understanding between partners.

² The European DYNAMO glossary, published by CR2i in 2001, defines competencies as a set of abilities to solve a problem in a given professional context, whilst knowledge is defined as information acquired through study or experience, prior to competencies.

The professional tutor profile in small and medium-sized construction companies in Europe

The tutors in question fulfil roles which could be considered as similar, but the conditions of implementation can vary widely and depend on the objectives of the company and training.

These objectives (which may be simultaneous) can be:

- **learning the profession, gaining a qualification** – in this case the tutor will be a professional actor who will focus on transmitting technical and direct operational expertise,
- **obtaining a qualification or diploma** - the tutor must manage all knowledge satisfying regulatory requirements for the validation of training in addition to the acquisition of technical expertise,
- **professional insertion or change of career** - the tutor plays a specific role and helps the apprentice to develop and consolidate a professional plan.

Depending on the profile of the students attending training centres, and the objectives and context of the training, the support strategies for the learning process can vary between a light approach and a complete system for sustainable professionalisation. Company tutors are involved in both cases, but the intensity of his activities, his tasks and his obligations will vary.

Certification, which could be envisaged as a possible application of the proposed professional profile, would provide the opportunity to look further into the issue of mandatory professional requirements for certificates or diplomas. However, as previously specified, this program is not mandatory and will only be developed by choice, as a potential extension to the COPILOTE project.

The following reference system reflects an **agreement between the parties which discussed and validated a European standard professional profile for tutors** working in small or medium-sized construction companies.

**European professional profile
for tutors in the construction sector ³**

(5 activities, 23 tasks)

Key:		
A	ACTIVITY	Extensive logical and/or chronological work sequence
T	TASK	Work to be done, formal instructions

5 ACTIVITIES

ACTIVITY A1	✓	Preparation of tutoree's arrival
ACTIVITY A2	✓	Tutoree's reception within the company
ACTIVITY A3	✓	Training
ACTIVITY A4	✓	Evaluation
ACTIVITY A5	✓	Tutoree's follow-up

³ This document also exists in English, German, Spanish, Italian and Polish (downloadable versions are available on the web site: www.copilote.org, "Productions" section - phase 3).

ACTIVITY A1: PREPARATION OF TUTOREE'S ARRIVAL

A1T1	Participate in recruitment
A1T2	Get information on person selected and, if need be, on training plan
A1T3	Define an inclusion background and/or training background
A1T4	Organise and plan the reception

ACTIVITY 2: TUTOREE'S RECEPTION WITHIN THE COMPANY

A2T5	Coordinate visit to company and present staff and colleagues
A2T6	Present the post, the work expected, the general conditions (internal code of conduct, security regulations, etc.) and locate the target job in the company's production process
A2T7	Present part-time plan, if the case arises
A2T8	Organise progression in learning

ACTIVITY A3: TRAINING

A3T9	Train on the job
A3T10	Make aware of regulatory aspects regarding health and safety (official and everyday)
A3T11	Review with tutoree the procedures and techniques used once work as been completed
A3T12	Participate, if need be, in creation of company/training centre synergy to ensure learning consistency
A3T13	<i>Ensure monitoring takes place (job evolution/technology/continuous training)</i>

ACTIVITY 4: EVALUATION

A4T14	Propose training evaluation throughout the course
A4T15	<i>Devise realistic evaluation scenarios, based on competency logic</i>
A4T16	<i>Prepare (or participate in preparation of) a report at end of course and provide the necessary informative documentation</i>
A4T17	<i>Appraise the results obtained by the tutoree</i>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

A5T18	Facilitate integration in team and work station
A5T19	Hold regular follow-up meetings and monitor the course
A5T20	Prepare and give information on tools necessary for course follow-up
A5T21	Participate in setting up favourable conditions for acquisition of know-how and development of independence of person selected
A5T22	Direct towards relevant representatives if necessary
A5T23	Report to hierarchy, or to training centre if need be, on developments, progress and results

Competencies reference system

As previously mentioned in the methodology, the professional competencies of tutors in construction companies are described on the basis of:

- *common competencies criteria*: objective, independence, scope for initiatives, responsibilities, relations and co-operation, available resources, expected performance,
- *common editorial rules*: action verbs, concision, precision, unambiguity.

Acquired and shared points of view concerning criteria for competencies

Professional objective - expected result and means available to the tutor.

Independence and scope for initiative - an indispensable condition for the use of competencies; the degree of independence and scope for initiative can clearly vary,

Responsibilities - at various levels; responsibilities allow tutors to satisfy training objectives and vary depending on the complexity of the designated training tasks.

Relations and co-operation - this accounts for interaction between tutors and other parties contributing to the training of the apprentice in the company,

Available resources – indispensable resources and materials, methods and procedures, and knowledge for the development of the competencies of company tutors in the context of training,

Expected performance - professional behaviour of the company tutor, which, combined with the necessary competencies, enables tutors to meet the set objectives in terms of vocational training for the apprentices they are assigned. It is also a result in reference to an objective but which goes over it because it is integrated more widely in an issue.

**Competencies reference system
for tutors in the construction sector:**

78 competencies

<i>Key:</i>		
A	Activity	Extensive logical and/or chronological work sequence
T	Task	Work to be done, formal instructions
C	Professional competencies	Ability to act in a given professional environment, according to company requirements
R	Resources	All the resources, procedures, methods, information and related knowledge used by the professional for the activities
SA	Related knowledge	All the general and professional knowledge used by the professional
EP	Performance requirements	Results expected by the company Described in terms of actual operations which can be identified and measured.

ACTIVITY A1: PREPARATION OF TUTOREE'S ARRIVAL

Task T1: Participate in recruitment

ASSOCIATED COMPETENCIES:

A1T1-C1	Take legal framework into account
A1T1-C2	Propose selection criteria
A1T1-C3	Adapt company opportunities and profile of candidate sought
A1T1-C4	Participate in selection

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Law on vocational training</i> <i>Training regulations</i> <i>Collective agreement</i> <i>Tutor approval regulations</i> <i>Trade code</i> <i>Law on the protection of minors</i> <i>Job profile</i> <i>Job description</i> <i>Prerequisites for recruitment</i> <i>Recruitment tests</i>	<i>Applying internal recruitment procedures</i> <i>Carrying out tests and organising interviews</i> <i>Advertising the position</i> <i>Using contacts with schools</i> <i>Applying criteria</i> <i>Agreeing to a work placement</i> <i>Carrying out and evaluating an aptitude test</i>	<i>Familiarity with the regulations of the company</i> <i>Structuring information</i> <i>Defining appropriate behaviour</i> <i>Determining the profile for the position</i> <i>Offering a work placement</i> <i>Evaluating the aptitude test</i>	<i>Drafting informative and detailed reports</i> <i>Establishing a list of candidates</i> <i>Determining priorities</i>

ACTIVITY A1: PREPARATION OF TUTOREE'S ARRIVAL

Task T2: Get information on person selected and, if need be, on training plan

ASSOCIATED COMPETENCIES:

A1T2-C1	Establish relations internally and externally with all persons holding information.
A1T2-C2	Clarify information concerning the background, experience and expectations of person to be selected
A1T2-C3	Specify, if need be, role sharing between tutor and training centre(s)
A1T2-C4	Exchange information with all representatives

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Organisational chart</i> <i>Contact details of relevant personnel in the company and in training organisations</i> <i>Candidature file, including CV</i> <i>Training reference system</i> <i>Calendar</i> <i>Follow-up leaflet</i> <i>Evaluation chart</i>	<i>Internal and external communication methods</i> <i>Follow-up interview with the apprentice</i> <i>Communication methods</i> <i>Follow-up interview with the apprentice</i>	<i>Using communication channels</i> <i>Getting to know the apprentice and their profile</i> <i>Familiarity with their training background</i> <i>Processing information</i>	<i>Restructuring and using contact details for internal and external personnel resources</i> <i>Creating and updating a personal file for the recruit</i>

ACTIVITY A1: PREPARATION OF TUTOREE'S ARRIVAL

Task T3: Define an inclusion background and/or training background

ASSOCIATED COMPETENCIES:

A1T3-C1	Pinpoint the requirements and conditions for the tutor's success in the task, particularly so as to develop commitment from the person to be selected
A1T3-C2	Identify the representatives and their roles, and give them relevant information concerning the person
A1T3-C3	Build a personalised training course

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Training reference system</i> <i>Calendar</i> <i>Liaison documents for training partners (company - training centre – vocational college)</i> <i>Evaluation charts</i> <i>Examination regulations</i>	Planning of training course	<i>Establishing a training plan</i> <i>Using communication channels</i>	<i>Establishing a personal training plan</i>

ACTIVITY A1: PREPARATION OF TUTOREE'S ARRIVAL

Task T4: Organise and plan the reception

ASSOCIATED COMPETENCIES:

A1T4-C1	Organise and insure internal collaborators
A1T4-C2	Check practical aspects of reception
A1T4-C3	Prepare work stations
A1T4-C4	Plan timetable for person to be selected
A1T4-C5	Consider development and requirements of the first day (company visit, meetings with representatives, necessary documentation, etc.)

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<p><i>Organisation chart and documents introducing the company</i></p> <p><i>Contact details for personnel resources</i></p> <p><i>Work clothing, tools and materials</i></p> <p><i>Practical information (canteen, social service, etc.)</i></p> <p><i>Description and particularities of the job</i></p> <p><i>Company timetable</i></p> <p><i>Training calendar</i></p> <p><i>Plan for first day</i></p>	<p><i>Informing all personnel of the arrival of an apprentice</i></p> <p><i>Ensuring tools are ready</i></p> <p><i>Establishing a calendar with a training plan</i></p>	<p><i>Internal communication</i></p> <p><i>Familiarity with the personal equipment of the apprentice</i></p> <p><i>Familiarity with possibilities for on- site intervention</i></p> <p><i>Familiarity with the sequencing of company activities</i></p> <p><i>Having organisational competencies</i></p>	<p><i>Preparing an informative welcome document</i></p> <p><i>Preparing the work space</i></p> <p><i>Knowing how to inform personnel</i></p>

ACTIVITY A2: TUTOREE'S RECEPTION WITHIN THE COMPANY

Task T5: Coordinate visit to company and present staff and colleagues

ASSOCIATED COMPETENCIES:

A2T5-C1	Discuss with apprentice the work contract objectives, rights and duties (those of the apprentice and of the employer) and his professional ambitions in order to assist integration in the company/profession
A2T5-C2	Explain the company and its environment (company's position in the sector, simplified organigram of the company or of site, major job functions, relationship to job functions, etc.)
A2T5-C3	Present the team, human resources, their role as tutor
A2T5-C4	Explain specific practices and applications of the company or of the profession

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Organisation chart</i> <i>CV</i> <i>Documents introducing the company</i> <i>Training contract</i> <i>Training plan</i> <i>Internal regulations</i>	<i>Using information and communication</i>	<i>Using communication channels</i>	<i>Ensuring the new apprentice understands:</i> <i>*how the company and the environment work</i> <i>* their expected contribution to the collective work process</i>

ACTIVITY A2: TUTOREE'S RECEPTION WITHIN THE COMPANY

Task T6: Present the post, the work expected, the general conditions (internal code of conduct, security regulations, etc.) and locate the target job in the company's production process

ASSOCIATED COMPETENCIES:

A2T6-C1	Explain what the company and the team expect from the tutor (company requirements criteria, desired behaviour, etc.)
A2T6-C2	Specify the objectives of his work in the company
A2T6-C3	Present the job(s) or post(s) to which the apprentice shall be introduced in the production process and in the course of overall training (work and/or training: With whom? How? Why?)
A2T6-C4	Give information about health & safety regulations and respecting environment
A2T6-C5	Explain how to handle safety equipment

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Labour regulations</i> <i>Internal regulations</i> <i>Training plan</i> <i>Job profile</i> <i>Quality management manual</i> <i>Safety regulations</i> <i>Safety equipment</i>	<i>Using information and communication</i> <i>Complying with health and safety procedures</i>	<i>Using information and communication channels</i> <i>Familiarity with health and safety procedures</i>	<i>Ensuring the new apprentice understands:</i> <i>* their expected contribution to the collective work process</i> <i>* safety requirements</i>

ACTIVITY A2: TUTOREE'S RECEPTION WITHIN THE COMPANY

Task T7: Present part-time plan, if the case arises

ASSOCIATED COMPETENCIES:

A2T7-C1	Identify and explain to the tutoree the responsibilities with regard to different partners in the implementation and successful completion of his training course.
A2T7-C2	Identify and explain to the tutoree the methods of liaison between the company and the training provider
A2T7-C3	Inform him, if necessary, about training structure and about the organisation and its positioning in the sector

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Organisation chart</i> <i>Liaison documents for training partners (training company - training centre - professional college)</i> <i>Training plan</i>	<i>Using information and communication</i>	<i>Familiarity with the appropriate information and communication channels</i>	<i>Ensuring the new apprentice understands:</i> <i>*how sandwich courses work (if taking a sandwich course)</i> <i>*the links between the training company, the training centre or vocational college</i>

ACTIVITY A2: TUTOREE'S RECEPTION WITHIN THE COMPANY

Task T8: Organise progression in learning

ASSOCIATED COMPETENCIES:

A2T8-C1	Identify the content and objectives of training reference system for the tutoree in order to suggest appropriate tasks for him
A2T8-C2	Determine which tasks may be assigned to the tutoree taking into account: the degree of complexity; the tutoree's experience and potential Production/site requirements/constraints
A2T8-C3	Organise selected tasks in a logical, articulated and progressive training course

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Training reference system</i> <i>Calendar</i> <i>Training plan</i> <i>Follow-up booklet</i> <i>Job description</i> <i>Liaison documents</i> <i>Site description and schedule</i>	<i>Coordinating and comparing training reference system objectives</i>	<i>Developing customised training</i> <i>Establishing a training plan</i>	<i>Customised and operational training plan</i>

ACTIVITY A3: TRAINING

Task T9: Train on the job

ASSOCIATED COMPETENCIES:

A3T9-C1	Explain to the tutoree the task he is required to undertake (objectives, stages, situation in the production process) and the expectations in terms of quality, while also showing and explaining how to use technical equipment
A3T9-C2	Break down an activity (simple, complex) into different stages to facilitate the tutoree's mastery of it
A3T9-C3	Demonstrate and explain the most appropriate posture for carrying out a task
A3T9-C4	Select appropriate documentary reference material and explain it to the tutoree.
A3T9-C5	Use straightforward language with the tutoree and define any technical terms that are specific to the job.

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Site description</i> <i>Tools, machines and equipment</i> <i>Instructions for use</i> <i>Specialised books</i> <i>Practical files</i> <i>Plans, sketches</i> <i>Work instructions</i> <i>Professional glossaries</i>	<i>Job profile</i> <i>Training course developed by the tutor</i> <i>Formalised production process and qualitative criteria</i>	<i>Providing teaching material</i>	<i>Conformity of the professional knowledge and work of the apprentice in comparison with the expectations of the company and the requirements of the training reference system</i> <i>Independence of the apprentice</i> <i>Accounting for safety instructions</i>

ACTIVITY A3: TRAINING

Task T10: Make aware of regulatory aspects regarding health and safety (official and everyday)

ASSOCIATED COMPETENCIES:

A3T10-C1	Describe and explain the company's established health and safety rules and procedures
A3T10-C2	Explain how to handle safety equipment
A3T10-C3	Engage the tutoree and ensure he is aware of his responsibilities regarding health and safety at work and regarding observance of regulations.

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Tools, machines and equipment</i> <i>Instructions for use safety regulations+</i>	<i>Applying instructions for use and safety regulations</i> <i>Demonstrating and explaining safety regulations</i> <i>Carrying out practical safety exercises</i>	<i>Familiarity with instructions for use and safety regulations</i>	<i>Ensuring the apprentice understands regulations and safety for their job</i> <i>Increasing the independence of the apprentice</i>

ACTIVITY A3: TRAINING

Task T11: Review with tutoree the procedures and techniques used once work as been completed

ASSOCIATED COMPETENCIES:

A3T11-C1	Check the tutoree's understanding at each stage and ensure that he correctly applies ideas learnt in real situations
A3T11-C2	Envourage the tutoree to develop a critical attitude with regard to his own performance
A3T11-C2	Identify problematic situations, give corrections and advice

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Specialised books</i> <i>Practical files</i> <i>Plans, sketches</i> <i>Work instructions</i> <i>Evaluation charts</i>	<i>Carrying out interviews</i> <i>Carrying out systematic evaluation</i>	<i>Using communication techniques</i> <i>Applying evaluation criteria</i>	<i>Developing the self-evaluation capacity of the apprentice</i> <i>Increasing the independence of the apprentice</i>

ACTIVITY A3: TRAINING

Task T12: Participate, if need be, in creation of company/training centre synergy to ensure learning consistency

ASSOCIATED COMPETENCIES:

A3T12-C1	Find out about training undertaken by tutoree (type: qualification, certification, part-time: Tutor, contacts, training reference, tutoree's company/training centre work connections, nature of qualification examinations/training evaluation, etc.)
A3T12-C2	Inform training centre of in-company training timetable and of training plan, provide information about anticipated learning progression in training centre in order to check on learning consistency
A3T12-C3	Prepare and distribute liaison documents to report on what has been learnt, and on progress and difficulties encountered

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Liaison documents for training partners (training company - training centre - professional college)</i> <i>Training plan</i> <i>Follow-up booklet</i>	<i>Organising meetings and collaboration between the training centre and the training company</i>	<i>Producing training support documents</i>	<i>Formalised and effective synergy between the company and the training centre</i> <i>Coordinating the teaching team</i> <i>Establishing a shared and common training strategy between the training centre and the training company</i>

ACTIVITY A3: TRAINING

Task T13: Ensure monitoring takes place (job evolution/technology/continuous training)

ASSOCIATED COMPETENCIES:

A3T13-C1	Keep informed of new machinery, new manufacturing procedures, technological change and training for such change (method: Self-training – resources: Internet, specialist literature, etc.)
A3T13-C2	Keep informed of job evolution
A3T13-C3	Keep his own training updated, analyse his own practices as a tutor and his methods.

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Internet</i> <i>Internal and external documentation services</i> <i>Specialised reviews</i> <i>Professional development programs</i> <i>Continuing training offers for tutors</i>	<i>Various forms of self-training</i> <i>Distance learning (e-learning)</i> <i>Participating in advanced training offered by specialised organisations</i> <i>Exchanging methods in work groups including company and training centre tutors</i>	<i>Information research techniques to encourage self-training</i>	<i>Updating technical, organisational and educational knowledge</i> <i>Ability to motivate and encourage apprentices to continue their development after their training course</i> <i>Promoting self-training competencies</i>

ACTIVITY A4: EVALUATION

Task T14: Propose training evaluation throughout the course

ASSOCIATED COMPETENCIES:

A4T14-C1	Prepare tools necessary for on-the-job evaluation
A4T14-C2	Check understanding and application of points studied, systematically measure what has been learnt in professional terms and correct mistakes
A4T14-C3	Suggest possible remedies (short-term) and solutions to be implemented in the future

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Training plan</i> <i>Evaluation charts</i> <i>Evaluation criteria</i>	<i>Evaluation methods</i>	<i>Organising formal and informal evaluation</i> <i>Carrying out intermediate evaluation</i> <i>Carrying out a final evaluation</i>	<i>Implementing planned, formal and informal evaluations throughout the training course</i>

ACTIVITY A4: EVALUATION

Task T15: Devise realistic evaluation scenarios, based on competency logic

ASSOCIATED COMPETENCES:

A4T15-C1	Prepare the necessary tools for evaluation basing the process on competency logic and on criteria defined according to the training organism and/or certification objectives,
A4T15-C2	Systematically measure what has been learnt in professional terms with regard to the company's requirements/the certification objectives
A4T15-C3	Provide documentation related to the tutoree's results to form a dossier corresponding to certification requirements

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Training plan</i> <i>Evaluation charts</i> <i>Evaluation criteria</i> <i>Examination file</i>	<i>Evaluation methods</i>	<i>Carrying out formal evaluations</i> <i>Carrying out intermediate evaluations</i> <i>Carrying out a final evaluation</i>	<i>Creating and evaluating credible examinations in accordance with examination regulations</i> <i>Establishing and using an evaluation file for knowledge acquired through training</i>

ACTIVITY A4: EVALUATION

Task T16: Prepare (or participate in preparation of) a report at end of course and provide the necessary informative documentation

ASSOCIATED COMPETENCIES:

A4T16-C1	Conduct an interview to discuss end of course report
A4T16-C2	Review results with regard to professional criteria (job, integration in the company) and/or, if need be, with regard to the relevant qualification
A4T16-C3	Produce a follow-up/evaluation dossier of results from tutorship meeting and, if needs be, with training establishment

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Interview charts</i> <i>Evaluation charts</i> <i>Summary charts</i>	<i>Interview techniques</i> <i>Technique for summarising achievements</i>	<i>Establishing a summary of achievements</i>	<i>Discussing the summary of achievements drafted by the tutor with the apprentice</i>

ACTIVITY A4: EVALUATION

Task T17: Appraise the results obtained by the tutoree

ASSOCIATED COMPETENCIES:

A4T17-C1	Perform a positive appraisal, turn errors to good account, appraise all progress achieved
A4T17-C2	Endorse what the tutoree has learnt with certificates, accreditation or some other kind of recognition
A4T17-C3	Direct, inform and guide the tutoree towards a person/resource structure for possible candidature for supplementary qualifications (exams, accreditation of experience, distinction, etc.)
A4T17-C4	Devise with the tutoree a “roadmap” and/or prospects for evolution

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Training plan</i> <i>Evaluation charts</i> <i>Evaluation criteria</i> <i>Summary charts</i> <i>Information on systems for the validation of professional experience</i>	<i>Evaluation methods</i> <i>Examination procedures</i>	<i>Familiarity with different examination procedures</i>	<i>Explaining and promoting certificates to be awarded to apprentices</i>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T18: Facilitate integration in team and work station

ASSOCIATED COMPETENCIES:

A5T18-C1	Identify, from training plan, the people and services that the tutoree will be connected with
A5T18-C2	Explain to the tutoree what he may expect from the people in his work environment
A5T18-C3	Specify the expectations of the company, of colleagues, of the tutor, both in terms of quality of work and in terms of social behaviour
A5T18-C4	Prepare and make available to the tutoree useful documentation about the company for reference purposes

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Documents introducing the company</i> <i>Organisation chart</i> <i>Information on the career</i> <i>Internal regulations</i>	<i>Providing a description of the site</i> <i>Explaining internal regulations</i> <i>Establishing an integration plan</i> <i>Informing the apprentice of the general working conditions and the environment</i>	<i>Using information technology</i> <i>Using internal communication</i>	<i>Integration of the apprentice into the team and the job</i>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T19: Hold regular follow-up meetings and monitor the course

ASSOCIATED COMPETENCIES:

A5T19-C1	Prepare a calendar of meetings and a keep a record book of meetings with the tutoree
A5T19-C2	Gather, before each meeting, information related to progress and difficulties encountered by the tutoree
A5T19-C3	Hold meeting, check the tutoree's understanding of the situation and formalise results of the meeting

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Customised timetable for the apprentice</i> <i>Reference tool for their progression in the defined course</i> <i>Meeting calendar</i> <i>Liaison notes</i> <i>List of contact persons for the apprentice</i> <i>Evaluation record sheet</i> <i>Interview map</i>	<i>Formal evaluation methods</i> <i>Customised training plan for the apprentice</i>	<i>Interview techniques</i> <i>Processing information</i> <i>Internal communication</i>	<i>Formal support documents, with regular updates</i>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T20: Prepare and give information on tools necessary for course follow-up

ASSOCIATED COMPETENCIES:

A5T20-C1	Identify documents required for each party then prepare documents for course follow-up
A5T20-C2	Distribute follow-up documents

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<p><i>Documents for the preparation and organisation of interviews</i></p> <p><i>Sandwich course records</i></p> <p><i>Documents on evaluation methods</i></p> <p><i>Evaluation record sheet</i></p> <p><i>Liaison notes for all persons involved in training</i></p>	<p><i>Formal evaluation methods</i></p> <p><i>Standard training course</i></p> <p><i>Customised training plan for the apprentice</i></p> <p><i>Formalisation of training content in the company</i></p>	<p><i>Individualisation</i></p> <p><i>Evaluation</i></p> <p><i>Self-evaluation</i></p> <p><i>Developing evaluation methods</i></p> <p><i>Managing documentary resources</i></p>	<p><i>Formal and complete support documents (for course)</i></p>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T21: Participate in setting up favourable conditions for acquisition of know-how and development of independence of person selected

ASSOCIATED COMPETENCIES:

A5T21-C1	Help him get his bearings (in the company and in the context of his training) by specifying all functionalities right from the beginning
A5T21-C2	Recommend an appropriate degree of teaching mediation for the tutoree
A5T21-C3	Recommend to the tutoree the pedagogical situations and personal interactions that will facilitate his self-evaluation

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<p><i>All documents drafted and used:</i></p> <p><i>*in the context of integration into the company and the job</i></p> <p><i>* in the context of monitoring training in the company</i></p> <p><i>*which contribute to the independence of the apprentice</i></p> <p><i>*which encourage self-evaluation by the apprentice</i></p>	<p><i>All procedures drafted and used:</i></p> <p><i>*in the context of integration into the company and the job</i></p> <p><i>* in the context of carrying out and monitoring training in the company</i></p> <p><i>*which contribute to the independence of the apprentice</i></p> <p><i>*which encourage self-evaluation by the apprentice</i></p>	<p><i>Developing support tools</i></p> <p><i>Communication</i></p>	<p><i>Follow-up documents and procedures</i></p> <p><i>Formal self-training procedures</i></p>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T22: Direct towards relevant representatives if necessary

ASSOCIATED COMPETENCIES:

A5T22-C1	Identify, for both internal and external persons, the authorities, services and organisms that are likely to be able to help the tutoree with difficulties (social, financial, cognitive or psychological)
A5T22-C2	Identify the tutoree's learning difficulties
A5T22-C3	Recommend, if necessary, a relevant representative to help the tutoree with his difficulties

R <i>Resources</i>	MP <i>Methods and procedures</i>	SA <i>Related knowledge</i>	EP <i>Professional requirements</i>
<i>Organisation chart for company personnel</i> <i>List of training centre contacts</i> <i>List of external contacts</i> <i>Interview charts</i>	<i>Communication methods</i> <i>Follow-up interviews with the apprentice</i>	<i>Using communication channels</i>	<i>Helping with personal development</i>

ACTIVITY A5: TUTOREE'S FOLLOW-UP

Task T23: Report to hierarchy, or to training centre if need be, on developments, progress and results

ASSOCIATED COMPETENCIES:

A5T23-C1	Prepare liaison documents and release of information
A5T23-C2	Inform on progress and difficulties. Have results confirmed

<i>R</i> <i>Resources</i>	<i>MP</i> <i>Methods and procedures</i>	<i>SA</i> <i>Related knowledge</i>	<i>EP</i> <i>Professional requirements</i>
<i>Training plan</i> <i>Liaison notes</i> <i>Interview charts</i> <i>Tracking documents for evaluation</i> <i>Documents and results of evaluation</i>	<i>Checking and evaluating the training schedule</i>	Processing information <i>Internal and external communication</i>	<i>Evaluating formal and complete documents and procedures</i>

*Competencies and activities reference system for tutors in the construction sector: a means of optimising support, training and promotion in terms of sustainable professionalisation*⁴

Support

The main objective of the COPILOTE project is the development of proposals allowing for the reinforcement of support for tutors in small and medium-sized construction companies in Europe. The reference system introduced and described in this document contributes to this reinforcement by clearly identifying the fields of intervention of company tutors (five activities and twenty three tasks) and the assignment of seventy eight competencies.

This document is innovative as, to our knowledge, it is the first time several European professional organisations, from eight countries, have agreed on a common definition of the role of tutors in construction companies. In our opinion, this represents a great step forward.

Joint consideration of potential means of improving support for company tutors in their activities and tasks while reinforcing their competencies is simplified if all partners share a similar vision of the role of tutors, despite all the differences between the countries (which are globally explained in the reports from phases 1 and 2 of the COPILOTE project).

The proposed reference system will be applied differently in each country. The document is not intended to be systematically distributed to company tutors. This document would not be understood without any explanation of how to apply the system. In addition, the system does not aim to replace the different existing guides, charters and manuals created by other partner organisations at European level⁵ and which are aimed directly at company tutors. The partners mainly aim to create a reference document in view of other approaches for the reinforcement of company tutorship and consequently improved vocational training.

In COPILOTE partner countries where no reference system for the role of tutors currently exists (Spain, Poland), this document clearly defines company tutors and their position. To give an example, Polish partners⁶, intend to use the document to drive a second phase leading to the creation of a national reference system, which will act as a professional standard for the role of tutors in the construction sector.

⁴ Section drafted by Marek Lawinski (CCCA-BTP). This section includes elements provided by the CIEP and is based on the results of phases 1 and 2 of the COPILOTE project.

⁵ Consult these documents: www.copilote.org, "Library" section.

⁶ *Budowlani* Trade Union, Warsaw.

In other countries, existing support tools will be revised from a new point of view. To give an example, Swiss partners⁷, consider that the reference system will enable the renewal of existing documents and tools, by integrating new elements which take into account the development of the role of tutors in recent years, and the participants hosted by companies for periods of training. The reference system is simple and indicates how to create support tools specifically for company tutors thanks to its structure and preparation methodology. This is based on the principle that documents distributed to companies should be simple and pragmatic.

Thanks to the precise definition of activities, tasks and related competencies, the reference system is also a means of identifying areas in which company tutors need to be supported. In a way, the system is a guide which helps to structure the different stages of support:

- creating an online library including the documents required for the preparation and execution of the role of tutors on a daily basis,
- designing a self-evaluation approach for company tutors, based on the competencies identified and listed in the reference system,
- structuring consultancy missions for company tutors, based on the activities and tasks identified.

Thanks to this reference system, support for tutors is more consistent and based on activities originating from systematic consideration and research, based on several approaches and targeting objectives which may vary between partner countries.

Training

The reference system also enables the development of vocational and advanced training for company tutors according to different profiles depending on the corresponding objectives⁸. Training plans vary between countries, just like the overall support system, although we propose several common scenarios to COPILOTE partners. National operators will make the final decision as to scenarios.

Given that COPILOTE partners do not, globally, have a direct influence on the creation of diplomas in their countries, certification is a priority. However, certification can be pursued by partners wishing to do so. In this case, the reference system will represent a solid European base for offering training courses of varying lengths, in different forms, based on sustainable professionalisation

⁷ ECAP, Lamone (Lugano).

⁸ See also the conclusion of the phase 2 report of the COPILOTE project.

It is evident **that certification is a process which authenticates the competencies** of individuals based on formal criteria (the reference system of activities and competencies of tutors in small and medium-sized construction companies in our case) and can be of interest to both the individuals who benefit and employers who appreciate the formal establishment of competencies. Furthermore, a good certification system can guarantee the quality of training and that tutors are adapted to the educational activities of their companies. Partners which wish to pursue this course of action should create certification objectives to establish pre-requisites for the professional recognition of company tutors.

Thanks to the possibilities offered by the sustainable professionalisation procedure at European level, **it is entirely possible to separate the certification of competencies from training cycles**. The systems which are being gradually introduced in European countries, driven by the Commission, enable the validation of professional experience acquired in a formal or informal context, for consideration in the awarding of diplomas and certificates.

Should certified training be created, it will be adapted to each country in terms of objectives, content and organisation. If training is additionally defined at European level, it will be transferrable between the different countries in the form of set units. However, social partners in the construction sector and the competent educational authorities in the countries concerned must specify the openings, scope and nature of this type of training.

On the other hand, direct vocational training operators may take inspiration from the reference system and offer lighter training programs, which are just as indispensable for the improvement of the professional competencies of company tutors.

Training **should be differentiated on the basis of the profile of the company tutors** as proved by the results of the investigations carried out in phases 1 and 2, as the needs of new tutors and experienced tutors are not the same. Company tutors could also, in view of their limited availability for training, develop their *competencies portfolio* at their own pace, by participating in modular training, but which would, when all is said and done, provide standard, and even "*certifiable*" training. Consequently, **partners would benefit from developing a training program for company tutors from the outset**, rather than punctual, isolated training courses.

One indispensable condition exists for the survival of such a program: the involvement of social partners, able to provide long-term guarantees in terms of organisation, quality and financing. It is therefore necessary **to coordinate the planned program and existing training systems in certain countries**, to reconsider their effectiveness and performance, by retaining elements which work and modifying elements which are considered to be unsatisfactory. In this context, it is necessary to look more closely at the existing systems for obligatory training, and measure their actual impact on the quality of training provided in companies.

Promotion

Better identification of the role of tutors at European level, thanks to a detailed description of the activities, tasks and competencies agreed to by the partners in the COPILOTE project, will also contribute to improving reputation and recognition. As indicated in the conclusions of previous phases in the COPILOTE project, it is essential for parties liable to opt for training in a work situation to be aware of the role of tutors in general and company tutors in particular.

In addition, it is realistic to assume that a better identified and recognised professional group will be more motivated in their educational activities and better supported. Improved recognition of the role of tutors, made possible thanks to the existence of an activity and competencies reference system, could encourage people to target this position.



**The activity and competencies
reference system: providing
inspiration for company tutors**

*Michael Gustafsson, BYN,
Sweden*

To contribute to the promotion of the role of tutors, the proposed reference system could be used as the basis for advertising campaigns on the nature and importance of company tutors for the success of the global professional ambitions of apprentices. A booklet on the conditions for the success of vocational training in a company will be launched after the COPILOTE project in this line of thought. The booklet will be based on the five major activities of company tutors, identified during the work on the reference system: preparation for the arrival of the apprentice, welcoming them into the company, their training, the evaluation of the information learnt during training and global support.

Furthermore, the promotion of the role of tutors also requires the projected management of employment and the competencies of personnel acting as tutors. The proposed and distributed reference system, with comments, may be used by all partners depending on their context and priorities, and can help company managers to integrate tutors and their competencies in more global criteria for the development of employee competencies.

In addition, the integration of company tutor support in sustainable professionalisation, tested in several other European projects involving COPILOTE partners, will also contribute to the promotion of this position and improve its framework. The idea is to eventually create *a real European professional body*, able of going beyond the construction sector. The availability of the activities and competencies reference system for tutors in small and medium-sized construction companies in Europe aims to contribute to this finality.

THE COPILOTE PARTNERS

<p>P1. CCCA-BTP (France) <i>Promoter of the project</i></p>		<p>www.ccca-btp.fr</p>
<p>P2. Formation PME Liège (Belgium)</p>		<p>www.formation-pme.be</p>
<p>P3. BZB (Germany)</p>		<p>www.bzb.de</p>
<p>P4. FLC (Spain)</p>		<p>www.flc.es</p>
<p>P5. Centre Inffo (France)</p>		<p>www.centre-inffo.fr</p>
<p>P6. CIEP (France)</p>		<p>www.ciep.fr</p>
<p>P7. CREDIJ (France)</p>		
<p>P8. FORMEDIL (Italy)</p>		<p>www.formedil.it</p>
<p>P9. ECAP (Switzerland)</p>	 <p style="font-size: small;">Institut de formation professionnelle, de formation permanente et de recherche fondée par CGIL</p>	<p>www.ecap.ch</p>
<p>P10. BUDOWLANI (Poland)</p>	 <p style="font-size: x-small;">TRADE UNION</p>	<p>www.zzbudowlani.pl</p>
<p>P11. BYN (Sweden)</p>	 <p style="font-size: x-small;">SWEDISH CONSTRUCTION INDUSTRY TRAINING BOARD</p>	<p>www.byn.se</p>

A project managed by the CCCA-BTP in the framework of the REFORME network (www.reforme.org)

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COPILOTE

Setting up of a common European strategy for the tutoring in the construction companies

9 European partners countries

OBJECTIVES

To enhance the tutoring in the vocational training process

To assist trainees in small companies in the construction sector

To professionalize tutors and to evaluate it, among other things, through an acknowledgement based on a common European reference